



Institutional Self Study

*Holy Cross College
Notre Dame, Indiana*

Prepared for The Commission on Institutions of Higher Education
North Central Association of College and Schools

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Chapter One

Introduction

Section One – Holy Cross College mission

Holy Cross College is a Catholic higher education community that transforms lives by advancing the Gospel, and building competent minds and compassionate hearts. Founded by the Brothers of Holy Cross, we are animated by their traditions which require a practical, demanding, and comprehensive training of the mind that is compelled to action by a generous spirit. We accommodate a broad spectrum of needs, interests, and backgrounds within a challenging, supportive, and sacred environment. We offer a foundational liberal arts program of engaging and relevant instruction which prepares students for productive futures.

By actively pursuing the integrated development of mind, body, and heart, the liberal arts core of the associates of arts degree program provides transferable skills for continuing education and reaching professional goals. Baccalaureate degree programs offer a global and experiential liberal arts curriculum coordinating the planning of life-long learning with the courage to face future challenges.

We advance the Gospel message by developing a personal understanding of relationships with God, others, and self. We respect and challenge one another through active spiritual and intellectual lives and through service. We support and enlighten one another about our common responsibilities to further the Kingdom of God.

Section Two - A brief history of Holy Cross College

Holy Cross College is a Catholic four-year college sponsored by the Midwest Province of the Brothers of Holy Cross. The college is located in Notre Dame, Indiana, on one hundred forty acres of land that the Brothers have occupied since they arrived in the area in 1841.

Holy Cross College was opened in 1966 as “Holy Cross Junior College,” and it was dedicated to preparing members of the Brothers of Holy Cross for transfer to other institutions to pursue baccalaureate degrees. Brother John Driscoll, C.S.C., was the founding president of the college, and fifty-four brothers enrolled in the first year of operation. In 1967, the college admitted its first lay male students, and in 1968, women were enrolled for the first time. In February 1968, the college received its corporate charter from the State of Indiana to operate as a not-for-profit corporation.

Holy Cross College was opened in 1966 as “Holy Cross Junior College,” and it was dedicated to preparing members of the Brothers of Holy Cross for transfer to other institutions to pursue baccalaureate degrees.

In 2002, the college received accreditation approval to offer the Bachelor of Arts degree.

At its founding, Holy Cross College was governed by the Provincial Council of the Midwest Province of the Brothers of Holy Cross. The Provincial Council served as a board of directors for the college. In order to segregate institutional responsibilities and powers, the Board of Advisors was formed in 1983, separate from the Provincial Council, to govern most of the operations of the college. The Brothers maintained ownership and control of the college's mission and facilities. In 1987, the advisors became the Board of Trustees, and, by charter, were given responsibilities for oversight of the academic enterprise of the college. The Brothers of Holy Cross maintained ownership and control of the college's mission and property through the Corporate Board of the college. The Corporate Board is composed of the members of the Provincial Council plus the college president, and specific powers are reserved to the Corporate Board. These powers include authority for the mission of the college, property development, and decisions related to incurring debt by the institution. In 1990, the name of the college was changed to "Holy Cross College."

In addition to the academic complex of the Driscoll and Vincent buildings, the college now has five residence halls and a number of outdoor athletic facilities.

From 1966 to 2002, the academic program of Holy Cross College remained relatively unchanged. The only academic degree that the college awarded was the associate of arts degree. The curriculum for the degree was a broad program in the liberal arts, and it approximated a common general education curriculum found in most baccalaureate institutions. From the college's founding, the associate of arts degree has not typically served as a terminal degree, as the vast majority of students have transferred into baccalaureate programs at other institutions after completing their studies at Holy Cross College. In 2000, Holy Cross College faculty and staff began investigating the possibility of adding baccalaureate education to the curriculum, and after proposal to the Higher Learning Commission in 2002, the college received accreditation approval to offer the Bachelor of Arts degree. In keeping with the historic focus of the college's liberal arts curriculum, the initial baccalaureate degree was a bachelor of arts in liberal studies.

Holy Cross College has historically been very sound financially.

Since its founding, Holy Cross College has experienced significant growth in facilities. The college has developed a complex for the Driscoll and Vincent buildings in which the academic life of the institution is centered. Since the 1997 self study, the growth of residence life has spurred most of the development of the college's facilities. In addition to the academic complex of the Driscoll and Vincent buildings, the college now has five residence halls and a number of outdoor athletic facilities (basketball and tennis courts, and soccer and lacrosse fields). All of the residence halls and athletic facilities have been developed since the last comprehensive self study.

Enrollment at Holy Cross College has generally trended upward since the founding of the college. However, the college has experienced a “saw-tooth” phenomenon in enrollment for many years. Years of strong growth in student numbers have often been followed by years in which enrollment dips. While the overall tendency in the college’s history has been toward increasing enrollment, the college is currently in a four-year cycle of decreasing enrollment. One of the outcomes of these enrollment vagaries is that the college has often been unable to add to its personnel, programs, and facilities as frequently or as significantly as desired.

Holy Cross College has historically been very sound financially. The philosophy that has guided fiscal planning for the college has been very conservative. This approach was especially prudent when the college did not have well developed fundraising efforts. The college has recently enjoyed stronger fundraising and development, and the conservative approach to budgeting and investment has continued. The net effect of the strong fundraising and solid budgeting has been that the college has been able to weather the recent enrollment problems better than might be expected. However, it is well understood throughout the institution that the college’s financial strengths will erode and put the institution at risk if enrollment fails to rebound.

The college was granted initial accreditation in June 1987.

Section Three - Accreditation history of Holy Cross College

For the first fifteen years of its existence, Holy Cross Junior College did not pursue accreditation from the North Central Association of Colleges and Schools. In 1982, the college’s Board of Advisors recommended to the president, Brother John Driscoll, that the college seek regional accreditation. In 1985, the college was awarded candidacy status by the North Central Association of Colleges and Schools. In candidacy, the college completed its first comprehensive self study and made application for initial accreditation in early 1987. In March of that year, a team from the Commission visited the college to review the application for initial accreditation.

As a result of the review for initial accreditation, the team from the Commission recommended approval of the application, and mandated that the college submit three follow-up reports. One was to focus on strategic planning at the college, and the other two were to address the college’s governance under the newly reconfigured Board of Advisors, now named the Board of Trustees. After acceptance of the follow-up reports, the college was granted initial accreditation in June 1987.

In 2002, Holy Cross College requested that the Commission conduct a focused visit to review the college's request to change its Statement of Affiliation Status.

After a three-year period of initial accreditation, the college prepared a comprehensive self study requesting continuing accreditation by the Commission. In April 1990, a team from the Commission visited the college to review the request. It was at this time that the college changed its name to Holy Cross College. The team recommended continuing accreditation for six years and submission of three follow-up reports. The reports were to address planning for enrollment management, institutional advancement, and efforts to create a participatory academic structure. These reports were filed in 1991 (enrollment management) and 1992 (institutional advancement and academic governance). The college then submitted a report to the Commission on how these plans were being implemented in 1993.

Following the six-year accreditation interval, Holy Cross College undertook a comprehensive self study for continuing accreditation. In January 1997, a team from the Commission recommended that the college receive continuing accreditation for ten years. The team also recommended that the college file two progress reports. One report, on the college's success in implementing its program to assess student learning, was submitted in 1998. The other report, on a strategic plan for the college that outlined an institutional vision and prioritized strategies, was submitted in 1999. Both reports were accepted by the Commission upon submission.

In 2002, Holy Cross College requested that the Commission conduct a focused visit to review the college's request to change its Statement of Affiliation Status. The request was for authorization to award a new degree level, the baccalaureate degree. The college proposed that the Commission approve a Bachelor of Arts degree in liberal studies. In September of that year, a team from the Commission visited the college and recommended approval of the change. The team also directed the college to file a progress report on the implementation of the assessment plan for the liberal studies program. That report was accepted by the Commission upon submission in 2005.

Section Four - Concerns raised by visiting teams in the last ten years

In the past ten years, Holy Cross College has had two reviews by teams from the Higher Learning Commission. The first review was for the last comprehensive self study. That review took place in January 1997. The second review took place in September 2002 as part of a focus visit to evaluate the college's request to add baccalaureate-level programs to the institution's

Statement of Affiliation Status.

Concerns from the 1997 review

There is an absence of an institutional vision plan which needs to be developed and understood by all constituents.

Since the last comprehensive self study, Holy Cross College has initiated an ongoing strategic planning process.

Since the last comprehensive self study, Holy Cross College has initiated an ongoing strategic planning process. The process utilizes “operational planning groups” that focus their work on specific areas of college operations. Operational planning groups include academic programs and faculty development, enrollment management, budget and finance/human resources, advancement, facilities, and campus support/student and residence life. Membership on these operational planning groups include faculty and staff, trustees, and, for specific planning tasks, students. The operational planning groups have created vision statements and strategies to realize those statements for their respective areas. These vision statements and strategies are routinely reviewed, analyzed for achievement, and, in some cases, revised during periodic meetings of the groups.

In addition to the strategic planning process, there are also routine standing committees of the college that involve participation by faculty and staff in college governance.

In addition to ongoing visioning in their respective areas, the operational planning groups have also considered specific questions about the direction of Holy Cross College. In one example, the operational planning groups considered the question of baccalaureate education and its suitability to the college’s mission in 2001. These groups were asked to respond to the prospect of baccalaureate education and identify areas of concern and decisions that would need to be addressed before a baccalaureate program could be offered by the college.

Holy Cross College was required to submit a follow-up report in 1999 that included a vision plan with prioritized strategies for the college. The report was accepted by the Commission staff.

There is a lack of understanding about outcomes assessment and the role faculty must play. The assessment plan is not reviewed, changed, or evaluated by instructional faculty. It is not effectively organized and administered, nor have the plan’s objectives been met as scheduled.

Like many other colleges and universities, Holy Cross College has made progress on the assessment of student learning in the past decade, but significant challenges remain.

Assessment is better integrated into the life of the institution than at the time of the 1997 self study. The college has made significant increases in the resources committed to assessment.

Assessment is better integrated into the life of the institution than at the time of the 1997 self study. The college has made significant increases in the resources committed to assessment. In 2001, the college created a new position of director of assessment. The director leads the college's assessment efforts by working with faculty on their assessment activities. One of these main activities that the director has assisted faculty with is incorporating the college's transferable skills in courses. All institutional courses, as part of their syllabi, must include information on which of the college's nine transferable skills are developed and how assessment takes place. The director of assessment is given a partial course reassignment to help faculty with the assessment efforts within their courses and programs. The director also compiles and reports on assessment data on a yearly basis.

In addition to the efforts of the director of assessment, the college created the Center for Faculty Development in 2001. The center coordinates the college's faculty development activities. One area of institutional emphasis for which the center has provided professional development opportunities is the assessment of student academic achievement. The center has provided funding for faculty to attend conferences and meetings that address assessment. The center has also directed the college's program of faculty development grants. A number of grants funded for individual faculty have addressed basic assessment approaches and various assessment methodologies.

Holy Cross College was required to submit a follow-up report to the Higher Learning Commission in 1998 that described the implementation of the college's assessment plan. That report was accepted by the Commission.

There needs to be more governance at the college exercised by faculty and staff. Communication needs to be improved on all levels: between faculty, between administrators and faculty, and between trustees and faculty.

Holy Cross College has a strong approach to shared governance that involves all full-time employees. The strategic planning process draws together faculty and staff, trustees, and students to consider the vision to guide the college. The strategic planning process affords faculty and staff the opportunity to help articulate the vision for the college and determine strategies for accomplishing the vision.

In addition to the strategic planning process, there are also

routine standing committees of the college that involve participation by faculty and staff in college governance. For instance, in the academic area, the Academic Council provides the primary form of academic shared governance. The council has representation from the academic divisions of the college and from the Faculty Forum. The Academic Council also includes the vice president for academic affairs. The council oversees all of the academic operations of Holy Cross College. This includes planning and evaluating academic programs, maintaining and promoting the college's academic standards, monitoring the program to assess student learning, and reviewing new course development.

As to the matter of communication among the various groups within the institution, Holy Cross College has addressed the concern in two ways. First, the application of new technological resources since the last self study has significantly improved college communication. Faculty, staff, and trustees are all connected through the college's e-mail server, and regular news and updates are shared electronically. Also, the significant development of the college's web site, particularly the intranet, has allowed for sharing of more rich resources about college activities by faculty and staff, trustees, and students. The intranet allows for distribution of public information, as well as such internal matters of concern such as information pertaining to courses, schedules, policies and processes, and campus activities.

The second primary way that communication has been improved among various institutional groups is through the college's strategic planning process. The use of the operational planning groups allows people from a variety of institutional perspectives to consider the most important issues affecting the college. One of the strengths of the strategic planning process is that it configures groups such that these perspectives are brought into discussions about the strategic areas of concern. For instance, the budget and finance/human resources operational planning group includes the vice president for administration, several trustees, staff outside the business operations, and faculty. This approach allows for a better and more broadly informed campus on the strategic issues affecting Holy Cross College.

Enrollment growth is insufficient to produce greater economic growth of the college.

This concern from the 1997 self study remains valid for Holy Cross College.

In the time since the last comprehensive self study, the college

has significantly increased the resources committed to enrollment management. The Admissions Office now has a staff that includes the director, three admissions counselors, and an assistant. The Student Ambassadors group employs current students to maintain communication with prospective students.

The college has invested heavily in the technology and marketing resources available to the staff. A new administrative computing system (Empower) was purchased for the college in 2002, and it incorporates a powerful admissions module. The admissions module allows staff to access the admissions database from a distance and update information on prospective students. In 2004, the college hired Royall and Company to lead a targeted, prospective student marketing and communication system. The efforts have been aimed at increasing the number of prospective student inquiries and applications. The college has also increased the publications budget for admissions, and an array of publications and Web resources have been created and made available to prospective students.

Retention of currently enrolled students in now more of an issue for the college than at the time of the 1997 self study.

Retention of currently enrolled students is now more of an issue for the college than at the time of the 1997 self study. During the last self study, the college's only academic degree was the associate of arts degree. The primary academic mission of the college was to prepare students to transfer to other colleges and universities to complete undergraduate degrees. The college gauged its success by students leaving after one or two years for another institution, irrespective of whether the associate degree was earned. When the college began considering the introduction of baccalaureate education in 2000, one of the primary motives for the change was the expectation of enhanced enrollment. The hope was that incorporating a base of upper-division students in the college's enrollment would ease the pressure on the efforts of the college to admit new students. Now, with Holy Cross College offering baccalaureate education, there is more of an emphasis on retaining well qualified students to complete baccalaureate education.

Holy Cross College has also provided significantly more financial aid funds to help make the college accessible to prospective students. There are more need-based scholarships available than in 1997, and institutional aid for financially needy students has been increased. As part of the institutional aid program, the college created a system of merit-based scholarships for students with strong pre-college preparation. These scholarships include automatic awards based on standardized test scores and high school grade-point average. In addition, the Board of Trustees approved a proposal to restructure tuition and financial aid for the 2006-2007 academic year. This restructuring, which

includes a tuition increase, will make more financial aid available to more students.

The college needs to provide a more viable and active campus ministry program to ensure that religious and moral values be perpetuated, especially as the sponsoring religious congregation retires.

Holy Cross College has established the Campus Ministry Office to provide assistance to students in their spiritual development. The office is headed by the director of campus minister who is a full-time staff member and who has provided very strong leadership. There is also an assistant director who helps the director with programming for the office. This represents a significant new commitment from the last comprehensive self study when the only position in Campus Ministry was the part-time director.

The Campus Ministry Office has been a very active participant in the life of the campus. The office coordinates the Rite for Christian Initiation of Adults (RCIA) program for assisting people with reception into and full participation in the Church. The office coordinates the schedule for weekly and daily Masses and special liturgies for the college community. The office plans a variety of student programming, including Fall and Spring retreats, theology discussion sessions, and service opportunities. The office has organized a student group called the Mission Team, which identifies student leaders who are interested in strengthening the faith life of the campus. The Campus Ministry Office also sponsors a very successful summer workshop for high school students to explore the faith. All of these efforts have very successfully enhanced the spiritual life of the college.

In addition to the direct efforts of the Campus Ministry Office, the theology program of the college strongly complements the work of Campus Ministry. The theology program supports the faith development of all students, much as does the various Campus Ministry activities. Like Campus Ministry, the theology program helps perpetuate the Catholic character of the college and its legacy in the Brothers and Congregation of Holy Cross. In addition, there are less formal and structured ways in which the theology program assists Campus Ministry. The theology faculty will frequently provide assistance with campus liturgies, catechesis, and outreach efforts such as retreats.

There is a lack of physical facilities, especially athletic facilities, and also campus sports activities.

This concern of the 1997 team has been significantly addressed

The largest growth in college facilities has been in the area of student life.

by the college.

Since the last comprehensive self study, Holy Cross College has added residential life to its services for students. Perhaps more than any other programmatic change, this addition has sparked a transformation that has affected all college programs. The largest growth in college facilities has been in the area of student life. Five residence facilities are now utilized (Anselm, Basil, James, Pulte, and South Halls). Also, there are outdoor courts for basketball and tennis, and outdoor fields for lacrosse and soccer.

The highest priority for a new campus facility is the plan for a new recreational center.

In addition to the facilities, the college made a considerable investment in programs. With the growth in residence life, the college has developed intramural and club sports for students. Students may also participate in certain club and intramural sports activities at the University of Notre Dame and Saint Mary's College. One of the most important developments in this area for the college will be the inauguration of intercollegiate athletics. Beginning in the 2006-2007 academic year, Holy Cross College will begin fielding intercollegiate sports teams in the National Association of Intercollegiate Athletics (NAIA). The first sport the college will organize is men's and women's cross country. Plans include the addition of men's and women's soccer in 2007-2008.

The highest priority for a new campus facility is the plan for a new recreational center. The center will provide space for competitive intercollegiate athletic activities as well as for recreational and fitness sports. A significant fundraising effort has been underway for several years. While the college still does not have enough funds to break ground, progress continues to be made, and all members of the college community are hopeful that the recreational facility will become a reality soon.

At the time of the 1997 self study, tuition and fees accounted for approximately 92% of all college revenue. In the 2004-2005 fiscal year, tuition and fees comprised 43% of the college's revenue.

The college is too dependent on the portion of its income from student tuition and fees.

Since the last comprehensive self study, Holy Cross College has improved its income breakdown through greater diversification of revenue sources. At the time of the 1997 self study, tuition and fees accounted for approximately 92% of all college revenue. In the 2004-2005 fiscal year, tuition and fees comprised 43% of the college's revenue.

There are two primary reasons for the reduction in dependency on tuition and fees. One is the introduction of residence life since the last self study. Income from student housing now makes up 16% of college revenue. When combined with the percentage of revenue from tuition and fees, students directly contribute

approximately 59% of the college's revenue. A review of reports from other institutions suggests that this percentage is fairly comparable with other colleges and universities.

The second reason for the reduction in dependency on tuition and fees is the significant growth in fundraising at the college. At the time of the last self study, gifts to the college accounted for only 3% of institutional revenues. In the 2004-2005 fiscal year, gift income had grown to the point where it accounted for 37% of total college revenues. Holy Cross College has had great success with fundraising in recent years, as the college has taken advantage of some special development opportunities.

The decline in percentage of college income attributable to tuition and fees has been fortuitous given the decline in enrollment over the past four years. With the increased revenue from other sources, the college has been able to absorb the fiscal effects of the enrollment decline much more easily than it would have at the time of the last self study.

In comparative terms to other colleges and universities, Holy Cross College still has a modest endowment. In the 2004-2005 fiscal year, the college's endowment totaled approximately \$3.3 million.

The endowment is too small for the college to develop, meet future challenges, and assume its place in the South Bend community.

Holy Cross College has made an effort to increase its institutional endowment since the last comprehensive self study. At the time of the last self study, the endowment of the college was approximately \$2.1 million. In comparative terms to other colleges and universities, Holy Cross College still has a modest endowment. In the 2004-2005 fiscal year, the college's endowment totaled approximately \$3.3 million. Like most other colleges and universities, the college's endowment has experienced some setbacks in the past five years, but the trend over the past ten years has been toward an improved outlook for the college's endowment funds.

The Holy Cross College Board of Trustees has been determined to increase the endowment in order to protect the college's fiscal position. In the period of vigorous programmatic growth of the past ten years, the college has devoted a sizeable portion of its revenues as investment in capital and program development. The timing of this strategy has presented other challenges to the leadership of the college. Despite the current cycle of declining enrollment, the college has avoided the temptation to tap reserves for budgetary purposes. However, there is no question that the college will gain fiscal flexibility and strength by increasing endowment funds.

Concerns from the 2002 review

The college must determine how the baccalaureate program (liberal studies) fits into the academic governance model of the college.

Three years of working with the liberal studies program has helped clarify ways in which the program should be incorporated into the college's academic governance structure. The college has lodged oversight of the liberal studies program within the Academic Council. This fits with how academic programs are governed at the college. In the case of the liberal studies program, this oversight by the council was especially important because of the multi-disciplinary nature of the program.

The experience with the liberal studies program has helped inform the planning for new academic degree programs.

The experience with the liberal studies program has helped inform the planning for new academic degree programs. Like with the liberal studies program, the Academic Council will provide the means for shared governance for any new program developed. When possible, new programs will have divisional oversight. This represents a change from the current situation because, due to the multi-disciplinary character of the liberal studies program, no one academic division of the college has control for the liberal studies curriculum and program activities. With divisional oversight of new programs, the divisions retain control over the academic standards and content of their degrees, and the Academic Council, on behalf of the entire college faculty, retains authority over the program.

The methods of assessment are inchoate.

The work that the faculty have accomplished in the liberal studies program since 2002 has included considerable efforts in the assessment of student learning. There are four methods used to assess learning in the program: the electronic portfolio, the Capstone presentation, the internship evaluation, and the interview/survey of alumni.

The electronic portfolio and the Capstone presentation are developed through the Integrative Seminar courses and the Capstone course. Within these courses, a student accomplishes two tasks. One is that the electronic portfolio is designed and created to highlight learning throughout the program. The second task is that each student publicly presents the portfolios in the Capstone presentation to a committee of faculty and external community members. Development of the electronic portfolio begins in the junior year, and the portfolio includes a mix of assigned and student selected works. In addition to providing formative information about the program and student learning

during the years in the liberal studies program, the portfolio also serves as the basis for the content of the presentation. The final grade for the Capstone is composed of an evaluation of the portfolio and the final presentation. Successful completion of the portfolio and presentation are necessary for fulfilling the graduation requirements of the program.

A required component of the presentation and portfolio is an incorporation of the college's nine transferable skills (critical thinking, creative thinking, writing, oral communication, library and information literacy, quantitative reasoning, reading, religious, moral, and social development, and technological skills). Each student must demonstrate how the transferable skills have been developed during the program. In order to address the transferable skills explicitly, the Integrative Seminar courses in the junior and senior years make an explicit attempt to build the students' understanding of the transferable skills and their abilities to self-assess the success of the skills development.

The internship evaluation is conducted through the Lilly Career Development Center. As a required element of the liberal studies program, the internship helps the students make connections between their liberal arts education and the world of work in which they all will eventually find themselves. The internship evaluation is based on both the insights of those who supervise the students in the internships as well as the students' own reflections on the experience. Internship supervisors are asked to evaluate students on their preparation and performance, and these evaluations take place both during and after the experience. Students are asked to connect the internship experience with their undergraduate work and to self-assess their readiness for the world of work. They do so during their internships through journals that are uploaded to their electronic portfolios for review by the director of the Lilly Center and the student advisors. After their internships, students submit reflective essays that summarize the value of their internships in terms of their learning in the program. Students also have an opportunity to comment on the administration of the internship program.

The alumni interview/survey provides an opportunity for alumni to assess the significance of the liberal studies program in their lives after graduation. The Lilly Center follows up with all graduates to determine where they are working, what graduate schools they are attending, and in what service programs they are participating. As of now, the small number of program alumni has allowed the college to interview all liberal studies graduates. Future plans call for a formal survey to track alumni at set

An issue that is an ongoing concern for the college is how to integrate in formal ways the assessment of student learning and the evaluation of programs into budgeting.

intervals after graduation (for instance, five, ten, and twenty years after commencement). That survey has not yet been implemented because there is not a critical mass of alumni who have been out of college for several years. The future plans to combine graduate interviews with the formal alumni survey will allow for a broad, longitudinal, and textured reflection on the program from the perspective of those who have completed their undergraduate education.

An issue that is an ongoing concern for the college is how to integrate in formal ways the assessment of student learning and the evaluation of programs into budgeting. Because of the relatively small size of the college's budget, the process by which the budget is created is not as formal as those found in many other institutions. While the strategic planning processes of the college are well established and fairly effective, the direct linking of those processes to budgeting is immature. Holy Cross College was required to submit a progress report to the Commission in 2005. The purpose of the report was to describe the implementation of the assessment plan for the liberal studies program and the effects of the various assessment strategies. The report was accepted by the Commission.

Program planning and fiscal constraints may be inconsistent.

As outlined in the original program proposal to the Higher Learning Commission, the expectations for the financial impact of the liberal studies program on Holy Cross College were proven correct. The college was able to absorb the costs of the program without any negative consequences to the institution's fiscal health. The reason for this was the smart planning that went into designing the curriculum and utilizing faculty resources. Where possible, substitutions in faculty workload helped accommodate the new courses with minimal utilization of adjunct faculty. Another factor that was unanticipated (and unwelcome) was the overall decline in enrollment at the college. This resulted in some excess capacity in faculty instructional loads that allowed for easier implementation of the liberal studies curriculum.

Combined with these factors has been the increasing number of students majoring in liberal studies. There has been a strong and steady increase in the percentage of students persisting through the junior year for each year of the program's existence. This has certainly helped the bottom line of the college by positively contributing to the overall enrollment of the college.

The deliberate mixture of a four-year and a two-year culture may be difficult to maintain.

Holy Cross College has discovered that this concern of the team was prophetic. Faculty, administration, and trustees determined early into baccalaureate education that the college cannot have two identities. It also became clear that the institution would be defined by its highest degree or otherwise the credibility of that degree would suffer. With this understanding, and with an eye on increasing enrollment, the faculty and administration of Holy Cross College considered other programs that would further develop the college as a baccalaureate institution.

One of the effects of this realization has been that the faculty and staff are more conscientious about the subtle signals that the college sends to students regarding the Holy Cross College experience. Policies and processes have been cast in a new light by the college's transition to a four-year institution. The college has become more careful about building in the expectation that students will stay for their entire baccalaureate experience, not transfer as they would have done in previous years. This has required faculty and staff to be more intentional about how the Holy Cross College experience is presented to current and prospective students.

**Faculty,
administration, and
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determined early
into baccalaureate
education that the
college cannot
have two identities.**

Section Five - The 2006 self study

Holy Cross College President Brother Richard Gilman began planning for the self study in late 2004. He named Dr. William Mangan, the college's vice president for academic affairs, as the self-study coordinator, and Margaret Bowker, assistant in the Lilly Career Development Center, as staff to the self-study steering committee. A tentative timeline for the self study was created. In early 2005, Brother Richard appointed the members of the self-study steering committee. The members of the steering committee were the following faculty and staff members.

Edward Gareau (associate professor of theology)
Dr. Brian Greve (associate professor of English)
Dr. Tina Holland (vice president for student affairs)
Mark Mullaney (vice president for administration)
Timothy Ryan (director of the Lilly Career Development Center)
Father Merwyn Thomas, C.S.C. (associate professor of mathematics)
Brother Lawrence Unfried, C.S.C. (associate professor of biology)
Dr. Doris Van Auken (associate professor of psychology)

were responsible for data collection and analysis. Upon completion of the data collection and analysis for their respective criteria, the criterion groups drafted reports of the findings. These reports formed the bases for the chapters of the self study devoted to the Criteria for Accreditation.

Throughout the self-study process, the steering committee met periodically to discuss the Criteria for Accreditation, the self-study plan, and the data analysis.

Timeline

2004

December

1

The president appointed the self-study coordinator and began construction of the self-study timeline.

2005

February

1

The president appointed faculty and staff to self-study steering committee.

March

15

First meeting of the self-study steering committee to finalize time line and review accreditation process. Criterion committees organized according to the Criteria for Accreditation.

April

Criterion committees met for the first time to plan work and set meeting schedules. Committees began planning for data collection and analysis.

July

15

Self-study plan and timeline submitted to the Commission.

August

17

Visit by Dr. Appleson to campus.

September

16

Criterion committees submitted items for institutional surveys for faculty, staff, and students.

October

13

As part of the retreat for the Board of

Trustees, the self-study steering committee and operational planning groups met with the Board of Trustees to review preliminary findings and discuss long-range planning.

Trustees approved resolution to seek continued accreditation with the Higher Learning Commission and requests for change.

November

7

Began institutional surveys of faculty, staff, and students.

25

Began analysis of institutional surveys.

December

9

Results of the institutional surveys of faculty, staff, and students distributed to criterion committees for analysis.

2006

February

1

Began institutional survey of trustees.

March

17

Drafts of criterion committee reports submitted for review by the self-study steering committee.

30

Board of Trustees met and reviewed planning.

April

21

Final criterion committee reports submitted.

July

14

Draft of self-study chapters made available for review by the self-study steering committee.

28

Draft of self-study made available to Dr. Appleson for review.

August

21

Final version of self-study report printed and distributed.

October

23 to 27

Self-study site visit.

Section Six - Request to the Higher Learning Commission

As a result of this comprehensive self study, Holy Cross College respectfully requests the follow from the Higher Learning Commission.

1. To award the college continuing accreditation for the next ten years
2. To approve the college's request to change its Stipulations on Affiliation Status to remove the restriction on limiting baccalaureate education to the liberal studies degree
3. To approve the college's request to add two new bachelor of arts programs, one in education, and the other in theology



Chapter Two

Holy Cross College Today

The bachelor of arts in liberal studies is a multidisciplinary degree program drawing from theology, philosophy, art, literature, business, communications, sociology, history, statistics, and the sciences.

The associate of arts degree approximates general education at many colleges and universities.

The college's curriculum develops nine transferable skills as learning objectives.

Section One – Academics

Curriculum and assessment

Curriculum

The historic focus of the Holy Cross College curriculum has been the liberal arts. The college's lone baccalaureate program is the bachelor of arts in liberal studies. The college continues to award its oldest degree, the associate of arts degree.

The bachelor of arts in liberal studies is a multidisciplinary degree program drawing from theology, philosophy, art, literature, business, communications, sociology, history, statistics, and the sciences. The liberal studies program is organized around a group of core courses that all students are required to complete during the junior and senior years. The core courses typically comprise between ten and fifteen semester credits during the each semester of the upper-class years.

Students in the liberal studies program complete three other requirements for the Bachelor of Arts degree. One requirement is that students must complete an international experience in a part of the world in which the Brothers and Congregation of Holy Cross have ministries. Currently, the college offers programs in Ghana and Peru, and plans are being designed for a program in Bangladesh. Another liberal studies program requirement is that each student must complete an internship in an appropriate career field. A third program requirement is that all students must complete a service learning project at an approved site.

Liberal studies majors may complete optional academic concentrations in theology, literature, psychology, and information systems. The optional concentrations are a minimum of twenty-seven credits and may be completed at any time during baccalaureate studies.

The associate of arts degree approximates general education at many colleges and universities. Students must complete sixty-one credits, including a minimum number in each of the college's four academic divisions (theology and philosophy, humanities, social and behavioral sciences, and sciences and mathematics). In addition, students must complete a composition requirement and a mathematics requirement.

The college's curriculum develops nine transferable skills as learning objectives. The skills provide a set of common learning goals for the college curriculum. The skills are critical thinking, creative thinking, writing, reading, religious, moral, and social

development, oral communication, quantitative literacy, library and information literacy, and technological skills. The transferable skills are woven into courses throughout the curriculum.

Assessment

The assessment of student learning is coordinated by the director of assessment. The director works with faculty on integrating assessment into the curriculum and incorporating the college's transferable skills in courses. The director also compiles and reports on assessment data on a yearly basis.

The liberal studies program uses electronic portfolios, Capstone presentations, internship evaluations, and alumni interviews/surveys as the primary means of assessment. The electronic portfolio and the Capstone presentation are developed through the Integrative Seminar courses and the Capstone course. Successful completion of the portfolio and presentation are necessary for fulfilling the graduation requirements of the program. A required component of the presentation and portfolio is an incorporation of the college's nine transferable skills.

The internship evaluation is based on both the insights of those who supervise the students in the internships as well as the students' own reflections on the experience. Internship supervisors are asked to evaluate students on their preparation and performance. Students are asked to connect the internship experience with their undergraduate work and to self-assess their readiness for the world of work. After their internships, students submit reflective essays that summarize the value of their internships in terms of their learning in the program.

The alumni interview/survey asks alumni to assess the significance of the liberal studies program from a post-graduation perspective. The small number of program alumni has allowed the college to interview all liberal studies graduates. Future plans call for a formal survey to track alumni at set intervals after graduation. That survey has not yet been implemented because there is not a critical mass of alumni who have been out of college for several years.

Faculty

There are twenty-seven full-time faculty members spread out across the four academic divisions at the college. There are three faculty members with appointments of between half- and three-quarters time. In addition, there are approximately fourteen adjunct faculty members who will teach courses throughout the

academic year (Fall and Spring Semesters, Summer Sessions I and II).

The Academic Council is the primary group in which shared governance is exercised. The council is comprised of the division chairs from the four academic divisions, two elected faculty representatives, the vice president for academic affairs, and the director of academic advising. In addition to the Academic Council, the Faculty Forum functions as a committee of the whole faculty. The forum elects a president, vice president, and secretary, and is governed by a set of by-laws.

The Center for Faculty Development coordinates the professional development activities for faculty that are sponsored by the college. The center is led by the director. The center hosts on-campus activities for faculty as well as provides funding for faculty to attend off-campus events. The center also directs the college's program of internal faculty development grants.

Academic support services

The Richard and Lucille McKenna Library

The Richard and Lucille McKenna Library is the primary learning resource at Holy Cross College. The McKenna Library houses approximately 16,000 volumes and 120 periodicals on the Holy Cross College campus. The McKenna Library provides access to three on-line encyclopedias, the on-line Oxford English Dictionary, and the Lexis-Nexis database. The on-line resources of the McKenna Library may be accessed from any computer connected to the campus computing network.

Holy Cross College participates in several library consortia through the McKenna Library. Students and faculty have access from campus to more than five million total volumes and 7,500 periodicals through arrangements with libraries that include the Hesburgh Library at the University of Notre Dame, the Cushwa-Leighton Library at Saint Mary's College, and others. Holy Cross College students and faculty also have access to *Inspire*, the Indiana virtual library. *Inspire* provides full-text electronic delivery of journal and periodical information from more than 3,500 print journals and periodicals.

Center for Student Support Services

The Center for Student Support Services is located in the faculty area and houses academic advising, disabilities services, and tutoring services offered through the Mathematics and

The Richard and Lucille McKenna Library is the primary learning resource at Holy Cross College.

The Center for Student Support Services houses academic advising, disabilities services, and tutoring services offered through the Mathematics and Writing Centers.

Writing Centers.

Academic advising has three full-time academic advisors and three part-time advisors. The director of academic advising coordinates the work of all advisors. In addition to their routine advising duties, the three full-time advisors also teach the *First-Year Seminar* course (HCCC 101) for all first-year students.

Holy Cross College has a full-time staff member in student counseling services. Part of this staff member's responsibilities is to serve as disabilities services coordinator for students. This involves working with faculty in arranging appropriate learning accommodations for students with documented disabilities.

The Mathematics and Writing Centers are both led by faculty with partial reassignments. The centers provide tutorial services for students with mathematics and writing needs. In addition, the centers utilize student tutors as part of their services.

Lilly Career Development Center

The Lilly Career Development Center provides career services to students. The center is led by the director, and a support staff member assists the director. The center helps students with identifying job-shadowing experiences and internship placements, resume writing, interviewing techniques, and job search strategies. The director evaluates internships and conducts the alumni interview/survey to track alumni after graduation. The director assists faculty in preparing students for careers and graduate schools by making formal presentations as part of courses. In addition, the center provides post-graduate assistance to alumni in job searches. The Lilly Career Development Center was started with assistance from a grant from the Lilly Endowment.

Registrar

The college employs a full-time registrar to manage student academic records. The registrar compiles the course schedule in the college's administrative computing system and responds to student and alumni requests for transcripts and other academic records.

Community and continuing education

Holy Cross College offers community and continuing education programming that functions as educational outreach to the region. The director creates a program of community education courses that serve as enrichment opportunities for people in the

Holy Cross College offers community and continuing education programming that functions as educational outreach to the region.

region. Community education courses and activities operate primarily in the Fall and Spring Semesters, but there are occasional opportunities for services in the Summer.

In addition to community education, the director identifies and coordinates special continuing education programs for professionals and organizations. Courses and programs may be designed for specific licensure or continuing education needs of professionals. They also may be designed to build knowledge and skills within the context of specific organizations. The director is in frequent dialogue with community organizations regarding the potential for new continuing education initiatives.

Section Two – Student life

Residence life

The residence life staff is responsible for five student residences on the Holy Cross College campus.

Residence life at Holy Cross College is led by the director of residence life. The director coordinates the residence life staff of hall directors and resident assistants. The residence life staff is responsible for five student residences on the Holy Cross College campus: Anselm Hall, Basil Hall, James Hall, Pulte Hall, and South Hall.

Supporting residence life is dining services. Dining services at Holy Cross College are offered through Sodexo. Sodexo operates the colleges cafeteria located in the Anselm, Basil, and James Halls complex.

Student activities

The Student Government Association is the primary vehicle for student involvement in college planning.

The director of student activities coordinates planning for various student activities. A full-time staff member has a part of his portfolio of responsibilities the director's position. The Student Government Association is the primary vehicle for student involvement in college planning. Officers for the Student Government Association are elected by students. Other student groups on campus receive their approval to operate through the Student Government Association and the director of student activities.

Campus ministry

The Campus Ministry Office provides assistance to students in their spiritual development. The office is headed by the director of campus minister (who is a full-time staff member) and a part-time assistant director. The office coordinates the Rite for Christian Initiation of Adults (RCIA) program for assisting people with reception into and full participation in the Church, coordinates

Beginning in the 2006-2007 academic year, Holy Cross College will field intercollegiate sports teams in the National Association of Intercollegiate Athletics (NAIA).

the schedule for weekly and daily Masses and special liturgies, plans retreats, theology discussion sessions, and service opportunities, organizes a student group called the Mission Team to identify student leaders who are interested in strengthening the faith life of the campus, and sponsors a summer workshop for high school students to explore the faith.

Athletics

The college's athletic programming is led by the director of athletics. The person who is director is a full-time staff member with part-time responsibilities for athletics. The college has developed intramural and club sports for students. Students may also participate in certain club and intramural sports activities at the University of Notre Dame and Saint Mary's College. One of the most important developments in this area for the college will be the inauguration of intercollegiate athletics. Beginning in the 2006-2007 academic year, Holy Cross College will field intercollegiate sports teams in the National Association of Intercollegiate Athletics (NAIA). The first sport the college will organize is men's and women's cross country. Plans include the addition of men's and women's soccer in 2007-2008.

Section Three – Support services

Admissions

The Admissions Office has a staff that includes the director, three admissions counselors, and an assistant, all of whom are full-time. The director coordinates the efforts of the entire staff. Under the leadership of the admissions staff, the Student Ambassadors group employs current students to maintain communication with prospective students.

In the Fall of 2005, the college's enrollment was 362. The acceptance rate for applicants to the college is approximately 85%.

The average SAT score of entering students in Fall 2005 was 1120, and the average ACT score was 23.

Financial aid

The director of financial aid leads the college's financial aid services. The position is full-time. Holy Cross College has extensive need-based scholarships and grants for students with financial need. In addition, merit-based scholarships recognize student academic excellence. The director manages the disbursement of endowed and annual scholarships. The director also packages all financial aid, maintains records, and compiles

The average SAT score of entering students in Fall 2005 was 1120, and the average ACT score was 23.

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Approximately 60% of Holy Cross College students apply for financial aid. The college's tuition discount rate is 17.8%.

In the 2004-2005 fiscal year, investments totaled approximately \$6.7 million. Long-term debt totaled approximately \$8.65 million.

external reports.

Approximately 60% of Holy Cross College students apply for financial aid. The college's tuition discount rate is 17.8%.

Information technology

The director of information technology leads all technology staff and services. In addition to the full-time director, there is a network administrator and coordinator of student technology services, both full-time positions. The college utilizes a number of student assistants in the public computer laboratory.

Business services

The business office of the college, led by the vice president for administration, utilizes a full-time accountant and an accounts payable staff member. The business office is responsible for student accounts, and oversees the college payroll and benefits system.

The vice president, under direction of the Finance Committee of the Board of Trustees, oversees the college's investments and debt. In the 2004-2005 fiscal year, investments totaled approximately \$6.7 million. Long-term debt totaled approximately \$8.65 million.

Facilities

The academic life at Holy Cross College is centered in the Driscoll and Vincent buildings. These buildings also house most of the administrative services at the college. In addition, the college uses five residence facilities (Anselm, Basil, James, Pulte, and South Halls). Also, there are outdoor courts for basketball and tennis, and outdoor fields for lacrosse and soccer. In addition, a maintenance facility is used for equipment and storage. The college employs UNICCO to provide buildings and grounds services.

Holy Cross College owns its buildings and their "footprints." The college has debt on some buildings, including the Anselm, Basil, and James Halls complex. The college leases land from the Brothers of Holy Cross for a parking lot and the outdoor athletic fields.

Section Four – College advancement

Public information

The college has a full-time associate director of marketing, communication, and public relations. The associate director serves as the contact for media. In addition, the associate director oversees the content of the college's publications and advertisements, including the content on the college's Web site.

Fundraising

Holy Cross College received approximately \$834,000 in contributions during the 2004-2005 fiscal year.

Under the leadership of the vice president for advancement, the development office has an associate director of development and an assistant. The office is responsible for prospect research, maintaining giving records, and coordinating fundraising appeals. In addition, solicitation of major gifts and alumni relations are directed from the office.

Holy Cross College received approximately \$834,000 in contributions during the 2004-2005 fiscal year.



Chapter Three

Criterion I

Criterion One – Mission and Integrity

Criterion Statement – Holy Cross College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

I. Background

The Criterion One committee examined the fulfillment of the criterion. The members of the criterion committee and their institutional responsibilities are as follows.

Dr. Tina Holland (Co-chair) – vice president for student affairs
 Brother Lawrence Unfried (Co-chair) – biology
 Jane Allen – academic advising
 Douglas Blair – information technology
 Sara Gallo – admissions
 Jennifer Hall – advancement
 Father Thomas King – history
 Robert Kloska – campus ministry
 Aloysius Niemier – mathematics
 Melissa Smeltzer – theology
 Richard Sullivan – registrar
 David Bender – trustee
 Brother Robert Fillmore – trustee
 John Hardesty – trustee
 Michael Method – trustee
 Brian Regan – trustee
 Timothy Shelby – trustee
 Mark Tabit – trustee

Activities undertaken to strengthen this area since the last self study

- The college has reviewed and redrafted the mission statement in conjunction with the consideration of additions to the curriculum and enhancements to the religious identity of the college.
- A new student orientation program has been implemented that specifically addresses the mission.
- The first-year experience for students has been enhanced by the creation of the First-Year Seminar course that includes students' direct engagement with the mission. As part of the

experience, students take advantage of formal opportunities to live the college's mission of transforming students in mind, body, and spirit.

- The college has implemented a formal mission orientation program for new faculty and staff.
- The college has initiated formal training among student life staff in the history, traditions, and mission of the Catholic Church, the Congregation of Holy Cross, and the Brothers of Holy Cross.
- The college has conducted strategic planning retreats with the Board of Trustees. Planning retreats focused on the college's mission, history, values, traditions, culture, and circumstances as they relate to the college's internal and external environment.
- Through the implementation of the liberal studies program, the college has advanced and clarified its mission, especially in terms of its founders' vision of an adaptable, practical, and accessible liberal arts institution. Consideration of the college's mission was central to the discussions that led to the creation of the program.
- The 2001 campus-wide mission symposium served as an opportunity for all college constituents to clarify their understanding of the college's mission from various institutional perspectives, including those of students, staff, administrators, faculty, trustees, and alumni.

II. Methods and Evidence

The Criterion One committee examined the structures and processes that involve the board, administration, faculty, staff, and students. The committee undertook this examination in order to evaluate the integrity of the college mission. In so doing, the committee organized its work around the five core components of this criterion.

The committee applied a relatively liberal definition of the term "mission documents" when selecting which institutional documents to review. Mission documents were considered to be those documents that referred explicitly to the mission and values of the college. In a similar way, the committee took a broad institutional approach when selecting which college personnel to consult. The presumption is that all faculty and staff, as well as trustees and students, should be cognizant of the college's iden-

tity as a mission-driven organization.

The committee's research revealed some recurring themes with regard to the college's mission integrity.

The Criterion One committee reviewed the following documents.

Admissions materials
Administrative memoranda
Annual fall faculty in-service materials
Campus ministry materials
College charter
College mission statement
College website
Development/Advancement materials
Faculty course evaluations
Faculty handbook
Financial statements/audit reports
Job descriptions
Liberal studies program descriptions
Minutes of meetings of the Administrative Council
Minutes of meetings of the Board of Trustees
Minutes of meetings of the Faculty Forum
Minutes of meetings of the Student Government
Minutes of meetings of the Student Life Council
Mission symposium materials
Officers' reports for the Board of Trustees
Orientation information packets
Past issues of *Connections* magazine
Past issues of *Crossword* newsletter
President's reports to the Board of Trustees
Previous self-study report
Residence life training materials
Strategic planning materials
Student government bylaws
Student handbook
Survey responses
Vision statements and accompanying goals
Wall hangings on campus

Interviews were conducted with the following people:

Academic advisors
Alumni of the program in liberal studies
Directors of various campus offices
Faculty members
Officers of the college
Parents of current students
Prospective students

Student Government Association officers
Trustees

III. Core Components

Core Component 1a – Holy Cross College’s mission documents are clear and articulate publicly the college’s commitments.

Evidence that demonstrates the criterion is met

83% of students, 81% of faculty, 92% of staff and administrators, and 96% of trustees agree that they understand the mission of Holy Cross College.

Results from the self-study survey reveal that 83% of students, 81% of faculty, 92% of staff and administrators, and 96% of trustees agree that they understand the mission of Holy Cross College.

A review of the Holy Cross College mission and vision statements shows that college clearly defines its Catholic identity, its tradition as an institution in the legacy of the Congregation and the Brothers of Holy Cross, and its purpose as meeting the intellectual, physical, spiritual, and social needs of the students it serves.

The college’s mission documents are available to students and the public in many ways, including through publications from academic affairs, advancement, student life, and admissions publications.

An examination of the college’s Web site reveals it is perhaps the major vehicle for making mission documents available to the public.

A review of the vision statements of the strategic planning operational groups shows a clear linkage among the roles that benefactors, alumni, endowments, and community relations play in realizing the mission of the college.

Results from the self-study survey indicate that 77% of students, 65% of faculty, and 75% of staff and administrators agree that college literature accurately defines the college’s commitments.

75% of students indicated on the self-study survey that the admissions materials they received accurately portray the college.

Materials from the development of the liberal studies program and Faculty Forum minutes reveal that new academic programs have been directly inspired by the historic mission of the Brothers of Holy Cross.

Academic programs have been directly inspired by the historic mission of the Brothers of Holy Cross.

Despite some efforts to clarify the college's identity as either a baccalaureate or an associate institution, there remain some inconsistencies in the messages received by internal and external constituents.

Orientation program materials, residence hall staff training materials, and student life program literature demonstrate efforts to respect the intentions of the college founders when conducting operations and when determining college policy.

Evidence that demonstrates the area needs strengthening

A review reveals that neither the mission nor vision statements explicitly declare that the college has "high academic standards," that the commitment to those high academic standards is "strong," or that those standards "sustain and advance the excellence of higher learning."

A review of college publications and interviews with faculty and staff indicate that, despite some efforts to clarify the college's identity as either a baccalaureate or an associate institution, there remain some inconsistencies in the messages received both by some internal constituents (faculty, students, staff) and by some external constituents (parents of current students, trustees, prospective students).

Student life literature and reports from student life staff members and students reveal that health and wellness programs must better meet the needs of on-campus students in order to foster an environment for developing mind, body, and spirit. Also, health and wellness programs do not accommodate the needs of our students with disabilities to their full extent.

Interviews with faculty and staff, and reviews of minutes of Faculty Forum and Student Life Council meetings raise a shared view that there is no commonly understood process as to how the college's mission statement is revised. According to those sources of evidence, there appears to be consensus that the most recent revision process was not sufficiently collaborative.

Interviews with faculty, staff, and students reveal the widespread contention that the most recently drafted mission statement, while largely accurate and inclusive of the college's values and identity, is poorly written and fraught with syntax errors.

Core Component 1b – In its mission documents, the Holy Cross College recognizes the diversity of its learners, other constituents, and the greater society it serves.

Evidence that demonstrates the criterion is met

A review of the college's mission statement shows the clear statement that the college "accommodate[s] a broad spectrum of needs, interests, and backgrounds within a challenging, support-

The college's mission statement shows the clear statement that the college "accommodate[s] a broad spectrum of needs, interests, and backgrounds within a challenging, supportive, and sacred environment.

tive, and sacred environment.”

The college’s vision statement for enrollment management states that, “Ideally, the student body will be gender balanced, representing a unique socio-economic and cultural blend and appropriate geographic spread.”

Faculty and student handbooks clearly state behavioral expectations that are congruent with the college’s mission and that affirm the college’s commitment to honor the dignity and worth of individuals. Explicit in those expectations is the presumption that faculty and students will support and uphold the mission and values of the college as a Catholic institution in the tradition of the Brothers of Holy Cross.

82% of students agree on the self-study survey that they are treated well by the college, and 55% state that they feel a part of the college community.

The self-study survey results indicate that 82% of students, 83% of faculty, and 88% of staff and administrators agree that Holy Cross College welcomes diversity of its community members.

A review of the various vision statements of the strategic planning operational groups shows a direct connection between strategic decisions and the college’s mission.

Evidence that demonstrates the area needs strengthening

Minutes of various committees and councils, as well as reports from some faculty and staff, indicate the perception that there needs to be more widespread involvement of the diverse college constituents in the major and regular processes of reviewing and revising the college mission statement.

Core Component 1c – Understanding of and support for the mission pervade Holy Cross College.

Evidence that demonstrates the criterion is met

A review of the mission statement reveals that the mission of Holy Cross College, which is to transform lives by pursuing an integrated development of mind, body, and spirit, is clearly articulated.

Results from the self-study survey reveal that 83% of students, 81% of faculty, 92% of staff and administrators, and 96% of trustees agree that they understand the mission of Holy Cross College.

A review of the various vision statements of the strategic planning operational groups shows a direct connection between strategic decisions and the college’s mission. The vision statements

declare that college programs must be developed in ways that are appropriate to the mission, and that college resources will be utilized primarily in support of mission activities.

College publications, including admissions and advancement documents, highlight the institutional mission by addressing issues of interest to parents, alumni, and benefactors. Discussions of the college's mission, history, and values are primary content for such publications.

Evidence that demonstrates the area needs strengthening

While survey results indicate that most faculty staff and students (more than 80% of all respondents) agree that Holy Cross College promotes its Catholic character, documents (residence life and campus ministry mission statements, job descriptions, committee and council minutes, handbooks) reveal that the various functional areas of the college seem to have different understandings of the college's Catholic, Holy Cross mission. While the college's historic Holy Cross mission may be very obvious in some areas, it may seem hardly present in others.

Survey results indicate that only 30% of faculty respondents and 16% of staff respondents agree that alumni are dedicated to the college. This indicates a possibility that alumni may not be as incorporated into the life of the institution as would be desirable.

Core Component 1d – Holy Cross College's governance and administrative structures promote effective leadership and support collaborative processes that enable it to fulfill its mission.

Evidence that demonstrates the criterion is met

Minutes and agendas of board meetings clearly reflect the board's focus on the college's mission. Significant time and energy is devoted to issues related to the resources of time, talent, and treasure needed to carry out the college's mission. Board retreats focus more specifically on strategic planning, with the ultimate goal being mission fulfillment.

A review of orientation materials for new members of the board of trustees are adequate for introducing new board members to the college's mission. The focus is almost entirely on the historic Catholic and Holy Cross mission and identity of the college.

A review of standing and *ad hoc* committee minutes demonstrate that these committees cover matters such as strategic planning, academic governance and program planning, admissions, and

student life. These committees have broad participation of faculty and staff in institutional decision-making, and use the college's mission and vision as context for activities.

Results from the self-study survey indicate that 89% of students, 77% of faculty, and 84% of staff believe that college administrators are accessible.

Examination of the college's budget and financial audit shows that the college invests considerable institutional resources in the professional development of the faculty and staff. Furtherance of the college's mission is one of the top priorities for professional development activities funded by the college.

A review of board members' and administrators' respective resumes and job descriptions reveal that people within the governance and administrative structures of the college are committed to the mission and appropriately qualified to carry out their defined duties.

Furtherance of the college's mission is one of the top priorities for professional development activities funded by the college.

Evidence that demonstrates the area needs strengthening

In reviewing agenda and minutes from various campus sources, there appears to be an uneven emphasis on the college's Catholic and Holy Cross mission and identity in the workings of many college groups. Some groups more explicitly emphasize the mission and identity in their planning than do other groups.

Interviews with faculty and staff indicate that organizational information for internal use is frequently inadequate. Some job descriptions and organizational charts are outdated. There is no staff handbook, and the faculty handbook is in need of revision.

According to self-study survey results, 46% of faculty and 24% of staff disagreed that the college's organizational structures are well defined.

A review of meeting minutes and interviews with faculty and staff suggest that the success and productivity of campus committees and groups vary greatly due to leadership differences. For example, the effectiveness of the Faculty Forum, an important vehicle for shared academic governance, depends almost entirely on the quality of the Forum's leadership. Also, various councils and committees are not consistent in their publication of accurate and timely minutes.

A review of the agenda of committees indicates that there is currently no student representation on the Academic and Student Life Councils, or on student judicial boards.

Performance evaluations of personnel are not conducted consistently throughout the institution.

85% of faculty, 83% of staff, and 85% of students agree that Holy Cross College is an institution of integrity.

Interviews with faculty and staff indicate that performance evaluations of personnel are not conducted consistently throughout the institution.

Core Component 1e – Holy Cross College upholds and protects its integrity.

Evidence that demonstrates the criterion is met

An examination of the bylaws of the college indicates that the Brothers of Holy Cross and the Board of Trustees have clearly delineated responsibilities and authority by which they abide.

Review of orientation materials for new students and syllabi for the First-Year Seminar course (HCCC 101) show that the history and traditions of the Congregation of Holy Cross, the Brothers of the Congregation of Holy Cross, and the college are presented to first-year students. Students are required to participate in “Mind, Body, and Spirit” activities to encourage a holistic approach to their own education.

A review of orientation materials for new faculty and staff demonstrate that the history and traditions of the Congregation and the Brothers of Holy Cross, and of the college are presented to new employees. Also, college policies and procedures are explained within the context of the college’s mission and the charisma of Congregation and Brothers.

Self-study survey results indicate that 85% of faculty, 83% of staff, and 85% of students agree that Holy Cross College is an institution of integrity.

Examinations of various accreditation reports and institutional audits, and interviews with staff indicate that Holy Cross College abides by all federal and state laws, generally accepted reporting standards, requests of benefactors, and accreditation requirements.

Analyses of college publications (such as admission materials, development and public relations documents, and the Web site) demonstrate that public information and marketing materials accurately and fairly reflect the college.

A review of Student Life Council minutes, Student Government Association minutes, documents from the office of student activities, campus ministry records, and all athletic materials indicate that co-curricular activities promote the college mission and identity.

Examinations of records from academic affairs and admissions reveal that student admissions and academic dismissal decisions are handled fairly, expeditiously, and without regard to institutional enrollment concerns or inappropriate outside influences.

Evidence that demonstrates the area needs strengthening

Comparisons of admissions and orientation materials show that there are inconsistencies among messages conveyed to prospective and incoming students. One area of particular concern is the difference between some student expectations and the reality with regard to the “Notre Dame connection” of the college. Feedback from current and prospective students, parents, trustees, academic advisors, and admissions personnel reveal that more clarity is needed in public documents about the formal and informal relationships that exist between Holy Cross College and the University of Notre Dame.

College authorities have been careful to ensure the integrity of admissions processes and adherence to the college’s standards of academic performance and student conduct.

Though college documents are generally accurate in their reflection of the college’s overall mission, a review of the college’s Web site and brochures contain sparse references to the college’s Catholic identity.

Interviews with faculty and staff indicate some concern that several of the college’s admissions and marketing materials fail to emphasize the serious academic nature of the college in favor of more trivial interests.

According to academic advisors, faculty members, residence life personnel, and judicial affairs documents, there appear to be inconsistencies in the overall message to prospective students throughout various stages of the admissions process from recruitment through orientation. These inconsistencies affect student expectations about the Holy Cross College experience, including expectations for the academic life and campus environment of the college.

IV. Summary

After reviewing the evidence for this criterion, the analysis suggests that Holy Cross College has fulfilled this criterion

As noted in the last self study report, the college’s ethos continues to be consistent with its Catholic foundation and the history and heritage of the Brothers of Holy Cross. The mission statement is lived out in the experience of the members of the college community – trustees, administrators, faculty members, students,

and alumni.

College officials have not allowed recent enrollment challenges to cause institutional mission drift. College authorities have been careful to ensure the integrity of admissions processes and adherence to the college's standards of academic performance and student conduct.

New academic programs and student life offerings continue to advance the mission of the college, especially in terms of the Congregation's historic focus on "educating hearts and minds."

Efforts to educate all college constituents regarding the Holy Cross College mission continue to enhance the college's distinctive Holy Cross identity.

Recommendations for future directions

While heavy dependence on tuition revenues may encourage market-driven decisions, the college must be careful not to apologize for or de-emphasize its religious identity and mission. The college must be mission driven, not market driven.

Given the pace at which programs are being added, the mission statement needs to be further refined in light of the college's new academic direction.

The next mission statement revision must be preceded by a carefully established and clearly understood process for broad institutional involvement.

Proposed academic, student life, and athletic programs must be responsive to the educational needs of students, and, at the same time, these programs must directly reflect the historic Holy Cross mission of the college.

The college must adopt a staff handbook that articulates fair and consistent policies, procedures, and expectations of college personnel.

Although the college mission statement recently underwent a comprehensive revision, it should be edited such that existing grammatical problems are corrected without altering the message.

The mission statement should be placed visually in each department, major lobby, and strategic entrances to ensure to help remind faculty and staff, and to inform students, prospective students, and the public what Holy Cross College believes.

***The college must
be mission driven,
not market driven.***

***A fair and
transparent system
for evaluation of
personnel needs to
be incorporated in
a comprehensive
staff handbook.***

As a baccalaureate institution, the college needs to consider broader student representation in college decision-making structures such as the Academic and Student Life Councils and student judicial boards.

The academic and administrative role of division chairs should be assessed and clarified.

A fair and transparent system for evaluation of personnel needs to be incorporated in a comprehensive staff handbook. This will help the college promote consistent and high standards for all employees. Peer review should be utilized as part of the evaluation process. Also, evaluations of individual and departmental goals should be formalized and implemented.



Chapter Four

Criterion II

Criterion Two – Preparing for the Future

Criterion Statement – Holy Cross College’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

I. Background

The Criterion Two committee examined the fulfillment of the criterion. The members of the criterion committee and their institutional responsibilities are as follows.

Mark Mullaney (Co-chair) – vice president for administration
Father Merwyn Thomas (Co-chair) – mathematics
Jocelyn Arvisais – financial aid
Ann Baldinger – speech communications
Brother Charles Drevon – information technology
Vincent Duke – admissions
Mary Ellen Hegedus – library
Sara Kassen – public information
Brother James Leik – business
Dorene Muszer – business office
Father Michael Sullivan – theology and philosophy
Nathan Walker – student activities
Jack Berges – trustee
Daniel Fitzpatrick – trustee
Gregory Hoffman – trustee
Lucille McKenna – trustee
Richard Rice – trustee
Hastings Siegfried – trustee
Anthony Uebelhor – trustee

Activities undertaken to strengthen this area since the last self study

- Holy Cross College has initiated an ongoing strategic planning process in 1998. Operational planning groups work on specific areas of college operations, including academic programs and faculty development, enrollment management, budget and finance/human resources, advancement, facilities, and campus support/student and residence life. Faculty and staff, trustees, and students make up the groups. The groups have created vision statements and strategies for their areas, and there is a continual process of review and revision of the groups’ work. The operational planning

groups considered the question of baccalaureate education and its suitability to the college's mission in 2001. The groups responded to the prospect of baccalaureate education and identified areas of concern and decisions to be addressed before a baccalaureate program would be offered by the college.

- The college has made significant increases in the resources committed to the assessment of student learning. In 2001, the college created a new position of director of assessment to lead the college's assessment efforts by working with faculty. The director of assessment is given a partial course re-assignment to help faculty with the assessment efforts within their courses and programs. The director also compiles and reports on assessment data on a yearly basis.
- The college has increased the resources available for the use of external consultants and evaluators. The college has employed outside experts at various times to help analyze admissions and enrollment, planning, and programs. In addition, every new grant-funded program has included money for evaluation.
- The college has conducted several strategic planning retreats with the Board of Trustees. Planning retreats have focused on the college's mission and values, and have considered institutional responses to opportunities and threats in the internal and external environments.
- In the time since the last comprehensive self study, Holy Cross College has significantly increased the resources committed to admissions. The Admissions Office now has a staff that includes the director, three admissions counselors, and an assistant. The Student Ambassadors group employs current students to maintain communication with prospective students.

In addition to increases in personnel, the college has also increased technological and marketing resources available for admissions purposes. The admissions module of the college's administrative computing system allows staff to access the admissions database from a distance and update information on prospective students. In 2004, the college hired Royall and Company to lead a targeted, prospective student marketing and communication system. The college has also increased the publications budget for admissions, and an array of publications and Web resources have been created and made available to prospective students. Finally, external consultants have been retained to advise periodically on the

college's enrollment efforts.

- The college's administrative computing system, Empower, was installed in 2002. The system provides an integrated database that serves admissions, financial aid, student accounts, academic records, and housing.
- Holy Cross College has dramatically increased the commitment of institutional funds for financial aid. Institutional aid for financially needy students has been significantly improved. The college has also created a system of merit-based scholarships for students with strong pre-college preparation. In addition, the Board of Trustees approved a proposal to restructure tuition and financial aid for the 2006-2007 academic year. This restructuring, which includes a tuition increase, will make more financial aid available to more students.
- Since the last comprehensive self study, Holy Cross College has added residential life to its services for students. Residence life has fueled an increase in a variety of student programs, such as campus ministry, athletics, and student activities. These new programs have engendered new revenues and costs, and changes in institutional planning.
- The past ten years have seen considerable development of the campus property. The addition to the Vincent building has provided a substantial increase in classroom, laboratory, and office space. With the inauguration of residence life, five residence facilities are now in use. The Anselm, Basil, and James complex represents one of the original campus facilities, but the college has also added Pulte and South Halls. Outdoor courts for basketball and tennis, and outdoor fields for lacrosse and soccer have been created. In addition, the development of Holy Cross Village has led to changes in the campus entrance, roads, and several parking lots.
- Holy Cross College has improved the diversity of its revenue sources. At the time of the 1997 self study, tuition and fees accounted for approximately 92% of all college revenue, but in the 2004-2005 fiscal year, tuition and fees comprised 43% of total revenue. This is due in large measure to the introduction of residence life and the significant growth in fundraising at the college.
- Holy Cross College has made an effort to increase its institutional endowment since the last comprehensive self study. In 1997, the endowment of the college was approximately \$2.1 million. Holy Cross College still has a modest endowment. The college's endowment totaled approximately \$3.3 million

in the 2004-2005 fiscal year. The endowment has experienced some decreases in net assets in the past five years, but the trend over the past ten years has been toward increasing endowment funds.

II. Methods and Evidence

The Criterion Two committee examined the structures and processes that involve the board, administration, faculty, staff, and students. The committee undertook this examination in order to evaluate how the institution fosters student learning and teach effectiveness. In so doing, the committee organized its work around the four core components of this criterion.

The committee reviewed the following documents.

Admissions materials
Administrative memoranda
Assessment newsletters
Assessment reports
College mission statement
College press releases
College Website
Faculty handbook
Financial statements/audit reports
Lists of college affiliations with professional groups
Lists of faculty and staff recognition awards
Minutes of meetings of the Academic Council
Minutes of meetings of the Administrative Council
Minutes of meetings of the Board of Trustees
Minutes of meetings of the Faculty Forum
Officers' reports for the Board of Trustees
Orientation information packets
Orientation materials for the Board of Trustees
President's reports for the Board of Trustees
Previous self-study reports
Reports from the Center for Faculty Development
Reports from Community and Continuing Education
Results from the alumni survey
Self-study survey responses
Strategic planning materials
Student handbook
Vision statements and accompanying goals

Interviews were conducted with the following people.

Directors of various college offices
 Faculty members
 Officers of the college
 Trustees

III. Core Components

Core Component 2a – Holy Cross College realistically prepares for a future shaped by multiple societal and economic trends.

Evidence that demonstrates the criterion is met

A review of strategic planning documents shows that Holy Cross College accounts for its history and legacy as an institution of the Brothers of Holy Cross and its mission throughout all long-range planning. It is also clear that the college uses environmental scanning when engaged in strategic planning, and considers social and demographic trends that may affect the institution.

Recent academic initiatives have been developed in direct response to current societal and geographic needs.

A review of information from the planning for the liberal studies program and discussions with faculty show that the college accounted for external forces and trends as the program was being designed. What was learned by the faculty affected the elements of the liberal studies program.

The college's planning processes include environmental scanning, extensive market research, and feasibility studies.

Discussions with faculty, the director of community and continuing education, and the vice president for academic affairs reveal that recent academic initiatives have been developed in direct response to current societal and geographic needs. One such program is the proposed degree in elementary education with its dual licensure in teaching English as a new language. Another is the initiative in gerontology currently in design. These efforts will be distinctive to the college and will respond to a society that is becoming more diverse and whose senior population is growing rapidly. There is potential appeal to non-traditional populations, and the establishment of articulation agreements with other institutions could develop naturally. The programs are expected to enhance enrollment and institutional revenues, and they provide evidence that the college is paying careful attention to its function in a multicultural society and a society facing noted demographic shifts.

Discussions with college officers provides evidence that the college's planning processes include environmental scanning, extensive market research, and feasibility studies in order to explore new degree programs. Currently, consideration of degree programs for non-traditional populations has utilized all three

methods.

Discussions with the president reveal that the college intends to hire a reputable market research firm that would conduct comprehensive market research to confirm and identify primary and secondary markets and to determine market perceptions of the college in order to assist with the creation of an enrollment management plan.

Evidence from the strategic planning process shows that the enrollment management vision statement clearly emphasizes a commitment to recruit a diverse student body. This fact represents an institutional response to the demographic trends in society.

82% of students, 83% of faculty, and 88% of staff agree that Holy Cross College welcomes diversity of its community members.

A review of the liberal studies program information shows that, through the required international learning experience, the college demonstrates its understanding of the need to recognize increased globalization. The college offers extraordinary study-abroad programs in Ghana and Peru at facilities operated by the Congregation and the Brothers of Holy Cross. Through this program, the college intends to emphasize the importance of global and cross-cultural perspectives to the liberally educated person.

Analysis of the strategic planning documents shows that Holy Cross College recognizes the need to keep pace with technology advancements. The plan identifies detailed steps which need to be taken by calling for the college to expand and upgrade equipment and networks and to develop plans for keeping equipment and software current. It calls for enhanced and expanded training by increasing the availability and scope of information technology training sessions for students, faculty, and staff.

Results from the self-study survey indicate that 58% of faculty and 64% of staff agree that the integration of technology into the college is a priority.

A review of the college mission and planning documents shows that Holy Cross College clearly incorporates into its planning those aspects of its history and heritage that it wishes to preserve and continue. The mission statement emphasizes the college's tradition in the Brothers of the Holy Cross and commitment to be a values-centered institution that emphasizes effective teaching and learning.

**58% of faculty and
64% of staff agree
that the integration
of technology into
the college is a
priority.**

An analysis of strategic planning materials shows that, while authority for decision-making about organizational goals is not always clearly identified, there is an explicit call for the college to strengthen the horizontal and vertical consensus-building processes in administrative decision-making.

Evidence that demonstrates the area needs strengthening

Analysis of strategic planning materials shows that, while all facets of future planning are addressed in the college's planning documents, and while general goals are stated as part of planning, there do not seem to be specified objectives for achieving these goals.

There is no clear-cut evidence in the planning documents that the organization "clearly identifies authority for decision making about organizational goals." The documents call for the college to examine its current horizontal and vertical structure but there is no specific plan for doing so.

Results from the self-study survey indicate that only 34% of faculty and 48% of staff agree that the college's mission drives strategic decisions. 47% of faculty and 48% of staff neither agree nor disagree that the mission drives the college's strategic decisions.

While general goals are stated as part of planning, there do not seem to be specified objectives for achieving these goals.

Core Component 2b – Holy Cross College's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence that demonstrates the criterion is met

72% of faculty agree on the self-study survey that there is a sufficient number of faculty at the college.

Responses from the self-study survey indicate that 61% of faculty and 76% of staff agree that Holy Cross College provides access to the equipment necessary for their respective duties.

Results from the self-study survey indicate that 63% of students, 62% of faculty, and 72% of staff agree that Holy Cross College provides them with adequate access to current technologies.

58% of students, 84% of faculty, and 76% of staff agree on the self-study survey that the college's physical facilities are well maintained.

The technology staff provides adequate support for my needs: 59% of faculty agree or strongly agree, 80% of staff and adminis-

trators agree or strongly agree.

A review of reports from the McKenna Library shows that the library provides excellent resources and services in support of students and faculty. Interviews with faculty support the view that the staff of the library provide superb assistance with materials and services available on-campus, as well as those materials and services available through cooperative libraries.

The college has enjoyed significant growth in fundraising since the last self study.

Results from the self-study survey reveal that 61% of students, 62% of faculty, and 61% of staff agree that holdings in the McKenna Library (books, periodicals, journals, and so on) are satisfactory. According to the self-study survey, 66% of students, 58% of faculty, and 66% of staff agree that the electronic resources in the McKenna Library (online resources, electronic journals, and so on) are satisfactory.

An analysis of institutional advancement information shows that the college has enjoyed significant growth in fundraising since the last self study. The percentage of institutional revenues attributed to gifts rose from 3% to 37%. Since 2002, one of the principal sources for the increased gifts has been the Lilly Endowment. The college has benefited from two “matching gifts” challenges resulting in approximately \$2 million in direct matching gifts from the Lilly Endowment to Holy Cross College. In addition, the Lilly Endowment has awarded grants to the college for career services and faculty development projects totaling \$1.25 million. There is no question that the Lilly Endowment has been a major reason for the college’s ability to weather the enrollment downturn of the past four years.

The enrollment decline that the college has experienced since 2002 is the biggest threat to the institutional health of Holy Cross College.

Evidence that demonstrates the area needs strengthening

A review of enrollment and financial data indicates that the enrollment decline that the college has experienced since 2002 is the biggest threat to the institutional health of Holy Cross College. In 2001, the college had an enrollment of 558 students. In the time since then, the enrollment has eroded to the point that the 2005 enrollment was 362 students. This decrease in enrollment has had a significant deleterious effect on the college’s operational budgets. Shortfalls in revenues have been covered by increases in institutional fundraising. This has adversely affected the initiation of necessary capital projects, including the construction of a recreational and athletics center. Another effect of the decrease in enrollment is that the college has had to forego additions to personnel and enhancements in technology because of budgetary uncertainties.

36% of staff agree and 48% of staff disagree on the self-study

Only 26% of faculty and 28% of staff agree that Holy Cross College budgets adequately for its activities.

survey that there is a sufficient number of staff at the college.

Interviews with faculty and information technology staff suggest that faculty need more training on utilizing technology in their classes. This suggests the college is not making full use of its technological resources. In addition, the consensus of faculty and information technology staff is that the college's administrative computing system, Empower, is under-utilized. While a number of staff have had training with the system, the capabilities of Empower are not being exercised for full benefit of the college.

Results from the self-study survey indicate that only 26% of faculty and 28% of staff agree that Holy Cross College budgets adequately for its activities. 37% of faculty and 32% of staff disagree that the college budgets adequately for its activities.

Evaluations of development records suggest that, while there have been strong recent successes in fundraising, the college's advancement efforts need to be matured. Prospect research needs to be strengthened through a more formal process for qualifying major gift potential. Attention to planned gifts would help the college with long-range development projects.

The college's ongoing planning process provides an excellent mechanism for strategic decision-making.

Core Component 2c – Holy Cross College's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence that demonstrates the criterion is met

A review of strategic planning documents and interviews with college officers show that the college's ongoing planning process provides an excellent mechanism for strategic decision-making. Operational planning groups have focused on major areas of institutional activities and have created vision statements and strategies for their respective areas. These vision statements and strategies are reviewed, analyzed, and revised during periodic meetings of the groups. Membership in the planning groups includes faculty, staff, trustees, and students. The planning process has been utilized to consider some of the most important institutional changes in the past ten years.

65% of faculty, 51% of staff, and 81% of trustees agree that Holy Cross College uses resources creatively.

Results from the self-study survey indicate that 65% of faculty, 51% of staff, and 81% of trustees agree that Holy Cross College uses resources creatively.

71% of students and 88% of faculty agree on the self-study sur-

vey that the assessment of student academic achievement is important at Holy Cross College.

Self-study survey results reveal that 65% of faculty, 67% of staff, and 85% of trustees agree that Holy Cross College is flexible.

76% of trustees agree on the self-study survey that changes at Holy Cross College result from deliberate planning.

Results from the self-study survey indicate that 73% of trustees believe that Holy Cross College is well positioned for future success.

There are no formal, systematic means for connecting assessment data with academic planning and budgeting.

Evidence that demonstrates the area needs strengthening

A review of the college's assessment program and discussions with the director of assessment, the vice president for academic affairs, and the vice president for administration reveal that there are no formal, systematic means for connecting assessment data with academic planning and budgeting. The budget and planning processes for the college are not sufficiently mature such that information from the assessment of student learning is used to its fullest capacity to shape program planning and budgeting. Results from assessment are used to shape planning, but the manner in which that may happen is less formal than what other institutions may experience.

Self-study survey results reveal that only 37% of faculty and 44% of staff agree that changes at Holy Cross College are the result of deliberate planning.

Only 35% of faculty and 37% of staff agree that Holy Cross College has structures and processes that permit quick and effective response to opportunities and threats.

Interviews with the vice president for academic affairs and the director of assessment revealed that faculty involvement in formal programmatic assessment is inadequate for the demands of the curriculum. Most faculty have addressed assessment through the utilization of classroom assessment techniques. Programmatic-level assessment has been spurred largely through the development of baccalaureate education. While there has been insufficient collaboration among faculty for program assessment, indications are that there is some openness to the demands of program assessment, even absent knowledge of how to effect such assessment efforts.

Results from the self-study survey indicate that only 35% of faculty and 37% of staff agree that Holy Cross College has structures and processes that permit quick and effective response to opportunities and threats.

A review of the college assessment plan and interviews with the

Only 26% of faculty, 33% of staff, and 47% of trustees are confident that Holy Cross College has sufficient resources to meet future opportunities and threats.

director of assessment and the vice president for academic affairs indicate that the college has not made formal, systematic efforts to assess the Holy Cross College experience through the eyes of alumni. Plans are in place to do so, but they have not been implemented yet.

Interviews with faculty and staff indicate that there does not seem to be a clear understanding of the reasons for the enrollment decline in the last four years. In addition, faculty and staff believe that there is no systematic effort to evaluate the enrollment decline and develop strategies for addressing it. That is not to suggest that they believe that no efforts are underway, only that those efforts lack a systematic quality with the implied rigor of analysis.

Interviews with staff and the vice president for administration indicate that there is a lack of responsibility accounting and accountability for programs, departments and divisions, and personnel. The college has no yearly budgets for departments, five-year budget plan, or monthly financial reports for departments and divisions. There is a lack of evaluation of physical plant usage, including classrooms, offices, and residences both on- and off-campus.

On the self-study survey, only 46% of faculty agree that senior faculty provide strong leadership for the college. In addition, 45% of faculty agree that academic division chairs provide effective academic leadership.

Results from the self-study survey indicate that only 34% of faculty and 37% of staff agree that Holy Cross College is well positioned for future success.

Only 26% of faculty and 28% of staff agree on the self-study survey that Holy Cross College budgets adequately for its activities. In addition, only 25% of faculty and 21% of staff agree that the budgeting process is fair, but 53% of faculty and 50% of staff neither agree nor disagree that the budgeting process is fair.

Core Component 2d – All levels of planning align with Holy Cross College’s mission, thereby enhancing its capacity to fulfill that mission.

Evidence that demonstrates the criterion is met

Minutes of meetings from the Board of Trustees, Administrative Council, Academic Council, and various planning groups support the notion that the values, goals and priorities reflect the college’s mission. In addition, topics chosen for in-service and insti-

72% of faculty, 56% of staff, and 85% of trustees agree that Holy Cross College supports innovation by all members of the college community.

New courses and programs are analyzed and ultimately accepted or and rejected based on the “fit” with the academic direction and the mission of the college.

Many external constituents have been involved in planning.

A review of strategic planning documents shows evidence that some strategic decisions have lacked follow up.

tution-wide meetings show evidence of being drawn from and aligned directly with planning priorities and mission.

An orientation program has been instituted for all new faculty and staff to ensure that all at the College understand its mission as the driving force behind its values, goals, and priorities. Results from the self-study survey indicate that 72% of faculty, 56% of staff, and 85% of trustees agree that Holy Cross College supports innovation by all members of the college community.

Self-study survey results show that 76% of trustees agree that changes at Holy Cross College result from deliberate planning.

Minutes from the Academic Council shows that new courses and programs are analyzed and ultimately accepted or and rejected based on the “fit” with the academic direction and the mission of the college.

Results from the self-study survey indicate that 56% of staff and 97% of trustees agree that Holy Cross College administrators are effective leaders.

93% of trustees agree on the self-study survey that the mission of Holy Cross College drives strategic decisions.

Analyses of reports from the director of community and continuing education shows that many external constituents have been involved in planning processes for institutional activities. Focus groups have been used to review the potential for adult degree programs, residents of Holy Cross Village have offered input on community education program, officials from the Diocese of Fort Wayne – South Bend have collaborated on the development of continuing education programs for educators and religious educators, and local medical centers have helped design continuing education programs for their staff.

Results from the self-study survey indicate that 56% of students, 50% of faculty, 54% of staff, and 85% of trustees agree that they are upbeat about the future of Holy Cross College.

Evidence that demonstrates the area needs strengthening

Reports from operational planning groups show inconsistency in operations among the various groups. Some operational planning groups meet more regularly than others. There also seems to be a lack of coordination among the operational planning groups.

Only 33% of faculty and 48% of staff agree on the self-study

survey that the mission of Holy Cross College drives strategic decisions.

A review of strategic planning documents shows evidence that some strategic decisions have lacked follow up. In some cases, changes in strategic decisions have been made without explicit rationale, and there sometimes appears to be a lack of awareness across operational groups about changes.

Self-study survey results reveal that only 37% of faculty and 44% of staff agree that changes at Holy Cross College are the result of deliberate planning.

Only 35% of faculty and 32% of staff agree on the self-study survey that organizational structures at Holy Cross College are well-defined.

Results from the self-study survey indicate that only 34% of faculty and 37% of staff agree that Holy Cross College is well-positioned for future success.

Only 26% of faculty, 33% of staff, and 47% of trustees agree that they are confident that Holy Cross College has sufficient resources to meet future opportunities and threats.

Personnel resources are deployed in ways that have enhanced the college's focus on teaching and learning.

IV. Summary

After reviewing the evidence for this criterion, the analysis suggests that Holy Cross College has fulfilled this criterion. Holy Cross College has wisely used its resources in fulfillment of the college's mission.

Personnel resources are deployed in ways that have enhanced the college's focus on teaching and learning. Expansions of faculty and staff over the past ten years have been undertaken as new institutional needs and services have been implemented. In some cases, faculty and staff positions have been eliminated when institutional needs no longer supported the commitment of such resources. Some full-time faculty have been given reassigned time for institutional needs (assessment, faculty development, program development, and so on), and these reassignments have been carefully considered and evaluated. Fewer adjunct faculty are in use now than in previous years, but the college has benefited from a core of long-time adjunct faculty. A number of current faculty and staff positions are supported by grant programs, providing important budget relief in more lean fiscal years.

Debt service has been manageable.

Holy Cross College has diversified its sources of institutional revenue since the last comprehensive self study. There is less institutional reliance on tuition and fees than ten years ago. Fundraising has enjoyed recent successes and has helped cushion the effects of the enrollment decline of the past four years.

Debt service has been manageable, as the college has taken advantage of favorable economic circumstances and judicious planning so as to use debt for campus expansion. Balanced budgets have been the standard for the past ten years, despite the recent downturn in enrollment.

The college has expanded physical facilities in the past ten years. New academic space, student residences, and athletic and recreational resources have been developed on the campus property. Evidence suggests that those facilities have been maintained well. Very little deferred maintenance exists, none of which is foundational or structural.

The budgeting process for the college is too informal.

Without question, the most serious threat to the ability of Holy Cross College to fulfill this criterion is the enrollment decline that the college has experienced since 2002. The enrollment has declined by almost 200 students between 2002 and 2005. While there is no evidence that this enrollment decline has affected academic quality at the college, the decrease has significantly curtailed institutional growth. New academic and student life programs and services have not been developed and implemented as desired. New faculty and staff positions have not been inaugurated for academics, student life, and institutional support. Important new capital projects, most notably the planned recreation and athletics center, have been put on hold until enrollment rebounds. Finally, upgrades and replacements for campus technology have been forestalled.

The college's strategic planning process provides a practical and constructive means for evaluating institutional effectiveness and for determining strategic directions. The process promotes collaboration across levels of expertise and responsibility. In addition, consensus on strategic decisions appears to be a by-product and hallmark of this institutional approach to planning.

Holy Cross College has not made adequate progress in utilizing the assessment of student learning in planning.

The budgeting process for the college is too informal. There has been a considerable degree of flexibility that the current approach affords for institutional leaders. This flexibility has proven useful, especially in uncertain fiscal times. However, there is no systematic evaluation of institutional priorities as they relate to devising college budgets. This has led to a lack of transparency inherent in such circumstances. There is no responsibility-centered budgeting for departments and divisions, so those in

Results from the self-study survey reveal differences of opinion between faculty and staff and trustees about the college's effectiveness in planning and budgeting.

Holy Cross College should begin an immediate and formal evaluation of its enrollment efforts.

The college needs to provide more professional development activities for faculty in order to help develop a culture of assessment.

charge of certain functions of the college have no idea about a critical aspect of institutional operations. Holy Cross College has not made adequate progress in utilizing the assessment of student learning in planning. Progress on improving assessment efforts has been made since the last comprehensive self-study. However, the college still lacks formal "feedback loops" for incorporating assessment information in program planning. This has prevented the college from realizing the potential of assessment as it relates to program and institutional improvement.

The college has very good technology applications and services. Empower, the college's administrative computing system, has a well-designed Web portal that allows for easy access to information for students, faculty, and staff. The college's director of information technology and the registrar have proven particularly adept and creative in helping make the system useful and user-friendly.

Results from the self-study survey reveal consistent and stark differences of opinion between faculty and staff and trustees about the college's effectiveness in planning and budgeting. The trustees appear to be far more positive and optimistic about the college's planning efforts and ability to respond to institutional opportunities and threats. The faculty and staff appear much more guarded and concerned about the college's future.

Recommendations for future directions

Holy Cross College should begin an immediate and formal evaluation of its enrollment efforts. Many initiatives have been undertaken in the past four years to address specific enrollment activities. However, there do not seem to be clear answers as to why enrollment has declined as so precipitously since the 2002-2003 academic year. The evaluation of the college's enrollment efforts should address the external demographic forces affecting the prospective student pool, the college's competitive position for enhancing enrollment compared to similar institutions, the mix of institutional programs and services that will attract and retain students, and the performance of the college's current admission staff and processes. An external consultant may be helpful as the college considers these important matters.

The assessment of student academic achievement at Holy Cross College still is not as developed as it should be. The college needs to provide more professional development activities for faculty in order to help develop a culture of assessment. As a result of this self study, Holy Cross College applied to the Higher Learning Commission to join the Assessment Academy. The application was accepted, and Holy Cross College will join the

Holy Cross College needs a more formal process of yearly planning and budgeting.

academy in February 2007.

Holy Cross College needs a more formal process of yearly planning and budgeting. Results from the self-study survey reveal that faculty and staff do not believe that the college budgets adequately, but they appear not to know whether the current system of developing budgets is fair. The college needs to develop a system of budgeting that is transparent, that is formalized, and that incorporates accountability at the appropriate levels of operations. All departments and divisions should have yearly budgets, and budget information should be available during the fiscal year for monitoring by those responsible for their budgets. Feedback loops need to be incorporated into the planning and budgeting process so that data on program effectiveness can inform planning. Information from the assessment of student learning must be a critical part of those feedback loops. Consideration should be given to linking assessment results with budgeting.

Holy Cross College needs a formal mechanism for institutional research.

Holy Cross College has begun exploring the possibility for formal academic degree programs aimed at adult learners. Any such programs that may be developed must adhere to rigorous planning. While the potential for adult degree programs represents an exciting avenue for institutional growth, any such programs cannot impinge on the college's resource bases and threaten the health of long-standing programs.

Holy Cross College needs a formal mechanism for institutional research. Institutional planning and budgeting would benefit from a systematic approach to analyzing college data for decision-making purposes.

Some consideration should be given to the reasons why faculty and staff and trustees differ in their views about the college's effectiveness in planning and budgeting. The trustees appear to be far more positive and optimistic, while the faculty and staff are much more cautious about the college's future. The reasons for these differences may yield useful information, and the implications of those differences could be of assistance when considering strategic directions for the college.

There is an advisory committee of faculty and staff considering the future of the McKenna Library. The ideas that come out of these discussions will need to be connected with the strategic planning process.

The college should consider additional resources for the development area. This could include assistance with prospect research and major gifts.



Chapter Five

Criterion III

Criterion Three – Student Learning and Effective Teaching

Criterion Statement – Holy Cross College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

I. Background

The Criterion Three committee examined the fulfillment of the criterion. The members of the criterion committee and their institutional responsibilities are as follows.

Dr. Brian Greve (Co-chair) – English and assessment
Dr. William Mangan (Co-chair) – vice president for academic affairs
Dr. Henry Borne – sociology and faculty development
Thomas Cashore – library
Patricia Hamilton – advancement
Brian DevleschHoward – academic advising
Jean Marquez – mathematics
Sandra Ohlund – Spanish
Suzanne Schoen – English
Phyllis Scott – academic affairs
Brother John Tryon – English
Dr. Justin Watson – English
John Carnesale – trustee
William Giles – trustee
Michael Kiley – trustee
Mark McNamee – trustee
John Rosenthal – trustee
Brother Philip Smith – trustee
Gary Vanderbeek – trustee

Activities undertaken to strengthen this area since the last Self Study

- In 2004, the faculty began a process to review and revise the college's associate of arts curriculum. This curriculum constitutes the general education curriculum for Holy Cross College. The process also mandated that the nine transferable skills of the college curriculum be infused at the course level.
- Holy Cross College received approval from the Higher Learning Commission to add baccalaureate-level education to the college's degree levels. The first Bachelor of Arts program was the liberal studies program.

- The college established an underclass honors program in 1999. The program was first designated as an “accelerated” honors program. The program now offers students the opportunity to accelerate or complete the program at a conventional pace.
- Holy Cross College created the Center for Faculty Development in 2001. The center coordinates the college’s faculty development activities. The center provides professional development opportunities, assists faculty attending conferences and meetings, coordinates mentoring of new faculty, and directs the college’s program of faculty development grants.
- In 2001, Holy Cross College established the Office of Assessment and the new position of director of assessment. The director, a faculty member with a partial course reassignment, leads the college’s assessment efforts by working with faculty on their assessment activities and compiles and reports on assessment data on a yearly basis. The director led the creation of the assessment plan for the liberal studies program and the integration of the transferable skills into courses.
- In 2000, Holy Cross College articulated the standards for academic dismissal and revised the process for student appeals of dismissals.
- The college strengthened the standards for admission by establishing the Admissions Committee in 2004. The Admissions Committee reviews all applicants for admission to Holy Cross College and makes a determination of admit, probationary admit, or non-select for prospective students. Prior to the creation of the committee, the Admissions Office recruited, compiled admission files, and determined admission status for prospective students.
- The Lilly Career Development Center was founded in 2003. Prior to the establishment of the center, the college had no formal career services for students. The center was developed in response to the addition of baccalaureate education at the college. The Lilly Endowment provided funding through a grant for the center.
- In 2006, the Conditional Acceptance Program was redesigned as the College Success Program. The Conditional Acceptance Program had evolved over several years to focus on students who showed some academic aptitude but may have lacked motivation. Participation in the program was re-

quired of selected applicants in order for them to be admitted to the college. The College Success Program replaced the Conditional Acceptance Program as an optional academic initiative for students who are admitted to the college on academic probation. The College Success Program helps students develop habits and skills necessary for academic success. The expectation is that students are committed to the goals of the program and the work necessary to achieve those goals. Students may choose to exit the program but are then subject to the full terms of their status as students on academic probation.

- The Spring academic convocation was started to recognize students named to the academic honors list during the previous year.
- The *First-Year Seminar* course (HCCC 101) was established as the cornerstone component of the first-year experience. The seminar extends the work of new student orientation and assists students in the transition to the academy.
- The Phi Theta Kappa and Psi Beta academic honorary fraternities were chartered to help recognize academic excellence of students. Phi Theta Kappa honors overall academic performance within two-year programs, and Psi Beta honors students who show excellence in studying psychology.
- New policies for the Faculty Handbook have been developed, including a policy on retirement and sabbaticals. In 2005, a comprehensive review and update of the handbook was begun with the hope of proposed changes being ready for the 2006-2007 academic year.
- In 2004, Holy Cross College hired a director of international programs to lead planning for the college's study-abroad experiences. The director is a half-time position that addresses the logistics of the study-abroad experiences and prepares and debriefs students participating in the trips. New international programs have been developed in Ghana and Peru, and a program in under development in Bangladesh.
- In 2002, a course was developed to help train students as peer academic tutors. These tutors work in the college's Math Center and Writing Center.
- The Fall faculty lecture series was begun in 2002 to stimulate scholarly discourse on campus. On a rotating basis among divisions, divisional faculty identify a speaker who addresses a topic of broad academic interest to the college community.

- Holy Cross College sponsored a campus-wide symposium in 2002 on academic integrity and its importance at Holy Cross College.

II. Methods and Evidence

The Criterion Three committee examined the structures and processes that involve the board, administration, faculty, staff, and students. The committee undertook this examination in order to evaluate how the institution fosters student learning and teach effectiveness. In so doing, the committee organized its work around the four core components of this criterion.

The committee reviewed the following documents.

Academic advising handbook
Academic convocation programs
Admissions materials
Administrative memoranda
Annual fall faculty in-service materials
Assessment newsletters
Assessment reports
College mission statement
College press releases
College Website
Course syllabi
Electronic portfolios of graduating students
Faculty handbook
Fall faculty lecture series programs
Financial statements/audit reports
Handbook of disabilities services
Information on the transferable skills
Lists of college affiliations with professional groups
Lists of faculty and staff recognition awards
Lists of service learning activities
Minutes of meetings of the Academic Council
Minutes of meetings of the Administrative Council
Minutes of meetings of the Board of Trustees
Minutes of meetings of the Faculty Forum
Officers' reports for the Board of Trustees
Orientation information packets
Orientation materials for the Board of Trustees
President's reports for the Board of Trustees
Previous self-study reports
Report on the symposium on academic integrity
Reports from the Center for Faculty Development
Reports from Community and Continuing Education
Reports from the Mathematics Center

Reports from the Writing Center
 Results from the alumni survey
 Self-study survey responses
 Strategic planning materials
 Student handbook
 Vision statements and accompanying goals

Interviews were conducted with the following people.

Academic division chairs
 Directors of various college offices
 Faculty members
 Students
 Officers of the college
 Trustees

III. Core Components

Core Component 3a – Holy Cross College’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

75% of faculty and 73% of students responding on the self-study survey agreed that the college has identifiable goals for student learning.

Evidence that demonstrates the criterion is met

A review of the college catalog, admissions materials, and the college Web site demonstrates that Holy Cross College articulates the learning goals for all academic programs.

75% of faculty and 73% of students responding on the self-study survey agreed that the college has identifiable goals for student learning.

Defined eleven years ago, the college’s nine transferable skills provide a set of common learning goals for the college curriculum. The skills are the following.

critical thinking
 creative thinking
 writing
 reading
 religious, moral, and social development
 oral communication
 quantitative literacy
 library and information literacy
 technological skills

The college’s nine transferable skills provide a set of common learning goals for the college curriculum.

A review of the college catalog, admissions materials, and the college Web site revealed that these transferable skills are publicized to students as well as those outside the college community. The assessment plans for the liberal studies program and the

Faculty have incorporated the transferable skills into their courses.

general education curriculum (associate of arts degree program) expressly incorporate the transferable skills into the learning goals.

A review of course syllabi indicates that faculty have incorporated the transferable skills into their courses. The expectation that each syllabus indicate the transferable skills that its course develops was articulated by the vice president for academic affairs in 2001. In addition, other measurable student learning objectives are incorporated into course syllabi. More than 85% of all college syllabi contain such objectives.

88% of faculty and 71% of students agreed on the self-study survey that “the assessment of student academic achievement is important at Holy Cross College.”

88% of faculty and 71% of students agree that “the assessment of student academic achievement is important at Holy Cross College.”

A review of the catalog, program materials, and the assessment plan for the Bachelor of Arts in liberal studies program demonstrate that the program incorporates the nine transferable skills throughout the curriculum and the assessment program.

A review of electronic portfolios of graduating students in the liberal studies program indicates that, without exception, all student portfolios had some expression of the goals for learning within the program and how well the learning goals were achieved. The use of multiple methods and authentic student works shows that learning is considered complex, and the philosophy of capstone assessment emphasizes the need to connect assessment with curriculum and pedagogy.

A review of reports from the director of assessment reveals that course-level and program-level assessment are tracked by the college. The review also indicates that the director provided considerable guidance to faculty on ways to improve assessment at the course and program levels.

A review of course syllabi shows that nearly all faculty stress behavioral expectations that lead to academic success. For example, active participation by students is a norm for classes. Also, attendance is strongly encouraged in order to receive the maximal benefits of the college's courses.

Faculty involvement in formal programmatic assessment is inadequate for the demands of the curriculum.

Evidence that demonstrates the area needs strengthening

Interviews with the vice president for academic affairs and the director of assessment revealed that broad faculty involvement in formal programmatic assessment is inadequate for the demands of the curriculum. Faculty have worked to incorporate a variety of classroom assessment techniques within their individual

The college still has not implemented a formal process to assess the effects of the undergraduate experience in alumni.

courses. However, there has been insufficient collaboration among faculty for the considering assessment at the program level.

33% of faculty agreed and 27% disagreed on the self-study survey that “academic programs at Holy Cross College require intellectual interaction among faculty.”

A review of the college assessment plan indicates that the college is to follow up with alumni about their experiences at Holy Cross College. However, interviews with the director of assessment and the vice president for academic affairs indicate that the college still has not implemented a formal process to assess the effects of the undergraduate experience in alumni.

There is no common vision about the future of the associate degree at Holy Cross College.

A review of the assessment plan and reports from the director of assessment shows that, while the transferable skills are incorporated at the course-level throughout the college, there is inconsistency in terms of how deeply the skills are infused within courses. Many courses do not indicate the levels that the skills are developed.

Results from the self-study survey indicate that only 39% of faculty agree that academic programs at Holy Cross College are rigorous. While only 23% of faculty disagreed that the college’s academic programs are rigorous, 39% neither agreed nor disagreed. Subsequent discussions with faculty reveal that there are different interpretations about what are the college’s academic standards as well as the commitment of the institution to those standards.

The budget and planning processes for the college are not sufficiently mature such that information from the assessment of student learning can help shape program planning and budgeting.

While there is strong consensus about the centrality of the baccalaureate degree to the future of the college, discussions with faculty and the vice president for academic affairs indicate that there is no common vision about the future of the associate degree at Holy Cross College. Interviews revealed that there is disagreement about the value and desirability of the associate degree to the long-term identity of the college.

A review of the college’s assessment program and discussions with the director of assessment and the vice president for academic affairs reveal that there is no formal means for connecting assessment data with academic planning and budgeting. The budget and planning processes for the college are not sufficiently mature such that information from the assessment of student learning can help shape program planning and budgeting.

Excellence in teaching is the primary criterion for hiring and promotion at Holy Cross College.

83% of students, 92% of faculty, 96% of staff, and 100% of trustees agree that Holy Cross College is primarily dedicated to teaching and learning.

Despite the enrollment downturn during the past four years, the college has not reduced funding for faculty development.

87% of students and 83% of faculty agree that the faculty of Holy Cross College are well prepared to teach.

Core Component 3b – Holy Cross College values and supports effective teaching.

Evidence that demonstrates the criterion is met

A review of the college mission statement and strategic planning documents indicates that Holy Cross College states publicly and clearly that the college values excellence in teaching.

A review of the Faculty Handbook shows that excellence in teaching is the primary criterion for hiring and promotion at Holy Cross College. An interview with the vice president for academic affairs confirms that this standard is realized.

Results from the self-study survey indicate that 83% of students, 92% of faculty, 96% of staff, and 100% of trustees agree that Holy Cross College is primarily dedicated to teaching and learning.

A review of the college budget indicates that significant institutional funds are allocated to the Center for Faculty Development. The center provides resources to help faculty improve teaching and learning. The center organizes on-campus professional development opportunities for faculty, supports conference and workshop attendance for faculty, and directs the institutional program for faculty development grants. An important discovery is that, despite the enrollment downturn during the past four years, the college has not reduced funding for faculty development.

Responses on the self-study survey indicate that 87% of students and 83% of faculty agree that the faculty of Holy Cross College are well prepared to teach.

An interview with the vice president for academic affairs indicates that the college's standard course evaluation process was revised in 2002 to include a mid-term course evaluation process for all courses. Faculty must conduct a mid-term course evaluation of their choosing with results available only to them. In 2004, the course evaluation form was revised through the Center for Faculty Development so as to provide more direct feedback on teaching effectiveness.

A review of reports from the Spring academic convocation indicates that the college instituted a biennial award for excellence in teaching in 2001. Every two years, one faculty member receives the award based on student nominations.

A more formal approach to mentoring junior faculty will be necessary in order to perpetuate the college's historic focus on excellence in teaching.

Evidence that demonstrates the area needs strengthening

Results from the self-study survey indicate that only 30% of faculty agree that excellence in teaching is rewarded by Holy Cross College. 25% of faculty disagree that teaching excellence is rewarded, but 46% of faculty neither agreed nor disagreed that excellence in teaching is rewarded by the college.

Interviews with the director of the Center for Faculty Development and the vice president for academic affairs indicate that most faculty do not take advantage of the faculty development opportunities made available to them. The director personally encourages certain faculty members to attend off-campus development opportunities, but the most frequently cited reasons cited for failure to attend conferences and workshops is heavy teaching loads.

An analysis of faculty data shows that the next ten years at Holy Cross College will bring numerous retirements of senior faculty. Reports from the Center for Faculty Development detail modest efforts to orient new faculty to the college, but a more formal approach to mentoring junior faculty will be necessary in order to perpetuate the college's historic focus on excellence in teaching.

Interviews with faculty suggest that innovation in teaching methods goes largely unrecognized by the institution. While 71% of faculty agreed on the self-study survey that Holy Cross College supports innovation by faculty, many who were interviewed think that their efforts to improve their courses are largely unknown by other faculty and staff.

Core Component 3c – Holy Cross College creates effective learning environments.

Classroom assessment techniques are commonly used across disciplines.

Evidence that demonstrates the criterion is met

Reports from the Office of Assessment show that the office and the director provide frequent assistance to faculty on assessment issues. The assistance includes explorations of the college's transferable skills, ideas on assessment methods in classes and courses, and teaching for effective learning. In addition to the issues of common interest, the director provides individual consultations with faculty as needed for development of individual learning activities, courses, and programs.

A review of course syllabi and discussions with the director of assessment reveal that classroom assessment techniques are commonly used across disciplines.

The vice president for academic affairs states that all courses are

Wireless access to the college network has expanded since 2002 and is now available throughout almost the entire campus.

The co-curricular life of the college provides effective support for the academic environment on campus and student learning.

required to use a mid-term course evaluation to assess the effectiveness of courses in progress. This requirement for all courses was established in 2002.

Discussions with academic division chairs and the director of assessment confirm that the development of courses and programs are informed by considerations of the assessment of student learning. The director of assessment is the most likely person to initiate such conversations.

Results from the self-study survey reveal that 61% of students and 54% of faculty agree that Holy Cross College faculty incorporate technology effectively into the learning process.

61% of faculty agreed on the self-study survey that the college provides access to the equipment necessary for their duties. 62% of faculty agreed that the college provides adequate access to current technologies.

Results from the self-study survey indicate that 61% of faculty and 64% of staff agree that the integration of technology into the college is a high priority for Holy Cross College.

A review of financial and facilities records shows that the college has high quality technological resources that support learning for students. In addition to classroom resources, the college provides access to the college computing network throughout the residence halls. In addition, wireless access to the college network has expanded since 2002 and is now available throughout almost the entire campus.

Discussions with faculty and the vice president for academic affairs indicate that the coordinator of disability services provides excellent support to faculty in addressing the learning needs of students with disabilities. The coordinator will discuss the needs of individual students and help faculty determine the most appropriate methods for addressing those needs.

Evaluations of the orientation for new students and the *First-Year Seminar* course (HCCC 101) show that the two experiences work well in tandem to habituate students to life at Holy Cross College. The *First-Year Seminar* extends the work begun in the orientation by helping prepare students for the expectations for academic and student life at the college.

Analysis of evaluations of the college's Conditional Acceptance Program shows that the program provides useful academic support to many new students who are at risk of academic failure. Many successful students attribute their success at Holy Cross

College to the Conditional Acceptance Program.

Discussions with faculty and student life staff reveal that the co-curricular life of the college provides effective support for the academic environment on campus and student learning.

75% of faculty agreed on the self-study survey that the residential services offered by Holy Cross College (e.g., housing, dining services, and so on) effectively support academics.

Results from the self-study survey indicate that 97% of faculty agree that they generally know an appropriate resource where to refer a student if that student has an academic concern.

Evidence that demonstrates the area needs strengthening

The pace at which new technology is introduced and the extent to which old technology is replaced have slowed with the decline in overall enrollment.

A review of course syllabi and discussions with the director of assessment and the vice president for academic affairs reveal that assessment strategies and standards vary greatly among the faculty, even within academic divisions. Many courses rely too heavily on indirect methods of measuring student learning. In addition, there seems to be little interest in exploring assessment methods that could be shared across courses and programs.

A review of the college's financial record indicates that, while the college maintains a significant investment in technology, the pace at which new technology is introduced and the extent to which old technology is replaced have slowed with the decline in overall enrollment. In some cases, computers in faculty offices and other academic areas have not been replaced for more than six years because of the four-year cycle of enrollment declines.

While aimed at students who are deemed "at risk" of academic failure, program literature and evaluations of the Conditional Acceptance Program suggest that the program primarily addresses those students for whom motivation is an issue. The program is not intended for students who have remedial educational needs, and this seems to be a hole in the services the college provides.

A review of classrooms and discussions with faculty indicate that the availability to faculty of instructional technology is inconsistent. There are a limited number of classrooms with computers and integrated technology, and portable equipment and applications (disc players, projectors, and so on) are frequently difficult for faculty to procure. Some academic divisions have utilized their funds to purchase dedicated technology for their courses, however, the "proprietary" sentiment that surrounds such equipment may not be good for the institution. It is unclear if this situation inhibits the introduction of technology in courses.

In several cases, only one faculty member is in charge of certain disciplinary offerings of the college.

Interviews with college officers show that Holy Cross College lacks a formal institutional research function. Institutional research is conducted in informal ways by faculty and staff who investigate specific questions of interest.

Discussions with the vice president for academic affairs indicate that Holy Cross College does not keep longitudinal data on course evaluations. The evaluation form and process have been revised since the last self study, but there is no way to track how results from the evaluation have changed over time.

Interviews with faculty, the director of the Center for Faculty Development, and the vice president for academic affairs suggest that scholarship among students and faculty is a low academic priority. More attention to scholarship (conferences, research, publications) among faculty is needed, as well as opportunities for students to gain some experience with scholarly activities.

An analysis of faculty assignments and discussions with the vice president for academic affairs reveal that there is a lack of multiple faculty in certain disciplinary areas. In several cases, only one faculty member is in charge of certain disciplinary offerings of the college. In addition, a number of disciplinary areas are the sole purview of adjunct faculty (e.g., art, political science, music, theater). While the academic quality of those areas is not in question, the lack of multiple faculty perspectives calls into question the academic depth that students can expect. One ramification of this is that the college faces pressure when trying to expand the upper-division offerings within certain disciplines. This is an important consideration as the college continues its evolution as a baccalaureate institution.

Aside from course evaluations by students, the college does not utilize any other methods for evaluating the teaching effectiveness of faculty.

Discussions with faculty, the director of Center for Faculty Development, and information technology staff reveal that technology skills of faculty are quite varied, as are the applications of technology that faculty make to learning situations. Some faculty display sophisticated uses of multimedia resources in their courses, while some other faculty neither use technology in the learning process nor expect their students to develop their own technology skills.

Discussions with faculty and the vice president for academic affairs show that, aside from course evaluations by students, the college does not utilize any other methods for evaluating the teaching effectiveness of faculty. There is no peer review or formal evaluation by academic division chairs.

The McKenna Library provides excellent resources and services in support of students and faculty.

62% of students and 97% of faculty agree that Holy Cross College provides appropriate accommodations to those with documented learning disabilities.

The Mathematics Center and the Writing Center provide exceptional support for students.

Core Component 3d – Holy Cross College's learning resources support student learning and effective teaching.

Evidence that demonstrates the criterion is met

An analysis of the college's budget indicates that there has been an increase in staff in academic support services since the last comprehensive self study. The college has three full-time advisors, four part-time advisors, part-time directors of the Mathematics Center and the Writing Center, and a part-time disabilities services coordinator. In addition, the college has established the Lilly Career Development Center, with a director and staff member, to provide support for the career planning of students and alumni.

A review of reports from the McKenna Library shows that the library provides excellent resources and services in support of students and faculty. Interviews with faculty support the view that the staff of the library provide superb assistance with materials and services available on-campus, as well as those materials and services available through cooperative libraries.

Results from the self-study survey reveal that 61% of students, 62% of faculty, and 61% of staff agree that holdings in the McKenna Library (books, periodicals, journals, and so on) are satisfactory.

66% of students, 58% of faculty, and 66% of staff agree on the self-study survey that the electronic resources in the McKenna Library (online resources, electronic journals, and so on) are satisfactory.

The self-study survey showed that 60% of students agree that space in the McKenna Library is adequate.

62% of students and 97% of faculty agree on the self-study survey that Holy Cross College provides appropriate accommodations to those with documented learning disabilities.

A review of campus facilities shows that the college's science and computer laboratories are well designed and appointed.

Results from the self-study survey indicate that 62% of students agree that laboratory resources are adequate at Holy Cross College. In response to the same item, 36% of faculty agreed that laboratory resources are adequate, but 53% neither agreed nor disagreed, most likely indicating lack of personal knowledge.

A review of reports from the Mathematics Center and the Writing Center, and discussions with faculty indicate that both centers

76% of students, 55% of faculty, and 60% of staff agree that Empower, the college's administrative computing system, provides easy access to information.

provide exceptional support for students. Evaluations of the effectiveness of both tutoring areas point to improvements in the skills of students using tutoring services. Reports also indicate that many Holy Cross College students are trained to assist as tutors for other students.

55% of students, 69% of faculty, and 68% of staff agree on the self-study survey that the Center for Student Support Services (advising, tutoring, disabilities services) provides appropriate learning resources to students.

The self-study survey revealed that 66% of students, 59% of faculty, and 80% of staff agree that the college's technology staff provides adequate support for the technological needs of individuals.

76% of students, 55% of faculty, and 60% of staff agree that Empower, the college's administrative computing system, provides easy access to information. Most students and faculty access Empower through a Web portal feature.

Results from the self-study survey indicate that 72% of students agree that the college provides adequate study space.

75% of students and 86% of faculty agree that academic advising is important at Holy Cross College.

Self-study survey results indicate that 75% of students and 86% of faculty agree that academic advising is important at Holy Cross College.

70% of students and 54% of faculty agreed on the self-study survey that the academic advising process is effective.

Discussions with academic advisors and the vice president for academic affairs reveal that academic advising is very accessible to students and prospective. Advisors are available for scheduled appointments and drop-in visits, and many contacts with students occur by e-mail and telephone.

Evidence that demonstrates the area needs strengthening

Analyses of usage patterns and reports from the Mathematics Center and the Writing Center and discussions with the two directors suggest that both centers are in need more space and equipment.

Only 34% of faculty and 48% of staff agree that space in the McKenna Library is adequate.

Results from the self-study survey indicate that only 34% of faculty and 48% of staff agree that space in the McKenna Library is adequate. 50% of faculty and 32% of staff disagreed that space is adequate in the McKenna Library.

Discussions with faculty reveal that they do not think they are particularly knowledgeable about strategies that are useful for instructing students with disabilities.

Reports from the director of academic advising and the vice president for academic affairs suggest that the college's academic advisors have very large, and in some cases, uneven numbers of students for advisees. The college needs to offer students easy accessibility to advisors, so there may be a need to restrict advising loads.

As noted above, faculty report on the self-study survey that they believe that the college accommodates students with documented learning disabilities. However, discussions with faculty also reveal that they do not think they are particularly knowledgeable about strategies that are useful for instructing students with disabilities.

IV. Summary

After reviewing the evidence for this criterion, the analysis suggests that Holy Cross College has fulfilled this criterion.

The college's commitment to the holistic formation of students ensures strong collaboration between the curriculum and the co-curriculum.

The Criterion Three committee judges that focus of Holy Cross College on teaching and learning is the primary academic strength of the institution. Without question, the college is focused on student learning, and the main avenue for effecting that focus is an institutional commitment to excellence in teaching. The evidence clearly demonstrates that the bulk of the college's human and financial resources are dedicated to teaching and learning. It is quite clear that this institutional emphasis on teaching and learning is well understood by students, faculty, staff, trustees, and friends of the college.

The Center for Faculty Development has become the major institutional driver for helping faculty develop their professional knowledge and skills.

The college's commitment to the holistic formation of students ensures strong collaboration between the curriculum and the co-curriculum. The institutional emphasis on creating practical, pragmatic education dovetails with the interest in preparing students to become lifelong learners. The use of experiential learning activities engages students with those in local, national, and international settings.

Holy Cross College makes a considerable investment in the development of faculty skills for improving learning. In the six years since its founding, the Center for Faculty Development has become the major institutional driver for helping faculty develop their professional knowledge and skills.

The college's evolution as a baccalaureate institution will necessitate that the faculty evaluate the value of the associate of arts curriculum and its future at Holy Cross College.

Despite the clear commitment of the college to student learning through excellence in teaching, the evidence demonstrates that Holy Cross College has not progressed far enough in its efforts to assess student academic achievement. Certainly, the college has made great strides to improve assessment since the last comprehensive self-study. In addition, the work that has taken place around the creation of baccalaureate education has been well planned and executed. However, the college still has not developed a “culture of assessment” among the faculty. Faculty do not seem hostile to the idea of assessing student learning, but assessment still is not a natural part of the work of the faculty. Holy Cross College continues to make a significant commitment to academic student support services in terms of personnel and finances. These services have received strong evaluations from students.

The McKenna Library provides exceptional service to the college community. In spite of space limitations, library staff members are recognized for their dedication to assisting students, faculty, and staff with their library and information needs. The consortial arrangements that Holy Cross College enjoys with local, state, and regional libraries makes research materials easily and quickly available.

Assessment still is not a natural part of the work of the faculty.

The faculty and staff in the Center for Student Support Services (advising, tutoring, disabilities services) are exceptionally dedicated to assisting students with their academic needs. Students receive personalized service in a way that challenges them to be responsible and independent.

By philosophy and practice, the college’s student life area is a strong contributor to the educational mission of the college. There have been effective attempts to bridge the curriculum with the co-curriculum in order to support student learning. These efforts must be expanded and strengthened.

Empower, the college’s administrative computing system, has a fine Web portal that allows for easy access to information for students, faculty, and staff. The college’s director of information technology and the registrar have proven particularly adept and creative in helping make the system useful and user-friendly.

Recommendations for future directions

The operational planning groups should undertake a process of evaluating the associate of arts degree. The faculty should also review the purposes of the degree and provide input for the strategic planning process.

The assessment of student academic achievement still is not as developed at Holy Cross College as it should be. Progress has been made, but there still is no faculty culture in which assessment is a natural part of academic work. As a result of these findings, Holy Cross College applied to the Higher Learning Commission to join the Assessment Academy. The application was accepted, and Holy Cross College will join the academy in February 2007. This effort will form one of the most important academic initiatives for the next ten years.

The faculty must begin a process of reviewing the transferable skills of the curriculum.

Holy Cross College needs a more formal process of yearly planning and budgeting for academic programs. The process should include a mechanism so that information from the assessment of student learning can be fed back into evaluating program effectiveness. Consideration should be given to linking assessment results with budgeting.

The faculty must begin a process of reviewing the transferable skills of the curriculum. The skills have not been reviewed or revised in the eleven years since they were developed. Because baccalaureate education is still relatively new for the college, the faculty should analyze the appropriateness of the skills and their levels, determine if other skills need to be defined, and identify institutional approaches for assessing the skills.

The college will need to consider ways to tailor its experience to the needs of adult learners.

Holy Cross College has begun exploring the possibility for formal academic degree programs aimed at adult learners. The many strong points of the Holy Cross College experience would be appealing to adults. However, because college services are so geared toward serving traditional-age students, the college will need to consider ways to tailor its experience to the needs of adult learners. Special consideration will need to be given to such issues as the academic calendar, course schedules, remediation, advising, and so on. The college should not rush into adult degree programming without satisfactorily addressing these issues.

Faculty should consider ways in which new technologies can be used to help supplement the learning experience at the college. The potential for developing courses or sections of courses online should be explored. Another possibility to examine is the development of online assignments and student evaluations for those times in which student are involved in off-campus learning activities (i.e., international experiences, internships, and so on).

Holy Cross College should explore a structure under which formal institutional research can occur. This may involve identifying a staff member to direct such efforts. The benefit to the college would be a more systematic approach to analyzing institutional

More research needs to be done on faculty attitudes and interpretations about the college's academic standards and rigor.

data for decision-making purposes.

Greater attention to standardization of syllabi is needed to promote more effective dialogue of curricular and pedagogical concerns.

The Conditional Acceptance Program is being reviewed for effectiveness. A new director of the program was hired for the 2005-2006 academic year, so such a review is timely for the college. The college should consider how the program fits into its educational philosophy, how the program is connected to the

institution's admissions efforts, and what mix of student abilities, knowledge, and skills are most predictive of individual academic success.

More research needs to be done on faculty attitudes and interpretations about the college's academic standards and rigor. Discussions should center on why faculty think as they do and what are the implications of any differences.

Instead of merely encouraging faculty to go off campus for development events, the college could use greater financial resources to host more events on improving teaching and learning. In the same way, the college could bring colleagues from other institutions to consult with the faculty.

The college needs to identify a way to compile results from course evaluations for longitudinal analysis. While the college has experimented with online course evaluations, whatever method is devised needs to incorporate how to retain information from the evaluations for individual and aggregate purposes.

Holy Cross College should consider new ways to recognize and reward faculty for academic initiatives which have great institutional benefit.

The college needs to identify a way to compile results from course evaluations for longitudinal analysis.

One approach that the college should consider for evaluating teaching is a systematic peer review system.

Because faculty technology skills are varied, more technology training for faculty would be useful. Such training should be coordinated through the Center for Faculty Development.

Aside from course evaluations, there are no formal means for evaluating teaching effectiveness. One approach that the college should consider for evaluating teaching is a systematic peer review system. In addition, formal evaluations by academic division chairs are necessary.

In order to continue offering students easy accessibility to advisors, Holy Cross College may to consider restricting advising loads.

More efforts to integrate curricular and co-curricular activities should be explored. Faculty should find ways to incorporate the efforts of the student life area in support of formal academic programs and courses.

Holy Cross College should consider using the summer to organize faculty development activities (reading groups, technology training, and so on).

The McKenna Library has a committee of faculty and staff that have been discussing the future of the library. Those discussions should be extended to the rest of the campus in an exploration of what kind of library the college needs and how to prepare the library for future usage.



Chapter Six

Criterion IV

Criterion Four - Acquisition, Discovery, and Application of Knowledge

Criterion Statement - Holy Cross College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

I. Background

The Criterion Four committee examined the fulfillment of the criterion. The members of the criterion committee and their institutional responsibilities are as follows.

Brother Richard Gilman (Co-chair) – president
Dr. Doris Van Auken (Co-chair) – psychology
Dr. John Alter – chemistry
Father Maurice Amen – philosophy
Diane Fox – academic advising
Dr. M. V. Frohne – physics
Dr. Maryann Keating – economics
Zhen Liu – information technology
Mary Merrill – mathematics and computer science
Sherry Raven – admissions
Dr. John Raymer – English
Christopher Stackowicz – art
Father Thomas Chambers – trustee
Christine Klauer – trustee
Terry O'Reilly – trustee
Daniel Ruettiger – trustee
Thomas Sopko – trustee
Robert Wade – trustee

Activities undertaken to strengthen this area since the last self study

- The Holy Cross College Board of Trustees determined in 2003 that the college had substantially completed the strategic plan filed with the Higher Learning Commission in 1998. As a result, the board directed a new vision exercise for the college, which led to the adoption of seven strategic vision statements and a new strategic plan.
- The assessment of student learning has been strengthened since the last comprehensive self-study. The Office of Assessment has been created to help coordinate the assess-

ment efforts of the faculty. The nine transferable skills of the college curriculum have been articulated more fully, and faculty have incorporated the skills at the course level. In addition, the skills have been used to help develop the institutional assessment plan filed with the Commission in 1999 and the assessment plan created for the liberal studies program.

- The college created the Center for Faculty Development in 2001 to help direct faculty development efforts for the institution. This has dramatically increased the amount of professional development programming for faculty since the last comprehensive self-study. The college has provided a course reassignment for the director in order to lead the center.
- The college has outlined faculty handbook provisions for the annual allotment of professional development money for individual faculty members. In addition, the Center for Faculty Development coordinates the faculty development grant process for the institution, which makes available additional institutional funding for faculty development projects.
- In 2002, the Board of Trustees approved an addition to the faculty handbook that outlines provisions for a sabbatical program for faculty. The program provides opportunities for professional renewal for faculty members. One faculty member has taken advantage of the program since it was added to the faculty handbook, but so far only two others have been eligible for sabbaticals since the initiation of the program.
- The spring academic convocation and the Fall Faculty Lecture series have been developed to provide avenues for public scholarly discourse for students and faculty. Both events feature outside speakers who address topics of academic interest.
- The college's intranet has been substantially expanded as an information source for the entire institution. Many faculty have enhanced their courses by utilizing online resources available through the intranet.
- A formal orientation program for faculty and staff has been implemented to assist new employees with adapting to mission, culture, and life of Holy Cross College.
- The Phi Theta Kappa and Psi Beta academic honorary fraternities have been chartered to help recognize academic excellence of students. Phi Theta Kappa honors overall academic

performance within two-year programs, and Psi Beta honors students who show excellence in studying psychology.

- Holy Cross College undertook an initiative to raise awareness about academic integrity in 2003. A campus-wide symposium was held that explored basic issues revolving around academic honesty. An outgrowth of the work was the creation and implementation of an institutional process for reviewing cases alleging violations of academic honesty.

II. Methods and Evidence

The Criterion Four committee examined the structures and processes that involve the board, administration, faculty, staff, and students. The committee undertook this examination in order to evaluate how the institution fosters a culture of learning. In so doing, the committee organized its work around the four core components of this criterion.

The committee reviewed the following documents.

Academic advising handbook
Academic convocation programs
Admissions materials
Administrative memoranda
Annual fall faculty in-service materials
Assessment newsletters
College mission statement
College press releases
College Website
Electronic portfolios of graduating students
Faculty handbook
Fall faculty lecture series programs
Financial statements/audit reports
Handbook of disabilities services
Information on the transferable skills
Lists of college affiliations with professional groups
Lists of faculty and staff recognition awards
Lists of service learning activities
Minutes of meetings of the Academic Council
Minutes of meetings of the Administrative Council
Minutes of meetings of the Board of Trustees
Minutes of meetings of the Faculty Forum
Officers' reports for the Board of Trustees
Orientation information packets
Orientation materials for the Board of Trustees
President's reports for the Board of Trustees
Previous self-study reports

Report on the symposium on academic integrity
Report on the symposium on Catholic identity
Reports from the Center for Faculty Development
Reports from Community and Continuing Education
Reports from the Mathematics Center
Reports from the Writing Center
Results from the alumni survey
Self-study survey responses
Strategic planning materials
Student handbook
Vision statements and accompanying goals

Interviews were conducted with the following people.

Directors of various college offices
Faculty members
Students
Officers of the college
Trustees

The committee produced the following evidence as part of the analysis.

1. A list of all professional memberships for individual faculty and staff
2. A list of all institutional memberships for the college
3. An update of personnel records of staff to reflect staff development activities since last self-study
4. A brief survey of faculty, staff, students, and trustees of items related to the criterion (apart from the comprehensive institutional survey used for this self study)
5. A comparison of some key indicators with identified peer institutions

The committee drafted a preliminary list of its own strength and concerns as a result of examining the evidence. These were shared with the Board of Trustees at the board retreat in 2005.

The self-study steering committee and the Board of Trustees held a joint retreat to assess the preliminary strength and weaknesses. Related to Criterion Four, the trustees indicated interest in the faculty and staff evaluation processes and evaluating the utilization of professional development funds.

The Criterion Four committee reviewed the input from the trustees and then reviewed and revised its list of strengths and concerns after reviewing the results of the survey instrument and analyzing other institutional data sources generated for the self study.

**76% of students,
95% of faculty,
and 72% of the
staff believe that
they have freedom
of intellectual
inquiry at Holy
Cross College.**

**The college's
budget shows
support for co-
curricular student
learning
experiences, such
as financial
assistance with
internships, and
seamless funding
for international
experiences.**

**An analysis of the
college's budget
reveals that the
college provides
significant funding
for professional
development of
faculty and staff.**

III. Core Components

Core Component 4a – Holy Cross College demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Evidence that demonstrates the criterion is met

Results from the self-study survey indicate that 76% of students, 95% of faculty, and 72% of the staff believe that they have freedom of intellectual inquiry at Holy Cross College.

An analysis of the college's budget reveals that the college provides significant funding for professional development of faculty and staff. Areas of this funding include support for the Center for Faculty Development, the program of faculty development grants, and development activities for administrative staff. In addition, the college has financially supported faculty and staff in their pursuit of advanced academic degrees.

An analysis of the college's budget shows support for co-curricular student learning experiences, such as financial assistance with internships, and seamless funding for international experiences.

Interviews with faculty and staff indicate that the Center for Faculty Development presents a wealth of on- and off-campus opportunities for faculty to improve their skills and enhance their knowledge. Faculty stated that the director of the center and the vice president for academic affairs actively encourage faculty participation in such opportunities.

Interviews with faculty revealed that the Fall Faculty Lecture Series and the spring academic convocation have been successful in providing for excellent campus discussion of academic topics.

A review of minutes from the Board of Trustees showed that the board has approved and disseminated statements supporting freedom of inquiry for students, faculty, and staff.

Results from the self-study survey revealed that 53% of students, 73% of faculty, and 63% of staff agreed that the college rewards excellence from students.

An analysis of information from college chapters indicates that the academic fraternities of Phi Theta Kappa and Psi Beta recognizes student academic achievement,

A review of institutional and individual memberships indicates

The Board of Trustees has approved and disseminated statements supporting freedom of inquiry for students, faculty, and staff.

that the college and the faculty are engaged in appropriate professional organizations.

An examination of reports from continuing and community education, and interviews with the director and the vice president for academic affairs indicate that the college has been supremely successful in offering significant learning opportunities for members of the broader community. Examples of these activities include the medical Spanish program developed for Saint Joseph Regional Medical Center, hosting the Education for Ministry program for the Diocese of Fort Wayne – South Bend, continuing education courses for local educators, the Youth Enrichment Program offered in the summer, and the community education programs for adult learners.

Results from the self-study survey indicate that 65% of students, 53% of faculty, and 56% of staff agreed that the college provides for the intellectual needs of each member of the college community.

The college has been successful in offering significant learning opportunities for members of the broader community.

The self-study survey revealed that 92% of faculty and 96% of staff agreed that the college is primarily dedicated to teaching and learning.

62% of students, 54% of faculty, and 64% of staff agreed on the self-study survey that students develop a commitment to lifelong learning as a result of their association with the college.

Evidence that demonstrates the area needs strengthening

On the self-study survey, only 30% of the faculty and 40% of staff agreed that excellence in teaching is rewarded at the college.

Results from the self-study survey revealed that 43% of faculty and 44% of staff agreed that the college is committed to fostering excellence of staff.

62% of students, 54% of faculty, and 64% of staff agree that students develop a commitment to lifelong learning as a result of their association with the college.

32% of faculty agreed on the self-study survey that excellence in scholarship is rewarded by the college.

A review of the faculty handbook and interviews with faculty and the vice president for academic affairs suggest that the role of scholarship is not adequately defined in terms of expectations for faculty. Scholarship is not given significant weight in the rank and promotion process.

32% of faculty agree that excellence in scholarship is rewarded by the college.

Core Component 4b – Holy Cross College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Evidence that demonstrates the criterion is met

A review of course syllabi reveals that faculty members are incorporating the nine transferable skills within their courses. In the syllabi reviewed, students find the skills required for that course, the assignments that will help them develop those skills, and the criteria used for assessing those skills.

A review of reports from the Center for Faculty Development shows that faculty at the college have an active intellectual life. Faculty attend local and national conferences. Faculty development grants are awarded annually to those who are working to improve their knowledge and skills.

Scholarship is not given significant weight in the rank and promotion process.

Results from the self-study survey indicate that 65% of students and 63% of faculty agree that academic programs at the college require intellectual interaction among students.

Results from the self-study survey reveal that 67% of students and 61% of faculty agree that academic programs at the college require intellectual interaction among students and faculty.

An analysis of programs from the Fall Faculty Lecture series and the academic convocation shows that the college provides public events that stimulate intellectual discourse.

A review of graduating liberal studies students' electronic portfolios demonstrates that the college requires students to reflect on their learning in the liberal arts tradition. The nine transferable skills of the curriculum are integral components that students must address in their portfolios. In addition, the learning developed by the other elements of the program (international experience, service learning, and career development) are incorporated in the self-evaluation that students undertake.

A review of course syllabi reveals that faculty members are incorporating the nine transferable skills within their courses.

A review of reports from the psychology area note that students participate in a spring presentation of poster sessions from student groups conducting research on issues in psychology. The review is held in a public area on campus and is open to all from the college community.

Themes related to global awareness, diversity, and technology skills are explicit learning goals for the curriculum.

Evidence that demonstrates the area needs strengthening

An analysis of admissions information reveals that prospective students identify interests in many academic programs not offered by the college. In surveys conducted by the admissions office of students who choose not to enroll, lack of academic programs is one of the most frequently cited reasons for deciding against attending Holy Cross College. Retention data suggest that lack of academic programs is one of the most commonly cited reasons for leaving the college.

A review of the public information sources of the college suggests that many college constituents may not be well informed about the high academic standards and educational programs provided by the institution.

Results from the self-study survey indicate that only 33% of faculty agree that academic programs at the college require intellectual interaction among faculty. Follow-up discussions with faculty cited lack of time as the primary reason for inadequate faculty conversations.

80% of faculty agree that international experiences are important at Holy Cross College.

Core Component 4c – Holy Cross College assesses the usefulness of its curricula to students who live in a global, diverse, and technological society.

Evidence that demonstrates the criterion is met

A review of the transferable skills matrix and the assessment plan for the skills reveal that themes related to global awareness, diversity, and technology skills are explicit learning goals for the curriculum. An analysis of course syllabi shows that the skills are present in a variety of courses, and some courses are specifically oriented to these issues.

Results from the self-study survey reveal that 54% of students and 80% of faculty agree that international experiences are important at Holy Cross College. The difference in this measure of perception could be mitigated by the fact that 23% of students neither agreed nor disagreed that international experiences are important, implying a lack of awareness about international programs.

Campus activities show growing evidence of student-led involvement in cultural and global programming for other students.

An examination of the follow-up evaluations from the international experience reveal a high level of student reflection on the experiences and preliminary evidence that the students are working on integrating the experiences into their lives.

A review of campus activities shows growing evidence of stu-

dent-led involvement in cultural and global programming for other students. For instance, many students who have participated in study-abroad programs also participate in information sessions about those programs for prospective students. Some of the students returning from international experiences have even gone into high schools and the broader community to help spread the word about the college's international programs.

A review of program information and course syllabi show that assessment methods focus on using technology in many cases. PowerPoint is commonly employed to make presentations. There are sporadic but growing efforts to take assessment beyond the classroom into the community and internship experiences. The evaluation of capstone projects and electronic portfolios for liberal studies seniors is the most well developed example of the incorporation of technology in assessment.

Analyzing the assessment of the liberal studies program reveals that there is improvement in using feedback from the Lilly Career Development Center and the students' internship experiences to link theory to practice and evidence "usefulness" of the curriculum.

The integration of global learning, diversity, and technology with work and life were featured heavily in senior capstone projects.

A review of electronic portfolios of liberal studies students shows that the integration of global learning, diversity, and technology with work and life were featured heavily in senior capstone projects.

Results from the self-study survey show that 82% of students, 83% of faculty, and 88% of staff agree that Holy Cross College welcomes diversity within its community members.

Feedback from alumni and community members involved in the assessment of the capstone projects positively confirms the usefulness of the curriculum in producing graduates who are capable of functioning in a diverse, global, and technological world.

A review of the institutional budget and comparison with the Educare *Guide to Evaluating Campus Technology* shows that Holy Cross College offers an exemplary level of staffing support and access to technology. The comparison showed low ratios of students to instructional technology staff, access to computer laboratory and technically supported classrooms, and Web-based access for student accounts.

An analysis of issues of the faculty newsletter, *Teaching and Learning Across the Curriculum*, shows that the newsletter serves as a rich source of ways to enhance inter-disciplinary assessment and usefulness of the curriculum. The newsletter also

The Lilly Career Development Center ties global awareness, diversity, and technological competence to practical employability.

has a strong commitment and awareness to improving the responsiveness of the curriculum, and improving methodology and continuity in the assessment process with utility as a filter.

Interviews with students and staff indicate that the Lilly Career Development Center ties global awareness, diversity, and technological competence to practical employability. The director of the center works with students to determine how to showcase those skills as part of their career development efforts. Periodic reports from the center to the Lilly Endowment reveal that the college is linking to the outside world.

Results from the self-study survey reveal that 79% of students and 80% of faculty agree that Holy Cross College students are capable of using current technologies.

A review of student orientation materials shows that the use of technology is emphasized to new students. There is an orientation to use of campus technology, including the Empower administrative computing system, the wireless services available of campus, and the common applications that students use (such as e-mail).

Some use of technology is specifically embedded into more than 70% of course offerings.

An analysis of course syllabi reveals that some use of technology is specifically embedded into more than 70% of course offerings.

The curriculum as well as student-life activities incorporates cultural, racial, religious, and socio-economic variations as a regular filter, and learning is assessed to assure that students recognize and can address these variations in new learning situations.

An examination of the college mission statement shows that Holy Cross College clearly states that it welcomes diversity within the college community.

A review of program information, course syllabi, and student life activities reveals that service learning is an important part of the Holy Cross College experience. A service learning course is required for the liberal studies major. The course, "Community Involvement," provides an academic framework for service learning, catering mostly to underclass students. Some other individual course have service requirements. Finally, the Student Committee on Social Concerns and the programs offered through "Cross and Anchors" demonstrate a commitment to service and project these themes outside the classroom.

Service learning is an important part of the Holy Cross College experience.

A review of course syllabi shows that the curriculum is exceptionally strong in looking at socio-economic diversity, its impact on our politics and culture, and the teachings of the Church in the

An examination of course syllabi reveal a lack of baseline assessment information as to students' technology skills.

areas of social justice. The moral implications of dealing with diversity are clear and are assessed.

Evidence that demonstrates the area needs strengthening

An examination of course syllabi revealed in many instances a lack of baseline assessment information as to students' technology skills. Standardized assessments of technological readiness are available and should probably be used to determine which entering students may need intervention and what types of intervention they may need in order to make use of campus technology.

A large percentage of students (43%), faculty (44%), and staff (44%) neither agree nor disagree that Holy Cross College provides for the cultural needs of the members of the college community.

A review of program information and assessment data suggest that, although student learning outcomes for global awareness and technology seem reasonable (or in some cases, exemplary), there is mixed evidence that the effects of assessment are tied to the overall curriculum design.

Only 41% of students believe that their education at Holy Cross College has prepared them for the world of work.

Self-study survey results showed that only 41% of students believe that their education at Holy Cross College has prepared them for the world of work.

A review of the student orientation program shows that the student orientation to campus technology has not been evaluated to demonstrate its sufficiency.

Review of the strategic planning documents of the college reveals that the institution does not have a long-range plan for implementation of technology.

A fiscal analysis shows that, while the college has made significant investment in technology, that investment has at time been unpredictable depending on the availability of funds. This has made the college more reactive than proactive in meeting its technology needs. The result has been inadequate remote access, wireless access, and multimedia server systems.

The institution does not have a long-range plan for implementation of technology.

A review of the college's intranet resources shows a lack of standardization and indexing of materials. The technical expertise of faculty varies widely and thus the inconsistency in the on-line appearance of the college's curriculum. The college's image and brand would be enhance by a more standardized appearance and approach to online resources.

The student body has very good geographic diversity but the sex imbalance is noticeable.

An analysis of enrollment and staff data shows that the college needs to improve students' experience of diversity by increasing the racial and cultural diversity and sex balance of the faculty and student body. Progress has been made in this regard since the last comprehensive self study. The student body has very good geographic diversity (more than 30 states represented), but the sex imbalance is noticeable and contrary to national standards. There has been some increase in minority representation in recent years but this is almost totally due to an increase in Hispanic students. There has been a small decline in African-American population and a significant decline in international students since 1991.

Self-study survey results showed that 49% of students and 37% of faculty agree that Holy Cross College students are aware of current events in the world.

Faculty (56%) and staff (64%) agree that Holy Cross College provides for the professional needs of members of the college community.

Core Component 4d – Holy Cross College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Evidence that demonstrates the criterion is met

An evaluation of college budgets and reports from the Center for Faculty Development demonstrate that the college provides significant financial support for faculty and staff to attend conferences.

Results from the self-study survey show that faculty (56%) and staff (64%) agree that Holy Cross College provides for the professional needs of members of the college community.

An examination of library services available to faculty and staff reveals that Holy Cross College enjoys excellent facilities and services. In addition to the McKenna Library, the faculty and staff have consortial access to libraries at the University of Notre Dame, Saint Mary's College, and a number of libraries throughout the state.

74% of faculty agree that the Center for Faculty Development enhances faculty effectiveness.

A review of public information documents shows that the college invites speakers to visit campus several times each year. The college is able to capitalize on its location by inviting highly accomplished scholars as part of the Fall Faculty Lecture, the spring academic convocation, and the spring commencement exercises.

The self-study survey reveals that 74% of faculty agree that the Center for Faculty Development enhances faculty effectiveness. An analysis of fiscal reports and interviews with faculty and staff

reveal that the college provides financial assistance to faculty and staff pursuing advanced degrees.

Results from the self-study survey indicate that 71% of faculty agree that Holy Cross College supports innovation by faculty members.

Interviews with faculty and staff indicate broad agreement that Holy Cross College encourages the development of new programs. Examples cited included the liberal studies program, the optional academic concentrations for the liberal studies majors, the proposed degree programs in theology and education, and numerous initiatives through community and continuing education.

Interviews with students and faculty and reviews of program information indicate that the college encourages out-of-class learning experiences as important complements to the formal academic program. International experiences, service learning, field experiences, internships and job shadowing, and student activities were identified as important components of the college's educational mission.

A review of the academic catalog reveals that the college has a general education requirement in philosophy for all degree-seeking students. Two courses that are commonly used to fulfill this requirement are ethics and business ethics.

Analysis of campus information sources show that the college's "Cross and Anchors" program provides information to students on numerous wellness issues, such as relationships, alcohol and drug abuse, and depression and mental health.

A review of event literature demonstrates that Holy Cross College provides opportunities for campus performance and displays of fine and performing arts. The college hosts a theater performance each spring. Also, Arts Day is a spring event in which student art, musical performances, theatrical, and literary works (through publication of *The Cauldron*) are performed and displayed for the entire college community.

Holy Cross College sponsored a symposium on academic integrity for faculty, staff, and students in 2003. Reports of the event show that the matter of responsible scholarship was explored. Follow-up work from the symposium has included drafting a code of academic honesty.

An examination of the college catalog and the student handbook reveal that the institution emphasizes academic honesty through

Interviews with faculty and staff indicate that Holy Cross College encourages the development of new programs.

The institution emphasizes academic honesty through its policies and within its courses. In addition, good conduct is enforced by policies and procedures.

Many faculty do not take full advantage of faculty development activities and funds.

There is no broad institutional measure that assesses how well students have developed ethical and responsible uses of knowledge.

its policies and within its courses. In addition, good conduct in courses and residence life is enforced by academic and student life policies and procedures.

Evidence that demonstrates the area needs strengthening

Interviews with the faculty and the vice president for academic affairs indicate that, in spite of the institutional resources available for faculty development, many faculty do not take full advantage of faculty development activities and funds.

Interviews with faculty and staff reveal the perception that inconsistent personnel evaluation processes hinder the appraisal of scholarship and innovation by members of the college community.

Results from the self-study survey indicate that only 41% of staff agree that Holy Cross College supports innovation by staff. Interestingly, 42% of staff respondents neither agreed nor disagreed that the college supports innovation by staff.

A review of the assessment plan indicates that there is no broad institutional measure that assesses how well students have developed ethical and responsible uses of knowledge.

IV. Summary

After reviewing the evidence for this criterion, the analysis suggests that Holy Cross College has fulfilled this criterion.

There is the strong belief among students, faculty, and staff that they have freedom of intellectual inquiry at Holy Cross College.

While Holy Cross College remains an institution dedicated to teaching and learning in the strictest sense of what that means, the college also boasts as one of its most important learning objectives the goal of facilitating the creation of lifelong learners. This goal is a distinguishing characteristic of institutions in the legacy of the Congregation and Brothers of Holy Cross. This commitment flows from the college's philosophy of creating a pragmatic, practical liberal education. It also extends beyond the students served directly by the college. The college seeks to promote learning among all constituents: students, faculty, staff, trustees, alumni, friends, and the broader community. This commitment compels the college to seek new ways of meeting the evolving educational needs of all members of the college community.

The college has significantly contributed to the development of staff by supporting advanced education and training.

As a means of helping develop lifelong learners, the focus on the nine transferable skills within the curriculum represents an acknowledgement of the learning skills necessary for life. The strength of the transferable skills lies in their applicability across learners and academic disciplines.

The commitment of the college to develop lifelong learning can be seen in the significant expansion of resources dedicated to faculty and staff development since the last comprehensive self study. The college has established the Center for Faculty Development which helps fund collective and personal development activities for faculty. The college has also significantly contributed to the development of staff by supporting advanced education and training. These activities have helped stress the importance of continuing learning for those professionals who actualize the college's academic mission. The importance of this commitment cannot be understated, as the college has maintained the financial resources for these activities even when institutional budgets have been pressed for cost savings during enrollment declines.

There is a growing interest among some faculty in pursuing scholarly activities. However, the role of scholarship in determining faculty productivity is underdeveloped.

The college's evolution as a baccalaureate institution has cast a light on the role of scholarship in the life of the faculty. Scholarship is not significantly weighted in the rank and promotion process. A review of faculty scholarly activity has shown that there is a growing interest among some faculty in pursuing scholarly activities. However, the role of scholarship in determining faculty productivity is underdeveloped, and there is no sense of how reward systems should reflect scholarly endeavors.

The sabbatical program implemented in 2002 has tremendous potential to contribute to the life of faculty and advance a culture of scholarship. Only one faculty member has taken advantage of the sabbatical so far, but only two others have been eligible for the program since its addition, and neither applied for a sabbatical.

Holy Cross College has had significant success in developing public events which focus on academic issues. The Fall Faculty Lecture series and the spring academic convocation have introduced scholars and speakers to the entire college community. These events have become anticipated parts of the yearly academic calendar.

The college's intranet has become a more powerful resource for information for the college community. Many courses now utilize online resources as supplemental materials in the learning proc-

Holy Cross College has made some improvements in publicly recognizing student excellence.

Early evaluations of the orientation program for faculty and staff suggest that the program does a credible job of assisting new faculty and staff with adapting to mission, culture, and expectations of Holy Cross College.

Holy Cross College has made some improvements in publicly recognizing student excellence. The spring convocation honors students named to the academic honors list. The Phi Theta Kappa and Psi Beta academic honorary fraternities have been chartered to identify students who have become examples of academic excellence.

Continuing education programs for professionals and for specific groups have been enthusiastically received and strongly evaluated.

Developing an institutional perspective on academic honesty has been a priority for several years. A symposium on academic integrity was received very well by faculty and students. An institutional process for reviewing cases alleging violations of academic honesty has been articulated and implemented. A code of academic integrity has been drafted.

The college's community and continuing education efforts have made a significant contribution to learning among other constituents of the college. Continuing education programs for professionals and for specific groups have been enthusiastically received and strongly evaluated. The community education program has provided high quality enrichment activities for the entire age spectrum of learners in the local area.

A sizeable portion of the faculty do not believe that there is intellectual interaction among faculty members within the college's academic programs.

Recommendations for future directions

Academic programs and divisions should consider ways in which student research is incorporated in courses and programs.

In light of the fact that the nine transferable skills in the curriculum were articulated more than a decade ago, the faculty should review the skills for relevancy and further refinement.

The academic programs and divisions should consider ways in which student research is incorporated in courses and programs. Methods of involving students and faculty in research should be explored.

The proposed academic programs of education and theology should consider ways in which they can develop new contributions to public academic discourse on campus.

While the biennial award for excellence in teaching is a positive step, the college should consider new ways to recognize and reward excellence in teaching that is comprehensive across faculty members.

Faculty should undertake a review of standards for faculty scholarship and consider proposals for inclusion of scholarly activities in evaluating promotion requests.

The faculty should undertake a review of the standards for faculty scholarship and consider proposals for inclusion of scholarly activities in evaluating promotion.

The college's two academic honorary fraternities are oriented toward associate degree students. Holy Cross College should identify and seek to charter appropriate academic societies that reflect the college's focus on baccalaureate education.

The college must consider ways of formalizing faculty interaction within the academic programs offered by the college. Because so many faculty do not believe that they share intellectual interaction, methods needs to be explored for enhancing intellectual discourse within programs. Cross-disciplinary discussion groups for addressing specific academic programs would be useful. An examination of how faculty workloads affect such conversations should be considered.

The college should consider developing a strategic plan for information technology to include the expansion of remote access, wireless access, and multimedia server systems.

With the college's focus on international experiences, new programs and activities should be developed to celebrate the experiences of students in the international experience. These efforts will help publicize the college's programs and enhance understanding and appreciation of the global cultures encountered through the college's programs.

A fair and transparent system for evaluation of faculty and staff needs to be implemented throughout the college.

A fair and transparent system for evaluation of faculty and staff needs to be implemented throughout the college. A comprehensive staff handbook needs to be developed. Peer review should be considered as part of the evaluation processes.

The college should consider ways to enhance diversity among students, faculty, and staff. While developing targets for numbers may not be the best approach, a serious discussion would be in order on methods and strategies to identify and recruit community members from different cultural, ethnic, and socioeconomic backgrounds.

The college should consider an institution-wide method to assess how well students have internalized lessons regarding academic integrity and the responsible and ethical use of knowledge.

A method to assess baseline technology skills of entering students should be considered. In addition, such an assessment would help determine what educational interventions are neces-

***A method to
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sary to improve student skills in order to use the college's technological service.



Chapter Seven

Criterion V

Criterion Five – Engagement and Service

Criterion Statement – As called for by its mission, Holy Cross College identifies its constituencies and serves them in ways both value.

I. Background

The Criterion Five committee examined the fulfillment of the criterion. The members of the criterion committee and their institutional responsibilities are as follows.

Edward Gareau (Co-chair) – theology
 Timothy Ryan (Co-chair) – career services
 Patricia Adams – community and continuing education
 Sister Joanne Becker - library
 Daniel Cochran – residence life
 Brother Christopher Dreyer – student counseling services
 Patricia Falvey – advancement
 Ibett Giannone – business office
 Michael Griffin – international education
 Jodie Przybysz – president's office
 Sara Whitfield – admissions
 Brother James Everett – trustee
 Luanne Hallett – trustee
 Jerry Love – trustee
 Mark Pulte – trustee
 Father Kevin Russeau – trustee
 Brother Donald Stabrowski – trustee
 Paula Waters – trustee

Activities undertaken to strengthen this area since the last self study.

- In 2002, Holy Cross College received permission from the Higher Learning Commission to add the bachelor of arts in liberal studies degree. One critical component of the degree program is a mandatory international experience in a part of the world where the Brothers and Congregation of Holy Cross have ministries. Another important component of the program is a required service-learning course (THEO 450, *Theology of Christian Service*) that incorporates a theological framework with directed service activities.
- In 2000, Holy Cross College established the Office of Community and Continuing Education to provide outreach educa-

tional services to the broader community. The office has provided development programs for professionals who need advanced education. The office also directs personal enrichment programs for youth and adults in the community.

- Since the last comprehensive self study, Holy Cross College has expanded the Campus Ministry Office to provide assistance to students in their spiritual development. The office is now led by a full-time director of campus minister and a part-time assistant director. In addition to the common liturgical and catechetical services offered by the Campus Ministry Office, the office also programs a variety of student service opportunities. The office organizes the student Mission Team to help strengthen the faith life of the campus. Finally, the Campus Ministry Office also sponsors outreach activities such as the summer workshop for high school students to explore the faith.
- In addition to the required service-learning course for liberal studies majors, an elective course (HCCC 150, *Community Involvement*) which offers students opportunities to engage in service.
- The Brothers of Holy Cross have expanded Holy Cross Village on the property shared with Holy Cross College. Holy Cross Village incorporates a residential community for seniors. The presence of the Village has spurred the college to offer programming for residences from the Village. Programming has included participation in the community education programs, as well as service opportunities for college students.
- Since the last self study, Holy Cross College has become a member of Indiana Campus Compact. Indiana Campus Compact is an organization of colleges and universities in Indiana dedicated to the promotion of service learning. Indiana Campus Compact awards grants to students, faculty, and staff who create projects, curricula, and programs that utilize service learning. Holy Cross College faculty have received funding from Indiana Campus Compact.
- Holy Cross College established the Social Concerns Committee, a student group that provides service both on- and off-campus. The Social Concerns Committee sponsors a variety of outreach activities, including hosting the Halloween party for local children, sponsoring Thanksgiving baskets for needy families, collecting gifts for the Toys for Tots drive at Christmas, coordinating relief drives for victims of natural disasters, and directing spring community service days.

- In 2002, Holy Cross College established the award for outstanding service to be given every other year. The award recognizes a faculty or staff member who has become an exemplar of selfless service to the broader college community beyond the scope of one's ordinary duties.

II. Methods and Evidence

The Criterion Five committee examined the structures and processes that involve the board, administration, faculty, staff, and students. The committee undertook this examination in order to evaluate how the institution fosters a culture of engagement and service. In so doing, the committee organized its work around the four core components of this criterion.

The committee reviewed the following documents.

Admissions materials
Administrative memoranda
Annual fall faculty in-service materials
Assessment newsletters
College mission statement
College press releases
College Website
Electronic portfolios of graduating students
Fall faculty lecture series programs
Financial statements/audit reports
Information on the transferable skills
Liberal studies program materials
Lists of college affiliations with professional groups
Lists of faculty and staff recognition awards
Lists of service learning activities
Minutes of meetings of the Academic Council
Minutes of meetings of the Administrative Council
Minutes of meetings of the Board of Trustees
Minutes of meetings of the Faculty Forum
Officers' reports for the Board of Trustees
Orientation information packets
Orientation materials for the Board of Trustees
President's reports for the Board of Trustees
Previous self-study reports
Report on the symposium on academic integrity
Report on the symposium on Catholic identity
Reports from the Center for Faculty Development
Reports from Community and Continuing Education
Self-study survey responses
Strategic planning materials

Vision statements and accompanying goals

Interviews were conducted with the following people.

Directors of various college offices
Faculty members
Students
Officers of the college
Trustees

As stated, Criterion Five is very general and can be interpreted in many ways. Every institution of higher learning has a multiplicity of constituents, both internal and external, as well as multiple ways of engagement. Holy Cross College has internal constituents essential to its mission which it engages and serves. It has significant external constituents as well. The 1997 comprehensive self study addressed the issues of engagement and service throughout its contents. However, it put little emphasis on the college's service to constituencies external to the institution itself. This seems to have been a lesser priority in the Commission's approach to accreditation during time of the last self study.

At the Fall 2005 conference of the Indiana Campus Compact on Criterion Five, Dr. Steven Crow, Executive Director of the Higher Learning Commission, made it quite clear that although all the constituents of an organization are of concern, the Commission's emphasis in this new criterion is placed on an institution of higher learning's engagement of and service to its external constituents. This emphasis comes from the renewed awareness that colleges and universities have a responsibility to the common good of society and not just to the individuals they directly serve.

Much has changed at Holy Cross College since 1997. These changes have significantly affected the internal constituencies of the college and expanded its relationships with external constituencies. It is the mission of the college which has inspired this growth. This growth has further intensified the appreciation and explication of the mission of the college. Because of the connection of the college's mission to the mission of the Catholic Church and the Brothers and Congregation of Holy Cross, the self awareness of the college community intuitively engages and serves constituencies outside of itself. Holy Cross College did not have to wait for outside influences for motivation to engage and serve external constituencies.

III. Core Components

Core Component 5a – Holy Cross College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Evidence that demonstrates the criterion is met

A review of minutes from the Student Government Association reveals that student representatives meet regularly with representatives of the administration.

68% of students, 80% of faculty, and 84% of staff agree that Holy Cross College is responsive to student needs.

Results from the self-study survey reveal that 68% of students, 80% of faculty, and 84% of staff agree that Holy Cross College is responsive to student needs.

A review of the course evaluation process shows that students are given formal opportunities to provide input on the quality of academic courses at the college.

An examination of minutes from the Academic Council and division meetings show evidence that Holy Cross College analyzes its capacity to serve students' learning needs and expectations.

Minutes from meetings of the Administrative Council, Student Life Council, and strategic and operational planning groups evidence continual analysis of the college's capacity to respond to student needs.

Self-study survey results indicate that 55% of students agree that other students they know feel like they are part of Holy Cross College.

Responding to student needs has been a primary motivation when planning development of facilities, programs, structures, and procedures.

80% of faculty and 76% of staff agree on the self-study survey that students they work with feel like they are part of the college.

A review of the records regarding the development of the liberal studies program shows that college faculty, staff, and trustees gave considerable weight to evidence of students' desires and needs when considering the addition of baccalaureate education to the college's curriculum.

An examination of minutes from Administrative Council meetings and Board of Trustees meetings reveals that responding to student needs has been a primary motivation when planning development of facilities, programs, structures, and procedures since the last comprehensive self study.

Faculty and staff members are included in all strategic and operational planning groups.

Results from the self-study survey indicate that 67% of faculty state that other faculty they know feel like they are part of the college.

A review of records from the strategic planning process shows that faculty and staff members are included in all strategic and operational planning groups.

An examination of bylaws and minutes from the Faculty Forum shows that faculty, through the structure of the Faculty Forum, are consulted for advice by administration on academic matters. In addition, two faculty representatives elected by the Faculty Forum participate as full members on the Academic Council.

A review of records from the academic divisions shows that faculty within the divisions meet regularly at their discretion to discuss issues of academic concern.

64% of faculty and 80% of staff agree that they have a meaningful role to play in determining the future of the college.

Results from the self-study survey reveal that 64% of faculty and 80% of staff agree that they believe they have a meaningful role to play in determining the future of the college.

Interviews with faculty, the director, and the vice president for academic affairs confirm that the Center for Faculty Development has been responsive to professional needs and interests expressed by faculty.

An analysis of the college's budget shows that significant continuing education funds are made available for faculty and staff in response to needs and expectations.

The Office of Community and Continuing Education has undertaken extensive formal and informal efforts to determine educational needs in the community.

A review of information regarding orientation weekend for new students indicates that the college evaluates the activities and services provided during the weekend and has made adjustments in the events of orientation based on new students needs.

An examination of the records surrounding the establishment of Parents' Weekend shows that the college has developed and expanded the events in light of expressed needs and interests of students and families.

An analysis of documents and records from the Office of Community and Continuing Education since its establishment in 2000 shows that the director has undertaken extensive formal and informal efforts to determine educational needs in the community. The office surveys those taking community and continuing educational programs for their evaluations of services offered and their interests in other kinds of educational programming.

Most college committees do not have student representation.

Interviews with the director of community and continuing education and the vice president for academic affairs indicate that many new programs for professional learners has been developed as the result of college outreach efforts. For instance, the medical Spanish program was initiated after extensive discussions with the staff of Saint Joseph's Medical Center. Also, programs in service of diocesan needs, such as the Education for Ministry series, has come about from discussions between the college and the diocese on continuing education needs.

Interviews with the director of community and continuing education and the vice president for academic affairs reveal that the college has made significant outreach efforts to the residents of Holy Cross Village. The residents have provided frequent input on the community education courses offered by the college.

Evidence that demonstrates the area needs strengthening

An analysis of membership lists of various college committees reveals that most college committees do not have student representation.

A review of the records of many planning exercises shows that faculty and staff were not consulted as groups. Faculty and staff were represented on committees involved in planning (such as strategic operational planning groups), but there were not avenues for faculty and staff to comment on such planning as distinct groups.

Only 43% of students agree on the self-study survey that they believe they have a meaningful role to play in the determining the college's future.

Admissions processes show a lack of a systematic, methodical approach to gathering information on prospective students who are accepted to the college but do not matriculate.

A review of the Faculty Handbook and other institutional policies shows that there are no or only poorly defined institutional policies for merit review or grievances.

Admissions policies and processes show a lack of a systematic, methodical approach to gathering information on prospective students who are accepted to the college but do not matriculate. The college does not determine the reasons why such students choose not to attend the college.

An examination of the college assessment plan reveals that Holy Cross College does not currently follow up formally with alumni on the long-term effects of the college's education. Interviews with the director of assessment and the vice president for academic affairs reveals an intention to conduct such assessment.

The college has a stated commitment to reach out to those individuals and groups that the college can serve.

A review of the community and continuing education initiatives of the college from the past ten years shows that Holy Cross College relies on informal means for identifying outreach opportunities for the wider community. Most such initiatives come about on an *ad hoc* basis through the efforts of individual members of the college community. More formal and structured methods for determining community needs should be explored.

Core Component 5b – Holy Cross College has the capacity and commitment to engage with its identified constituencies and communities.

Evidence that demonstrates the criterion is met

Student life opportunities engage engages students, faculty, and staff with external communities through a variety of co-curricular activities.

A review of the Holy Cross College mission statement reveals that the college has a stated commitment to reach out to those individuals and groups that the college can serve.

Results from the self-study survey indicate that 52% of faculty, 75% of staff, and 81% of trustees agree that Holy Cross College is an important member of the community.

Interviews with the director of community and continuing education shows that the college has established a very vibrant and effective educational outreach program since the office of community and continuing education was founded in 2000. The efforts of the director have resulted in the expansion of the college's engagement with external constituencies in the region.

A review of student life opportunities shows that Holy Cross College engages students, faculty, and staff with external communities through a variety of co-curricular activities. These activities include Phi Theta Kappa service projects, the Homework Tutoring Program, the Social Concerns Committee, various events for the Center for the Homeless, the Toys for Tots program, and so on.

The Lilly Career Development Center has been a vehicle for expanding the engagement of the college with the local business community.

An examination of reports from the Lilly Career Development Center shows that the center has been a significant vehicle for expanding the engagement of the college with the local business community. This has been done through internships and job shadowing experiences, career fairs that match employers and students, and so on.

The self-study survey indicates that 56% of faculty and 51% of staff agree that Holy Cross College faculty and staff are visibly engaged in community organizations.

Lists of course offerings indicate that the community involvement

The college has established official contacts with more than one hundred different agencies and organizations so that students may volunteer.

course (HCCC 150) has been taught every semester at the college since 1993. Also, the course on Christian perspectives on service (THEO 450) is a required course for all students in the liberal studies program.

Results from the self-study survey indicate that 53% of students and 83% of faculty agree that service learning is an important part of the Holy Cross College experience.

A review of the service learning courses at the college shows that the college has established official contacts with more than one hundred different agencies and social service organizations in the local area so that students may volunteer their services either in connection with service projects or service learning.

An analysis of lists of faculty activities shows that numerous faculty members actively connect students with community organizations and service opportunities. Examples of such efforts include South Bend Catholic Worker House, the Walk for Hospice, the Buddy Walk for Down Syndrome, the annual drive for the Muscular Dystrophy Association, the Relay for Life, and so on.

Numerous faculty members actively connect students with community organizations and service opportunities.

A review of recipients of the award for outstanding service indicates that Holy Cross College has used the award to identify those faculty and staff members who are excellent models of service to the college community.

Evidence that demonstrates the area needs strengthening

A review of the Faculty Handbook indicates that requirements for evidence of civic and ecclesial engagement are not significant aspects of the faculty promotion process.

An examination of the college assessment plan shows that assessment of service learning is not incorporated into the plan.

A review of orientation materials for new faculty, staff, and trustees shows that engagement with external constituencies is not emphasized for college members as an expectation for excellence.

Engagement with external constituencies is not emphasized for college members as an expectation for excellence.

The orientation program for new students only obliquely addresses the importance of service learning at Holy Cross College.

Despite the considerable successes the college has had in working with Holy Cross Village, reports of activities that engage village residents suggests that a more formal working relationship between the college and the village could help strengthen the

38% of faculty, 38% of staff, and 46% of trustees do not know if Holy Cross College faculty and staff are visibly engaged in the local community.

relationship between the two entities and provide better service to village residents.

Results from the self-study survey indicate that 38% of faculty, 38% of staff, and 46% of trustees do not know if Holy Cross College faculty and staff are visibly engaged in the local community. This suggests that the college has not done enough to promote the ways in which faculty and staff are publicly active.

Core Component 5c – Holy Cross College demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence that demonstrates the criterion is met

Results from the self-study survey indicate that 68% of students, 80% of faculty, and 84% of staff agree that Holy Cross College is responsive to the needs of students.

A number of changes in the liberal studies program have resulted from direct student input.

Interviews with faculty and admissions personnel indicate that the founding of the liberal studies program has compelled consideration of ways to serve students who wish to transfer to Holy Cross College. As a result, processes for analyzing transfer applicants have been developed, and the result has been that several transfer students have enrolled.

Interviews with faculty and the vice president for academic affairs reveal that a number of changes in the liberal studies program have resulted from direct student input. One example is that, based on student suggestions, course schedules have been modified so as to free up blocks of time later in the day for work and internships. Another example is that some students with identified medical needs have had alternative placements for their international experiences.

Many initiatives from the Office of Community and Continuing Education have developed as the result of direct suggestions from external constituents.

Interviews with faculty and the vice president for academic affairs indicate that many course adjustments have been made as the result of student evaluations.

A review of annual reports from the Office of Community and Continuing Education indicates that participants in community education and continuing education activities are surveyed for their interest in other courses and programs. The reports also indicate that new courses and programs have been developed as the result of such feedback.

Interviews with the director of community and continuing education and the vice president for academic affairs show that many initiatives from the Office of Community and Continuing Educa-

tion have developed as the result of direct suggestions from external constituents. One example is the medical Spanish program which developed from a discussion about educational needs of staff at Saint Joseph Regional Medical Center. Another example is continuing education courses for teachers in the Catholic schools in the South Bend area.

Interviews with the director of student activities and the vice president for student affairs indicate that many student activities have resulted from directly from student requests. Several intramural sports programs, as well as club lacrosse, developed based on student initiative. Some fitness activities, such as aerobics and Pilates, came about as the result of student requests. Some suggestions were funneled through channels such as the Student Government Association, while others were proposed directly to student life staff.

Results from the self-study survey indicate that students agree that the college provides for their various needs. 65% of students agree that the college provide for their intellectual needs, 56% agree that the college provides for their personal needs, 75% agree that the college provides for their spiritual needs, and 52% agree that the college provides for their physical needs.

Several intramural sports programs were developed based on student initiative.

Reports from the director of community and continuing education reveal that outside groups that utilize the college facilities for meetings and events are asked to evaluate the services that the college provides. Feedback from these evaluations has been used to improve services.

According to the director of community and continuing education, the Youth Enrichment Days summer program for children has been modified based on comments from families. One significant modification was the coordination of the schedule for the program with the summer program at Saint Joseph High School. In 2006, many families took advantage of the coordination by participating in both the Holy Cross College program and the Saint Joseph High School program.

Reports from the Office of Campus Ministry show that outreach efforts, such as the Summer Youth Conference, are evaluated for program effectiveness.

The college gymnasium has been made available to members of the community (a constituency group) for a variety of uses, including baton twirling, and table tennis clinics.

Interviews with student life staff reveal that the college's resi-

One example of significant student involvement in planning facilities and services is the renovation of the college dining hall.

dence life and dining services routinely use student feedback for improvement of services. One example of significant student involvement in planning facilities and services is the renovation of the college dining hall during 2005. Students were integral members of the committee planning the renovation. Another example is the planning that went into opening the various residence halls. In those cases, significant student input was utilized in planning for the facilities and their usage.

Reports from campus technology staff indicate that the college utilizes student, faculty, and staff feedback in determining needs for technology equipment and services. This feedback has been important planning computer laboratory services, wireless access, IP telephony, and television services on campus.

Evidence that demonstrates the area needs strengthening

Analysis of admissions data collected from prospective students indicates that lack of academic and student life program depth hurts the college's appeal to prospective students. There is indication that some of that information has informed program planning, but there appears to be no systematic incorporation of such information into academic and student life programming.

Results from the self-study survey indicate that only 49% of faculty and 36% of staff agree that there is adequate internal communication among faculty and staff at the college.

Core Component 5d – Internal and external constituencies value the services Holy Cross College provides.

Evidence that demonstrates the criterion is met

Results from the self-study survey indicate that 81% of students agree that Holy Cross College treats its students well.

86% of students agree on the self-study survey that Holy Cross College provides a healthy environment for students.

According to the self-study survey, 75% of students agreed that Holy Cross College provides the education it advertises.

According to a 2006 survey of seniors in the liberal studies program, the average student response was "Agree to Strongly Agree" that the liberal studies program met student expectations.

Reports from the Office of Community and Continuing Education and interviews with the director show that the community education initiatives sponsored by the office have been very well re-

Only 49% of faculty and 36% of staff agree that there is adequate internal communication among faculty and staff.

75% of students agreed that Holy Cross College provides the education it advertises.

Despite overall satisfaction with programming several outside groups have been unable to utilize the college for programs or services because of limitations in facilities.

ceived. Between 2000 and 2005, community education offerings have grown from twelve courses to more than thirty courses each semester. Courses are evaluated by participants, and evaluations have been very strong. Ideas for new courses have helped shape the schedule.

According to reports from the Office of Community and Continuing Education, the Youth Enrichment Days summer program for children has been a remarkable success. Evaluations of the program by parents have been very strong since the program began in 2001. The program averages approximately 100 participants each year.

Reports from the Office for Community and Continuing Education and interviews with the director indicate that continuing education programs sponsored by the office have grown since 2000. Continuing education offerings include professional development seminars in areas such as secondary education teaching, dentistry, and other health professions. The college's very successful medical Spanish program was developed as a continuing education program in partnership with Saint Joseph Regional Medical Center. Evaluations of the continuing education offerings have been very strong. Word-of-mouth discussion in the community about the value of these experiences has led to discussions on other continuing education program with other health organizations, law enforcement, educational institutions, and so on.

Evidence that demonstrates the area needs strengthening

According to the vice president for academic affairs, the college does not keep and track longitudinal data from course evaluations. The result is an institutional inability to track student evaluations and how those evaluations have been used to improve courses.

Discussions with the director of community and continuing education reveal that, despite the overall satisfaction with programming offered by the office, several outside groups have been unable to utilize the college for programs or services because of limitations in facilities. The reason cited most often includes a lack of sufficiently large meeting space.

IV. Summary

After reviewing the evidence for this criterion, the analysis suggests that Holy Cross College has fulfilled this criterion.

The evidence demonstrates the responsiveness of the college to those who depend on it for service.

As called for by its mission, Holy Cross College identifies its constituencies and serves them in valued ways. The evidence shows that the college learns from the various constituencies it serves and analyzes its capacity to meet their needs and expectations. The evidence supports the capacity and commitment of Holy Cross College to engage its constituents. The evidence demonstrates the responsiveness of the college to those who depend on it for service. It is clear from the evidence provided that the college's services are valued by those who receive them.

Among the many strengths that the college has in regard to engagement and service, particular attention should be paid to the way the college interacts with two of its primary constituents: students and the external stakeholders served through community and continuing education.

The focus of undergraduate education at Holy Cross College is on the holistic welfare of students. The college faculty understand the academic needs of its students as learners. Student life staff understand the spiritual, personal, and physical needs of students. The emphasis on experiential learning engages students with people in real world settings that are local, national, and international in scope. The student life area works well in learning from students and identifying their co-curricular and life needs. Students are very involved in campus decision-making, and the evidence is clear that they value their experiences at the college.

Partnerships have been formed with various external groups that have been of significant value for both the college and the community.

The Office of Community and Continuing Education at Holy Cross College has initiated educational outreach programs that have actively sought to serve educational needs of professional and adult learners within the region. The office, led by the very successful director, has mastered how to learn from program participants and from other organizations in the community. The programs sponsored by the office have provided successful outreach engagement by the college. Partnerships have been formed with various external groups that have been of significant value for both the college and the community. The successes enjoyed by the office and the director have led to other prospects for service to the community. These prospects portend other important partnerships that will significantly enhance the college's engagement in and service to the community.

Recommendations for future directions

There is some evidence that the lack of structured communication between the faculty and the administration hinders effective engagement of the faculty beyond their immediate role in teaching and learning. The college should consider the appointment

Each member of the steering committee was designated as a co-chair of one of five criterion groups. Each criterion group explored in-depth the criterion assigned to it. The criterion groups of a dean of faculty who would serve as a representative of the faculty.

There is insufficient emphasis on human resources especially for staff employees. This affects the communication regarding employment issues. There needs to be more formal development of handbooks, procedures, job descriptions, personnel evaluations and promotion procedures. The hiring of a human resource consultant might expedite these needs.

To facilitate the building of a more explicit culture of external engagement at Holy Cross College, a more mature approach to external relations the committee is needed. The appointment of a director of external engagement or external relations would help in this respect. Currently, the responsibility for this is divided among the various staff, include the vice president for advancement and the director of community and continuing education. A more coordinated approach would formalize the capacity and commitment of the college to engagement with its external constituents. This would be a positive step toward developing the institutional culture.

Based on student input and recommendations of student life staff, the construction of a recreation center and the development of an intercollegiate athletic program are imperative as means for meeting the wellness needs of students. Such a facility, and its related athletic programs, would also provide another avenue for outreach to the community. Wellness programs could be developed for Holy Cross Village residents. Also, sports camps could complement the successful Youth Enrichment Days program during the summer months.

The Lilly Career Development Center needs more effective marketing, both internally and externally. In addition to its service to students, the center could become a more useful resource to alumni.

Holy Cross College needs a more robust system to track how well it serves two groups. One group is prospective students. More data need to be collected that address how the college's programs and services appeal to potential enrollees. Analysis of such data will help the college identify the factors that affect enrollment decisions of prospective students. The second group that the college needs to track better is alumni. More effort needs to be made to determine the long-term effects of the Holy Cross College experience on alumni after they leave the college. This will help faculty and staff improve programs by identify and

Based on student input and recommendations of student life staff, the construction of a recreation center and the development of an intercollegiate athletic program are imperative for meeting the wellness needs of students.

The Lilly Career Development Center needs more effective marketing, both internally and externally.

The college should explore the development of more space on campus for hosting external groups.

strengthening the activities that are most formative to student learning and development.

The perception of the college's identity among its constituents must be determined if the college is to engage these constituents more effectively in the future.

Holy Cross College should continue to pursue other significant program partnerships with external constituencies. Partnerships that hold great potential include those emanating from current discussions, including the Diocese of Fort Wayne – South Bend, Memorial Hospital, and local law enforcement agencies.

The college should explore the development of more space on campus for hosting external groups. This space should include larger meeting space, much like a conference center.



Chapter Eight

Request for Change

Addition of a Bachelor of Arts Degree
in Education

Request for Change – Addition of a Bachelor of Arts Degree in Education

I. What is change is being proposed?

The specific change that is being proposed

Holy Cross College is proposing expanding its authority to grant baccalaureate degrees. The college proposes the elimination of the stipulation to its accreditation limiting baccalaureate programs to the liberal studies program. The college requests authority to add a new Bachelor of Arts program in education.

The first program in education that the college proposes to develop is an elementary education major with dual licensure in English as a New Language (ENL).

The first program in education that the college proposes to develop is an elementary education major with dual licensure. The program will prepare candidates for teaching children in grades K-6. The inclusion of the second licensure area of English as a New Language (ENL) reflects the acknowledged need for beginning teachers to be culturally competent in working with children from all language backgrounds. The content of the program includes educational foundations, second language acquisition, appropriate instruction and modeling in the content areas, and a specific focus on English language learners. Specific performance competencies are tied courses and assessments. The program will also promote recruitment of and/or development of candidates who are bicultural/bilingual.

Mission of the new teacher education program

The teacher education program of Holy Cross College cultivates a faith-centered, value-oriented environment in which teacher education candidates are prepared for lives of service through a program grounded in the liberal arts, knowledge of teaching, and critical school experiences. Candidates are equipped with the knowledge, skills, and values to be empathetic and culturally competent professionals who function as scholars, problem-solvers, and effective decision-makers in private and public schools.

The theme for the new teacher education program is Compelled to Act: Educating hearts and minds of teachers for all children.

Philosophy of the program

The theme for the new teacher education program is *Compelled to Act: Educating hearts and minds of teachers for all children*. This theme embraces a moral imperative to teach in certain ways. It is not enough to provide technically strong teaching. The mission of the college and the program addresses this moral

component of compassion, justice, and selflessness.

The program attempts to educate candidates for teacher education who see themselves as changed, profoundly different. As the candidates become more informed, intellectually developing, they will form their vision and values in such a way that they can act on behalf of all children. By being educated in mind and heart, candidates are able to foster Gospel values in secular as well as parochial ways. Candidates have multiple opportunities to develop their teaching skills to enhance the education of all children. All of this preparation is done in an effort that will produce beginning teachers who are compelled to act as stewards who will support the education of all children. This development is ongoing and requires skilled abilities to reflect upon performance and thus grow and transform continuously.

Scope and objectives of the program

The education program, and the division of education which provides its academic home in the college, embraces the mission of the college fully. In fact, the mission provides the foundation for the program's purposes in preparing teachers to transform the lives of their future students. The teacher education program has the following as objectives.

- to prepare competent minds and compassionate hearts of future teachers so that they can transform the lives of their future students
- to prepare teachers who are passionate, life-long learners that see teaching as a vocation
- to prepare teachers who are compelled to act on behalf of all children, especially those marginalized by society

Holy Cross College principles of teaching

The principles developed for the Holy Cross College division of education have been developed through a conversation with faculty and key stakeholders in the South Bend, Indiana, area. Course work, assessment expectations, and fieldwork reflect the content and practice standards of the State of Indiana and the National Council on the Accreditation of Teacher Education (NCATE). The principles are organized into three domains: Passionate Teachers, Content Knowledgeable Teachers, and Reflective Professionals.

Passionate Teachers

Candidates view teaching as a vocation.

Candidates develop compassionate hearts for teaching.

Candidates value the cultural and linguistic backgrounds of their students.

Course work, assessment expectations, and fieldwork reflect the content and practice standards of the State of Indiana and the National Council on the Accreditation of Teacher Education (NCATE).

Candidates embrace action on behalf of all children.
Candidates foster Gospel values in secular and parochial ways.
Candidates see themselves as teachers who serve those marginalized by society.
Candidates promote acceptance and understanding of cultural and language diversity in the school and community.
Candidates create high and positive expectations for all learners, including those for whom English is not their first language.
Candidates integrate the disciplines to create meaningful curriculum.
Candidates provide all learners with access to learning opportunities.

Content Knowledgeable Teachers

Candidates develop their minds within a liberal arts tradition.
Candidates know their content well.
Candidates understand second language acquisition and development and can adjust instruction and assessment tools to promote interaction and learning for English language learners in their classrooms.
Candidates create challenging and engaging curriculum for all children.
Candidates set learning goals, create instruction, and develop a variety of assessments for children that show command of the subject matter and respect for students' primary cultures.
Candidates model effective communication, writing and speaking effectively.
Candidates use a variety of media and technology, multiple strategies, and effective materials to engage students, including those for whom English is not their first language.
Candidates encourage students to see, question, and interpret ideas.
Candidates use appropriate classroom procedures.
Candidates create collaborative, supportive environments for all children to learn.

Reflective Professionals

Candidates make effective decisions and solve problems in the best interest of students.
Candidates see themselves as lifelong learners.
Candidates review their performance constantly to improve.
Candidates seek help from other professionals as needed.
Candidates collaborate with families and community as needed.

Experiential learning

Students in the elementary education program will begin their experiential components in their first year. Local schools in the

South Bend area, both Catholic and public, have been working with Holy Cross College faculty to develop the parameters for the various field experiences and student teaching.

In the first two years, early field experiences provide a context for candidates to begin learning the meaning of skill performance. Performance activities are included in each of the field experiences. Candidates' abilities to perform skills range from basic understandings to skilled and mastery levels in student teaching. Performance evidence is gathered from mentors in the field as well as college instructors for each of field placement.

Candidates are asked to reflect on and assess their own performances. They are provided many opportunities for self-analysis, including observation logs, journals, and self-evaluations. Strategies for reflection are connected to course content. For example, candidates may be asked to keep learning logs regarding their work with a small group in reading.

All teacher education majors will be required to complete an international experience in another country in the emerging world where there are Holy Cross communities.

In addition to the field experiences that each student in the program will have, all teacher education majors will be required to complete an international experience in another country in the emerging world where there are Holy Cross communities. This will be experienced most commonly during the junior or senior year. The experience is an opportunity to learn about the Holy Cross character of the college in a different cultural setting. The impetus for this program requirement came from the extraordinary success that Holy Cross College has had with its international requirement for the liberal studies major. Student participating in the trips report life-changing encounters with the developing world. Given the cultural emphases of the teacher education program, a similar international requirement for teacher education majors should yield the same kinds of transformative experiences for education majors.

Courses

Lifespan Development: focus on childhood development with emphasis on children ages 5-11; observation and description of young children and intermediate level children. (Year 1)
[With field practicum]

Transformative Teaching in a Diverse World: focus on a multicultural curriculum, working with diverse families; establishing a strong learning environment for children; historical practices of education; multicultural education, equity education. (Year 1)

Second Language Acquisition: focus on how children develop language and acquire second languages; basic linguistics, cul-

tural and social implications; bilingualism, English language learners. (Year 2)

[With field practicum]

Curriculum, Instruction and Assessment: Focus on assessment driven practices that allow more careful analysis of student learning; multiple types of assessment; integrated and organized curriculum design; instructional variety, including technology; developing a systematic approach to support student learning; and student behavior. (Year 2)

Classroom Environments and School Communities: Focus on working with families, school partners, community agencies; developing positive classroom environments; conflict resolution (Year 4).

Literacy and Developmental Reading/Language Arts: focus on language and literacy practices outside and inside school (including disciplinary language; language variations and registers; basics of reading instruction; relationship between reading and writing; multicultural literature. (Year 3)

[With field practicum]

Reading and Writing Assessment: focus on practices to diagnose reading and writing difficulties and provide interventions and assistance to struggling students. (Year 3)

[With field practicum]

Inclusive Teaching: focus on working with students with disabilities; inclusive curricular design and assessment, parent and family engagement. (Year 2)

[With field practicum]

Kindergarten Teaching and Practicum: focus on early childhood and kindergarten curriculum and instruction, parent and family engagement. (Year 3)

[With field practicum]

Disciplinary Teaching: Social Sciences: focus on integrating history, geography, sociology, psychology, economics, and culture into the curriculum (Year 3)

Disciplinary Teaching: Sciences and Mathematics: focus on integrating life science, physical science, environmental science and mathematics into the curriculum (Year 3)

Disciplinary Teaching: Arts: focus on integrating the arts as well as rhythm and movement into the curriculum (Year 2)

Senior Capstone Experience: ENL classroom/aide with reading and major paper on the experience (Year 4)
[With field practicum]

Student Teaching (Year 4)

- Two placements:
- 1) primary classroom
 - 2) intermediate classroom

Year 1	Lifespan Development; Transformative Teaching in a Diverse World
Year 2	Curriculum, Instruction and Assessment; Second Language Acquisition; Disciplinary Teaching: the Arts; Inclusive Teaching
Year 3	Literacy and Reading; Assessing Reading and Writing; Disciplinary Teaching: Sciences and Mathematics; Disciplinary Teaching: Social Sciences; Kindergarten teaching
Year 4	Senior Capstone in ENL; Classroom Environments and School Communities; Student teaching at both developmental levels

Outcomes

The proposed teacher education program has the following outcomes that will become part of the evaluation of the program.

1. Connection between the mission of the college and the historical legacy of education within the Congregation of Holy Cross
2. Enhanced institutional enrollment and fiscal stability

Learning outcomes as defined in the plan to assess student learning

Impact

Mission

The legacy of Holy Cross College comes from the inspiration of the founder of the Congregation of Holy Cross, Father Basil Anthony Moreau. Influenced by Father Jacques Dujarie, the founder of the Brothers of Saint Joseph, Moreau was moved in 1837 to accept direction of the Brothers and add to their membership priests – the Salvatorists – and sisters – the Marianites. The three groups became the Congregation of Holy Cross and were immediately responsive to the plight of many children left homeless after the carnage of the French Revolution. Today the priests and brothers operate secondary schools, colleges, universities, and many other apostolates throughout the world under the banner of the Cross and the Anchor. The mission is to edu-

The founder of the Congregation of Holy Cross, Father Basil Anthony Moreau, taught that the purpose of education is to lead persons “forward to completeness in Christ.”

cate first the hearts and then the minds of those desiring services.

Moreau taught that the purpose of education is to lead persons “out of ignorance and disorder.” Moreover, the purpose of Christian education is to lead these persons back to a time before the fall of man – back to Paradise – or “forward to completeness in Christ.” Moreau believed that teachers must receive a call to teach, and this call is tangent with vocation, both a religious one and a lifestyle choice for a layperson. If not called, the teacher will burn out because of all-consuming needs of students.

Established by the Brothers of Holy Cross in 1966, the purpose of Holy Cross College was to provide foundational collegiate work for members of the Brothers of Holy Cross. Within two years of first offering courses, Holy Cross College began admitting laywomen and men to the college’s academic program. This was the response to requests from local lay people to participate in the educational program at the college. This is the earliest evidence of the institution reaching out to meet the diverse needs of learners.

Many of those first Holy Cross Brothers who studied at the college ended up completing education degrees. The reason for this is due to the influence of Father Moreau and the historic educational ministry of the Brothers and the Congregation of Holy Cross. After studying at the college, brothers would go on to earn education degrees at other colleges and universities. Those same brothers would then end up teaching in and leading schools sponsored by the Brothers and the Congregation. In addition, many of the lay people who came to Holy Cross College were also bound for education degree programs. For the first forty years of the college’s existence, teacher education became one of the most common academic destinations for Holy Cross College students.

The addition of teacher education at Holy Cross College is a logical curricular development for the college.

The addition of teacher education at Holy Cross College is a logical curricular development for the college. There are two reasons why this true. First, the legacy of service through education by the Brothers and Congregation of Holy Cross makes a teacher education program a natural strategy for furthering the ministries of the Congregation. Second, throughout the college’s history, many students have been attracted to careers in education, in many cases because of the direct example of the Brothers and other members of the Congregation. Such students discovered a compatibility between the Holy Cross College mission and curriculum and teacher education programs at other institutions. For these mission-related reasons, teacher education is quite consistent with the mission of Holy Cross College.

In considering the addition of the teacher education program, the Holy Cross College Board of Trustees examined how the proposed program would enhance the mission of the college. In votes of the trustees, the determination was made that a baccalaureate program in teacher education is consistent with the educational purposes of the college.

Educational offerings

Because of its strong connection to the ministries of the Brothers and Congregation of Holy Cross, the proposed Bachelor of Arts in teacher education degree completes the founding of the college. The proposed baccalaureate program complements the liberal arts emphases in the rest of the curriculum with the focus on developing elementary education generalists. The program provides an academic area of frequent interest by targeting the large percentage of Holy Cross College students who eventually go on to receive education degrees. While the proposed program involves the addition of education faculty in order to deliver the major, the program will not overly tax the rest of the college faculty. Some other disciplinary areas will provide supporting coursework for the education program, but, where possible, such courses will be designed so as to be available to those students not majoring in education.

The proposed Bachelor of Arts in teacher education degree completes the founding of the college.

Policy relevant to this change

The proposed change falls under the commission policy on institutional change, I.C.2.b. This policy states that “a change in educational offering” requires that institution seek approval from the commission through an on-site visit prior to initiating the proposed change.

II. What factors led Holy Cross College to undertake the proposed change?

Relationship between the change and ongoing planning

Holy Cross College has had a continuous process of strategic planning that has been operating for the past ten years. The process includes trustees, faculty, staff, and students in an ongoing conversation about the future of the college. This process was used to consider the addition of baccalaureate education beginning in the 2000-2001 academic year. The planning for the new degree level was incorporated into the strategic planning process of the college, and that planning led to the creation of the liberal studies program.

With the success that the liberal studies program has enjoyed, faculty members began to consider new degree offerings that would continue to develop the college as a baccalaureate institution. One of the first and most widely supported suggestions was the creation of an education program. In 2004, the trustees endorsed the exploration of a new education program, so a faculty working group began to work on the details of a program proposal. The program was considered as part of the strategic planning process during 2005, and that process was incorporated into the college's self-study process. The trustees authorized that the faculty request approval from the Higher Learning Commission for an expansion of baccalaureate programs at the college, and that the proposed education program receive approval from the Commission and the State of Indiana.

Needs analysis

There were three means to determine the need for the proposed program. First, the requirements from the State of Indiana for planning a teacher education program mandates that the institution solicit input from community members regarding the proposed program. This process helps to determine the community, regional, and state need for the new program. Holy Cross College hosted three different gatherings for representatives from the community, and there emerged the consensus that the program the college is planning fulfills a significant need.

The second avenue that Holy Cross College used for determining the need for the proposed education program was a survey of a group of current students at the college. After the faculty planning the program created a proposed curriculum and program outline, students in the course, *Introduction to Education* (EDUC 100), were surveyed about their interest in the program. Of the twenty-two students enrolled in the two sections of the course, fourteen expressed an interest in the pursuing education as a major. The same fourteen asked for updates on the college's planning for the new program. Because this indication of student interest was so strong in the current student population, the faculty determined that there was enough direct student interest in a new teacher education major.

The third way that the need for the new teacher education program was determined was through a review of information collected in the admissions process. The Admissions Office collects information on the academic interests of prospective students as part of the college application process. An analysis of this information indicates that there is broad interest in an education program among prospective students.

As the college continues planning for the education program, one of the primary considerations for students in education will be the availability of both elementary and secondary education programs. At this point, Holy Cross College is planning only the elementary education program, but the faculty will monitor the potential for appropriate secondary education majors.

Involvement of constituencies

As required for the approval process by the State of Indiana, Holy Cross College has made significant efforts to involve a broad array of internal and external constituents in the planning for the education degree. First, the staff at the Indiana Professional Standards Board, the body that oversees approval of teacher education programs in the state and licensing of new teachers, was consulted on the process for state approval and the standards the college must address. Second, Holy Cross College faculty from various academic divisions comprised a planning group that designed the proposed program, and other faculty not on the planning group and college trustees provided important input into the program at multiple stages through the planning process. Third, teacher and administrative representatives from various Catholic and public schools and from central offices served in an advisory capacity to the faculty working group as the program was developed, offering suggestions and comments informally and through three community meetings. Fourth, teacher education faculty from the University of Notre Dame and Saint Mary's College participated in a community meeting to offer feedback on the college's proposed program.

The principles developed for the Holy Cross Division of Education have been developed through a conversation with faculty and key stakeholders in the South Bend, Indiana, area. Course work, assessment expectations, and fieldwork reflect the Indiana and NCATE content standards. Folded into these principles are INTASC Standards, NCATE Elementary Education Standards, Indiana Standards for Teachers of Early and Middle Childhood Generalist, Indiana Standards for Teachers of English as New Language, and Indiana Standards for Teachers of Bilingual/Bicultural Students.

Holy Cross College has made significant efforts to involve a broad array of internal and external constituents in the planning for the education degree.

III. What necessary approvals have been obtained to implement the proposed change?

Internal approvals

In Fall 2004, the Academic Council, the primary vehicle for academic shared governance, considered the question of new baccalaureate programs. The recommendation of the council was to explore the creation of a teacher education program at the college. At their Fall meeting that year, the Holy Cross College Board of Trustees authorized the faculty to investigate the creation of a teacher education program as part of the institutional self-study process for the Higher Learning Commission. At subsequent meetings of the Academic Council and the trustees throughout 2005, regular updates on the planning were presented. At the Fall 2005 Board of Trustees meeting, the board authorized the addition of the new teacher education program.

External approvals

In addition to approval by the Higher Learning Commission, the State of Indiana requires that Holy Cross College receive approval for its teacher education program as a requirement for offering licensure to college graduates.

Indiana uses NCATE standards for teacher education programs. The process for state approval requires that an institution serve a three-year probationary period before full review is offered for the teacher education programs. To be approved for probationary status, Holy Cross College must submit a proposal that outlines the institution's response to "preconditions" that address institutional readiness to offer education. The college submitted the proposal to the state in May 2006. In Fall 2006, the Teacher Education Committee of the Professional Standards Board will consider the proposal and forward its recommendation regarding approval of the college's proposal to the State Superintendent. The college should know the recommendation of the Teacher Education Committee prior to the site visit by the team from the Higher Learning Commission.

During the probationary period that Holy Cross College will serve for the state, the college must collaborate with a sponsoring institution that has full program approval so that graduates will be eligible for licensure. The Alliance for Catholic Education (A.C.E.) at the University of Notre Dame, a graduate education program, has agreed to serve as the sponsoring institution for Holy Cross College during the three-year probationary period.

IV. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

Challenges related to the proposed change

In the past ten years, Holy Cross College has had two reviews by teams from the Higher Learning Commission. The first review was for the last comprehensive self study. That review took place in January 1997. The second review took place in September 2002 as part of a focus visit to evaluate the college's request to add baccalaureate level programs to the institution's Statement of Affiliation Status.

There are three concerns from the 1997 review that are related to this proposal.

- *There needs to be more governance at the college exercised by faculty and staff. Communication needs to be improved on all levels: between faculty, between administrators and faculty, and between trustees and faculty.*

Holy Cross College has an academic division structure in which the faculty and the curriculum are arranged. In planning for the education program, the college created a new academic division for the program and any subsequent education programs. The division of education joins the four other permanent academic divisions of the college. The new division of education will provide faculty oversight of all education programs. As the representative of an academic division, the chair of the division of education will serve on the college's Academic Council, the structure utilized for shared governance. The division of education will take part in planning and program review as defined by the Academic Council, and the chair of education will have input on other academic developments at the college through review by the council.

In planning for the new education program, an *ad hoc* planning committee was appointed by the vice president for academic affairs. The planning committee was composed of faculty, staff, and others external to the college. The work of the committee was reviewed by the Academic Council during the entire planning process. The college's Board of Trustees monitored the planning process, offering review and approval as necessary.

- *Enrollment growth is insufficient to produce greater economic growth of the college.*

At the time of the last comprehensive visit, Holy Cross College

had as its lone academic degree the associate of arts. When the college began planning for the introduction of baccalaureate education in 2000, one of the primary motives for the change was the expectation of enhanced enrollment. The hope was that incorporating a base of upper-division students in the college's enrollment would ease the pressure on the efforts of the college to admit new students.

As noted in the self study, enrollment at Holy Cross College has declined since the introduction of baccalaureate education. Despite this enrollment dip, there is no indication that the decline is due to the initiation of baccalaureate education. In fact, there is ample evidence that baccalaureate education has helped the overall enrollment picture since its inception at the college. The current baccalaureate program, the liberal studies program, has had dramatic enrollment increases since its founding. Student interest in the liberal studies program has continued to grow, and the faculty, administration, and trustees of the college are convinced that other baccalaureate programs can meet student interest while furthering the mission of the college.

The evidence for student interest in the program suggests that there are a sizeable number of students who would like to pursue an education program.

The proposed education program, like the liberal studies program, will enhance the college enrollment because there will be a fairly predictable student group that indicates an interest in continuing their baccalaureate education at the college. Education majors will account for a number of students who can be built automatically into enrollment projections for subsequent years, thereby strengthening the academic planning process. This will reduce the pressure on the college's admission office to enroll increasing numbers of new students in order to meet institutional budgetary needs. The evidence for student interest in the program suggests that there are a sizeable number of current students who would like to pursue an education program, and the admissions office has tracked a significant number of prospective students who indicate an interest in completing education degrees.

As a product of the 2002 review of the liberal studies program, there are three concerns that are related to this proposal.

- *The college must determine how the baccalaureate program (liberal studies) fits into the academic governance model of the college.*

Three years of working with the liberal studies program has helped clarify ways in which the program should be incorporated into the college's academic governance structure. The college has lodged oversight of the liberal studies program within the Academic Council. This fits with how all academic programs are

governed at the college. In the case of the liberal studies program, this oversight by the council was especially important because of the multi-disciplinary nature of the program.

The experience with the liberal studies program has helped inform the planning for the education program. Like the liberal studies program, the Academic Council will provide the means for shared governance for the program. However, one of the critical differences between the two programs is divisional oversight. Because of its multi-disciplinary character, no one academic division of the college has control for the liberal studies program. In contrast, the education program will be overseen by the division of education, one of the permanent academic divisions of the college. The establishment of the division of education was an important step to insure that the education program and faculty have an academic home within the structure of the entire curriculum. The division will maintain control over the academic standards and content of the degree, and the Academic Council will retain authority over the program as exercised by the entire college faculty.

The education program will be overseen by the division of education, one of the permanent academic divisions of the college.

- *Program planning and fiscal constraints may be inconsistent.*

The expectations for the financial impact of the liberal studies program on Holy Cross College were proven correct. The college was able to absorb the costs of the program without any negative consequences to the institution's fiscal health. As projected, the liberal studies program helped the bottom line of the college, even though overall enrollment has declined since the addition of the program. The reason for this was the smart planning that went into designing the curriculum and utilizing faculty resources.

The proposed teacher education program represents a significant new investment for Holy Cross College. Prior to establishing the program, the college did not have any professional education faculty. This has necessarily changed with the addition of the education program. The college has hired a chair of the division of education. The chair will make recommendations to the vice president for academic affairs on additional faculty who will need to be hired. The expectation during the self study has been that there will need to be one additional full-time equivalent faculty member needed for the 2006-2007 academic year. Additional faculty needs will be determined based on student interest for the following academic year. There will be additional financial expenditures necessary to support the education program (library resources, materials, and so on), and the college has already begun committing the resources to meet the needs of the program.

The *pro forma* accounting for the education program anticipates that the level of interest of current students will make the education program essentially a break-even financial commitment for the college. As enrollment grows, the college will be able to take advantage of increased revenue, not only to meet fixed program costs, but also to contribute to the college's overhead.

- *The deliberate mixture of a four-year and a two-year culture may be difficult to maintain.*

Holy Cross College has discovered that this concern of the team was well founded. Faculty, administration, and trustees determined early into baccalaureate education that the college cannot have two identities. It also became clear that the institution would be defined by its highest degree or otherwise the credibility of that degree would suffer. With this understanding, and with an eye on increasing enrollment, the faculty and administration of Holy Cross College considered other programs that would further develop the college as a baccalaureate institution.

The addition of the education program has broadened the horizons of the college faculty. The faculty see that a professional degree program can fit well with the mission of the college and its legacy as an institution of the Congregation and Brothers of Holy Cross. The education program itself will not provide service to the general education curriculum of the college, but it will nonetheless occupy a distinctive place in the academic life of the institution.

V. What are Holy Cross College's plans to implement and sustain the proposed change?

Involvement of faculty and staff necessary to support the change

The planning for the teacher education program involved Holy Cross College faculty from a variety of disciplinary areas. The faculty working group that investigated the development of the program and designed the proposed program were drawn from the humanities, the social and behavioral sciences, and the natural sciences. The experience and institutional commitment of these faculty were the most important elements they contributed to the planning.

Because the college had no real internal expertise in education to assist with the development of the program, a consultant was hired from outside the institution to provide substantive profes-

sional assistance in the developing the program. The consultant, Dr. Susan Blackwell from Indiana University-Purdue University, brought professional knowledge about the common designs of teacher education programs and specific experience with the standards for teacher education programs expected by the State of Indiana. Dr. Blackwell was instrumental in helping the faculty working group ask fundamental questions necessary for planning a new teacher education program.

After the college submitted a proposal to the State of Indiana for approval of preconditions for the teacher education program, the chair for the college's new division of education was hired to direct the planning efforts. Dr. Susan Devetski joined Holy Cross College in the Summer of 2006 to coordinate efforts to refine further the planning that had been done for the teacher education program. Dr. Devetski led the process of designing the proposed courses for the major, and made recommendations regarding the hiring of more education faculty to support the proposed program.

Administrative structure

The education program at Holy Cross College will be administered through the division of education, one of five academic divisions of the college. The division of education will be headed by the chair of education, who, like the other academic division chairs of the college, will report directly to the vice president for academic affairs. Full-time and adjunct faculty in the division of education will report to the chair of the division. The division will create a teacher education committee that will assist the division chair in planning and evaluating the teacher education program. The committee will review candidates for admission to the teacher education and evaluate the academic progress of students in the program. In addition, the college will consider creating a program advisory committee composed of people within the community to offer input to the division chair about the program. The program advisory committee would provide an important conduit for collaboration with schools.

Learning resources and support materials

Student support services

In June 2006, Holy Cross College hired Dr. Devetski as chair of the division of education. In addition to her efforts to develop further the curriculum and build relationships with local schools, Dr. Devetski will serve as academic advisor to students in the teacher education program. As student enrollment increases in the program, other advisors may be identified, but Dr. Devetski

will coordinate their work.

The chair and the faculty in the division of education will monitor how well students achieve the learning goals of the program. Once the program begins, the faculty will review the need for special tutoring services for education majors based on student experiences.

Library resources

The Richard and Lucille McKenna Library on the Holy Cross College campus has begun to establish a collection of education holdings. These texts and other materials have been used as background resources to the development of the new teacher education program. These will be made available to students and faculty through the library's general collection. In addition, the chair of education will begin identifying other resources necessary for the education program, such as pedagogical materials and resources that will be specific to methodology courses.

Organizational capacity

The college has committed to hiring an appropriate number of education faculty for the program.

Faculty

The addition of the new Bachelor of Arts in education degree represents a new curricular emphasis for Holy Cross College. The college has committed to hiring an appropriate number of education faculty for the program. The planning for the program indicates that there needs to be two full-time equivalent (FTE) faculty to start the program. One of the FTE will be the chair of education who will have a teaching load of at least one course. The other FTE will be spread out among any number of adjunct faculty members. One of the adjunct faculty members will need to be an expert in ENL and will probably represent a one-half time appointment. As enrollment grows, the college will consider making a full-time commitment to that position.

In addition to the professional faculty in the division, the education program will require other faculty to teach supporting course work for the program. For instance, the psychology area will provide support by teaching the course, *Lifespan Development*. Also, the science and mathematics faculty will assist in the creation and delivery of the courses on teaching science and mathematics. The college will need to monitor how these courses affect faculty utilization in areas outside education.

Budget

Mark Mullaney, Vice President for Administration, analyzed the impact of the proposed education program on the operational

budget of the college. As it is currently proposed, the incremental costs from the first year of offering the program are essentially met by the incremental revenues generated by the program. The majority of the fixed costs for the program are new to the college budget, and these are predominantly personnel. The college's main academic building, the Vincent building, has the additional capacity to support the program, and while the proposed program will require some special materials, the college is prepared to develop those as the faculty dictate.

Once fixed costs are borne by the college, enrollment will be the factor that determines the ultimate budgetary impact of the education program. Current student enrollment indicates that as many as twelve Holy Cross College students would be interested in pursuing an education degree immediately. Budgetary projections for the program accounted for eight students who would stay at the college during the 2006-2007 academic year for the purposes of ultimately pursuing education. If the enrollment in the education program grows and generates sufficient revenue over a couple of years, new full-time faculty can then be hired.

Example *pro forma* of first-year incremental revenue and costs

Revenue	Amount
Tuition (annual tuition for eight new education majors who continue at the college)	\$116,000
Institutional aid (30% per student)	34,800

Net revenue for Year One	\$81,200
Expenses	
Full-time faculty (one new full-time faculty member for the 2006-2007 academic year) \$36,000 + 33% benefits	\$47,880
Adjunct faculty (four new sections annually and one-half full-time equivalent)	27,957
Library investment	6,000

Incremental expenses for Year One	\$81,837
Net contribution to institutional overhead by the addition of the new program	(\$637)

The financial risks of offering the education program appear to be minimal. The most significant costs of the program are primarily human resources. From a financial point of view, the college expects no profit from the education program for the first couple of years of operation. After the first two years, the financial effect of the program appears only to be positive for the college. If the enrollment demand for the program outstrips these estimates, additional full-time faculty hiring can take place to help cover the divisional courses. Projections suggest that an additional six new students in the education program would permit the college to hire a second full-time faculty member.

There will be no real additional demands on student life and residence life that must be addressed which are specific to the education program. The only pressures on student life and residence life will be due to an overall increase in college enrollment. In such cases, the pressure for new or expanded services (such as additional support services) can be addressed by the revenue generated by increased enrollment.

Timeline

Some of the courses for the education program have been approved to be offered in the 2006-2007 academic year (*Lifespan Development, Transformative Teaching in a Diverse World*). If the Commission approves the addition of the Bachelor of Arts degree, students will be admitted to the program beginning in 2007.

2006	
October	Site team from the Higher Learning Commission reviews the proposal for the addition of the new bachelor of arts degree in education.
December	Pending endorsement of the new degree program by the site team, begin recruiting students for the new major program.
2007	
January through February	Based on indications of student majors, identify potential adjunct faculty needs for the division.
March	Finalize education course schedule for the Fall Semester of 2007.

In addition, the teacher education program must document student proficiencies as they are aligned with INTASC and Indiana standards required for licensure of graduates. The standards are as follows.

VI. What are Holy Cross College's strategies to evaluate the proposed change?

The measures to document the achievement of outcomes

Course work, assessment expectations, and fieldwork reflect the Indiana and NCATE content standards. Folded into these principles are the following.

- INTASC Standards
- NCATE Elementary Education Standards
 - Indiana Standards for Teachers of Early and Middle Childhood Generalist
- Indiana Standards for Teachers of English as New Language
- Indiana Standards for Teachers of Bilingual/Bicultural Students

The evaluation of the teacher education program will address the expected outcomes of the program and involve many constitu-

	<i>Groups responsible for evaluation</i>	<i>Methods</i>	<i>Timeline</i>
<i>Outcome</i>			
Connection between the mission of the college and the historical legacy of education within the Congregation of Holy Cross	<ul style="list-style-type: none"> • Administrative Council • Academic Council • Education faculty 	<ul style="list-style-type: none"> • Survey of the faculty and students 	<ul style="list-style-type: none"> • The surveys of faculty and students will be conducted as part of the yearly divisional report
<i>Enhanced institutional enrollment and fiscal stability</i>	<ul style="list-style-type: none"> • Administrative Council 	<ul style="list-style-type: none"> • Analysis of enrollment reports and institutional audits 	<ul style="list-style-type: none"> • Enrollment reports will be analyzed each year following the beginning of each academic year. • Institutional audits will be analyzed each October.

<i>(Evaluation grid continued.)</i>	Groups responsible for evaluation	Methods	Timeline
Outcome			
Learning outcomes as defined in the plan to assess student learning	<ul style="list-style-type: none"> • Education chair • Director of assessment • Academic Council • Education faculty 	<ul style="list-style-type: none"> • Analysis of student portfolios • Survey of alumni 	<ul style="list-style-type: none"> • The baccalaureate advisory committee will analyze the yearly program report (including the summative assessment of learning) from the program director each June. • The Academic Council will analyze the yearly divisional report. • The survey of alumni will begin six years after the inauguration of the program.

ents.

In addition, the teacher education program must document student proficiencies as they are aligned with INTASC and Indiana standards required for licensure of graduates. The standards are as follows.

Elementary Generalist with English as a new Language

INTASC Standards/Indiana Standards for Early and Middle Childhood Teachers/ Indiana ENL Standards	Holy Cross Proficiencies for Dual License: Elementary Generalist and ENL
<p>INTASC 1: Content Pedagogy The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Early and Middle Childhood 2: Curriculum (Mathematics, English/Language Arts, Science, Social Studies, Fine Arts, Health Education, Physical Education, Connections between Technology and the Disciplines*</p> <p>ENL 1: Teachers of English as a New Language understand the process of language acquisition and development and the role this process plays in their students' educational experience.</p> <p>ENL 2: Teachers of English as a New Language recognize that the students' primary culture plays a crucial role in their adaptation to United States culture</p>	<ul style="list-style-type: none"> • Candidates develop their minds within a liberal arts tradition • Candidates know their content well • Candidates understand second language acquisition and development and can adjust instruction and assessment tools to promote interaction and learning for English language learners in their classrooms • Candidates integrate the disciplines to create meaningful curriculum
<p>INTASC 2: Student Development The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.</p> <p>Early and Middle Childhood 1: Teachers of Early and Middle Childhood know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities, that support individual students' development, acquisition of knowledge, and motivation.</p> <p>ENL 3: Teachers of English as a New Language understand students' cognitive, affective, psychological, social and cultural development and backgrounds</p>	<ul style="list-style-type: none"> • Candidates foster Gospel values in secular and parochial ways • Candidates provide all learners with access to learning opportunities

<p>INTASC 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>Early and Middle Childhood 3a: Teachers of Early and Middle Childhood understand how elementary (primary and intermediate) students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners.</p>	<ul style="list-style-type: none"> • Candidates develop compassionate hearts for teaching • Candidates value the cultural and linguistic backgrounds of their students • Candidates embrace action on behalf of all children • Candidates see themselves as teachers who serve those marginalized by society
<p>INTASC 4: Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p>Early and Middle Childhood 3b: Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary (primary and intermediate) students' development of critical thinking, problem solving, and performance skills.</p> <p>ENL 4: Teachers of English as New Language understand how to facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote optimal learning for English language learners.</p>	<ul style="list-style-type: none"> • Candidates set learning goals, create instruction and develop a variety of assessments for children that show command of the subject matter and respect for students' primary cultures • Candidates create challenging and engaging curriculum for all children • Candidates use a variety of media and technology, multiple strategies, and effective materials to engage students, including those for whom English is not their first language • Candidates encourage students to see, question, and interpret ideas
<p>INTASC 5: Motivation and Management The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.</p> <p>Early and Middle Childhood 3c: Teachers of Early and Middle Childhood use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p> <p>ENL 4: Teachers of English as New Language understand how to facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote optimal learning for English language learners.</p>	<ul style="list-style-type: none"> • Candidates use appropriate classroom procedures • Candidates create collaborative, supportive environments for all children to learn

<p>INTASC 6: Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Early and Middle Childhood 3d: Teachers of Early and Middle Childhood use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary (primary and intermediate) classroom.</p>	<ul style="list-style-type: none"> • Candidates model effective communication, writing and speaking effectively, using technology effectively
<p>INTASC 7: Planning The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Early and Middle Childhood 3: Teachers of Early and Middle Childhood plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</p>	<ul style="list-style-type: none"> • Candidates create high and positive expectations for all learners, including those for whom English is not their first language
<p>INTASC 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>Early and Middle Childhood 4: Teachers of Early and Middle Childhood know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary (primary and intermediate) student.</p> <p>ENL 6: Teachers of English as a New Language are able to effectively use formal and informal assessment strategies that include methods to promote the development of the learner.</p>	<ul style="list-style-type: none"> • Candidates set learning goals, create instruction and develop a variety of assessments for children that show command of the subject matter and respect for students' primary cultures

<p>INTASC 9: Reflective Practice: Professional Growth</p> <p>The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>Early and Middle Childhood 5a: Teachers of Early and Middle Childhood are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>ENL 7: Teachers of English as a New Language are reflective practitioners who actively seek opportunities for professional development.</p>	<ul style="list-style-type: none"> • Candidates see themselves as lifelong learners • Candidates view teaching as a vocation • Candidates make effective decisions and solve problems in the best interest of students • Candidates review their performance constantly to improve • Candidates seek help from other professionals as needed
<p>INTASC 10: School and Community Involvement</p> <p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>Early and Middle Childhood 5b: Teachers of Early and Middle Childhood know the importance of establishing and maintaining a positive and collaborative relationship with families to promote the academic, social, and emotional growth of children.</p> <p>Early and Middle Childhood 5c: Teachers of Early and Middle Childhood foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p> <p>ENL 5: Teachers of English as a New Language collaborate effectively to maximize student learning</p> <p>ENL 8: Teachers of English as New Language promote acceptance and understanding of cultural and language diversity in the community and in the school.</p>	<ul style="list-style-type: none"> • Candidates promote acceptance and understanding of cultural and language diversity in the school and community • Candidates seek help from other professionals as needed • Candidates collaborate with families and community as needed

- 2a: Mathematics: Teachers of Early and Middle Childhood know, understand, and use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.
- 2b: English/Language Arts: Teachers of Early and Middle Childhood demonstrate a high competence in the use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.
- 2c: Science: Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science, including physical, life, and earth and science as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.
- 2d: Social Studies: Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences (such as anthropology, archeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- 2e: Fine Arts: Teachers of Early and Middle Childhood know, understand, and use – as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and several visual arts as primary media for communication, inquiry, and insight among elementary (primary and intermediate) students.
- 2f: Health: Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.
- 2g: Physical Education: Teachers of Early and Middle Child-

hood know, understand, and use – as appropriate to their understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.

- 2h: Connections between Technology and the Disciplines: Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary (primary and intermediate) students, build understanding, and encourage the application of knowledge, skills and ideas to real world issues.

Elementary Generalist/English as a New Language/Bilingual Bicultural Program

INTASC Standards/Indiana Standards for Teachers of Early and Middle Childhood/Indiana ENL Standards/Indiana Bilingual Bicultural Standards	Holy Cross Proficiencies for Multiple License: Elementary Generalist /ENL/ Bilingual and Bicultural
<p>INTASC 1: Content Pedagogy The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Early and Middle Childhood 2: Curriculum (Mathematics, English/Language Arts, Science, Social Studies, Fine Arts, Health Education, Physical Education, Connections between Technology and the Disciplines*)</p> <p>ENL 1: Teachers of English as a New Language understand the process of language acquisition and development and the role this process plays in their students' educational experience.</p> <p>ENL 2: Teachers of English as a New Language recognize that the students' primary culture plays a crucial role in their adaptation to United States culture</p> <p>Bilingual/Bicultural 1: Teachers of bilingual bicultural students are fluent in two or more languages and understand the processes of language and literacy development and the role they play in students' educational experiences and learning</p>	<ul style="list-style-type: none"> • Candidates develop their minds within a liberal arts tradition • Candidates know their content well • Candidates understand second language acquisition and development and can adjust instruction and assessment tools to promote interaction and learning for English language learners in their classrooms • Candidates integrate the disciplines to create meaningful curriculum

<p>INTASC 2: Student Development The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.</p> <p>Early and Middle Childhood 1: Teachers of Early and Middle Childhood know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities, that support individual students' development, acquisition of knowledge, and motivation.</p> <p>ENL 3: Teachers of English as a New Language understand students' cognitive, affective, psychological, social and cultural development and backgrounds.</p> <p>Early and Middle Childhood 3a: Teachers of Early and Middle Childhood understand how elementary (primary and intermediate) students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners.</p> <p>Bilingual Bicultural 3: Teachers of bilingual bicultural students understand students' cognitive, affective, psychological, social and cultural development and backgrounds to create a supportive learning environment.</p>	<ul style="list-style-type: none"> • Candidates foster Gospel values in secular and parochial ways • Candidates provide all learners with access to learning opportunities
<p>INTASC 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>Early and Middle Childhood 3b: Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary (primary and intermediate) students' development of critical thinking, problem solving, and performance skills</p> <p>Bilingual Bicultural 2: Teachers of bilingual bicultural students have cultural competencies in two or more cultures and understand the assistive role these competencies play in a student's cultural adaptation, educational experiences, and learning</p>	<ul style="list-style-type: none"> • Candidates develop compassionate hearts for teaching • Candidates value the cultural and linguistic backgrounds of their students • Candidates embrace action on behalf of all children • Candidates see themselves as teachers who serve those marginalized by society

<p>INTASC 4: Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p>Early and Middle Childhood 3b: Teachers of Early and Middle Childhood understand and use a variety of teaching strategies that encourage elementary (primary and intermediate) students' development of critical thinking, problem solving, and performance skills.</p> <p>ENL 4: Teachers of English as New Language understand how to facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote optimal learning for English language learners.</p> <p>Bilingual Bicultural 4: Teachers of bilingual bicultural students understand instructional strategies and methods that promote optimal learning</p>	<ul style="list-style-type: none"> • Candidates set learning goals, create instruction and develop a variety of assessments for children that show command of the subject matter and respect for students' primary cultures • Candidates create challenging and engaging curriculum for all children • Candidates use a variety of media and technology, multiple strategies, and effective materials to engage students, including those for whom English is not their first language • Candidates encourage students to see, question, and interpret ideas
<p>INTASC 5: Motivation and Management The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.</p> <p>Early and Middle Childhood 3c: Teachers of Early and Middle Childhood use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p> <p>ENL 4: Teachers of English as New Language understand how to facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote optimal learning for English language learners.</p>	<ul style="list-style-type: none"> • Candidates use appropriate classroom procedures • Candidates create collaborative, supportive environments for all children to learn

<p>INTASC 6: Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Early and Middle Childhood 3d: Teachers of Early and Middle Childhood use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary (primary and intermediate) classroom.</p> <p>Bilingual Bicultural 8: Teachers of bilingual bicultural students are cross-cultural communicators who promote acceptance and understanding of culture and language diversity in the home, the community, and in the school</p>	<ul style="list-style-type: none"> • Candidates model effective communication, writing and speaking effectively, using technology effectively
<p>INTASC 7: Planning The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Early and Middle Childhood 3: Teachers of Early and Middle Childhood plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</p>	<ul style="list-style-type: none"> • Candidates create high and positive expectations for all learners, including those for whom English is not their first language
<p>INTASC 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>Early and Middle Childhood 4: Teachers of Early and Middle Childhood know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary (primary and intermediate) student.</p> <p>ENL 6: Teachers of English as a New Language are able to effectively use formal and informal assessment strategies that include methods to promote the development of the learner.</p>	<ul style="list-style-type: none"> • Candidates set learning goals, create instruction and develop a variety of assessments for children that show command of the subject matter and respect for students' primary cultures

<p>Bilingual Bicultural 6: Teachers of bilingual bicultural students are able to effectively use formal and informal methods of assessment that may include native language assessment, to evaluate learners</p>	
<p>INTASC 9: Reflective Practice: Professional Growth The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>Early and Middle Childhood 5a: Teachers of Early and Middle Childhood are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>ENL 7: Teachers of English as a New Language are reflective practitioners who actively seek opportunities for professional development.</p> <p>Bilingual Bicultural 7: Teachers of bilingual bicultural students are reflective practitioners who actively seek opportunities for professional development</p>	<ul style="list-style-type: none"> • Candidates see themselves as lifelong learners • Candidates view teaching as a vocation • Candidates make effective decisions and solve problems in the best interest of students • Candidates review their performance constantly to improve • Candidates seek help from other professionals as needed
<p>INTASC 10: School and Community Involvement The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>Early and Middle Childhood 5b: Teachers of Early and Middle Childhood know the importance of establishing and maintaining a positive and collaborative relationship with families to promote the academic, social, and emotional growth of children.</p> <p>Early and Middle Childhood 5c: Teachers of Early and Middle Childhood foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p>	<ul style="list-style-type: none"> • Candidates promote acceptance and understanding of cultural and language diversity in the school and community • Candidates seek help from other professionals as needed • Candidates collaborate with families and community as needed

<p>ENL 5: Teachers of English as a New Language collaborate effectively to maximize student learning</p> <p>ENL 8: Teachers of English as New Language promote acceptance and understanding of cultural and language diversity in the community and in the school.</p> <p>Bilingual Bicultural 5: Teachers of bilingual bicultural students collaborate effectively with ENL/ESL and content area teachers and others within the school community to maximize student learning through the use of the students' primary language and culture.</p> <p>Bilingual Bicultural 8: Teachers of bilingual bicultural students are cross-cultural communicators who promote acceptance and understanding of culture and language diversity in the home, the community, and in the school</p>	
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- 2a: Mathematics: Teachers of Early and Middle Childhood know, understand, and use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.
- 2b: English/Language Arts: Teachers of Early and Middle Childhood demonstrate a high competence in the use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.
- 2c: Science: Teachers of Early and Middle Childhood know, understand, and use the fundamental concepts in the subject matter of science, including physical, life, and earth and science as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.
- 2d: Social Studies: Teachers of Early and Middle Childhood know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of

history, geography, the social sciences (such as anthropology, archeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary (primary and intermediate) students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

- 2e: Fine Arts: Teachers of Early and Middle Childhood know, understand, and use – as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and several visual arts as primary media for communication, inquiry, and insight among elementary (primary and intermediate) students.
- 2f: Health: Teachers of Early and Middle Childhood know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to good health.
- 2g: Physical Education: Teachers of Early and Middle Childhood know, understand, and use – as appropriate to their understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary (primary and intermediate) students.
- 2h: Connections between Technology and the Disciplines: Teachers of Early and Middle Childhood know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary (primary and intermediate) students, build understanding, and encourage the application of knowledge, skills and ideas to real world issues.

Evaluation Methods

The candidate assessment plan includes standardized measures, traditional evaluations, and alternative and performance assessments. The following is a sampling of what Holy Cross intends to use.

- Standardized: Candidates will take the ACT or SAT to enter the college. Prior to admission into the program, candidates must pass PRAXIS I; Candidates must also pass PRAXIS II tests required by Indiana for licensing in Elementary Education and English as a New Language. Cut scores are determined by Indiana.
- Traditional: Course grades will be determined by teacher made tests and quizzes; GPA is included in candidate assessment; student teaching evaluation tool;

- Alternative and Performance: the unit has established a variety of alternative assessments and performance assessments, most notably the following:
 - ◊ Mentor ratings in practica;
 - ◊ Projects conducted in schools;
 - ◊ Interviews with teacher education committee members;
 - ◊ Portfolios submitted to teacher education committee members and program faculty;
 - ◊ Case studies of children with whom candidates work in classrooms;
 - ◊ Senior capstone thesis, at this time to be an action research project.

How the assessment of student learning is integrated into the institution's assessment program

Assessment of general education

Holy Cross College has an assessment program for general education. All education majors will need to complete the general education requirements as outlined for the college. In addition, the education program will have an extensive program for assessing student learning.

The assessment plan for the general education program is guided by the transferable skills of the Holy Cross College curriculum. The transferable skills focus the curriculum on nine areas of student learning that are common to liberal arts curricula in higher education. These skills are the following.

- critical thinking
- creative thinking
- writing
- oral communication
- library and information literacy
- quantitative reasoning
- reading
- religious, moral, and social development
- technological skills

The transferable skills are incorporated in each course of the general education curriculum and are articulated to varying levels of attainment depending on the course in question.

A major hallmark of the assessment plan for the teacher education program is the learner-centered teaching and assessment practices that the Holy Cross College faculty have been consid-

ering for several years. The college's director of assessment and the director of faculty development have assisted the faculty in adopting learner-centered approaches in their individual courses and in their disciplinary curricula. One way in doing so is that eight identifiers of learner-centered teaching and assessment were presented to the faculty, identifiers that seem to fit the program's goals and the transferable skills of the curriculum.

1. Learners are actively involved and receive feedback.
2. Learners apply knowledge to enduring and emerging issues and problems.
3. Learners integrate discipline-based knowledge and general skills.
4. Learners understand the characteristics of excellent work.
5. Learners become increasingly sophisticated learners and knowers.
6. Professors coach and facilitate, intertwining teaching and assessing.
7. Professors reveal that they are learners, too.
8. Learning is interpersonal, and all learners—students and faculty and staff—are respected and valued.

Assessment of the major

Candidates in the initial teacher education program pass through four transition points. The following table illustrates the assessments that are used at those transition points

Transition Point	Evidence of Competency
<i>Transition Point 1: Admission</i> Occurs at the beginning of the second year	Pass PRAXIS I GPA of 2.5 minimum overall Minimum grade C in English Composition Speech Math Science Interview Writing sample or portfolio Essay to assess dispositions Philosophy of teaching statement Early field practicum evaluations
<i>Transition Point 2: Continuing Progress</i> Occurs at the end of the second year	2.5 GPA in major 2.5 GPA overall Work Sample Portfolio Practicum teacher recommendations Sample unit and lesson plans Sample student assessments created by the candidate

<i>Transition Point 3: Admission to Student Teaching</i> Occurs at the end of the third year	2.5 GPA in major 2.5 GPA overall Document submission for student teaching application Resume Revised philosophy of teaching statement Student teaching goal statement Sample lesson plan and student assessment
<i>Transition Point 4: Program Completion</i> Occurs at the end of student teaching and program completion	2.5 GPA in major 2.5 GPA overall Capstone Experience (Action Research) Student teaching evaluations Pass PRAXIS II

Narrative to explain the Unit Assessment System

The Teacher Education Committee (TEC) of the college's division of education will assume responsibility for managing this system of candidate assessment. Faculty from the college and division of education, as well as practitioners, will participate in reviewing the candidates' qualifications for entering the program, continuing in the program, and completing the program successfully. Given that the candidate assessment will be based on looking at developing competencies in the candidates as they progress through the program, the assessments are tied to the courses.

Course Sequence

Year 1	Child Development; Teaching in a Diverse World
Year 2	Curriculum, Instruction and Assessment; Second Language Acquisition; Disciplinary Teaching: the Arts; Inclusive Teaching
Year 3	Literacy and Reading; Assessing Reading and Writing; Disciplinary Teaching: Sciences and Mathematics; Disciplinary Teaching: Social Sciences
Year 4	Senior Capstone in ENL; Classroom Environments and School Communities; Student teaching at both developmental levels

Transition Point 1: Candidates who desire to enter the teacher education program will be asked to submit a brief portfolio of items for review by the TEC at the beginning of the second year. Rubrics to assess candidates' oral language and written language abilities will be used. Candidates will be expected to demonstrate commitment to the Principles of Teacher Education, especially in terms of child development issues and diver-

sity issues. They will be reviewed for GPA minimums and adequate PRAXIS scores.

Transition Point 2: Candidates will be asked to submit a portfolio for review after completing their second year in the program. This review will occur after candidates have completed courses in second language acquisition, inclusive teaching, basic curricular design, and integrating the arts. Candidates will submit work samples from their courses with reflections connecting their learning to the appropriate Principles of Teacher Education.

Transition Point 3: Candidates will be asked to submit a portfolio for review after completing their third year in the program. This review by the TEC will include lesson plans developed throughout their methods courses as evidence of their ability to teach content to children at different developmental levels, including kindergarten. It will also include reflections that assess their strengths and weaknesses as evidenced by practicum evaluations and their own ongoing self assessment.

Transition Point 4: Candidates will submit a research paper on working in the ENL setting as part of their capstone experience. This paper will be read by the course instructor and another faculty member so it has two reviews. Additionally, the Teacher Education Committee will review the student teaching evaluations of the candidates for final approval for a licensing recommendation.



Chapter Nine

Request for Change

Addition of a Bachelor of Arts Degree
in Theology

Request for Change – Addition of a Bachelor of Arts Degree in Theology

I. What is change is being proposed?

The specific change that is being proposed

Holy Cross College is proposing expanding its authority to grant baccalaureate degrees. The college proposes the elimination of the stipulation to its accreditation limiting baccalaureate programs to the liberal studies program. The college requests authority to add a new Bachelor of Arts program in theology.

State of the current program

From its founding, Holy Cross College has offered a theology curriculum accessible to all students. The theology faculty and curriculum have enjoyed an excellent reputation, and many students who have studied theology at the college have gone on to earn formal theology degrees at other institutions.

Currently, the theology curriculum fulfills two purposes. One is to perpetuate the Catholic identity of Holy Cross College by providing an intellectual and disciplinary framework for the exploration of the Catholic faith. The other purpose is to serve students as part of the college's general education and liberal studies curricula. For the latter purpose, the theology curriculum offers courses to meet the six-credit general education requirement for all degree-seeking students, and offers twelve credits required within the liberal studies major. In addition to the required theology courses for the liberal studies major, students in the liberal studies program are given the opportunity to complete an optional academic concentration in theology by completing a number of elective courses in theology.

Philosophy of the proposed program

Catholic colleges and universities have a special and ancient purpose. They exist to promote the intellectual, spiritual, social, and physical development of their students, all within the formative influence of the faith of the Church. For centuries, the study of theology has been called, "faith seeking understanding." In many ways, the study of theology was responsible for the modern university, because the development of the modern university grew out of the Church's commitment to learning. It was clear to Church thinkers in the Middle Ages that sound theological studies must go hand-in-hand with strong liberal education. This

view led to the development of great Catholic colleges and universities that were dedicated to excellence in theology and the arts and sciences, a legacy that continues to this day.

A theology program is a very important program for a Catholic institution. It represents the formal and real intersection between faith and reason. The proposed theology program at Holy Cross College is a rigorous intellectual program that is intended to bolster the faith of the students in the program. That does not mean that only Catholic students can pursue the degree. Through a systematic inquiry into theology from a Catholic perspective, an authentically Catholic theology program will challenge students to be faithful, irrespective of their own religious backgrounds.

Students to be served by the proposed program

The theology program is intended for three types of students. One type of student is those pursuing the theology degree for the purposes of further graduate study in theology. A second type of student is those planning to use the degree for work within the Church, whether at the diocesan level, in parishes, or in schools. The third type of student is those who are seeking a liberal arts degree that has a strong faith orientation. With these three groups in mind, the theology program has been designed to meet the diverse needs of students who will enroll in the program.

A theology program for a Catholic institution represents the formal and real intersection between faith and reason.

Degree requirements

For the Bachelor of Arts degree in theology, the following degree requirements will be in effect.

One hundred twenty-three (123) total academic credit hours

Sixty (60) credits of general education approximating the college's associate of arts degree requirements. This includes three (3) credits of a foundational theology course and the distribution requirements among the three other academic divisions that provide general education service courses.

Thirty-nine credits (39) of theology (required and elective)

Three (3) credits of an international experience (currently, Ghana, Peru, or Rome, with Bangladesh scheduled to be added starting in the 2006-2007 academic year)

Twenty-one (21) hours of electives distributed in any way the student chooses

Courses

The following list of courses comprises the theology curriculum. All theology courses are three semester credits.

THEO 140 – *Introduction to Theology* – examines key themes in Catholic religious thought

THEO 210 – *Introduction to Scripture* – examines the Bible as the Word of God written in the language of human beings

THEO 220 – *Church History* – studies the history of the Church from its origin to the present

THEO 240 – *Theological Anthropology* – studies our relationship as humans to God as revealed in Divine Revelation

THEO 241 – *The Church* – examines the teachings of the Second Vatican Council on the Church and the development of ecclesiology in the New Testament and in the writings of Patristic, Medieval, and post-Tridentine theologians

THEO 250 – *Introduction to Moral Theology* – examines moral teaching in the Catholic tradition by investigation the formation of conscience and the role of the Church, family, and community in the moral life

THEO 280 – *Directed Readings in Theology* – an opportunity for independent study for students with special program needs

THEO 290 – *Seminar* – one of a sequence of courses to introduce a variety of theological disciplines and topics

THEO 310 – *Old Testament* – examines the development of the literature of the Old Testament

THEO 311 – *New Testament* – examines the development of the literature of the New Testament

THEO 321 – *American Church History* – explores the historical, religious, cultural, and social dynamics that have shaped Catholic identity in the USA

THEO 325 – *Rome Through the Ages* – investigates several aspects of Rome's ancient, medieval, and modern culture with attention to the city's secular and religious history and its artistic tradition and heritage

THEO 330 – *Sacraments* – analyzes the Seven Sacraments from the New Testament era to the present age

THEO 340 – *Christ and the Trinity* – examines the way Christology has sought to understand the mystery of Jesus and his relationship to the Father and the Holy Spirit, and to the Church and the world

THEO 341 – *Christ, the Church, and the Modern World* – utilizes the three principal documents of the Second Vatican Council to examine the Church as the people of God called to continue the mission of Jesus

THEO 351 – *Catholic Social Teaching* – examines the key themes of Catholic social teaching within the context of contemporary issues

THEO 360 – *World Religions* – studies universal religions for beliefs and practices

THEO 380 – *Directed Readings in Theology* - an opportunity for independent study for students with special program needs

THEO 390 – *Through Eyes of Faith: International Learning Experience* – a three-week experience in a country in which the Congregation of Holy Cross has ministries

THEO 420 – *Second Vatican Council* – explores the history and theology of the Second Vatican Council

THEO 430 – *Eucharist* – examines the historical development of the theology of, celebration of, and devotion to the Eucharist

THEO 441 – *The Christian Vocation in the Twenty-first Century* – examines the Decree of the Laity from the Second Vatican Council and explicates how lay people participate in the priestly, prophetic, and kingly roles of the Risen Lord within the Church and the world

THEO 442 – *Women in the Church* – a historical and theological introduction to the topic of women in the Church

THEO 450 – *Theology of Christian Service* – offers a service learning practicum within an intellectual and theological framework informed by the many various Christian traditions of service

THEO 470 – *Christian Spirituality* – considers the great themes of the spiritual life, including the Jewish roots of Christian spirituality, prayer in the early Church, Marian devotion, mysticism, and the

spirituality of the founder of the Congregation of Holy Cross, Venerable Father Basil Moreau

THEO 480 – *Directed Readings in Theology* - an opportunity for independent study for students with special program needs

THEO 490 – *Seminar* - one of a sequence of courses to introduce a variety of theological disciplines and topics

THEO 495 – *Senior Thesis Seminar* – examines major methodological approaches to theology by producing and presenting a major paper on a theme, author, of text

Required courses

THEO 210 – *Introduction to Scripture*

THEO 220 – *Church History*

THEO 240 – *Theological Anthropology*

THEO 241 – *The Church*

THEO 250 – *Introduction to Moral Theology*

THEO 330 – *Sacraments*

THEO 340 – *Christ and the Trinity*

THEO 351 – *Catholic Social Teaching*

THEO 495 – *Senior Thesis Seminar*

Required options (one of each pair)

THEO 310 – *Old Testament* or THEO 311 – *New Testament*

THEO 321 – *American Church History* or THEO 420 – *Second Vatican Council*

THEO 325 – *Rome Through the Ages* or THEO 395 – *Through Eyes of Faith: International Learning Experience*

THEO 430 – *Eucharist* or THEO 450 – *Theology of Christian Service*

THEO 470 – *Christian Spirituality* or THEO 422 – *Women in the Church*

Outcomes

1. Articulation of the Holy Cross and Catholic characters of the institution
2. Service to the Church and the Diocese of Fort Wayne-South Bend
3. Opportunities for programmatic collaboration with theology faculty at other institutions and the college's Campus Ministry office.
4. Enhanced institutional enrollment and fiscal stability
5. Learning outcomes as defined in the plan to assess student learning

Impact*Mission*

Because of the college's history of student interest in theology, the theology faculty began to consider the future of the theology curriculum in 2004.

Almost all Catholic institutions have some kind of theology or religious studies requirement for students completing academic degrees. In this respect, Holy Cross College is no different than other Catholic institutions of higher learning. The college has had a theology requirement as part of general education since the institution's founding. Currently, the requirement is six credits, which includes THEO 140, *Introduction to Theology*.

Many Holy Cross College students have gone on to pursue theology degrees at other institutions. Those students may be interested in graduate studies in theology or work as religious educators. Because of the college's history of student interest in theology, the theology faculty at Holy Cross College began to consider the future of the theology curriculum. The faculty began an examination of the theology curriculum in 2004, the result of which was a redesign of the curriculum. In considering the new curriculum, the faculty determined that a baccalaureate theology degree would be easily deliverable.

In addition to its service for the "professional" purposes of students, the proposed degree in theology will fill a demand for a broad, liberal arts degree.

In addition to its service for the "professional" purposes of students, the proposed degree in theology will fill a demand for a broad, liberal arts degree for students who seek the advantages of a Holy Cross College education. The change proposed here is appropriate to the college because the new degree program is driven by the college's mission as a Catholic institution and the stated goals of the college. The goals of the college include providing a "program in the liberal arts" based on "interdisciplinary study in which the principles of Christian thought have a central role." These goals are rooted in the history of Holy Cross College and in the tradition of the Brothers and Congregation of Holy Cross.

In considering the addition of the theology program, the Holy Cross College Board of Trustees examined how the proposed program would enhance the mission of the college. In votes of the trustees, the determination was made that a baccalaureate program in theology is consistent with the educational purposes of the college.

Educational offerings

The proposed Bachelor of Arts in theology degree will provide another strong liberal arts major for Holy Cross College students. The courses in the theology program have been designed such that non-majors may enroll, even in most courses at the upper-

division level. Faculty usage for the major has been planned so that the theology courses in both the major and general education will be covered without the addition of new full-time faculty. This condition should hold until such a time as enrollment increases.

Policy relevant to this change

The proposed change falls under the commission policy on institutional change, I.C.2.b. This policy states that “a change in educational offering ” requires that institution seek approval from the commission through an on-site visit prior to initiating the proposed change.

II. What factors led Holy Cross College to undertake the proposed change?

Relationship between the change and ongoing planning

Holy Cross College has had a continuous process of strategic planning that has been operating for the past ten years. The process includes trustees, faculty, staff, and students in an ongoing conversation about the future of the college. This process was used to consider the addition of baccalaureate education beginning in the 2000-2001 academic year. The planning for the new degree level was incorporated into the strategic planning process of the college, and that planning led to the creation of the liberal studies program.

With the success that the liberal studies program enjoyed, faculty members began to consider new degree offerings that would continue to develop the college as a baccalaureate institution. The creation of a theology program was proposed as a natural curricular development that is consistent with the identity of the college as a Catholic institution. In 2004, the trustees endorsed the exploration of a new theology program, so the theology faculty began to work on the details of a program proposal. The program was considered as part of the strategic planning process during 2005, and that process was incorporated into the college's self-study process. The trustees authorized that the faculty request approval from the Higher Learning Commission for an expansion of baccalaureate programs at the college, including the addition of the proposed theology program.

Needs analysis

After the theology faculty created a revised theology curriculum,

a student meeting was convened in Spring 2006 to determine student interest in the theology major. Eighteen students indicated an interest in the theology major or an optional academic concentration in theology for liberal studies majors. Because this indication of student interest was so strong in the current student population, the faculty determined that there was enough direct student interest among enrolled Holy Cross College students in a new theology major.

In addition to the results of the student meeting, the Admissions Office collects information on the academic interests of prospective students. This information is collected as part of the college application process. An analysis of this information indicates that there is broad interest in a Bachelor of Arts degree in theology among prospective students.

Involvement of constituencies

One of the primary catalysts for the investigation of the theology program was a dialogue between the theology faculty and the Diocese of Fort Wayne-South Bend.

One of the primary catalysts for the investigation of the theology program was a dialogue that started in 2004 between the theology faculty and the Diocese of Fort Wayne-South Bend. The conversation grew out of the interest of the diocese in the possibility of the college hosting the diocesan program for formation of permanent deacons. The ecclesial office of deacon is one of the ancient levels of holy orders in the Church, but the Diocese of Fort Wayne-South Bend had no such program to prepare men for that office. In anticipation of beginning such a program, Bishop John D'Arcy and his staff began speaking with one of the college faculty members who had considerable experience working in a deacon formation program, Melissa Smeltzer. Professor Smeltzer was asked to create a proposal for a program of formation for permanent deacons. The proposal included the offer for Holy Cross College to host the program. As a result of her work, one of the suggestions that became part of the proposal was that candidates for the permanent diaconate be given the opportunity to complete a theology degree. The reason for this suggestion was that the candidates would have to complete extensive coursework in theology necessary for the program, so the opportunity to convert that coursework into a formal academic credential represented one payoff to the work of the deacon candidates.

This suggestion for the diaconate program came from extensive research on similar programs. The theology faculty began investigating theology programs at other Catholic institutions and used 2005 to outline the proposed program and develop courses. During that planning period, the Diocese of Fort Wayne-South Bend was involved in the planning of the theology program by way of offering input as the program was developed, and theol-

ogy faculty from other institutions offered counsel on course development.

As the proposal for the diaconate program developed, it became clear to the theology faculty that students other than deacon candidates may be interested in completing the theology degree. In fact, it became quite apparent that there was greater potential for interest in the theology program in the general student population than there ever would be in a diaconate program with strictly limited enrollment. The theology faculty became convinced that the potential for the theology program was so strong that the college should pursue offering the degree, even if no agreement were reached with the diocese to host the diaconate program. At that point, the theology faculty began to inform undergraduate students about the work that was being done on the theology curriculum. Once the program outline was created, a student meeting during Spring 2006 helped identify student interest and solicit feedback on the proposed program.

III. What necessary approvals have been obtained to implement the proposed change?

Internal approvals

In Fall 2004, the Academic Council, the primary vehicle for academic shared governance, considered the question of new baccalaureate programs. The division of theology and philosophy recommended to the council that the division analyze and redesign the theology curriculum, and explore the creation of a theology program at the college. At their Fall meeting that year, the Holy Cross College Board of Trustees authorized the faculty to investigate the creation of a theology program as part of the institutional self-study process for the Higher Learning Commission. At subsequent meetings of the Academic Council and the trustees throughout 2005, regular updates on the planning were presented. At the Fall 2005 Board of Trustees meeting, the board authorized the addition of the new theology program.

External approvals

The only external approval necessary for the addition of the theology curriculum is approval by the Higher Learning Commission.

IV. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

Challenges related to the proposed change and how the organization will address them

In the past ten years, Holy Cross College has had two reviews by teams from the Higher Learning Commission. The first review was for the last comprehensive self study. That review took place in January 1997. The second review took place in September 2002 as part of a focus visit to evaluate the college's request to add baccalaureate level programs to the institution's Statement of Affiliation Status.

There are three concerns from the 1997 review that are related to this proposal.

- *There needs to be more governance at the college exercised by faculty and staff. Communication needs to be improved on all levels: between faculty, between administrators and faculty, and between trustees and faculty.*

The new theology program grew organically out of the division of theology and philosophy.

The planning for the theology degree came out of the college's academic governance process. Appropriate internal reviews were conducted at their appropriate times in throughout the planning process. The academic division of theology and philosophy reviewed the development of the program and the Academic Council, the vehicle for shared governance, reviewed the program as it was being developed. The college's Board of Trustees monitored the planning process, offering review and approval as necessary.

Perhaps more importantly than the procedural work that went into the creation of the program, the proposed theology program represents a cultural shift in the academic life of Holy Cross College. Prior to the development of the program, almost all of the impetus for new academic visioning and planning was administratively driven. Faculty assumed a reactive role in this reality. However, the new theology program grew organically out of the division of theology and philosophy. The proposed program developed out of simultaneous discussions on how the division could serve the Diocese of Fort Wayne-South Bend, what the most desirable structure would be for the theology curriculum, and how to meet increasing student interest in theology. In considering these matters, the theology faculty created some ideas for a new program that would address all of these issues. After some preliminary planning, the faculty initiated the internal proc-

esses necessary for new program approval.

- *Enrollment growth is insufficient to produce greater economic growth of the college.*

At the time of the last comprehensive visit, Holy Cross College had as its lone academic degree the associate of arts. When the college began planning for the introduction of baccalaureate education in 2000, one of the primary motives for the change was the expectation of enhanced enrollment. The hope was that incorporating a base of upper-division students in the college's enrollment would ease the pressure on the efforts of the college to admit new students.

As noted in the self study, enrollment at Holy Cross College has declined since the introduction of baccalaureate education. However, there is no indication that baccalaureate education *per se* has hurt enrollment. In fact, there is ample evidence that baccalaureate education has helped the overall enrollment picture since its inception at the college. The current baccalaureate program, the liberal studies program, has shown dramatic enrollment increases since its founding. Student interest in the liberal studies program has continued to grow, and the faculty, administration, and trustees of the college are convinced that baccalaureate education represents the academic future of the college.

The proposed theology program, like the liberal studies program, will enhance the ability of the college to weather enrollment vagaries by building into institutional enrollment a predictable group of upper-class students. This will reduce the pressure on the college's admission office to enroll increasing numbers of new students in order to meet institutional budgetary needs.

- *The college needs to provide a more viable and active campus ministry program to ensure that religious and moral values be perpetuated, especially as the sponsoring religious congregation retires.*

As an academic initiative, the proposed theology program is distinct in control and approach from the student life program that is campus ministry. However, there is great symbiosis between the theology program and campus ministry. The theology program supports the faith development of all students at the college, which certainly complements the faith focus of campus ministry. The theology program helps perpetuate the Catholic character of the college and its legacy in the Brothers and Congregation of Holy Cross. In addition, there are ways that are less structural and organizational in which the theology faculty assist campus ministry efforts. These ways include assistance with litur-

The theology program helps perpetuate the Catholic character of the college and its legacy in the Brothers and Congregation of Holy Cross.

gies, catechesis, and outreach efforts such as retreats.

As a product of the 2002 review of the liberal studies program, there are three concerns that are related to this proposal.

- The college must determine how the baccalaureate program (liberal studies) fits into the academic governance model of the college.

Three years of working with the liberal studies program has helped clarify ways in which the program should be incorporated into the college's academic governance structure. The college has lodged oversight of the liberal studies program within the Academic Council. This fits with how all academic programs are governed at the college. In the case of the liberal studies program, this oversight by the council was especially important because of the multi-disciplinary nature of the program.

The theology program further develops the culture of the college as a baccalaureate institution.

The experience with the liberal studies program has helped inform the planning for the theology program. Like the liberal studies program, the Academic Council will provide the means for shared governance for the program. However, one of the critical differences between the two programs is divisional oversight. Because of its multi-disciplinary character, no one academic division of the college has control for the liberal studies program. In contrast, the theology program will have oversight from one of the permanent academic divisions of the college, namely, the division of theology and philosophy. In this way, the division retains control over the academic standards and content of the degree, and the Academic Council retains authority over the program as exercised by the entire college faculty.

- *Program planning and fiscal constraints may be inconsistent.*

The expectations for the financial impact of the liberal studies program on Holy Cross College were proven correct. The college was able to absorb the costs of the program without any negative consequences to the institution's fiscal health. As projected, the liberal studies program helped the bottom line of the college, even though overall enrollment has declined since the addition of the program. The reason for this was the smart planning that went into designing the curriculum and utilizing faculty resources.

Like the liberal studies program, the proposed theology program should also only improve the overall financial health of the college. As noted in the *pro forma* statement for the theology program, the program has been designed so as to efficiently use current faculty to deliver a well-designed curriculum.

- *The deliberate mixture of a four-year and a two-year culture may be difficult to maintain.*

This concern of the team has manifested itself in reality for Holy Cross College. Faculty, administration, and trustees discovered early in baccalaureate education that the college cannot survive with two identities. It also became clear that the institution must be defined by its highest degree, the baccalaureate degree. If not, the credibility of that degree will suffer. With this understanding, and with an eye on increasing enrollment, the faculty and administration of Holy Cross College considered other programs that would further develop the college as a baccalaureate institution.

The addition of the theology program has helped the professional development of the theology faculty. The faculty have had to think about how the new program must address the needs of major students, and also how it must continue to serve general education at the college. This consideration further develops the culture of the college as a baccalaureate institution and provides an example for other college faculty as to the issues that will confront the development of new baccalaureate programs.

V. What are Holy Cross College's plans to implement and sustain the proposed change?

Involvement of faculty and staff necessary to support the change

The original rationale for the theology program grew out of a discussion between one of the theology faculty members and the Diocese of Fort Wayne-South Bend about the creation of a program for formation of permanent deacons. When that discussion raised the possibility that there may be an opportunity to offer the deacon candidates a theology degree, the other members of the Holy Cross College division of theology and philosophy became involved in planning how the new theology curriculum would look. The college has significant internal expertise in theology curricula, so the theology faculty were quite capable of formulating a vision and plan for implementing the theology degree.

The theology faculty also consulted with other faculty on campus regarding program requirements. For instance, the faculty talked with the liberal studies faculty about the use of a capstone experience within a major. The theology faculty also consulted with others about structuring the international experience for maximal programmatic and student benefit.

Administrative structure

The theology program at Holy Cross College will be administered through the division of theology and philosophy, one of five academic divisions of the college. The division of theology and philosophy is headed by the chair of the division, who, like the other academic division chairs of the college, reports directly to the vice president for academic affairs. Full-time and adjunct faculty in the division report to the chair. The divisional faculty will assist the division chair in planning and evaluating the theology program. The divisional faculty will review and evaluate the academic progress of major students in the program. In addition, the theology faculty will assist in the process of assessing student learning with the program, including participation in the evaluation of the senior thesis required of all majors.

Learning resources and support materials***Student support services***

The theology faculty will be directly responsible for providing academic advising and planning services to theology majors. At the inauguration of the theology program, the chair of the division of theology and philosophy will serve as academic advisor to all majors. This will allow for strict oversight of the new program as a way of helping to ensure the quality of the experience for the students. The theology faculty will also be responsible in assisting students with the planning for the international experience and the senior thesis, both of which must be successfully completed as a requirement for the degree.

Library resources

The Richard and Lucille McKenna Library is the primary learning resource at Holy Cross College. The McKenna Library houses approximately 16,000 volumes and 120 periodicals on the Holy Cross College campus. The McKenna Library provides access to three on-line encyclopedias, the on-line Oxford English Dictionary, and the Lexis-Nexis database. The on-line resources of the McKenna Library may be accessed from any computer connected to the campus computing network.

In addition to its general resources, the McKenna Library offers excellent and extensive theology resources. In fact, the theology holdings of the McKenna Library are probably the best of all the library holdings, attracting theology students from the University of Notre Dame, including graduate students, to the college. In this respect, the McKenna Library is already very well equipped to handle a new theology degree.

The theology holdings of the McKenna Library are probably the best of all the library holdings.

The theology curriculum has been placed on a two-year course cycle.

To complement the current holdings of the McKenna Library, the theology faculty have begun accelerating the acquisition of new texts in anticipation of the new program. These texts have been used as background resources to the development of the new program. Almost all will be of general interest to students and faculty once the theology program is implemented.

As an important supplement to the excellent resources of the McKenna Library, Holy Cross College participates in several library consortia. Students and faculty have access from campus to more than five million total volumes and 7,500 periodicals through arrangements with libraries that include the Hesburgh Library at the University of Notre Dame and the Cushwa-Leighton Library at Saint Mary's College. Students and faculty can take possession of materials from any of the libraries of the consortia without leaving the Holy Cross College campus. Holy Cross College students and faculty also have access to *Inspire*, the Indiana virtual library. *Inspire* provides full-text electronic delivery of journal and periodical information from more than 3,500 print journals and periodicals.

It must be noted that the greatest strength of the McKenna Library is the exceptional director and professional staff who assist students and faculty with research. Library staff have proven very adept at helping students and faculty find the right resources necessary for their academic work.

Organizational capacity

Faculty

The addition of the new Bachelor of Arts in theology degree has been designed in such a way that it will not involve a significant increase in the college's current fiscal and physical commitments to the theology area. The program as currently designed will require no additional full-time faculty in order to deliver the degree. The new courses that have been created for the major have not been simple additions to the college's theology offerings. The entire theology curriculum has been redesigned, with some courses being added, some courses being dropped, and others being re-configured to fit the new approach to the program. One of the ways in which the planning for the theology program has accounted for appropriate faculty usage may be seen in the plan for course schedules within the program. The theology curriculum has been placed on a two-year course cycle system so that all the required courses for the major as well as all theology electives will be offered within a two-year cycle. The cycle designed by the faculty even provides a semester-by-semester breakdown of courses. In this way, faculty can identify their course assignments for any semester given the year of the cycle that is being examined.

The two-year course cycle for the theology program is as follows.

Year One

Fall Semester

THEO 140 – Introduction to Theology
 THEO 210 – Introduction to Scripture
 THEO 220 – Church History
 THEO 330 – Sacraments
 THEO 330 – Sacraments
 THEO 341 – Christ, the Church and the Modern World
 THEO 430 – Eucharist
 THEO 450 – Theology of Christian Service
 THEO 490 – Seminar

Spring Semester

THEO 140 – Introduction to Theology
 THEO 241 – The Church
 THEO 290 – Seminar
 THEO 310 – Old Testament
 THEO 310 – Old Testament
 THEO 325 – Rome Through the Ages
 THEO 351 – Catholic Social Teaching
 THEO 360 – World Religions
 THEO 390 – International Learning Experience
 THEO 420 – The Second Vatican Council
 THEO 441 – The Christian Vocation in the Twenty-first Century
 THEO 495 – Senior Thesis Seminar

Year Two

Fall Semester

THEO 140 – Introduction to Theology
 THEO 210 – Introduction to Scripture
 THEO 240 – Christian Anthropology
 THEO 321 – American Church History
 THEO 340 – Christ and the Trinity
 THEO 341 – Christ, the Church, and the Modern World
 THEO 450 – Theology of Christian Service
 THEO 470 – Christian Spirituality
 THEO 491 – Seminar

Spring Semester

THEO 140 – Introduction to Theology
 THEO 250 – Introduction to Moral Theology
 THEO 291 – Seminar
 THEO 311 – New Testament
 THEO 325 – Rome Through the Ages
 THEO 360 – World Religions
 THEO 390 – International Learning Experience
 THEO 441 – The Christian Vocation in the Twenty-first Century
 THEO 442 – Women in the Church
 THEO 495 – Senior Thesis Seminar

Summer school theology courses may be any combination of the courses in the program. Determination of the summer school schedules will be based on student and faculty interest.

Budget

Mark Mullaney, Vice President for Administration, analyzed the impact of the proposed theology program on the operational budget of the college. As it is currently proposed, the incremental costs from the first year of offering the program are more than offset by the incremental revenues generated by the program. The majority of the fixed costs have been provided already. The college's main academic building, the Vincent building, has plenty of classroom capacity, and the proposed program should not require special classroom equipment.

Because the theology faculty provide courses that serve the college's general education curriculum, Holy Cross College would assume the instructional expenses for the theology program irrespective of whether a new degree program were offered. Given current college enrollment, the existing theology faculty will teach lower- and upper-division level courses with only one additional adjunct faculty member needed in order to cover all of the divisional courses. If the enrollment in the theology program grows and generates sufficient revenue over a couple of years, new full-time faculty can then be hired.

Example *pro forma* of first-year incremental revenue and costs

Revenue	Amount
Tuition (annual tuition for six new upper-division level theology majors)	\$87,000
Institutional aid (30% per student)	26,100

Net revenue for Year One	\$60,900
Expenses	
Adjunct faculty (four new sections annually)	\$10,765
Library investment	7,500

Incremental expenses for Year One	\$18,265
Net contribution to institutional overhead by the addition of the new program	\$42,635

The financial risks of offering the theology program appear to be minimal. In fact, the financial effect of the program appears only to be positive for the college. If the enrollment demand for the

program outstrips these estimates, additional full-time faculty hiring can take place to help cover the upper-division major courses and the general education service courses. Because the college has the support structure in place for the academic and administrative functions, the incremental costs are primarily human resources. There will be no real additional demands on student life and residence life that must be addressed which are specific to the theology program. The only pressures on student life and residence life will be due to an overall increase in college enrollment. In such cases, the pressure for new or expanded services (such as additional support services) can be addressed by the revenue generated by increased enrollment.

Timeline

Holy Cross College has redesigned its theology curriculum, and the changes that have come from that reconfiguration have been approved to being in the 2006-2007 academic year. Many of those courses are available to students pursuing the optional theology concentration for the liberal studies major. If the Commission approves the addition of the Bachelor of Arts degree, students will be admitted to the program beginning in 2007.

2006	
October	Site team from the Higher Learning Commission reviews the proposal for the addition of the new bachelor of arts degree in theology.
December	Pending endorsement of the new degree program by the site team, begin recruiting students for the new major program.
2007	
January through February	Based on indications of student majors, identify potential adjunct faculty needs for the theology area.
March	Finalize theology course schedule for the Fall Semester of 2007.
July	Finalize requirements and structure for the senior thesis.

VI. What are Holy Cross College's strategies to evaluate the proposed change?

The measures to document the achievement of outcomes

The evaluation of the theology program will address the expected outcomes of the program and involve many constituents.

	Groups responsible for evaluation	Methods	Timeline
Outcome			
Articulation of the Holy Cross and Catholic characters of the institution	<ul style="list-style-type: none"> • Administrative Council • Academic Council • Theology faculty 	<ul style="list-style-type: none"> • Survey of the faculty and students 	<ul style="list-style-type: none"> • The surveys of faculty and students will be conducted as part of the yearly divisional report
<i>Service to the Church and the Diocese of Fort Wayne-South Bend</i>	<ul style="list-style-type: none"> • Theology faculty 	<ul style="list-style-type: none"> • Interviews with appropriate diocesan personnel 	<ul style="list-style-type: none"> • Interviews will be conducted in advance of the yearly divisional reports
Opportunities for programmatic collaboration with theology faculty at other institutions and the college's Campus Ministry office.	<ul style="list-style-type: none"> • Theology faculty 	<ul style="list-style-type: none"> • Survey of the theology faculty at the college and at other institutions 	<ul style="list-style-type: none"> • The surveys will be conducted as part of the yearly divisional reports.
<i>Renewed curricular emphasis on the liberal arts</i>	<ul style="list-style-type: none"> • Administrative Council • Academic Council 	<ul style="list-style-type: none"> • Survey of the faculty 	<ul style="list-style-type: none"> • The survey of faculty will be conducted every two years beginning in the 2007-2008 academic year.
<i>Enhanced institutional enrollment and fiscal stability</i>	<ul style="list-style-type: none"> • Administrative Council 	<ul style="list-style-type: none"> • Analysis of enrollment reports and institutional audits 	<ul style="list-style-type: none"> • Enrollment reports will be analyzed each year following the beginning of each academic year. • Institutional audits will be analyzed each October.
<i>Learning outcomes as defined in the plan to assess student learning</i>	<ul style="list-style-type: none"> • Director of assessment • Academic Council • Theology faculty 	<ul style="list-style-type: none"> • Analysis of senior thesis projects • Survey of alumni 	<ul style="list-style-type: none"> • The chair of theology and philosophy and the director of assessment will analyze senior thesis projects for summative evidence of learning each academic year. • The Academic Council will analyze the yearly divisional report. • The survey of alumni will begin six years after the inauguration of the program.

How the assessment of student learning is integrated into the institution's assessment program

With the addition of the proposed Bachelor of Arts in theology degree, the theology faculty have considered the ways the new degree fits into the college's program to assessment student academic achievement. One of the byproducts of the planning process for the degree has been the recognition that the assessment plan of the college needs substantive revisions. While these revisions will take a couple of years to identify and implement, the long-term benefits for the college of the planning will include new approaches that the college takes to assessing student learning within the entire curriculum. It is inevitable that these new approaches will be more robust and organic to the institution.

The new program in theology will have an effect on the assessment of general education and the assessment of the major.

Assessment of general education

Holy Cross College has an assessment program for general education. All theology majors will need to complete the general education requirements as outlined for the college.

The theology program will utilize the college's nine transferable skills as general education learning goals for theology students. The transferable skills focus the curriculum on nine areas of student learning that are common to liberal arts curricula in higher education. The skills are as follows.

1. critical thinking
2. creative thinking
3. writing
4. reading
5. religious, moral, and social development
6. information technology
7. oral communication
8. library and information literacy
9. quantitative literacy

Theology courses that fulfill the college's general education requirements must incorporate the transferable skills as part of their learning objectives. In addition, theology courses that are part of the major have as part of their learning objectives the transferable skills. Students in the theology program will be evaluated on the achievement of the transferable skills as part of the senior thesis project. Theses will have a component of their assessment devoted to the transferable skills. In this way, the transferable skills encompass general education goals for theology majors.

The theology program will utilize the college's nine transferable skills as general education learning goals for theology students.

Assessment of the major

As part of the preparation for the assessment of the theology major, the theology faculty have been emphasizing learner-centered teaching and assessment practices that the entire Holy Cross College faculty have been considering for several years. The college's Office of Assessment, led by Dr. Brian Greve, and the Center for Faculty Development, currently under Dr. Henry Borne, have assisted the faculty in adopting learner-centered approaches in their individual courses and in their disciplinary curricula. One way in doing so is by stressing eight identifiers of learner-centered teaching and assessment. Those identifiers are the following.

- ◇ Learners are actively involved and receive feedback.
- ◇ Learners apply knowledge to enduring and emerging issues and problems.
- ◇ Learners integrate discipline-based knowledge and general skills.
- ◇ Learners understand the characteristics of excellent work.
- ◇ Learners become increasingly sophisticated learners and knowers.
- ◇ Professors coach and facilitate, intertwining teaching and assessing.
- ◇ Professors reveal that they are learners, too.
- ◇ Learning is interpersonal, and all learners—students, faculty, and staff—are respected and valued.

The theology program will have a special assessment plan for majors. The theology faculty have identified learning goals and assessment majors for the proposed program.

Discipline-specific Learning Goals

1. Students will have an understanding of the tenets of the Catholic faith as expressed in Sacred Scripture and Sacred Tradition.
2. Students will understand the ecclesial structure and the history of the Church.
3. Students will demonstrate a commitment to live out their Baptismal promises as guided by Gospel values and principles.
4. Students will develop career and vocational plans for their lives after college.

Assessment plan

Learning goal	Methods of assessment
1. Students will have an understanding of the tenets of the Catholic faith as expressed in Sacred Scripture and Sacred Tradition.	<ul style="list-style-type: none"> Evaluation of final results from THEO 140, <i>Introduction to Theology</i> Evaluation of senior theses
2. Students will understand the ecclesial structure and the history of the Church.	<ul style="list-style-type: none"> Evaluation of senior thesis
3. Students will demonstrate a commitment to live out their Baptismal promises as guided by Gospel values and principles.	<ul style="list-style-type: none"> Evaluation of senior thesis
4. Students will develop career and vocational plans for their lives after college.	<ul style="list-style-type: none"> Yearly evaluation of each student's career development plan

The senior thesis is the culmination of the learning experience for students in the theology program.

Senior thesis

The senior thesis is the culmination of the learning experience for students in the theology program. Informally, students begin their planning for the senior thesis as early as reasonable during their studies. Formally, students use the senior year to plan and develop the thesis. Students must submit a proposal for the thesis which must be accepted by the theology faculty. The senior thesis seminar will afford students the opportunity to integrate and strengthen the thesis.

After the thesis is completed, each senior must present the thesis in a public setting to a committee of theology faculty reviewers. The purpose of the presentation for the student will be to explain and demonstrate her or his growth as a learner as evidenced through mastery of a particular theological topic. Specific criteria for assessing the thesis will be published in advance and distributed at entry into the program to all major students.

The evaluation of the senior thesis will be by a committee composed of theology faculty. The committee will agree on a grade for the project, indicating whether each student has passed the project (a requirement for graduation). Students who do not successfully complete the thesis and presentation must resubmit and represent the thesis successfully before the degree will be granted.

At the end of each academic year, the chair and the theology faculty will review the results of the assessment of student learning for the theology program. The director of assessment will assist with the analysis of the assessment data. In addition, starting in the sixth year after the inauguration of the baccalaureate program, the chair will initiate a follow-up study of program alumni to determine the long-range learning effects of the theology program.

There are other characteristics of the theology program that are derived directly from the purposes of the program.

- to stress the Catholic/Christian character that lies at the heart of the college
- to emphasize the nature of the college as an institution grounded in the legacies of the Brothers and Congregation of Holy Cross
- to focus students on their lives after college, including focusing on graduate school and careers
- to awaken students to global realities within the Church by participation in international experiences
- to fashion in students a commitment to service in their communities
- to provide opportunities for collaborative work among students and between students and faculty by incorporating student cohorts in the program model

These characteristics provide a secondary level of outcomes for the theology program. The achievement of these will be analyzed by the theology faculty as part of their ongoing evaluation of the program.

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Institutional Snapshot

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Holy Cross College Institutional Snapshot Report October, 2005

Student Demography Headcounts

- A. *Undergraduate enrollments by class levels:*
 - i. **Freshman**
 - a. Fall 2004 – 281
 - b. Fall 2005 – 245
 - ii. **Sophomore**
 - Fall 2004 – 119
 - Fall 2005 – 72
 - iii. **Junior**
 - Fall 2004 – 13
 - Fall 2005 – 21
 - iv. **Senior**
 - a. Fall 2004 - 13
 - b. Fall 2005 – 14
- B. *Undergraduate students by degree seeking and non-degree seeking status (broken down by gender and by race/ethnicity):*
 - i. Degree Seeking
 - a. **Non-resident Alien**
 - i. Male
 - a. Fall 2004 – 6
 - b. Fall 2005 – 3
 - ii. Female
 - a. Fall 2004 - 4
 - b. Fall 2005 – 2
 - b. **Black/ Non Hispanic**
 - i. Male
 - a. Fall 2004 – 5
 - b. Fall 2005 – 4
 - ii. Female
 - a. Fall 2004 – 8
 - b. Fall 2005 – 4
 - c. **American Indian / Alaskan Native**
 - i. Male
 - a. Fall 2004 – 0
 - b. Fall 2005 – 0
 - ii. Female
 - Fall 2004 – 1
 - Fall 2005 – 0
 - d. **Asian / Pacific Islander**
 - i. Male
 - a. Fall 2004 – 5
 - b. Fall 2005 – 5
 - ii. Female
 - a. Fall 2004 – 3

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- b. Fall 2005 - 3
- e. **Hispanic**
 - i. Male
 - a. Fall 2004 – 13
 - b. Fall 2005 – 19
 - ii. Female
 - a. Fall 2004 – 8
 - b. Fall 2005 – 6
- White / Non-Hispanic**
 - i. Male
 - a. Fall 2004 – 232
 - b. Fall 2005 – 190
 - ii. Female
 - a. Fall 2004 – 139
 - b. Fall 2005 – 116
- i. Non-degree Seeking
 - a. **Non-resident / Alien**
 - i. Male
 - a. Fall 2004 – 1
 - b. Fall 2005 – 0
 - ii. Female
 - a. Fall 2004 – 1
 - b. Fall 2005 – 0
 - b. **White / Non-Hispanic**
 - i. Male
 - a. Fall 2004 – 3
 - b. Fall 2005 – 4
 - ii. Female
 - a. Fall 2004 – 1
 - b. Fall 2005 – 6

Graduate/professional students: N/A

Age range of undergraduate students:

- i. 24 and under
 - a. Fall 2004 - 424
 - b. Fall 2005 – 353
- ii. 25 and older
 - a. Fall 2004 – 8
 - b. Fall 2005 – 9

Numbers of students by residency status of credit-seeking students who come to a campus or site for instruction:

- i. In-State Resident
 - a. Fall 2004 - 197
 - b. Fall 2005 – 155
- ii. Out-of-State Resident
 - a. Fall 2004 – 225
 - b. Fall 2005 – 200
- iii. Non-US Resident
 - a. Fall 2004 - 10
 - b. Fall 2005 – 7

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Student Recruitment and Admissions

- A. *Number of applications, acceptances, and matriculations for entering Freshmen and Undergraduate Transfers (Fall 2005):*
 - i. **Applications**
 - a. Freshmen – 427
 - b. Undergraduate Transfers – 60
 - c. Graduate/Professional – N/A
 - ii. **Acceptances**
 - a. Freshmen – 363
 - b. Undergraduate Transfers – 51
 - c. Graduate/Professional – N/A
 - iii. **Matriculations**
 - a. Freshmen - 214
 - b. Undergraduate Transfers - 36
 - c. Graduate/Professional – N/A
- B. *Standardized test mean score (Fall 2005):*
 - i. **ACT** - 23
 - ii. **SAT** - 1120

Financial Assistance for Students

- A. *Percentage of undergraduate students applying for any type of financial assistance:*
 - i. Fall 2004 – 60.88%
 - ii. Fall 2005 – 59.78%
- B. *Number of undergraduate students receiving financial assistance:*
 - i. **Percentage of enrollment:**
 - a. Fall 2004 - 68.52%
 - b. Fall 2005 – 69.97%
 - ii. **Percentage of enrollment receiving Loans:**
 - a. Fall 2004 – 48.84%
 - b. Fall 2005 – 58.13%
 - iii. **Percentage of enrollment receiving Work-Study:**
 - a. Fall 2004 – 6.71%
 - b. Fall 2005 – 7.99%
 - iv. **Percentage of enrollment receiving Scholarships/Grants:**
 - a. Fall 2004 – 43.75%
 - b. Fall 2005 – 52.07%
 - v. **Percentage of enrollment receiving Merit Based Scholarships:**
 - a. Fall 2004 – 30.09%
 - b. Fall 2005 – 35.54%
- C. *Tuition Discount Rate:*
 - i. Fall 2004 – 8.21%
 - ii. Fall 2005 – 17.76%

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4. Student Retention and Program Productivity

- A. *Number of first-time, full-time fall entering undergraduate students returning for study during the following fall semester:*
- i. **Number of first-time, full-time students:**
 - a. Fall 2003 – 131
 - b. Fall 2004 – 142
 - ii. **Number of full-time returning students:**
 - a. Fall 2004 – 75
 1. Non-resident alien – 3
 2. Hispanic – 4
 3. White/Non-Hispanic – 68
 - b. Fall 2005 – 73
 1. Non-resident alien – 2
 2. Hispanic – 6
 3. Black/Non-Hispanic – 2
 4. White/Non-Hispanic – 63
 - iii. **Number Returning as a percentage of Number Entering:**

Fall 2004 – 57%

Fall 2005 – 51%
- B. *Number of earning a graduate or professional degree – N/A*
- C. *Number of graduates by program – N/A*

5. Faculty Demography

- A. *Number of faculty in full-time and part-time categories, according to highest degree earned:*
- i. **Doctorate**
 - a. Fall 2004
 1. Full-time – 7
 2. Part-time – 3
 - b. Fall 2005
 1. Full-time – 9
 2. Part-time – 3
 - ii. **Masters**
 - a. Fall 2004
 1. Full-time – 20
 2. Part-time – 15
 - b. Fall 2005
 1. Full-time – 18
 2. Part-time – 15
 - iii. **Bachelors**
 - a. Fall 2004
 1. Part-time – 1
- B. *Number of faculty in full-time and part-time categories according to Race/Ethnicity, Gender, and Rank:*
- i. Full-time faculty
 - a. **Race**

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1. Black/Non-Hispanic
 - a. Fall 2004 – 1
 - b. Fall 2005 - 0
2. White/Non-Hispanic
 - a. Fall 2004 – 26
 - b. Fall 2005 - 26
- b. **Gender**
 1. Male
 - a. Fall 2004 - 19
 - b. Fall 2005 - 15
 2. Female
 - a. Fall 2004 – 8
 - b. Fall 2005 - 11
- c. **Rank**
 1. Instructor
 - a. Fall 2004 – 0
 - b. Fall 2005 – 0
 2. Assistant Professor
 - a. Fall 2004 – 11
 - b. Fall 2005 – 14
 3. Associate Professor
 - a. Fall 2004 – 15
 - b. Fall 2005 – 14
 4. Full Professor
 - a. Fall 2004 – 1
 - b. Fall 2005 – 1
- ii. Part-time faculty
 - a. **Race**
 1. Black/Non-Hispanic
 - a. Fall 2004 – 0
 - b. Fall 2005 - 1
 2. White/Non-Hispanic
 - a. Fall 2004 – 18
 - b. Fall 2005 - 19
 3. Asian/Pacific Rim
 - a. Fall 2004 – 1
 - b. Fall 2005 – 1
 - b. **Gender**
 1. Male
 - a. Fall 2004 - 13
 - b. Fall 2005 - 14
 2. Female
 - a. Fall 2004 – 6
 - b. Fall 2005 - 7
 - c. **Rank**
 1. Instructor
 - a. Fall 2004 – 15
 - b. Fall 2005 – 12
 2. Assistant Professor
 - a. Fall 2004 – 1

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- b. Fall 2005 – 1
 - 3. Associate Professor
 - a. Fall 2004 – 3
 - b. Fall 2005 – 3
- C. *Number of faculty by program:*
 - i. **Biological & Physical Science**
 - a. Fall 2004 – 4
 - b. Fall 2005 – 4
 - ii. **Business**
 - Fall 2004 – 3
 - Fall 2005 – 3
 - iii. **Communications/Fine Arts**
 - a. Fall 2004 - 6
 - b. Fall 2005 – 6
 - iv. **Education/Library Science**
 - a. Fall 2004 – 2
 - b. Fall 2005 – 2
 - v. **Humanities/Interdisciplinary**
 - a. Fall 2004 – 17
 - b. Fall 2005 – 17
 - vi. **Mathematics/Computer Science**
 - a. Fall 2004 - 9
 - b. Fall 2005 – 8
 - vii. **Psychology/Social Sciences & Services**
 - a. Fall 2004 - 6
 - b. Fall 2005 - 6

6. Availability of Instructional Resources and Information Technology

- A. *Technology resources dedicated to supporting student learning and method(s) of monitoring the level of usage:*
 - i. **Public access for computing** – Students have access to computing resources on campus via the computer lab and classrooms or via their personal computers from the residence halls.
 - ii. **Wireless** – A wireless, portable laptop lab is available for faculty and student use. Lobbies, the cafeteria, and other public areas have wireless access to the network. Wireless connectivity covers approximately 40% of the campus.
 - iii. **Telecommunications** – Campus technology provides a converged network telecommunication service to students. IP phones and VoIP services are available to students.
 - iv. **Messaging and web services** – All students are assigned an email account and are expected to use email as the official medium of communication for college business.
 - v. **Personal web pages** – The college provides and supports electronic space for student personal web pages.
 - vi. **Multimedia access** – Access to the resources provided on the college's academic server is available to students, for the courses that require it.
 - vii. **Library and research resources** – Students have access to four university/college libraries through a consortium between Holy Cross College, the University of Notre Dame, Saint Mary's College, and Bethel College. The on-line catalog and

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all databases are available on, and off campus to current students, faculty, and staff.

B. Monitoring the level of usage:

- i. Currently, Holy Cross College is utilizing a network admission control system to monitor the level of usage of the variety of resources.

7. Financial Data

A. Actual Unrestricted Revenues

- i. **Tuition and Fees**
 - a. 2003-2004: \$4,456,081
 - b. 2004-2005: \$4,302,761
- ii. **Investment and Annuity Income**
 - a. 2003-2004: \$299,593
 - b. 2004-2005: \$400,391
- iii. **Contributions**
 - a. 2003-2004: \$3,427,813
 - b. 2004-2005: \$507,597
- iv. **Auxiliary**
 - a. 2003-2004: \$1,646,314
 - b. 2004-2005: \$1,574,926
- v. **Other**
 - a. 2003-2004: \$64,033
 - b. 2004-2005: \$103,252
- vi. **Total**
 - a. 2003-2004: \$9,893,834
 - b. 2004-2005: \$6,888,927

B. Actual Unrestricted Expenses

- i. **Instructional/Departmental/Library**
 - a. 2003-2004: \$2,581,239
 - b. 2004-2005: \$2,609,457
- ii. **Student Services**
 - a. 2003-2004: \$250,121
 - b. 2004-2005: \$255,961
- iii. **Operation and Maintenance of Plant**
 - a. 2003-2004: \$646,586
 - b. 2004-2005: \$798,197
- iv. **Administration**
 - a. 2003-2004: \$1,794,225
 - b. 2004-2005: \$2,695,193
- v. **Fundraising**
 - a. 2003-2004: \$222,385
 - b. 2004-2005: \$121,250
- vi. **Auxiliary**
 - a. 2003-2004: \$1,549,367
 - b. 2004-2005: \$1,504,700
- vii. **Other**
 - a. 2003-2004: \$(575,628)
 - b. 2004-2005: \$332,201

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viii. **Total**

- a. 2003-2004: \$6,468,295
- b. 2004-2005: \$8,316,959

- C. *Covering the Shortfall* - The institution covered its shortfall in fiscal year 2004-05 by using unrestricted cash generated in the fiscal year 2003-04.



Appendix 2

Mission Statement

APPENDIX 2

Holy Cross College

Mission Statement

Holy Cross College is a Catholic higher education community that transforms lives by advancing the Gospel and building competent minds and compassionate hearts. Founded by the Brothers of Holy Cross, we are animated by their traditions which require a practical, demanding, and comprehensive training of the mind that is compelled to action by a generous spirit. We accommodate a broad spectrum of needs, interests, and backgrounds within a challenging, supportive, and sacred environment. We offer a foundational liberal arts program of engaging and relevant instruction which prepares students for productive futures.

By actively pursuing the integrated development of mind, body, and heart, the liberal arts core of the Associates of Arts Degree program provides transferable skills for continuing education and reaching professional goals. Bachelor of Arts Degree programs offer a global and experiential liberal arts curriculum coordinating the planning of life-long learning with the courage to face future challenges.

We advance the Gospel message by developing a personal understanding of relationships with God, others, and self. We respect and challenge one another through active spiritual and intellectual lives and through service. We support and enlighten one another about our common responsibilities to further the Kingdom of God.





Appendix 3

Self-Study Survey Results

APPENDIX 3.1

Self-Study Survey Results

Holy Cross College Students

Self-study survey - Students

Results Overview

Date: 8/26/2006 12:52 PM PST

Responses: Completed

Filter: No filter applied

1.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I understand the mission of Holy Cross College.	1 2%	1 2%	6 14%	14 33%	20 48%
Through their association with the college, students develop a commitment to lifelong learning.	1 2%	3 7%	12 29%	16 38%	10 24%
I have freedom of intellectual inquiry at Holy Cross College.	2 5%	3 7%	3 7%	23 55%	11 26%
The college is committed to fostering excellence of students.	3 7%	3 7%	8 19%	14 33%	14 33%
The college is committed to fostering excellence of staff.	2 5%	4 10%	10 24%	18 43%	8 19%
Excellence from students is rewarded at the college.	2 5%	7 17%	11 26%	14 33%	8 19%
Holy Cross College promotes its "Catholic" character.	1 2%	0 0%	5 12%	22 52%	14 33%
Relationships among faculty and students are healthy.	1 2%	1 2%	1 2%	23 55%	16 38%
All students have the opportunity to succeed at Holy Cross College.	2 5%	1 2%	2 5%	14 33%	23 55%
Holy Cross College is primarily dedicated to teaching and learning.	1 2%	2 5%	5 12%	21 50%	13 31%

2.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The college treats students well.	3 7%	2 5%	2 5%	19 46%	15 37%
The students I know feel like they are part of the college.	3 7%	5 12%	9 22%	17 41%	7 17%
I have a meaningful role to play in determining the college's future.	3 7%	5 15%	14 34%	12 29%	5 15%
Holy Cross College provides a challenging educational experience.	2 5%	6 15%	8 20%	20 49%	5 12%

APPENDIX 3.1

Holy Cross College provides for the intellectual needs of each member of the college community.	2 5%	5 12%	9 22%	15 37%	10 24%
Holy Cross College provides for the personal needs of each member of the college community.	3 7%	3 7%	13 32%	14 34%	8 20%
Holy Cross College provides for the cultural needs of each member of the college community.	3 7%	4 10%	19 46%	11 27%	4 10%
Holy Cross College provides for the physical needs of each member of the college community.	3 8%	5 12%	11 28%	16 40%	5 12%
Holy Cross College provides for the spiritual needs of each member of the college community.	1 2%	2 5%	6 15%	20 49%	12 29%
Holy Cross College administrators are effective leaders.	3 7%	2 5%	2 5%	25 61%	9 22%

3.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I understand the college's organizational structures.	2 5%	1 2%	7 17%	27 66%	4 10%
Holy Cross College policies are efficient (i.e., lack "red tape").	4 10%	2 5%	11 27%	18 44%	6 15%
Administrators are accessible.	2 5%	0 0%	2 5%	24 59%	13 32%
Faculty are accessible.	1 2%	1 2%	2 5%	21 51%	16 39%
My academic advisor is helpful.	2 5%	5 12%	5 12%	15 37%	14 34%
Faculty are well prepared to teach.	1 2%	1 2%	3 7%	26 63%	10 24%
Holy Cross College is accessible to those with physical disabilities.	1 2%	1 2%	6 15%	16 39%	17 41%
Holy Cross College provides me with adequate access to current technologies (computer hardware and software, telecommunications, and so on).	4 10%	1 2%	4 10%	23 56%	9 22%
The physical facilities at Holy Cross College are well-maintained.	3 7%	4 10%	10 24%	14 34%	10 24%

4.

APPENDIX 3.1

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
There is sufficient student meeting space.	4 10%	1 2%	9 22%	19 46%	1 2%
Holy Cross College provides appropriate accommodations to those with documented learning disabilities.	2 5%	0 0%	12 29%	13 32%	1 3%
If I have an academic concern, I usually know an appropriate resource for help.	3 7%	1 2%	4 10%	25 60%	1 2%
Holy Cross College provides a safe environment for students.	1 2%	2 5%	3 7%	20 48%	1 3%
Holy Cross College has sufficient facilities for community events.	4 10%	6 14%	6 14%	22 52%	1 3%
Holy Cross College has sufficient facilities for recreation.	7 17%	9 21%	15 36%	9 21%	1 2%
The Center for Student Support Services provides appropriate learning resources to students.	4 10%	2 5%	12 29%	17 40%	1 3%
If I have a personal or co-curricular concern, I usually know an appropriate resource for help.	3 7%	1 2%	10 24%	21 50%	1 3%
The holdings of the McKenna Library (e.g., books, periodicals, and so on) are satisfactory.	4 10%	4 10%	9 21%	17 40%	1 3%

5.

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The electronic resources of the McKenna Library (online, electronic journals, and so on) are satisfactory.	2 5%	0 0%	12 29%	24 59%	1 3%
The space in the McKenna Library is adequate.	3 7%	5 12%	10 24%	17 41%	1 3%
Laboratory resources are adequate.	3 7%	2 5%	10 24%	19 46%	1 3%
Holy Cross College has adequate study space.	4 10%	2 5%	5 12%	23 56%	1 3%
Dining services at Holy Cross College meet my needs.	7 17%	7 17%	10 24%	14 34%	1 3%
Holy Cross College provides plentiful co-curricular opportunities for students.	4 10%	4 10%	13 32%	16 39%	1 3%

APPENDIX 3.1

Students have genuine decision-making responsibilities.	3 7%	1 2%	9 22%	21 51%
The technology staff provides adequate support for my technological needs.	3 7%	4 10%	6 15%	20 49%
EMPOWER (Web portal) provides easy access to my academic and account information.	1 2%	4 10%	5 12%	18 44%
Holy Cross College provides a healthy environment for students.	2 5%	2 5%	1 2%	25 61%

6.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Academic programs at Holy Cross College are academically rigorous.	1 2%	6 15%	8 20%	22 54%	
Holy Cross College provides programs that stimulate ethics development.	2 5%	2 5%	8 20%	20 50%	
Holy Cross College provides educational programs that stimulate values development.	1 2%	2 5%	9 22%	23 58%	
Academic programs at Holy Cross College require intellectual interaction among students.	2 5%	4 10%	8 20%	20 50%	
Academic programs at Holy Cross College require intellectual interaction between students and faculty.	2 5%	1 2%	10 24%	19 46%	
Assessment of student academic achievement is important at Holy Cross College.	2 5%	1 2%	8 20%	21 52%	
Academic programs have identifiable goals for students learning.	2 5%	2 5%	7 17%	22 54%	
Graduates of Holy Cross College are academically prepared for the world of work.	3 7%	7 17%	16 39%	9 22%	
Graduates of Holy Cross College are academically prepared for further academic study.	3 7%	6 15%	12 29%	13 32%	
Holy Cross College students are capable of using current technologies.	1 2%	3 8%	8 15%	20 50%	

7.					
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APPENDIX 3.1

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Holy Cross College students are aware of current events in the world.	5 12%	2 5%	13 32%	13 32%	
Faculty incorporate technology effectively into the learning process.	2 5%	4 10%	9 22%	19 45%	
Academic advising is important at Holy Cross College.	4 10%	2 5%	5 12%	21 52%	
The advising process is effective.	3 8%	3 8%	6 15%	19 48%	
Holy Cross College supports innovation by students.	3 8%	2 5%	10 25%	21 52%	
Holy Cross College is responsive to student needs.	4 10%	3 8%	7 18%	18 45%	
Faculty and staff participate in the co-curricular life of the college.	3 8%	3 8%	10 25%	14 35%	
The residential services offered by Holy Cross College (e.g., housing, dining, and so on) effectively support academics.	4 10%	4 10%	7 18%	23 58%	
International experiences are a vital component of the Holy Cross College experience.	6 15%	4 10%	7 18%	15 38%	
Service learning is an important part of the Holy Cross experience.	4 10%	3 8%	11 28%	15 38%	

8.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Students receive adequate opportunities to explore their spiritual development.	1 3%	2 5%	2 5%	19 48%	
Holy Cross College is well positioned for future success.	3 8%	3 8%	11 28%	19 48%	
Holy Cross College is flexible.	6 15%	1 3%	6 15%	21 54%	
The college uses resources creatively.	4 10%	1 3%	11 28%	17 44%	
Holy Cross College is innovative.	5 13%	2 5%	10 26%	18 47%	
I am confident in the leadership of the college.	3 8%	3 8%	6 15%	19 49%	

APPENDIX 3.1

I am confident that Holy Cross College has sufficient resources to meet future opportunities and threats.	3 8%	5 13%	6 16%	16 42%
I am confident that Holy Cross College has structures and processes that permit quick and effective response to opportunities and threats.	4 10%	3 8%	8 21%	19 49%
I am upbeat about the future of Holy Cross College.	5 13%	2 5%	9 23%	13 33%
Holy Cross College is an institution of integrity.	3 8%	0 0%	5 13%	18 46%

9.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strong
Holy Cross College upholds the principles of academic honesty.	2 5%	0 0%	3 8%	23 58%	
Holy Cross College promotes and fosters academic freedom.	3 8%	4 10%	3 8%	21 52%	
Holy Cross College welcomes diversity of its community members.	2 5%	1 2%	4 10%	23 58%	
Holy Cross College promotional materials are honest.	2 5%	1 2%	6 15%	23 58%	
The college treats students fairly through its processes.	2 5%	2 5%	4 10%	21 52%	
The college catalog is accurate.	2 5%	3 8%	10 25%	18 45%	
The college enforces discipline fairly.	3 8%	5 12%	10 25%	16 40%	
Holy Cross College provides the education it advertises.	2 5%	0 0%	8 20%	22 55%	
The information I received during the admissions process accurately portray the college.	4 10%	0 0%	6 15%	20 50%	
The bills I have received from the college have been accurate.	2 5%	2 5%	6 15%	19 48%	
I would recommend Holy Cross College to a prospective student.	5 12%	1 2%	6 15%	17 42%	
I will maintain my contacts with Holy Cross College after graduation.	4 10%	3 8%	8 20%	17 42%	

10. I am

APPENDIX 3.1

Female		13	
Male		27	
Total		40	

11. My current class year at Holy Cross College is			
First-year		23	
Sophomore		15	
Junior		2	
Senior		2	
Total		42	

APPENDIX 3.2

Self-Study Survey Results

Holy Cross College Faculty

Self-study survey - Faculty

Results Overview

Date: 8/28/2008 12:53 PM PST

Responses: Completes

Filter: No filter applied

1.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I understand the mission of Holy Cross College.	2 6%	0 0%	5 14%	13 37%	15 43%
Through their association with the college, students develop a commitment to lifelong learning.	1 3%	3 9%	13 37%	16 46%	2 6%
I have freedom of intellectual inquiry at Holy Cross College.	1 3%	1 3%	0 0%	16 46%	17 49%
The college is committed to fostering excellence of students.	1 3%	5 14%	5 14%	17 49%	7 20%
The college is committed to fostering excellence of staff.	2 6%	6 17%	12 34%	11 31%	4 11%
Excellence in teaching is rewarded at the college.	5 14%	4 11%	16 46%	9 26%	1 3%
Excellence in scholarship is rewarded at the college.	4 11%	5 14%	15 43%	8 23%	3 9%
Excellence in service is rewarded at the college.	3 9%	3 9%	11 31%	13 37%	5 14%
Excellence in administrative duties is rewarded at the college.	3 9%	4 12%	17 50%	7 21%	3 9%
Excellence from students is rewarded at the college.	1 3%	0 0%	9 26%	20 57%	5 14%
Holy Cross College promotes its "Catholic" character.	2 6%	2 6%	1 3%	20 57%	10 29%

2.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Relationships among faculty are collegial.	0 0%	2 6%	5 14%	25 71%	3 9%
Relationships among faculty and students are healthy.	0 0%	1 3%	1 3%	27 77%	6 17%
Relationships among faculty and staff are constructive.	0 0%	0 0%	2 6%	25 71%	8 23%
All students have the opportunity to succeed at Holy Cross College.	0 0%	2 6%	2 6%	13 37%	18 51%
Holy Cross College is primarily dedicated to teaching and learning.	0 0%	1 3%	2 6%	13 37%	19 54%

APPENDIX 3.2

Holy Cross College supports innovation by all members of the college community.	0 0%	2 6%	8 23%	18 51%	7 20%
The college treats its employees well.	2 6%	2 6%	13 37%	14 40%	4 11%
The students I work with feel like they are part of the college.	0 0%	0 0%	7 20%	23 66%	5 14%
The faculty I work with feel like they are part of the college.	0 0%	1 3%	7 20%	20 57%	7 20%
I have a meaningful role to play in determining the college's future.	0 0%	4 11%	9 26%	12 34%	10 29%
Holy Cross College provides a challenging educational experience.	1 3%	5 14%	7 20%	18 51%	4 11%
Holy Cross College provides for the intellectual needs of each member of the college community.	0 0%	7 20%	10 29%	16 46%	2 6%

3.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Holy Cross College provides for the personal needs of each member of the college community.	1 3%	5 14%	11 31%	14 40%	4 11%
Holy Cross College provides for the cultural needs of each member of the college community.	0 0%	3 9%	16 46%	13 37%	3 9%
Holy Cross College provides for the professional needs of each member of the college community.	0 0%	4 11%	12 34%	14 40%	5 14%
Holy Cross College provides for the physical needs of each member of the college community.	1 3%	3 9%	12 34%	15 43%	4 11%
Holy Cross College provides for the spiritual needs of each member of the college community.	0 0%	0 0%	9 26%	16 47%	9 26%
The Holy Cross College Board of Trustees is effective.	0 0%	2 6%	15 43%	15 43%	3 9%
Holy Cross College administrators are effective leaders.	0 0%	7 20%	12 34%	12 34%	4 11%
Holy Cross College organizational structures are well-defined.	0 0%	16 47%	6 18%	10 29%	2 6%
Holy Cross College policies are efficient (i.e., lack "red tape").	0 0%	8 23%	8 26%	14 40%	4 11%
Administrators are accessible.	0 0%	5 15%	2 6%	15 44%	12 35%

APPENDIX 3.2

Faculty have the opportunity to provide input into curricular and academic matters.	0 0%	5 14%	5 14%	19 54%	6 17%
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4.

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Faculty are well prepared to teach.	0 0%	0 0%	6 17%	21 60%	6 23%
There is a sufficient number of faculty.	0 0%	4 11%	5 14%	22 63%	4 11%
Holy Cross College treats its adjunct faculty well.	1 3%	4 11%	8 23%	16 46%	6 17%
I have access to the equipment necessary for my duties.	3 9%	7 20%	4 11%	16 46%	4 14%
Holy Cross College is accessible to those with physical disabilities.	0 0%	1 3%	5 14%	20 57%	6 26%
Holy Cross College provides competitive salaries and benefits which attract and keep excellent faculty.	9 26%	9 26%	7 20%	9 26%	1 3%
Holy Cross College provides me with adequate access to current technologies (computer hardware and software, telecommunications, and so on).	2 6%	7 21%	4 12%	17 50%	4 12%
Changes at Holy Cross College result from deliberate planning.	0 0%	12 34%	10 29%	11 31%	2 6%
The college's mission drives strategic decisions.	1 3%	5 14%	17 49%	9 26%	2 9%
The physical facilities at Holy Cross College are well-maintained.	0 0%	2 6%	4 11%	18 51%	11 31%
There is sufficient meeting space.	0 0%	6 17%	2 6%	18 51%	4 26%
Holy Cross College provides appropriate accommodations to those with documented learning disabilities.	0 0%	1 3%	1 3%	26 74%	1 20%

5.

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
If a student has an academic concern, I can generally refer her or him to an appropriate resource.	0 0%	0 0%	1 3%	27 77%	1 20%
Holy Cross College provides a safe environment for students.	0 0%	0 0%	0 0%	25 71%	10 29%

APPENDIX 3.2

Holy Cross College has sufficient facilities for community events.	0 0%	5 14%	7 20%	18 51%
Holy Cross College has sufficient facilities for recreation.	5 14%	17 49%	6 17%	6 17%
Alumni are dedicated to Holy Cross College.	0 0%	9 26%	15 43%	8 23%
There is adequate internal communication among staff and faculty.	1 3%	10 29%	6 18%	14 41%
The integration of technology into the college is a priority at Holy Cross College.	1 3%	5 14%	9 26%	16 46%
The Center for Student Support Services provides appropriate learning resources to students.	0 0%	4 11%	6 17%	21 60%
Holy Cross College provides adequate office space.	0 0%	1 3%	5 14%	29 57%
If a student has a personal or co-curricular concern, I can generally refer her or him to an appropriate resource.	0 0%	0 0%	4 11%	24 69%
The holdings of the McKenna Library (e.g., books, periodicals, and so on) are satisfactory.	2 6%	6 17%	5 14%	20 57%

6.

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The electronic resources of the McKenna Library (online, electronic journals, and so on) are satisfactory.	0 0%	2 6%	13 38%	16 47%	
The space in the McKenna Library is adequate.	4 11%	13 37%	6 17%	10 29%	
Laboratory resources are adequate.	1 3%	2 6%	19 54%	12 34%	
Senior faculty provide strong leadership to the college.	2 6%	5 14%	9 26%	13 38%	
Dining services at Holy Cross College meet the needs of the college community.	0 0%	1 3%	8 23%	17 49%	
Divisional chairs provide effective academic leadership.	0 0%	5 14%	15 43%	13 37%	
Holy Cross College provides plentiful co-curricular opportunities for students.	0 0%	7 20%	8 23%	14 40%	
The technology staff provides adequate support for my technological needs.	1 3%	4 11%	9 26%	15 43%	

APPENDIX 3.2

EMPOWER (Web portal) provides easy access to information.	2 6%	5 15%	8 24%	18 47%
Holy Cross College provides a healthy environment for students.	0 0%	0 0%	3 9%	28 82%
The college budgets adequately for its activities.	2 6%	11 32%	12 35%	8 24%

7.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The Holy Cross College budgeting process is fair.	0 0%	8 23%	18 51%	8 23%	
Academic programs at Holy Cross College are academically rigorous.	2 6%	8 17%	13 37%	11 31%	
Holy Cross College provides programs that stimulate ethics development.	0 0%	0 0%	9 26%	20 57%	
Holy Cross College provides educational programs that stimulate values development.	0 0%	0 0%	8 23%	21 60%	
Academic programs at Holy Cross College require intellectual interaction among students.	1 3%	3 9%	9 26%	19 56%	
Academic programs at Holy Cross College require intellectual interaction among faculty.	3 9%	7 20%	13 37%	9 26%	
Academic programs at Holy Cross College require intellectual interaction between students and faculty.	1 3%	3 9%	9 26%	17 49%	
Assessment of student academic achievement is important at Holy Cross College.	0 0%	1 3%	3 9%	24 69%	
Academic programs have identifiable goals for students learning.	0 0%	2 6%	6 17%	20 57%	
Graduates of Holy Cross College are academically prepared for the world of work.	0 0%	5 15%	7 21%	17 50%	
Graduates of Holy Cross College are academically prepared for further academic study.	0 0%	5 14%	5 14%	19 54%	
Holy Cross College students are capable of using current technologies.	0 0%	0 0%	7 20%	21 60%	

8.

APPENDIX 3.2

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly
Holy Cross College students are aware of current events in the world.	1 3%	7 20%	14 40%	11 31%	
Faculty incorporate technology effectively into the learning process.	1 3%	3 9%	12 34%	17 49%	
Academic advising is important at Holy Cross College.	0 0%	0 0%	5 14%	20 57%	
The advising process is effective.	0 0%	8 23%	8 23%	13 37%	
Holy Cross College supports faculty innovation.	0 0%	2 6%	8 23%	20 57%	
Holy Cross College is an important member of the community.	0 0%	4 11%	13 37%	15 43%	
Holy Cross College is responsive to student needs.	0 0%	0 0%	7 20%	22 63%	
The Center for Faculty Development improves faculty effectiveness.	1 3%	1 3%	7 21%	19 56%	
Faculty and staff participate in the co-curricular life of the college.	1 3%	6 17%	8 23%	19 54%	
The residential services offered by Holy Cross College (e.g., housing, dining, and so on) effectively support academics.	0 0%	0 0%	9 26%	23 66%	
International experiences are a vital component of the Holy Cross College experience.	0 0%	3 9%	4 12%	21 62%	
Service learning is an important part of the Holy Cross experience.	0 0%	0 0%	6 17%	24 69%	
Holy Cross College faculty and staff are visibly engaged in community organizations.	0 0%	2 6%	13 38%	13 38%	

APPENDIX 3.2

9.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Sum
Students receive adequate opportunities to explore their spiritual development.	0 0%	0 0%	5 15%	15 44%	
Holy Cross College is well positioned for future success.	0 0%	8 23%	15 43%	8 23%	
Holy Cross College is flexible.	0 0%	2 6%	10 29%	18 51%	
The college uses resources creatively.	0 0%	4 12%	8 24%	19 58%	
Holy Cross College is innovative.	1 3%	4 11%	8 23%	17 49%	
I am confident in the leadership of the college.	1 3%	10 29%	11 31%	9 26%	
I am confident that Holy Cross College has sufficient resources to meet future opportunities and threats.	2 6%	17 49%	7 20%	8 23%	
I am confident that Holy Cross College has structures and processes that permit quick and effective response to opportunities and threats.	1 3%	11 31%	11 31%	10 29%	
I am upbeat about the future of Holy Cross College.	0 0%	7 21%	10 29%	10 29%	
Holy Cross College is an institution of integrity.	0 0%	0 0%	5 15%	18 53%	
10.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Sum
Holy Cross College upholds the principles of academic honesty.	0 0%	1 3%	1 3%	24 69%	
Holy Cross College promotes and fosters academic freedom.	0 0%	0 0%	2 6%	25 71%	
Holy Cross College welcomes diversity of its community members.	0 0%	2 6%	4 11%	22 63%	
Holy Cross College promotional materials are honest.	0 0%	3 9%	9 26%	18 53%	
The college treats students fairly through its processes.	0 0%	0 0%	6 17%	18 51%	
The college treats employees fairly through its processes.	0 0%	0 0%	11 31%	20 57%	
11. I am					
Female				11	

APPENDIX 3.2

Male		19	
Total		30	
12. I have been at Holy Cross College			
0 to 5 years		11	
6 to 10 years		10	
11 to 15 years		5	
More than 15 years		6	
Total		32	

APPENDIX 3.3

Self-Study Survey Results

Holy Cross College Board of Staff/Administration

Self-study survey - Staff/Administrators

Results Overview

Date: 8/26/2006 12:52 PM PST

Responses: Completes

Filter: No filter applied

1.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I understand the mission of Holy Cross College.	0 0%	1 4%	1 4%	13 54%	9 38%
Through their association with the college, students develop a commitment to lifelong learning.	0 0%	0 0%	9 38%	11 46%	4 17%
I have freedom of intellectual inquiry at Holy Cross College.	0 0%	4 17%	2 8%	11 46%	7 29%
The college is committed to fostering excellence of students.	0 0%	1 4%	2 8%	16 67%	5 21%
The college is committed to fostering excellence of staff.	1 4%	4 17%	8 33%	9 38%	2 8%
Excellence in teaching is rewarded at the college.	0 0%	2 8%	13 54%	9 38%	0 0%
Excellence in scholarship is rewarded at the college.	0 0%	2 8%	12 50%	9 38%	1 4%
Excellence in service is rewarded at the college.	2 8%	4 17%	7 29%	9 38%	2 8%
Excellence in administrative duties is rewarded at the college.	1 4%	4 17%	13 54%	6 25%	0 0%
Excellence from students is rewarded at the college.	0 0%	1 4%	8 33%	13 54%	2 8%
Holy Cross College promotes its "Catholic" character.	1 4%	1 4%	2 8%	16 67%	4 17%

2.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Relationships among faculty are collegial.	0 0%	0 0%	8 33%	14 58%	2 8%
Relationships among faculty and students are healthy.	0 0%	0 0%	1 4%	18 75%	5 21%
Relationships among faculty and staff are constructive.	0 0%	1 4%	4 17%	14 58%	5 21%

APPENDIX 3.3

All students have the opportunity to succeed at Holy Cross College.	0 0%	1 4%	3 12%	8 33%	12 50%
Holy Cross College is primarily dedicated to teaching and learning.	0 0%	0 0%	1 4%	17 71%	6 25%
Holy Cross College supports innovation by all members of the college community.	0 0%	1 4%	9 38%	13 54%	1 4%
The college treats its employees well.	1 4%	4 17%	3 12%	11 46%	5 21%
The students I work with feel like they are part of the college.	0 0%	1 4%	5 21%	12 50%	6 25%
The faculty I work with feel like they are part of the college.	0 0%	1 4%	4 17%	14 58%	5 21%
I have a meaningful role to play in determining the college's future.	0 0%	2 8%	3 12%	12 50%	7 29%
Holy Cross College provides a challenging educational experience.	1 4%	1 4%	3 12%	16 67%	3 12%
Holy Cross College provides for the intellectual needs of each member of the college community.	1 4%	1 4%	9 38%	9 38%	4 17%

APPENDIX 3.3

3.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Holy Cross College provides for the personal needs of each member of the college community.	0 0%	7 29%	5 21%	8 33%	4 17%
Holy Cross College provides for the cultural needs of each member of the college community.	0 0%	4 17%	11 48%	6 25%	2 12%
Holy Cross College provides for the professional needs of each member of the college community.	1 4%	3 12%	5 21%	12 50%	1 12%
Holy Cross College provides for the physical needs of each member of the college community.	0 0%	6 25%	8 33%	8 33%	2 8%
Holy Cross College provides for the spiritual needs of each member of the college community.	0 0%	2 8%	3 12%	15 62%	1 17%
The Holy Cross College Board of Trustees is effective.	1 4%	2 8%	5 21%	12 50%	4 17%
Holy Cross College administrators are effective leaders.	2 8%	4 17%	5 21%	10 42%	2 12%
Holy Cross College organizational structures are well-defined.	1 4%	5 21%	11 48%	6 25%	4 4%
Holy Cross College policies are efficient (i.e., lack "red tape").	2 8%	4 17%	11 48%	5 21%	2 8%
Administrators are accessible.	0 0%	2 8%	2 8%	13 54%	2 29%

4.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
There is a sufficient number of staff.	2 8%	10 42%	4 17%	7 29%	4 4%
I have access to the equipment necessary for my duties.	1 4%	3 13%	2 9%	14 61%	1 13%
Holy Cross College is accessible to those with physical disabilities.	0 0%	1 4%	3 12%	16 67%	1 17%
Holy Cross College provides competitive salaries and benefits which attract and keep excellent staff.	7 29%	6 25%	8 33%	3 12%	1 0%

APPENDIX 3.3

Holy Cross College provides me with adequate access to current technologies (computer hardware and software, telecommunications, and so on).	2 8%	2 8%	3 12%	13 54%
Changes at Holy Cross College result from deliberate planning.	2 8%	2 8%	10 42%	8 33%
The college's mission drives strategic decisions.	0 0%	2 8%	11 46%	7 29%
There is adequate internal communication among staff and faculty.	1 4%	12 50%	3 12%	7 29%
The physical facilities at Holy Cross College are well-maintained.	3 12%	0 0%	3 12%	15 62%
There is sufficient meeting space.	0 0%	4 17%	3 12%	15 62%
Holy Cross College provides a safe environment for students.	0 0%	0 0%	1 4%	15 62%

5.

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
If a student has a personal or co-curricular concern, I can generally refer her or him to an appropriate resource.	0 0%	0 0%	3 12%	16 67%	
Holy Cross College has sufficient facilities for community events.	1 4%	7 29%	7 29%	8 33%	
Holy Cross College has sufficient facilities for recreation.	7 29%	12 50%	3 12%	2 8%	
Alumni are dedicated to Holy Cross College.	0 0%	12 50%	8 33%	3 12%	
The integration of technology into the college is a priority at Holy Cross College.	0 0%	2 8%	7 29%	10 42%	
The Center for Student Support Services provides appropriate learning resources to students.	0 0%	0 0%	8 33%	15 62%	
Holy Cross College provides adequate office space.	1 4%	4 17%	1 4%	16 67%	
The holdings of the McKenna Library (e.g., books, periodicals, and so on) are satisfactory.	0 0%	2 8%	8 33%	13 54%	

6.

APPENDIX 3.3

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The electronic resources of the McKenna Library (online, electronic journals, and so on) are satisfactory.	0 0%	1 4%	10 42%	11 46%	
The space in the McKenna Library is adequate.	2 8%	5 21%	5 21%	11 46%	
Dining services at Holy Cross College meet the needs of the college community.	0 0%	1 4%	2 8%	14 58%	
Holy Cross College provides plentiful co-curricular opportunities for students.	0 0%	5 21%	7 29%	11 46%	
The technology staff provides adequate support for my technological needs.	0 0%	2 8%	3 12%	12 50%	
EMPOWER (Web portal) provides easy access to information.	0 0%	3 12%	7 29%	10 42%	
Holy Cross College provides a healthy environment for students.	0 0%	0 0%	1 4%	21 88%	
The college budgets adequately for its activities.	2 8%	6 25%	9 38%	7 29%	

7.

Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The Holy Cross College budgeting process is fair.	2 8%	5 21%	12 50%	4 17%	
Academic programs at Holy Cross College are academically rigorous.	1 4%	2 8%	7 29%	14 58%	
Holy Cross College supports innovation by staff.	0 0%	4 17%	10 42%	8 33%	
Holy Cross College is an important member of the community.	0 0%	1 4%	5 21%	13 54%	
Holy Cross College is responsive to student needs.	0 0%	1 4%	3 12%	17 71%	
Faculty and staff participate in the co-curricular life of the college.	2 8%	1 4%	10 42%	8 33%	
Holy Cross College faculty and staff are visibly engaged in community organizations.	1 4%	2 8%	9 38%	9 38%	

APPENDIX 3.3

Holy Cross College is well positioned for future success.	1 4%	4 17%	10 42%	7 29%
Holy Cross College is flexible.	0 0%	3 12%	5 21%	11 46%
The college uses resources creatively.	0 0%	4 17%	8 33%	9 38%
Holy Cross College is innovative.	0 0%	3 12%	12 50%	8 33%
I am confident in the leadership of the college.	0 0%	5 21%	8 33%	6 25%


8.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly
I am confident that Holy Cross College has sufficient resources to meet future opportunities and threats.	1 4%	9 38%	6 25%	8 33%	
I am confident that Holy Cross College has structures and processes that permit quick and effective response to opportunities and threats.	0 0%	6 25%	9 38%	8 33%	
I am upbeat about the future of Holy Cross College.	0 0%	3 12%	8 33%	8 33%	
Holy Cross College is an institution of integrity.	0 0%	1 4%	3 12%	13 54%	
Holy Cross College upholds the principles of academic honesty.	0 0%	0 0%	2 8%	14 58%	
Holy Cross College promotes and fosters academic freedom.	0 0%	0 0%	3 12%	17 71%	
Holy Cross College welcomes diversity of its community members.	0 0%	0 0%	3 12%	16 67%	
Holy Cross College promotional materials are honest.	0 0%	2 8%	4 17%	12 50%	
The college treats students fairly through its processes.	0 0%	0 0%	4 17%	14 58%	
The college treats employees fairly through its processes.	0 0%	4 17%	4 17%	14 58%	

9.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly
I clearly understand my job duties.	0 0%	2 8%	1 4%	12 50%	

APPENDIX 3.3

Holy Cross College hires fairly.	0 0%	0 0%	4 17%	15 65%
Confidentiality of student information is respected.	0 0%	0 0%	1 4%	16 67%
Confidentiality of personnel issues is respected.	0 0%	1 4%	1 4%	16 67%

10. I am

Female		12	
Male		6	
Total		18	

11. I have been at Holy Cross College

0 to 5 years		9	
6 to 10 years		6	
11 to 15 years		6	
More than 15 years		2	
Total		23	

APPENDIX 3.4

Self-Study Survey Results

Holy Cross College Board of Trustees

Self-study survey - Trustees

Results Overview

Date: 8/26/2006 12:50 PM PST

Responses: Completes

Filter: No filter applied

1.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I understand the mission of Holy Cross College.	0 0%	0 0%	1 4%	12 46%	13 50%
Holy Cross College promotes its "Catholic" character.	0 0%	0 0%	2 8%	9 35%	15 58%
Holy Cross College is primarily dedicated to teaching and learning.	0 0%	0 0%	0 0%	12 46%	14 54%
Holy Cross College supports innovation by all members of the college community.	0 0%	0 0%	4 16%	13 52%	8 32%
The Holy Cross College Board of Trustees is effective.	0 0%	0 0%	3 12%	16 62%	7 27%
Holy Cross College administrators are effective leaders.	0 0%	0 0%	1 4%	15 58%	10 38%
Holy Cross College organizational structures are well-defined.	0 0%	0 0%	7 27%	13 50%	6 23%
Administrators are accessible.	0 0%	0 0%	2 8%	7 27%	17 65%

2.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Holy Cross College provides competitive salaries and benefits which attract and keep excellent staff.	0 0%	2 8%	15 58%	8 31%	1 4%
Changes at Holy Cross College result from deliberate planning.	1 4%	2 8%	3 12%	10 38%	10 38%
The college's mission drives strategic decisions.	0 0%	1 4%	1 4%	15 58%	9 35%

APPENDIX 3.4



The physical facilities at Holy Cross College are well-maintained.	0 0%	1 4%	2 8%	13 50%	10 38%
Alumni are dedicated to Holy Cross College.	1 4%	3 12%	9 35%	11 42%	2 8%
Holy Cross College provides a healthy environment for students.	0 0%	1 4%	1 4%	8 31%	16 62%
The college budgets adequately for its activities.	1 4%	0 0%	4 15%	15 58%	6 23%
Holy Cross College is an important member of the community.	0 0%	0 0%	5 19%	7 27%	14 54%
Holy Cross College faculty and staff are visibly engaged in community organizations.	0 0%	1 4%	12 46%	8 31%	5 19%

3.					
Top number is the count of respondents selecting the option. Bottom % is percent of total respondents selecting the option.	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Holy Cross College is well positioned for future success.	0 0%	1 4%	6 23%	12 46%	7 27%
Holy Cross College is flexible.	0 0%	1 4%	3 12%	14 54%	8 31%
The college uses resources creatively.	0 0%	1 4%	2 8%	17 65%	6 23%
Holy Cross College is innovative.	0 0%	0 0%	6 23%	14 54%	6 23%
I am confident in the leadership of the college.	0 0%	0 0%	3 12%	12 46%	11 42%
I am confident that Holy Cross College has sufficient resources to meet future opportunities and threats.	1 4%	4 15%	9 35%	9 35%	3 12%
I am confident that Holy Cross College has structures and processes that permit quick and effective response to opportunities and threats.	1 4%	0 0%	6 23%	13 50%	6 23%
I am upbeat about the future of Holy Cross College.	0 0%	0 0%	4 15%	8 31%	14 54%

APPENDIX 3.4

Holy Cross College is an institution of integrity.	0 0%	0 0%	1 4%	9 35%	1 62%
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4. I am

Female		3	13%
Male		20	87%
Total		23	100%

5. I have been a trustee at Holy Cross College

0 to 3 years		13	50%
4 to 6 years		8	31%
7 to 10 years		4	15%
More than 10 years		1	4%
Total		26	100%



Appendix 4

Internal Revenue Service Status Confirmation Letter

APPENDIX 4



Office of the General Counsel

3211 FOURTH STREET NE • WASHINGTON DC 20017-1194 • 202-541-3300 • FAX 202-541-3337

July 11, 2006

TO: Most Reverend Archbishops and Bishops, Diocesan Attorneys
and State Conference Directors

SUBJECT: 2006 Group Ruling

FROM: Mark E. Chopko, General Counsel *MEC*
(Staff: Deirdre Dessingue, Associate General Counsel)

Attached is a copy of the Group Ruling issued to the United States Conference of Catholic Bishops on July 1, 2006 by the Internal Revenue Service ("IRS"), with respect to the federal tax status of Catholic organizations listed in the 2006 edition of the Official Catholic Directory ("OCD")^{1/}. As explained in greater detail below, this ruling is important for establishing:

- (1) the exemption of such organizations from:
 - (a) federal income tax;
 - (b) federal unemployment tax (but see ¶5 of "Explanation" below); and
- (2) the deductibility, for federal income, gift and estate tax purposes, of contributions to such organizations.

The 2006 Group Ruling is the latest in a series that began with the original determination of March 25, 1946. In the 1946 document, the Treasury Department affirmed the exemption from federal income tax of all Catholic institutions listed in the OCD for that year. Each year since 1946, in a separate letter, the 1946 ruling has been extended to cover the institutions listed in the current OCD^{2/}. The 2006 Group Ruling is consistent with the 2005 ruling. Annual group rulings clarify important tax consequences for Catholic institutions listed in the OCD, and should be retained for ready reference. Rulings from earlier years are important to establish the tax consequences of transactions that occurred during those years.

Responsibilities under Group Ruling. *Diocesan officials who compile OCD information to send to the OCD publisher are responsible for the accuracy of such information. They must ensure that only qualified organizations are listed, that*

¹ A copy of the Group Ruling and this memo may be found on the USCCB website at www.usccb.org/ogc.

² Catholic organizations with independent IRS exemption determination letters are listed in the 2006 OCD with an asterisk (*), which is explained at page A-6 and indicates that such organizations are **not** covered by the Group Ruling.

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organizations are listed under their correct legal names, that organizations that cease to qualify are deleted promptly, and that qualified newly-created organizations are listed as soon as possible. The current Group Ruling/OCD application package is available at <http://www.usccb.org/bishops/dfi/exemptionruling.htm>.

EXPLANATION

1. **Exemption from Federal Income Tax.** The latest ruling reaffirms the exemption from federal income tax under section 501(c)(3) of the Code of "the agencies and instrumentalities and educational, charitable, and religious institutions operated, supervised or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions appearing in the Official Catholic Directory for 2006" (*with the exception of organizations designated in the OCD with an asterisk and foreign organizations*).

2. **Federal Excise Taxes.** Inclusion in the Group Ruling has no effect on an organization's liability for federal excise taxes. Exemption from these taxes is very limited. Please refer to your attorney any questions you may have about excise taxes.

3. **State/Local Taxes.** Inclusion in the Group Ruling does not automatically establish an organization's exemption from state or local income, sales or property taxes. Typically, separate exemptions must be obtained from the appropriate state or local tax authorities in order to qualify for any applicable exemptions. Please refer to your attorney any questions you may have about state or local tax exemptions.

4. **Deductibility of Contributions.** The Group Ruling assures donors that contributions to the institutions listed in the 2006 OCD and covered by the Group Ruling are deductible for federal income, gift, and estate tax purposes.

5. **Unemployment Tax.** The Group Ruling establishes exemption from federal unemployment tax only. Individual states may impose unemployment tax on organizations included in the Group Ruling, even though they are exempt from the federal tax. Please refer to your attorney any questions you may have about state unemployment tax.

6. **Social Security Tax.** All section 501(c)(3) organizations, including churches, are required to pay taxes under the Federal Insurance Contributions Act (FICA) for each employee who is paid \$100 or more in a calendar year.^{3/} Services performed by diocesan priests in the exercise of their ministry are not considered

³ Section 3121(w) of the Code permits certain church-related organizations to make an irrevocable election to avoid payment of FICA taxes, but only if such organizations are opposed for religious reasons to payment of social security taxes.

APPENDIX 4

"employment" for FICA (Social Security) purposes,^{4/} and FICA should not be withheld from their salaries. *For Social Security purposes*, diocesan priests are subject to self-employment tax ("SECA") on their salaries as well as on the value of meals and housing or housing allowances provided to them.^{5/} Neither FICA nor income tax withholding is required on remuneration paid to religious institutes for members who are subject to vows of poverty and obedience and are employed by organizations included in the Official Catholic Directory.^{6/}

7. **Form 990.** All organizations included in the OCD must file Form 990, Return of Organization Exempt from Income Tax, *unless* they are eligible for a mandatory or discretionary exception. ***There is no automatic exemption from the Form 990 filing requirement simply because an organization is listed in the OCD.*** Organizations required to file Form 990 must do so by the 15th day of the fifth month after the close of their fiscal year.^{7/} Among the organizations not required to file Form 990 under section 6033 of the Code are: churches; integrated auxiliaries of churches^{8/}; the exclusively religious activities of religious orders; schools below college level affiliated with a church or operated by a religious order; organizations with gross receipts normally not in excess of \$25,000;^{9/} and certain church-affiliated

⁴ I.R.C. § 3121(b)(8)(A).

⁵ I.R.C. § 1402(a)(8). See also, Compensation of Priests, at <http://www.usccb.org/bishops/dfl/dualtax.htm>.

⁶ Rev. Rul. 77-290, 1977-2 C.B. 26. See also, Compensation of Religious, at <http://www.usccb.org/bishops/dfl/religiouscomp.htm>.

⁷ The penalty for failure to file the Form 990 is \$20 for each day the failure continues, up to a maximum of \$10,000 or 5 percent of the organization's gross receipts, whichever is less. However, organizations with annual gross receipts in excess of \$1 million are subject to penalties of \$100 per day, up to a maximum of \$50,000. I.R.C. § 6652(c)(1)(A).

⁸ I.R.C. § 6033(a)(2)(A)(i); Treas. Reg. § 1.6033-2(h). To qualify as an integrated auxiliary of a church, an organization must be described in section 501(c)(3), qualify as other than a private foundation, be affiliated with a church, and qualify as internally supported. An organization will be considered internally supported unless it both:

- (1) Offers admissions, goods, services, or facilities for sale, other than on an incidental basis, to the general public (except goods, services, or facilities sold at a nominal charge or substantially below cost), and
- (2) normally receives more than 50 percent of its support from a combination of governmental sources; public solicitation of contributions (such as through a community fund drive); and receipts from the sale of admissions, goods, performance of services, or furnishing of facilities in activities that are not unrelated trades or businesses.

⁹ Rev. Proc. 83-23, 1983-1 C.B. 687.

APPENDIX 4

organizations that finance, fund or manage church assets, or maintain church retirement insurance programs, and organizations controlled by religious orders that finance, fund or manage assets used for exclusively religious activities.^{10/}

Organizations that are required to file Form 990 must upon request make a copy of the form and its schedules and attachments (other than contributor lists) available for public inspection during regular business hours at the organization's principal office and at any regional or district offices having three or more employees. Form 990 for a particular year must be made available for a three year period beginning with the due date of the return.^{11/} In addition, organizations that file Form 990 must comply with written or in-person requests for copies of the Form 990. The organization may impose no charge other than a reasonable fee to cover copying and mailing costs. If requested, copies of the Form 990 for the past three years must be provided. In-person requests must be satisfied on the same day. Written requests must be satisfied within 30 days.^{12/}

8. **Revenue Procedure 75-50.** Rev. Proc. 75-50^{13/} sets forth notice, publication, and recordkeeping requirements regarding racially nondiscriminatory policies that must be complied with by private schools, including church-related schools, as a condition of establishing and maintaining exempt status under section 501(c)(3) of the Code. Under Rev. Proc. 75-50 private schools are required to file an annual certification of racial nondiscrimination with the IRS. For private schools not required to file Form 990, the annual certification must be filed on Form 5578, Annual Certification of Racial Nondiscrimination for a Private School Exempt from Federal Income Tax. This form may be obtained from your local IRS office. Form 5578 must be filed by the 15th day of the fifth month following the close of the fiscal year. Form 5578 may be filed individually or by the diocese on behalf of all schools operated under diocesan auspices. The requirements of Rev. Proc. 75-50 remain in effect and must be complied with by all schools listed in the OCD. ***Diocesan or school officials should insure that the requirements of Rev. Proc. 75-50 are***

¹⁰ Rev. Proc. 96-10, 1996-1 C.B. 577.

¹¹ The penalty for failure to permit public inspection of the Form 990 is \$20 for each day during which such failure continues, up to a maximum of \$10,000. I.R.C. § 6652(c)(1)(C).

¹² I.R.C. § 6104(d). Generally, a copy of an organization's exemption application and supporting documents must also be provided on the same basis. However, since Catholic organizations covered under the Group Ruling did not file exemption applications with IRS, nor did USCCB, organizations covered under the Group Ruling should respond to requests for public inspection and written or in-person requests for copies by providing a copy of the page of the current OCD on which they are listed. If a covered organization does not have a copy of the current OCD, it has two weeks within which to make it available for inspection and to comply with in-person requests for copies. Written requests must be satisfied within the general time limits.

¹³ 1975-2 C.B. 587.

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met since failure to do so could jeopardize the exempt status of the school and, in the case of a school operated by a church, the exempt status of the church itself.

9. **Lobbying Activities.** Organizations included in the OCD may lobby for changes in the law, provided such lobbying is not more than an insubstantial part of their total activities. Attempts to influence legislation both directly and through grassroots lobbying are subject to this restriction. The term "lobbying" includes activities in support of or in opposition to referenda, constitutional amendments, and similar ballot initiatives. There is no distinction between lobbying activity that is related to an organization's exempt purposes and lobbying that is not. There is no fixed percentage that constitutes a safe harbor for "insubstantial" lobbying. Please refer to your attorney any questions you may have about permissible lobbying activities.

10. **Political Activities.** *Organizations included in the Group Ruling may not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office. Violation of the prohibition against political activity can jeopardize the organization's tax-exempt status.* In addition to revoking exempt status, IRS may also impose excise taxes on an exempt organization and its managers on account of political expenditures. Where there has been a flagrant violation, IRS has authority to seek an injunction against the exempt organization and immediate assessment of taxes due. Political Campaign Activity Guidance for Catholic Organizations (March 15, 2004) available at www.usccb.org/ogc, contains detailed information regarding the political activity prohibition. If you have any questions in this regard, please refer them to your attorney.

11. **Public Charity Status.** The latest Group Ruling affirms that organizations included in the OCD are not private foundations under section 509(a) of the Code. However, the Group Ruling does not identify the subsection of section 509(a) under which a particular organization is classified as a public charity. Organizations must determine for themselves whether they qualify for such status under the provisions of section 509(a)(1), (a)(2) or (a)(3). Newly-created or newly-affiliated organizations must establish that they are not private foundations as a condition of inclusion in the Group Ruling and OCD.

12. **Group Exemption Number.** The group exemption number assigned to USCC is 928 or 0928. *This number must be included on each Form 990, Form 990-T, and Form 5578 required to be filed by any organization exempt under the Group Ruling.*^{14/} We recommend *against* using the group exemption number on Form SS-4, Request for Employer Identification Number, because in the past this has resulted in IRS including USCCB as part of the organization's name when it enters the organization in its database.

¹⁴ IRS has expressed concern about organizations covered under the Group Ruling that fail to include the group exemption number, 0928, on their Form 990 filings, particularly the initial filing.

APPENDIX 4

Internal Revenue Service
District Director

Department of the Treasury

P. O. Box 2508
Cincinnati, OH 45201

Date: July 1, 2006

Person to Contact:

James Blair
ID # 31-07578

Telephone Number:

877-829-5500

FAX Number:

513-263-3756

Ms. Deirdre Dessingue
Associate General Counsel
United States Conference
of Catholic Bishops
3211 4th Street, N.E.
Washington, D.C. 20017-1194

Dear Ms. Dessingue:

In a ruling dated March 25, 1946, we held that the agencies and instrumentalities and all educational, charitable and religious institutions operated, supervised, or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions appearing in *The Official Catholic Directory* 1946, are entitled to exemption from federal income tax under the provisions of section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c)(3) of the 1986 Code. This ruling has been updated annually to cover the activities added to or deleted from the Directory.

The Official Catholic Directory for 2006 shows the names and addresses of all agencies and instrumentalities and all educational, charitable, and religious institutions operated by the Roman Catholic Church in the United States, its territories and possessions in existence at the time the Directory was published. It is understood that each of these is a non-profit organization, that no part of the net earnings thereof inures to the benefit of any individual, that no substantial part of their activities is for promotion of legislation, and that none are private foundations under section 509(a) of the Code.

Based on all information submitted, we conclude that the agencies and instrumentalities and educational, charitable, and religious institutions operated, supervised, or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions appearing in *The Official Catholic Directory* for 2006 are exempt from federal income tax under section 501(c)(3) of the Code.

Donors may deduct contributions to the agencies, instrumentalities and institutions referred to above, as provided by section 170 of the Code. Bequests, legacies, devises, transfers or gifts to them or for their use are deductible for federal estate and gift tax purposes under sections 2055, 2106, and 2522 of the Code.

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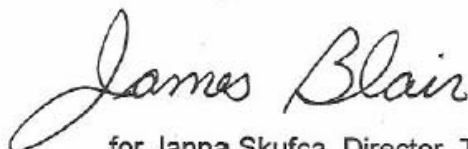
Ms. Deirdre Dessingue

Beginning January 1, 1984, unless specifically excepted, you and your subordinates must pay tax under the Federal Insurance Contributions Act (Social Security taxes) for each employee who is paid \$100 or more in a calendar year, as indexed for inflation. You and your subordinates are not liable for the tax under the Federal Unemployment Tax Act (FUTA).

By May 31, 2007, please send three (3) copies of *The Official Catholic Directory* for 2007 to IRS TE/GE in Cincinnati; one copy to the Processing Campus in Ogden; two copies each to the EO Area Managers in Newark, Brooklyn, Chicago, St. Paul, Atlanta, Los Angeles, the IRS National Headquarters and the Director, EO Examinations, Dallas.

The conditions concerning the retention of your group exemption as set forth in our previous determination letter of August 17, 1983, remain in full force and effect.

Sincerely,

A handwritten signature in cursive script that reads "James Blair".

for Janna Skufca, Director, TE/GE
Customer Account Services



Appendix 5

By-Laws

APPENDIX 5

By-Laws of Holy Cross College, Inc.

ARTICLE I - GENERAL

Section 1 – Name

The legal name of this corporation is HOLY CROSS COLLEGE, INC. The corporation is an Indiana Not-For Profit corporation with its principal office in Notre Dame, Indiana, which is now incorporated pursuant to the Indiana Not-For-Profit Corporation Act of 1971. Throughout these By-laws, the minutes of the corporation and resolutions passed by the Board of Trustees, this corporation may be known or identified as "college", the terms "college" and "corporation" being interchangeable.

Section 2 – Purpose

This corporation is organized for the following purposes:

To establish, maintain and operate a college for students to obtain an education in the liberal arts and sciences, in all their various forms, based on the tradition and teachings of the Roman Catholic Church;

To establish courses of study and to confer and grant such degrees and diplomas upon its graduates and upon such other persons as may be deemed worthy;

To conduct educational institutions promoting the advancement and diffusion of religion, charity and education, and to do any and all things incidental, necessary or convenient to obtain the object and purpose set forth, in general, to do any and all things authorized by the "Indiana General Not-for-Profit Act";

PROVIDED, however, that (1) no part of the net earnings of the corporation shall inure to the benefit of or be distributable to any member, director, trustee or officer of the corporation or any other private individual, except that a member may be an officer, director, trustee or employee of the corporation in which event such member may receive fair and reasonable compensation for his services as such officer, director, trustee or employee and a member may receive principal and interest on money loaned or advanced to the corporation as permitted by law; (2) the corporation shall not carry on propaganda or otherwise attempt to influence legislation, or participate in or intervene in (including the publishing or distribution of statements) any political campaign in behalf of any candidate for public office; (3) the corporation shall not engage in any activity which would cause it to be ineligible for exemption under Section 501(c)(3) of the Indiana Revenue Code of 1954, the amendments thereof or supplements thereto, or any other act or section of said Code wholly or partly exempting such corporation from the payment of federal taxes on income.

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Section 3 – Seal

The seal of this corporation shall be a disc, consisting of an outer circle having on its circumference the words "HOLY CROSS COLLEGE, INC." and the word "SEAL" in the center of the circle.

Section 4 - Fiscal Year

The fiscal year of this corporation shall run from July 1st to June 30th of the succeeding year.

ARTICLE II - MEMBERS

Section 1 - Qualifications

The Members of this corporation shall be identical to the members of Brothers of Holy Cross Midwest Province Provincial Council in its entirety as that council is determined from time to time plus the President of Holy Cross College if he is a member of the Brothers of Holy Cross, but not serving on the Provincial Council of the Midwest Province. If that council ceases to exist, the Members of this corporation shall be those members existing at the time of the termination of that council and as elected thereafter from time to time by the then existing Members of this corporation.

Such membership shall continue indefinitely and from year to year, provided however, that the Member remain a member of the Brothers of Holy Cross Midwest Province Provincial council and should he lose that status at any time, he shall no longer be a Member of this corporation. However, his replacement on the council shall ipso facto become a Member of this corporation.

Section 2 - Place of Meetings

Meetings of Members of the corporation shall be held at Notre Dame, Indiana, or such other place as may be designated in the call of the meeting.

Section 3 - Time of Annual Meeting

The annual meeting of the Members will be held on or after July 1st of each year at 10:00 a.m. for the purpose of electing Trustees to the Board of Trustees, hearing reports from the Board of Trustees and considering such other business as may properly come before the meeting. If for any reason the meeting is not held at the time aforesaid, the Board of Trustees shall fix another date for such meeting.

Section 4 - Special Meetings

Special meetings of the members may be called from time to time by five (5) Trustees or any five (5) corporate Members, upon ten (10) days notice of such meeting.

APPENDIX 5

Section 5 - Notice of Meetings - Annual and Special

A written or printed notice stating the place, date and hour of the meeting, and in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered or mailed by the Secretary of the corporation to such address as appears on the records of the corporation at least ten (10) days before the date of the meeting.

Section 6 - Voting Rights

No member of the corporation shall have the right to vote unless he then be a member of the Brothers of the Holy Cross Midwest Province Provincial council or the President of the College.

Section 7 - Quorum

One-half of the Members of the corporation shall constitute a quorum for the transaction of business at any annual or special meeting of the Members of the corporation.

Section 8 - Power to Make and Amend Articles and By-Laws

The Articles of Incorporation and By-Laws of this corporation may be altered or amended only by its corporate Members, including the fixing and altering of the number of Trustees.

Section 9 - Power to Elect or Remove Officers and Fill Vacancies

The Members of the corporation shall elect the President of the College who shall ipso facto be a member of the Board of Trustees. The President of the College may be removed by the Members whenever in the judgment of the members the best interest of the corporation will be served thereby. The Members shall have no power to fill any vacancy in the office of President occurring for any reason whatsoever.

ARTICLE III - BOARD OF TRUSTEES

Section 1 - General Powers

The prudential and financial affairs of this corporation shall be managed and controlled by the Board of Trustees. The Board shall be responsible for the governance of the college, except for those powers reserved to the Members in the Articles of Incorporation. The Board shall have the power to appoint committees or other functions normally reserved to Boards of Directors or Boards of Trustees.

Section 2 - Number and Qualification; Vacancies

The Board of Trustees shall be initially composed of five (5) members, but hereafter shall be composed of no less than fourteen (14) members and no more than thirty-five (35) members with no limitation as to the number of religious or lay persons who shall be elected by the corporate Members.

APPENDIX 5

The Provincial of the Brothers of Holy Cross Midwest Province or his designee (hereinafter referred to as Provincial) and the President of the College are, by virtue of their positions, members of the Board of Trustees with full voting rights. They shall be counted in the total number of member Trustees. The Provincial and President will remain as Trustees as long as they hold their respective positions.

Except for the Provincial and the President, any vacancy occurring in the Board of Trustees caused by death, resignation or otherwise, shall be filled by a majority vote of the remaining members of the Board until the next meeting of the Members of the corporation, at which time the Members by majority vote shall elect a new Trustee to fill the unexpired term left by the vacancy.

Section 3 - Term of Office

When there are less than nine Trustees, they shall each serve for three-year terms. When the Board of Trustees consists of nine or more members, each Trustee thereafter shall be elected for three years, except for the first two years during which the terms of Trustees shall be staggered resulting in the Trustees being divided into three groups whose terms of office shall expire at different times. An elected Trustee is eligible for reelection, subject to evaluation and recommendations by the Nominating Committee.

At each annual meeting of the corporation thereafter, the Members shall elect the Trustees whose terms are then expiring and any vacancies.

Section 4 - Annual Meeting

The annual meeting of the Board of Trustees shall be held at the time, place and hour set by the Chairperson of the Board of Trustees, or if not set by the Chairperson, then immediately after and at the place of the annual meeting of the corporate members. The purpose of the annual meeting shall be for the election of officers other than President of the college and for the transaction of such other business as may come before the meeting.

Section 5 - Regular and Special Meetings

Regular and special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees or, in his or her absence or inability, the Vice-Chairperson, or by petition of at least three (3) Trustees. Notice of any meeting shall be provided to all Trustees at least ten (10) days prior to the date of such meeting. There shall be a minimum of two meetings of the Board of Trustees each fiscal year.

Section 6 - Quorum

A majority of the Board of Trustees shall constitute a quorum for the transaction of business at any meeting of the Board; if less than a majority of the Trustees are present, those Trustees present may adjourn the meeting without further notice.

Section 7 - Manner of Acting

The acts of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees except where otherwise provided by law or by these By-Laws.

APPENDIX 5

Section 8 - Informal Action

Unless specifically prohibited by the Articles of Incorporation or by the By-Laws, any action which is required to be taken or may be taken at a meeting of the Board of Trustees, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall be signed by all Trustees entitled to vote with respect to the subject matter of the action. Any such consent signed by all Trustees shall have the same effect as a unanimous vote and may be stated as such in any document required to be filed with the Secretary of State of Indiana.

Section 9 - Compensation

Trustees shall not be paid compensation for their services as a Trustee. However, nothing herein contained shall be construed to prohibit payment of compensation to an individual who serves as a Trustee for services rendered to the corporation in another capacity.

Section 10 - Trustee Emeriti

Upon recommendation of the Nominating Committee, trustees who have served with distinction for at least two terms may be elected by the majority of trustees and the Corporate Members as trustees emeriti. Terms shall be three years and shall be renewable provided the total number of trustees emeriti does not exceed one-third of the total number of regular voting trustees. Trustees emeriti shall be eligible to serve on board committees except for the Executive Committee and the Nominating Committee, with vote, and shall speak freely at all board and committee meetings. They shall not have voting privileges at board meetings and shall not be counted as part of the quorum determinations. Trustees emeriti shall be sent notices and minutes of all board meetings and are encouraged to attend board meetings or otherwise accept special assignments that are helpful to the board of trustees and the College.

ARTICLE IV - OFFICERS

Section 1 - Officers

The Officers of the corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Treasurer, and a Secretary. The Board of Trustees may elect such other officers, including one or more Vice-Presidents, as it deems necessary time to time. Any one person may serve in several offices at the same time except that the duties of the President and Secretary shall not be performed by the same person.

Section 2 - Election and Term of Office

All officers, except the President of the College, shall be elected by the Board of Trustees on the recommendation of the President. Each officer shall hold office until a successor is chosen and qualified, death, resignation, or removal in the manner hereinafter provided.

APPENDIX 5

Section 3 - Resignation or Removal

Any officer may resign at any time by giving written notice to the Board of Trustees, or to the Chairman of the Board or the Secretary. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Any officer may be removed if the best interests of the corporation will be served by the vote of a majority of the actual number of Trustees elected and qualified at a special meeting called for that purpose.

Section 4 - Chairperson of the Board

The Chairperson of the Board, who shall be elected from among the Trustees, shall preside at all meetings of the Board of Trustees if present and shall, in general, perform all duties incident to the office of Chairman of the Board and such other duties as, from time to time, may be assigned by the Board of Trustees.

Section 5 - Vice-Chairperson

The Board of Trustees may, in their discretion, elect one or more Vice-Chairpersons who shall have the duties as determined from time to time by the Board of Trustees.

Section 6 - President

The Board of Trustees shall delegate to the President who shall also act as Chief Executive Officer of the corporation the necessary authority and responsibility for the administration of the affairs of the Corporation, subject only to such By-Laws as may be adopted and such orders and duties as may be issued by the Board of Trustees. The President shall advise and make recommendations to the Board of Trustees relating to the operation of the corporation and long range planning. The President may sign with the Secretary, or other proper officer of the corporation authorized by the Board of Trustees, any deeds, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed. The President shall have full authority to sign all contracts relating to the normal course of business of the corporation.

Section 7 - Vice-President

The Board of Trustees may, in their discretion, elect one or more Vice-Presidents who shall have the duties as determined from time to time by the Board of Trustees.

Section 8 - Treasurer

The Treasurer shall be responsible for the custody of the funds and securities of the corporation and shall advise the Board of Trustees respecting its financial condition and the handling of its monies and investments and shall perform such additional duties as may be assigned by the President or the Board of Trustees.

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APPENDIX 5

Section 9 - Secretary

The Secretary shall sign documents of the corporation from time to time as required, be responsible for and maintain the minutes and records of the Board of Trustees as well as the corporate minutes and records. The Secretary shall see that all notices are duly given in accordance with the provisions of these By-Laws, or as required by law; and shall be custodian of the corporate records. The Secretary shall sign all documents as required, and shall perform such duties as may be assigned by the President.

Section 10 - Bonding

The President, Treasurer, and any person in a financial or other responsible position specified by the Members shall give a bond in such amount as required by the Trustees.

ARTICLE V - COMMITTEES OF THE BOARD

Section 1 - Mission Integrity Committee

This committee shall review annually the mission and integrity of the College pertaining to its identity as a Catholic institution of higher learning within the traditions of the Congregation of Holy Cross. Members of this committee shall include the Provincial of the Brothers of Holy Cross, Midwest Province and/or his delegate(s), the President of the College the Chairperson of the Board of Trustees, and the Vice Chairperson of the Board of Trustees.

Section 2 - Executive Committee

The Executive Committee may be activated at any time by any officer of the corporation and shall consist of the President, the Chairperson of the Board, and at least one other trustee nominated and approved by majority vote of the entire Board of Trustees. The Executive Committee shall have the authority to transact all regular business of the college between meetings of the Board of Trustees, provided that no action so taken shall be in conflict with the express policies of the Board of Trustees. The Executive Committee, however, shall not have the power to employ or discharge persons associated with the corporation, nor may it amend these By-Laws. All actions of the Executive Committee must be ratified, confirmed, and approved by the Trustees at its next regular meeting.

The Executive Committee shall meet by the call of any officer of the corporation. A majority of the members shall constitute a quorum and acts of a majority of those present at a meeting at which a quorum is present shall be the acts of the Executive Committee.

The Executive Committee shall not have the authority of the Board of Trustees in reference to amending the Articles of Incorporation or the By-Laws which are powers reserved to the Members, proposing a special corporate transaction or adopting any agreement or plan of merger or consolidation

APPENDIX 5

Section 3 - Committee on Trustees

The Chairperson, the President, and Trustees appointed by the Chairperson shall act as a Committee on Trustees. It shall present the Board of Trustees nominations for chairperson, vice-chairperson, secretary, and treasurer. It also shall nominate at-large member(s) of the Board of Trustees to serve on the Executive Committee for one-year terms. The committee shall furnish information relating to the background and qualifications of all such nominees at least two weeks prior to meetings at which an election or appointment is scheduled to take place.

The committee shall maintain a current profile of the board's membership composition to guide the selection process. It shall annually review the performance of incumbent trustees and board officers who are eligible for reelection, and it shall develop and help administer a program of orientation with the President for newly elected trustees. The committee shall also, subject to the requirements as set forth in these By-Laws, nominate new members for the Board of Trustees and Trustees Emeriti. It shall encourage periodic programs of in service education for the board. The committee shall report to the board at meetings and otherwise as circumstances dictate.

Section 4 - Academic Affairs Committee

The Academic Affairs Committee shall have the responsibility to ensure that the educational program is consistent with both institutional mission and strategies; ensure that the academic budget reflects the College's academic priorities; ensure that faculty personnel policies and procedures complement academic priorities; ensure that the College's academic programs are appropriate to its students; and, ensure that the institution assesses the effectiveness of its academic activities.

Section 5 - Student Life Committee

The Student Life Committee shall have the responsibility to represent students' interests in the board's policy making activities; ensure adequate resources for student life programs; keep pace with the changing needs of students; and, maintain visibility as stewards of student health and welfare.

Section 6 - Development Committee

The Development Committee shall have the responsibility to promote an understanding of the role fund-raising plays in the life of the College; educate and encourage board members to participate in fund-raising; ensure that the College has a clear statement of mission and a current statement of priorities; set policies and guidelines for fund-raising; help evaluate the development staff and budget; determine the effective use of fund-raising counsel; help set goals for board member giving; and, identify, evaluate, and assign gift prospects.

Section 7 - Finance Committee

The Finance Committee shall have the responsibility to oversee current financial operations; plan long-range financial operations; and, communicate and educate the board on financial matters

APPENDIX 5

related to College operations. The Finance Committee also shall have the responsibility to develop strategies and guidelines to meet investment policies established by the board. It shall also have the responsibility to establish the scope of each audit; review audit reports; review management letters; nominate auditors; and, monitor Trustee conflict of interest.

Section 8 - Buildings and Grounds Committee

The Buildings and Grounds Committee shall have the responsibility to review the adequacy and condition of existing facilities; establish physical planning policies; make recommendations on the renewal or replacement of major capital assets; and, assist in planning for the financing of capital improvement projects.

Section 9 - Appointment of Committee Members and Committee Meetings

The Chairperson, with the approval of the full Board of Trustees, shall appoint the Chair and the members of the standing Committees following the annual meeting. Such appointments must conform to any restrictions that may be written in these By-Laws.

Unless otherwise provided in these By-Laws, the Chair or any two members of a particular standing committee may call that committee into session. Notice shall be in writing addressed to the last known address of each committee member, and shall be mailed at least five (5) days prior to the date of such meeting. Actions may be taken by the committee without a meeting if a consent in writing, setting forth the actions to be taken, shall be signed by all of the members of the committee. A majority of the members of the committee shall constitute a quorum for the transaction of business.

Section 10 - Establishment and Appointment of Special Committees

The Chairperson of the Board may appoint special committees as they are deemed necessary by the Board of Trustees. Except as may be directed by these By-Laws or the Board of Trustees, members of special committees need not be members of the Board of Trustees or Corporate Members. The Chair of each special committee shall be designated by the Chairperson of the Board, who also shall designate the terms of the special committee members. The President and the Chairperson of the Board shall be a voting member of each committee to which they may be assigned. All committees shall keep a record of proceedings and the minutes of the meetings shall be submitted to the Board for approval.

ARTICLE VI - CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1 - Contracts

The Board may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of the corporation. Such authority may be general or confined to specific instances.

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Section 2 - Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or evidence of indebtedness issued in the name of the corporation shall be signed by such officer(s) or agent(s) of the corporation in such a manner as shall from time to time be determined by resolution of the Board of Trustees.

Section 3 - Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

ARTICLE VII - INDEMNIFICATION

The corporation shall indemnify any and all of its past and present directors, committee members or officers; its employees, agents, or any person who may have served at its request or by its election as a trustee or officer of another corporation or association, or his heirs, executors and administrators, against expenses (including attorney's fees, judgments, fines and amounts paid in settlement) necessarily incurred by them in connection with the defense or settlement of any action, suit or proceeding in which they, or any of them, are made parties or a party by reason of being or having been trustees, committee members, officers, employees or agents of the corporation or of such other corporation or association. Indemnification shall not extend to any matter in which such trustee or officer or person shall be adjudged in such action, suit or proceeding to be liable for misconduct in the performance of duty, or to such matters as shall be settled predicated on the existence of such liability based upon misconduct or actions taken not in good faith. The termination of any action suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person engaged in willful misconduct or in conduct opposed to the best interests of the corporation. The provisions of this section are severable and, therefore, if any of its provisions shall contravene or be invalidated under the laws of a particular jurisdiction, such contravention or invalidity shall not invalidate the entire section, but it shall be construed as if not containing the particular provisions held to be invalid in the particular jurisdiction and the remaining provisions shall be construed and enforced accordingly. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such trustee, committee member, officer, employee or agent may be entitled.

ARTICLE VIII - BOOKS RECORDS AND ACCOUNTS

The corporation shall keep, or cause to be kept, correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Trustees and its committees and/or membership, all of which shall be kept separate and apart from the books, records, accounts and minutes of its subsidiaries and affiliates. In addition, the corporation shall annually cause a certified audit of its accounts to be made and shall cause to be filed the necessary reports, tax returns and other documents as may be required by law on its own behalf.

APPENDIX 5

ARTICLE IX - WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Indiana Not-For-Profit Corporation Act or under the provisions of the Articles of Incorporation or the By-Laws of this corporation, a waiver of notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X - OFFICES AND AGENT

The corporation shall maintain continuously in this state a registered office and resident agent whose office is identical with the registered office. The corporation may have other offices within or without the State of Indiana as the Board of Trustees may from time to time determine.

Last Amended: June 13, 1997

BY-LAWS ADDENDUM

The following are the reserve powers of the Corporate Members as detailed in the Articles of Incorporation under Article V.

The reserve powers of the Members are to:

- (1) amend the By-Laws and these Articles,
- (2) approve any deficit budget,
- (3) elect or remove at any time without cause any trustee,
- (4) elect the President of the Corporation, that term being used interchangeably with "College,"
- (5) promulgate changes in the purpose or direction of college programs of the corporation,
- (6) require bonding of the President of the college, the college financial officers, and any person in a financial or other responsible position which they specify,
- (7) construct any new or alter any existing facilities involving expenditure in excess of \$200,000.00,
- (8) partially or totally dissolve the corporation,
- (9) in the event of dissolution, specify the distribution of assets in accordance with the terms of these Articles, and
- (10) sell, mortgage, pledge or alienate all or any part of the real estate or substantially all of the remaining assets of the corporation.



Appendix 6

Board of Trustee

Roster

APPENDIX 6

Holy Cross College Board of Trustees

Jerry B. Love

Chair
Kalamazoo, Michigan

Richard J. Rice

Vice Chair
Mishawaka, Indiana

Brother Richard Gilman, C.S.C.

College President
Notre Dame, Indiana

Brother Robert Fillmore, C.S.C.

Provincial
Notre Dame, Indiana

David P. Bender, Jr.

Ojai, California

John (Jack) Berges

Notre Dame, Indiana

John Carnesale

Las Vegas, Nevada

Brother James Everett, C.S.C.

Lakewood, Ohio

Daniel B. Fitzpatrick

South Bend, Indiana

William Giles

Lexington, Kentucky

Deborah A. Foley

Melbourne, Florida

Luanne Hallet

Huntington Beach, California

John Hardesty

Morgantown, West Virginia

Dr. Gregory Hoffman

Ft. Wayne, Indiana

Michael J. Kiley

Marion, Indiana

Christine Klauer

Granger, Indiana

Dr. Michael Method

Granger, Indiana

Lucille McKenna

Arlington Heights, Illinois

Mark McNamee

Granger, Indiana

Terence O'Reilly

Eden Prairie, Minnesota

Mark Pulte

Boca Raton, Florida

Brian Regan

South Bend, Indiana

John Rosenthal

Mishawaka, Indiana

Father Kevin Rousseau, C.S.C.

Notre Dame, Indiana

Tim Shelby

Granger, Indiana

T. Hastings Siegfried

Tulsa, Oklahoma

Brother Philip Smith, C.S.C.

Notre Dame, Indiana

Thomas Sopko

South Bend, Indiana

Brother Donald Stabrowski, C.S.C.

Portland, Oregon

Mark Tabit

Pacific Palisades, California

Anthony P. Uebelhor

Jasper, Indiana

Gary Vanderbeek

Edwardsburg, Michigan

Robert Wade

South Bend, Indiana

Paula Waters

Chicago, Illinois



Appendix 7

Board Resolution Seeking Accreditation

APPENDIX 7

Board Resolution Seeking Accreditation

Resolution

The Board of Trustees directs the administration, faculty, and staff of Holy Cross College to pursue continued affiliation with the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Board of Trustees authorizes the administration, faculty, and staff of Holy Cross College to continue planning requests for change in the college's affiliation status with the Higher Learning Commission. These requests for change should seek authorization for the college to offer more baccalaureate programs. The requests for change should include proposals for new programs in teacher education and theology.



Appendix 8

Faculty Roster

APPENDIX 8

2006-2007 Faculty Roster

Faculty (*Adjunct Faculty)

Jane Allen

Academic Advising; Mathematics

B.S., University of Missouri

M.A.T., Webster University

John E. Alter

Chemistry; Division Chair

B.S., University of Iowa

Ph.D., Cornell University

Reverend Maurice Amen, C.S.C.

Philosophy; Religious Studies

A.B., University of Notre Dame

M.A., University of Notre Dame

M.A., Holy Cross College (D.C.)

J.C.L., Catholic University of America

Ann Baldinger

Speech; Division Chair

B.A., Rosary College

M.A., University of Notre Dame

Henry Borne

Anthropology; Sociology

B.A., College of Wooster

M.A., University of Notre Dame

Ph.D., University of Notre Dame

*Thomas Burzycki

Business

B.B.A., Loyola University

M.B.A., DePaul University

Susan Devetski

Education; Division Chair

B.S., Indiana University

M.S., Indiana University

Ph.D., St. Louis University

Brian DevlesHoward

Director, Conditional Acceptance Program

B.A., Southern Illinois University

M.A., Southern Illinois University

Brother Chris Dreyer, C.S.C.

Community Involvement

A.A., Holy Cross Junior College

B.A., University of Notre Dame

M.S., Indiana University

M.S.W., Western Michigan University

*Regina Falker

Music

B.M., Illinois State University

M.M., Indiana University

Diane Fox

Director, Academic Advising

B.S., Indiana University

M.A., University of Notre Dame

Mary Victoria Frohne

Physics

B.A., Elmhurst College

M.S., Purdue University

Ph.D., Kansas State University

APPENDIX 8

Edward T. Gareau
Philosophy; Religious Studies
A.B., Borromeo College
S.T.L., Catholic University of America
S.S.L., Gregorian University

Brother Richard Gilman, C.S.C.
Mathematics
B.S., Saint Edward's University
M.A., Harvard University
Ph.D., University of Dayton

Michael Griffin
Coordinator, International Programs; Religious Studies
B.A., University of Notre Dame
M. Div., University of Notre Dame

Brian Greve
Director, Assessment; English; Interdisciplinary Studies
B.A., University of Notre Dame
M.A., University of Michigan

*Brother Raymond Harrington, C.S.C.
Writing Tutor Center
B.A., Saint Edward's University
M.A., DePaul University

*Jack Kapsa
Art
B.S., Indiana University
M.F.A., University of Notre Dame

Reverend Thomas King, C.S.C.
History
B.A., University of Notre Dame
M.A., Holy Cross College (D.C.)
M.A., University of Notre Dame

Robert Kloska
Director, Campus Ministry; Philosophy; Religious Studies
B.B.A., University of Notre Dame
M.A., Franciscan University

Brother James Leik, C.S.C.
Business; College Archivist
B.A., Saint Edward's University
M.A., University of Illinois
M.B.A., University of Notre Dame

William T. Mangan
Interdisciplinary Studies
B.S., University of South Dakota
M.A., University of Minnesota
Ph.D., University of Minnesota

A. Jean Marquez
Director, Mathematics Laboratory; Mathematics
B.A., Kent State University
M.Ed., Eastern Michigan University

Mary Merrill
Computer Science; Mathematics
B.A., Saint Mary's College
B.S., Indiana University
M.S., Indiana University

*Stephen Miceli
History
B.A., Edinboro University of Pennsylvania
M.A., University of Toledo
Ph.D. (Candidate), University of Toledo

*Angela Michielutti
Art; Computer Science
B.A., Saint Mary's College
M.F.A., University of Notre Dame

*Gail Miller
Political Science
B.A., University of Notre Dame
M.S.Ed., Indiana University

*Richard Mullin
Business
E.M.B.A., University of Notre Dame
B.B.A., University of Notre Dame

Aloysius Niemier
Mathematics
B.S., University of Idaho
M.S., University of Notre Dame

Sandra Ohlund
Director, Honors Program; Spanish
B.A., Indiana University
M.A., Indiana University

*Rhett Poche
Art
B.A., University of New Orleans
M.F.A., University of Notre Dame

John D. Raymer
English
B.A., Wittenberg University
M.A., National University of Ireland
Ph.D., Ohio University

*Dianne Reardon
Philosophy; Religious Studies
B.S., Purdue University
M.Div., University of Notre Dame
D.Min. (Candidate), Catholic Theological Union

*James Robinson
Theatre
B.S., Indiana State University
M.F.A., University of Pittsburgh

Suzanne T. Schoen
Director, Center for Faculty Development; English
B.A., Rosary College
M.A., Purdue University

Melissa Smeltzer
Religious Studies
B.A., University of Evansville
M.A., Saint Meinrad School of Theology
Ph.D. (Candidate), Catholic University of America

APPENDIX 8

Reverend Michael B. Sullivan, C.S.C.
Philosophy; Religious Studies; Division Chair
A.B., Stonehill College
M.Th., University of Notre Dame
M.A., University of Notre Dame

*Joanne Swenson-Eldridge
Music

B.A., St. Olaf College
M.A., University of Iowa
Ph.D., University of Iowa

Reverend Merwyn Thomas, C.S.C.
Mathematics
B.A., University of Notre Dame
M.A., Holy Cross College (D.C.)
M. Ed., Our Lady of the Lake Seminary
M.S., Saint Mary's University

Brother John Tryon, C.S.C.
Director, Writing Center; English
B.A., University of Notre Dame
M.A., Mundelein College
M.A., DePaul University
M.A., Mundelein College

Brother Lawrence Unfried, C.S.C.
Biology
B.S., University of Notre Dame
M.S., University of Notre Dame
M.P.S., Loyola University of Chicago

Doris Van Auken
Psychology; Division Chair
B.S., University of Alabama
B.A., University of Alabama
M.S., Mississippi State University
Ph.D., Saint Louis University

*Robert Van Horn
Economics
B.A., Malone College
M.A., University of Notre Dame
A.B.D. (Candidate), University of Notre Dame

Justin Watson
Director, Liberal Studies Program; English; Interdisciplinary Studies
B.A., University of Nevada
M.A., Eastern Washington University
Ph.D., University of Notre Dame

*Mark Welch
Art
BA, Louisiana College
MFA, Louisiana Tech University
MBA, University of Notre Dame

*Antonia Wright
Spanish
BA, Ball State University
ME, Butler University

Faculty Emeriti

Winifred P. Caponigri
Associate Professor Emeritus
B.A., Western Michigan University
M.S., University of Notre Dame



Appendix 9

Enrollment Statistics

Fall 2005

APPENDIX 9

Enrollment Statistics

Fall 2005

Full-time Students: 328

Part-time Students: 41

Degree Seeking Students: 348

Guest Students: 21



Appendix 10

Professional Affiliations

APPENDIX 10

Holy Cross College Professional Affiliations

- Association of Catholic Colleges and Universities (ACCU)
- National Association of Independent Colleges and Universities (NAICU)
- Indiana Campus Compact
- National Campus Compact
- Indiana Commission on Higher Education (ICHE)
- Independent Colleges of Indiana (ICI)
- Center for Academic Integrity (CAI)
- Indiana Student Financial Aid Association
- Council for the Advancement and Support of Education (CASE)
- Indiana Council for Continuing Education
- Michigan Association of College Admissions Councilor
- Ohio Association of College Admissions Councilors
- Indiana Association of Collegiate Registrars
- National Association of Student Financial Aid Officers
- American Association of College Registrars and Admissions Officers (AACRAO)
- Illinois Association of College Admissions Councilors
- Association for Student Affairs at Catholic Colleges and Universities (ASACCU)
- Association of Governing Boards (AGB)
- Association for Integrative Studies
- National Association of College Administrators
- National Academic Advising Association
- National Collegiate Honors Council
- The College Board
- Chamber of Commerce
- North Central Association (Commission on Higher Education)
- National Association of College and University Business Officers (NACUBO).
- National College Learning Center Association (NCLCA)
- Association for Christians in Student Development (ACSD)
- Collaboration for the Advancement of College Teaching and Learning
- Phi Theta Kappa
- Psi Beta



Appendix 11

Bachelor of Arts Degree Requirements

APPENDIX 11

Bachelor of Arts Degree Requirements

Bachelor of Arts in Liberal Studies

Students in the liberal studies program register for prescribed core courses and electives that suit their career and educational interests. Students in the program may elect to complete optional academic concentrations in business and economics, information technology, literature, psychology, and theology. Students may also use the curriculum as prelaw preparation. The following sample curriculum outlines a plan for completion of the liberal studies program starting in the junior year.

	JUNIOR YEAR The Competency to See	
<u><i>Summer</i></u>	<u><i>Fall Semester</i></u>	<u><i>Spring Semester</i></u>
(3) International Experience (or at other time in the program)	Foundations Core	Connections Core
	(3) Art & Literature of the World I	(3) Art & Literature of the World II
	(3) Theology	(3) Statistics & Reasoning
	(3) Global Issues I	(3) Global Issues II
	(3) Business Leadership in the Global Marketplace I	(3) Business Leadership in the Global Marketplace II
	(1) Integrative Seminar	(1) Integrative Seminar
	(3) Elective	(3) Elective
	(16) Semester Credit Hours	(16) Semester Credit Hours

APPENDIX 11

	SENIOR YEAR The Courage to Act	
<i>Summer</i>	<i>Fall Semester</i>	<i>Spring Semester</i>
(3) Internship (or at some other time during the year)	Outreach Core	"Light for All" Core
	(3) American Experience I	(3) American Experience II
	(4) Topics in Science	(3) Theology
	(3) Social Stratification	(3) Communications
	(3) Service Learning	(3) Integrative Seminar
	(1) Integrative Seminar	(3) Senior Capstone Project & Presentation
	(3) Elective	
	(17) Semester Credit Hours	(15) Semester Credit Hours
	(70) Total Credit Hours	

Graduation Requirements

In order to qualify for the bachelor of arts degree, a student must satisfy the following requirements:

1. A minimum cumulative grade point average of 2.0
2. Completion of the program core courses, including an approved international experience, an internship in an appropriate career field, a service learning practicum, and the senior learning project
3. Completion of the college's general education or its equivalent
4. If elected, completion of necessary coursework to qualify for selected academic concentration (business and economics, information technology, literature, psychology, and theology).
5. Sufficient electives to total 125 semester hours of credit

A maximum of 61 semester hours of transfer credit may be counted toward the bachelor of arts degree.



Appendix 12

General Education Requirements

Associate of Arts Degree

APPENDIX 12

General Education

Completion of the general education curriculum of Holy Cross College qualifies a student to receive the Associate of Arts degree. General education incorporates the following requirements:

1. A minimum cumulative grade point average of 2.0
2. Completion of the *First-Year Seminar* course (HCCC 101) or its equivalent
3. Specific academic division requirements

Division of Theology and Philosophy

Nine semester hours

THEO 140 (*Introduction to Theology*) required

One other theology course required

One philosophy course required

Division of Humanities

Six semester hours



Appendix 13

Admissions Policies and Procedures

APPENDIX 13

Holy Cross College

Admissions Policies

and Procedures

Applicants to Holy Cross College may submit a paper application form or the electronic online version located on the college web site at www.hcc-nd.edu. Paper and electronic applications are treated equally.

All completed admissions files are reviewed by the college's Admissions Committee. The Admissions Committee may choose to accept or reject any applicant for admission. Some students may be offered probationary or conditional acceptance to the college. Such students may need to complete certain requirements before being fully admitted to the college. Students are designated with an enrollment status upon entry to the college, and these statuses include degree-seeking, probationary, conditional acceptance, and guest.

Holy Cross College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of religion, race, color, gender, disability, national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other programs.

Interviews and Campus Visit

Applicants are encouraged to visit the campus for an admission interview either before or after applying for admission. Although most interviews include an informal meeting with an admission counselor and a tour of the campus, students may also request to sit in on classes, talk with an academic advisor or faculty member, meet financial aid staff, and sample a meal in the cafeteria. Appointments should be made as far in advance as possible by contacting the Admissions Office.

Scholastic Record

Entering students are expected to have successfully completed a college preparatory high school program of at least 16 academic units. One unit is equivalent to a full year of study in a college preparatory subject.

Recommended

Units

4	English - Composition and Literature
3	College-preparatory Mathematics
1	Laboratory Science
2	History or Social Science
2	Foreign Language
4	College-preparatory electives

A student who has the General Education Development (GED) certificate may be considered for admission to Holy Cross College. In addition to submitting the GED scores and certificate, an official transcript of completed high school course work is required.

APPENDIX 13

Placement Testing

Some entering students may be required or advised to take placement tests in certain academic disciplines, such as mathematics. Placement tests are used as a tool of academic advising, as placement results may indicate courses that are most appropriate for a student's skills.

Admission Procedures for First-Time Students

Applicants for admission as degree-seeking students may apply to Holy Cross College at any time. However, in order to allow ample time for review, applications should be submitted prior to July 31 for the subsequent fall semester and December 15 for the subsequent spring semester. Students applying for on-campus housing should submit their applications for admission as early as possible because of space limitations. On-campus housing is allocated based on the date of residence application, and students may submit a residence application only after they are admitted to the college.

A completed admission application file for a degree-seeking student includes the following items:

A completed Application for Admission form (paper or electronic).

A non-refundable \$50 application fee.

Official transcripts from high school and other colleges. Transcripts should include an explanation of the grading system and a listing of courses in progress, if applicable. All final transcripts must be submitted before the admission application file will be reviewed.

Results of the College Board SAT I or the ACT. Applicants should request a copy of scores to be sent to Holy Cross College (SAT code 1309, ACT code 1203). A student who has already taken the SAT or ACT but did not designate Holy Cross College to receive the results should ask the high school to include the scores with the final transcript.

Results of the Test of English as a Foreign Language (TOEFL) for applicants who are non-native English speakers.

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College curriculum. A transfer course which does not parallel a course offered at Holy Cross may be accepted if it appears the course is suitable for elective credit. Courses that are graded on a pass/fail basis are not acceptable for transfer.

Procedures for International Students

International students applying to Holy Cross College must satisfy all application requirements before visas will be issued to study in the United States. The application process for international students is the same as for other students with the addition of the following:

1. Each student for whom English is not a first language must submit results from the Test of English as a Foreign Language (TOEFL). For information about taking the TOEFL, visit the Educational Testing Service Web site at www.toefl.org.

Citizens of other countries are required to submit proof that sufficient financial resources are available to cover educational expenses while attending Holy Cross College.

Students submitting TOEFL scores must achieve 550 or above on the written examination (212 or above on the computerized examination) to be admitted as regular degree-seeking students. Students who score below 550 (211 computerized or below) may be admitted to the college with academic conditions..

Readmission

All students who withdraw or are dismissed from Holy Cross College and wish to return are required to submit an Application Reactivation form. Students who are dismissed for academic reasons may only apply for readmission after the time indicated in the dismissal letter. Students who are dismissed for disciplinary reasons are not eligible for readmission. Students applying for readmission are reviewed by the Admissions Committee.

Advanced Placement Credit

Advanced Placement Examinations are administered through the high school after an advanced placement course has been completed as part of the high school curriculum. College credit may be gained by a student who has achieved a satisfactory score of three or higher on the Advanced Placement Examination of the College Board. Credits for the corresponding courses at Holy Cross College will count towards the fulfillment of all college requirements.

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The Enrollment Process

A student who is accepted to the college will receive notification of acceptance after review of the completed admissions file by the Admissions Committee . The notification of acceptance to the college will indicate the admissions status that the student has been assigned (degree-seeking, probationary, conditional acceptance, or guest). A student who is accepted will be asked to follow these procedures:

Confirm enrollment intent by submitting a \$250 enrollment deposit within a specific number of days after receiving notification of acceptance. The deposit is applied to tuition and is refundable in full if written notification of cancellation is received prior to July 1 for the fall semester or December 1 for the spring semester.

Apply for on-campus housing. If a student wishes to live on campus, the Residence and Food Service Application should be submitted as early as possible. Demand for on-campus housing is high and early application is recommended. Students are assigned rooms on a first-come, first-served basis. After all hall space is committed, resident waiting lists are started.

Complete any required course placement tests. For students required to take placement tests, test results are used by academic advisors to determine the most appropriate course selections. Students who have SAT or ACT English and math scores above certain levels or who have already completed college-level English or math courses are not required to take placement tests prior to scheduling classes.

Schedule courses. Students have the opportunity to discuss a course schedule and academic plan with an academic advisor. Courses may be scheduled during early registration and enrollment days on campus, during individual meetings, or by telephone or e-mail exchange.

Orientation. The final steps in the enrollment process take place during orientation weekend in August or January. Enrollment and registration includes paying remaining tuition, room, board and fees not already paid (tuition bills are mailed in advance from the Business Office for prepayment), obtaining the student photo-identification card, and purchasing textbooks.



Appendix 14

Letter of Engagement

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Letter of Engagement for Auditor



Crowe Chizek and Company LLC
Member Horwath International

330 East Jefferson Boulevard
Post Office Box 7
South Bend, Indiana 46624-0007
Tel 574.232.3992
Fax 574.236.8692
www.crowechizek.com

March 20, 2006

Mr. Richard Rice, Chairman
Finance Committee of the Board of Trustees
Holy Cross College, Inc.
P.O. Box 1395
South Bend, IN 46624

Dear Rick:

This letter confirms the arrangements for Crowe Chizek and Company LLC ("Crowe Chizek") to audit and report on the financial statements of Holy Cross College, Inc. (the "College") for the year ending June 30, 2006. Our audit will be a Single Audit of the College for the period indicated. The attached Crowe Chizek Engagement Terms is an integral part of this letter and its terms are incorporated herein.

AUDIT SERVICES

Our Responsibilities

We will audit the financial statements of the College for the period indicated. The objective of the audit is the expression of an opinion on the financial statements. We will plan and perform the audit in accordance with auditing standards generally accepted in the United States of America, the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996, and the provisions of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards require that we obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement whether caused by error or fraud, to report on the Schedule of Expenditures of Federal Awards, and on your compliance with laws and regulations and on its internal controls as required for a single audit. Therefore, a material misstatement may remain undetected.

We will examine, on a test basis, evidence supporting the amounts and disclosures in your financial statements and evaluate the accounting principles used and the overall financial statement presentation. We will assess the risk that error or fraud might misstate the financial statements by an amount we believe would influence the financial statement users. An audit is not designed to detect error or fraud that is immaterial to the financial statements. Our opinion on the financial statements will state whether we believe that the financial statements present

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fairly, in all material respects, your financial position, change in net assets, and cash flows in conformity with accounting principles generally accepted in the United States of America.

In addition to our report on the financial statements, we plan to report on:

- The Schedule of Expenditures of Federal Awards which will be subjected to the auditing procedures applied in our audit of the financial statements.
- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

An audit includes understanding internal control sufficient to plan the audit and to determine the nature, timing, and extent of audit procedures to be performed, but is not specifically designed to provide assurance on internal control or to identify reportable conditions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed. We will communicate, either orally or in writing, to the audit committee or senior management matters that come to our attention which, in our judgment, are significant deficiencies in internal control that could adversely affect your ability to record, process, summarize, and report financial data. We will also communicate suggestions we have to improve controls and business operations. Our engagement is not designed to address legal or regulatory matters, which matters should be discussed by you with your legal counsel.

We will also perform tests of controls including testing underlying transactions, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of your major federal awards programs. We will determine major programs in accordance with OMB Circular A-133. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed. We will inform you of any nonreportable conditions or other matters involving internal control, if any, as required by OMB Circular A-133.

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As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will also perform tests of your compliance with applicable laws, regulations, contracts and grants. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcations, may exist and not be detected by us. However, the objective of our audit of compliance relative to the financial statements will not be to provide an opinion on overall compliance with such provisions, and we will not express such an opinion. We will advise you, however, of any matters of that nature that come to our attention, unless they are clearly inconsequential.

OMB Circular A-133 requires that we plan and perform the audit to obtain reasonable assurance about whether you have complied with certain provisions of laws, regulations, contracts and grants. Our procedures will consist of the applicable procedures described in the OMB Circular A-133 Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of your major programs. The purpose of our audit will be to express an opinion on your compliance with requirements applicable to major Federal award programs.

Our audit and work product are intended for the benefit and use of the College only. The audit will not be planned or conducted in contemplation of reliance by any other party or with respect to any specific transaction and is not intended to benefit or influence any other party. Therefore, items of possible interest to a third party may not be specifically addressed or matters may exist that could be assessed differently by a third party. Our reports on internal control and compliance will each include a statement that the report is intended for the information and use of the Board of Trustees, the Finance Committee, management, specific legislative or regulatory bodies, and federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

The working papers for this engagement are the property of Crowe Chizek and constitute confidential information. However, we may be requested to make certain workpapers available to your oversight agency or grantors pursuant to authority given to them by law, regulation, or contract. If requested, access to such workpapers will be provided under the supervision of our personnel. Furthermore, upon request, we may provide photocopies of selected workpapers to your oversight agency or grantors. The workpapers for this engagement will be retained for a minimum of three years after the date our report is issued or for any additional period requested by the oversight agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the workpapers.

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Government Auditing Standards require that we provide you with a copy of our most recent peer review report, letter of comment and response thereto, which documents accompany this letter.

The College's Responsibilities

Your management is responsible for the financial statements and for maintaining effective internal control that will, among other things, permit the preparation of financial statements in conformity with accounting principles generally accepted in the United States of America. The College's management is also responsible for complying with applicable laws, regulations, contracts and grants and such responsibility extends to identifying the requirements and designing internal control policies and procedures to provide reasonable assurance that compliance is achieved. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings, which should be available for our review, and a corrective action plan.

Management has the responsibility to adopt sound accounting policies, maintain an adequate and efficient accounting system, and to safeguard assets. Management's judgments are typically based on its knowledge and experience about past and current events and its expected courses of action. Management's responsibility for financial reporting includes establishing a process to prepare the accounting estimates included in the financial statements and adjusting the financial statements to correct material misstatements.

Management is responsible for making available to us, on a timely basis, all financial records and related information and your personnel to whom we may direct inquiries. Management agrees to provide us with written representations relating to matters contained in or related to the financial statements including that the effects of any uncorrected misstatements aggregated by us during the audit are immaterial, both individually and in the aggregate, to the financial statements, and to its compliance with the requirements of its Federal programs. Because of the importance of management's representations to an effective audit, you agree to release Crowe Chizek and its personnel from any liability and costs relating to our services under this letter attributable to any misrepresentations by management.

At the conclusion of the engagement, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of thirty days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the oversight agency for audit.

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FEES

We will invoice you for our services as follows, 30% after the conclusion of planning, 60% at the close of fieldwork and the remaining portion upon completion of the deliverables. Our invoices are due and payable upon receipt. Our fees, inclusive of out-of-pocket expenses, will not exceed \$24,500, for the services contemplated by this letter, unless specifically arranged in advance and agreed to between you and our firm. Continuing our long-standing commitment to the College, we will donate \$2,900 back to the Holy Cross College, Inc.

Our estimate of fees takes into account the agreed-upon level of preparation and assistance from your personnel. We will advise management should this not be provided or should any other circumstances arise that may cause our time to exceed this estimate. The above estimated fees do not consider any time that might be necessary to assist management in the implementation or adoption of new or existing accounting, reporting, regulatory, or tax requirements that may apply. As always, we will work with management to control the services and related fees. If there is a significant change in your organizational structure or size due to acquisitions or other events, we reserve the right to revise our fees.

* * * * *

This engagement letter and the attached Crowe Chizek Engagement Terms reflect the entire agreement between us relating to the services covered by this letter. The headings included in this letter are to assist in ease of reading only; the letter and attachment are to be construed as a single document, with the provisions of each section applicable throughout. This agreement may not be amended or varied except by a written document signed by both parties. It replaces and supersedes any other proposals, correspondence, agreements and understandings, whether written or oral, relating to the services covered by this letter. The agreements of the College and Crowe Chizek contained in this engagement letter shall survive the completion or termination of this engagement. If any term hereof is found unenforceable or invalid, this shall not affect the other terms hereof, all of which shall continue in effect as if the stricken term had not been included. This agreement is governed by the internal laws of the State of Illinois.

If the terms of this letter and the attached Crowe Chizek Engagement Terms are acceptable to you, please sign and date below and return a copy of this letter at your earliest convenience. If you have any questions, please contact me at (312) 899-7019 or Brian Archambeault at (574) 236-7610.

Very truly yours,

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Holy Cross College, Inc.
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Crowe Chizek and Company LLC

By: Cynthia A. Pierce
Cynthia A. Pierce

I have reviewed the arrangements outlined above and in the attached Crowe Chizek Engagement Terms, and I accept on behalf of the College the terms and conditions as stated.

Holy Cross College, Inc.

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Cc: Mr. Mark Mullaney, V.P. for Finance

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Crowe Chizek Engagement Terms

We want you to understand the basis under which we offer our services to you and determine our fees, as well as to clarify the relationship and responsibilities between your organization and ours. These terms are part of our engagement letter and apply to all future services, unless a specific engagement letter is entered into for those services. We specifically note that no advice we may provide should be construed to be investment advice.

YOUR ASSISTANCE - For us to provide our services effectively and efficiently, you agree to provide us timely with the information we request and to make your employees available for our questions. The availability of your personnel and the timetable for their assistance are key elements in the successful completion of our services and in the determination of our fees. Completion of our work depends on appropriate and timely cooperation from your personnel; complete, accurate and timely responses to our inquiries; and timely communication by you of all significant accounting and financial reporting matters of which you are aware. If for any reason this does not occur, a revised fee to reflect the additional time or resources required by us will be mutually agreed upon, and you agree to hold us harmless against all matters that arise in whole or in part from any resulting delay.

If circumstances arise that, in our professional judgment, prevent us from completing this engagement, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue other work product, or withdrawing from the engagement.

CONFIDENTIALITY - We will maintain the confidentiality of your confidential information in accordance with professional standards. You agree not to disclose any confidential material you obtain from us without our prior written consent, except to the extent such disclosure is an agreed objective of this engagement. Your use of our work product shall be limited to its stated purpose and to your business use only. We retain the right to use the ideas, concepts, techniques, industry data, and know-how we use or develop in the course of the engagement. You agree to the use of fax, email, and voicemail to communicate both sensitive and non-sensitive matters; provided, however, that nonpublic personal information regarding your customers or consumers shall not be communicated by unencrypted email. We may use a third-party service provider in providing professional services to you which may require our sharing your confidential information with the provider. If we use a third-party service provider, we will enter into a confidentiality agreement with the provider to require them to maintain the confidentiality of your confidential information.

CONSUMER PRIVACY - In order to provide the services called for in this engagement, you may be disclosing to us certain nonpublic personal information regarding your accounts, customers, and consumers. To the extent permitted by law, we will not disclose any such nonpublic personal information except to you and our employees and agents. However, in circumstances that fall under an exception in the regulations "Privacy of Consumer Financial Information" implementing the Gramm-Leach-Bliley Act, we may disclose or use such nonpublic personal information in the ordinary course of business to carry out the services in this engagement. We have implemented and will maintain physical, electronic and procedural safeguards ("Safeguards") reasonably designed to protect the security, confidentiality and integrity of, to prevent unauthorized access to or use of, and to ensure the proper disposal, of nonpublic personal information regarding your customers or consumers. We further agree that

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the Safeguards shall meet the objectives of the Interagency Guidelines Establishing Information Security Standards, adopted by the Office of the Comptroller of the Currency, the Board of Governors of the Federal Reserve System, the Federal Deposit Insurance Corporation, and the Office of Thrift Supervision, as they currently exist, or as they may be amended from time to time.

CHANGES – We may periodically communicate changes in laws, rules, or regulations to you. However, you have not engaged us to and we do not undertake an obligation to advise you of changes in laws, rules, regulations, industry or market conditions, your own business practices, or other circumstances, except to the extent required by professional standards.

PUBLICATION - You agree to obtain our specific permission before using our report or our firm's name in a published document, and you agree to submit to us copies of such documents to obtain our permission before they are filed or published.

NO PUNITIVE OR CONSEQUENTIAL DAMAGES – Any liability of Crowe Chizek to you shall not include any special, consequential, incidental, punitive, or exemplary damages or loss nor any lost profits, savings, or business opportunity.

LIMIT OF LIABILITY - The provisions of this section establishing a limit of liability will not apply if, as determined in a judicial proceeding, we performed our services with gross negligence or willful misconduct. Our engagement with you is not intended to shift risks normally borne by you to us. With respect to any services or work product or this engagement in general, the liability of Crowe Chizek and its personnel shall not exceed the fees we receive for the portion of the work giving rise to liability. A claim for a return of fees paid shall be the exclusive remedy for any damages. This limitation of liability is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted. This limitation of liability shall also apply after termination of this agreement.

INDEMNIFICATION FOR THIRD PARTY CLAIMS – The provisions of this section for indemnification will not apply if, as determined in a judicial proceeding, we performed our services with gross negligence, or with willful misconduct. Our engagement with you is not intended to shift risks normally borne by you to us. In the event of a legal proceeding or other claim brought against us by a third party you agree to indemnify and hold harmless Crowe Chizek and its personnel against all costs, fees, expenses, damages, and liabilities, including defense costs and legal fees, associated with such third-party claim arising from or relating to any services or work product that you use or disclose to others, or this engagement generally. This indemnification is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted. This indemnification shall also apply after termination of this agreement.

RESPONSE TO LEGAL PROCESS – If we are requested by subpoena, other legal process, or other proceedings to produce documents pertaining to you, and we are not a named party to the proceeding, you will reimburse us for our professional time, plus out-of-pocket expenses, as well as reasonable attorney fees we incur in responding to such request.

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MEDIATION - If a dispute arises, in whole or in part, out of or related to this engagement, or after the date of this agreement, between you or any of your affiliates or principals, and Crowe Chizek, and if the dispute cannot be settled through negotiation, you and Crowe Chizek agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its mediation rules for professional accounting and related services disputes before resorting to litigation or any other dispute-resolution procedure. The results of mediation shall be binding only upon agreement of each party to be bound. Costs of any mediation shall be shared equally by both parties.

JURY TRIAL - In the unlikely event that differences concerning our services or fees arise between us that are not resolved by mutual agreement or mediation, you and we agree to waive a trial by jury to facilitate judicial resolution and save time and expense of both parties.

LEGAL AND REGULATORY CHANGE - The scope of services and fees for the services covered by the accompanying letter are based on current laws and regulations. If changes in laws or regulations change your requirements or the scope of our work, you and we agree that our fees will be modified to a mutually agreed upon amount to reflect the changed level of our effort.

NON-SOLICITATION - You and we acknowledge the importance of retaining key personnel. Accordingly, both parties agree that during the period of this agreement and for one year after its expiration or termination, neither party will solicit any personnel of the other party for employment without the written consent of the other party. If an individual becomes an employee of the other party, the other party agrees to pay a fee equal to the individual's compensation for the prior full twelve-month period to the original employer.

AFFILIATES - Crowe Chizek and Company LLC (Crowe Chizek) is a member of Horwath International Association, a Swiss association (Horwath). Each member firm of Horwath is a separate and independent legal entity. Crowe Chizek and its affiliates are not responsible or liable for any acts or omissions of any other member of Horwath and hereby specifically disclaim any and all responsibility or liability for acts or omissions of any other member of Horwath.

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CERTIFIED PUBLIC ACCOUNTANTS

To the Executives of
Crowe Chizek and Company LLC
and the Center for Public Company Audit Firms Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Crowe Chizek and Company LLC (the firm) applicable to non-SEC issuers in effect for the year ended June 30, 2004. The firm's accounting and auditing practice applicable to SEC issuers was not reviewed by us since the Public Company Accounting Oversight Board (PCAOB) is responsible for inspecting that portion of the firm's accounting and auditing practice in accordance with PCAOB requirements. A system of quality control encompasses the firm's organizational structure and the policies adopted and procedures established to provide it with reasonable assurance of complying with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (the AICPA). The design of the system, and compliance with it, are the responsibilities of the firm. Our responsibility is to express an opinion on the design of the system, and the firm's compliance with that system based on our review.

Our review was conducted in accordance with standards established by the Peer Review Committee of the Center for Public Company Audit Firms and included procedures to plan and perform the review that are summarized in the attached description of the peer review process. Our review would not necessarily disclose all weaknesses in the system of quality control or all instances of lack of compliance with it since it was based on selective tests. Because there are inherent limitations in the effectiveness of any system of quality control, departures from the system may occur and not be detected. Also, projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

In our opinion, the system of quality control for the accounting and auditing practice applicable to the non-SEC issuers of Crowe Chizek and Company LLC in effect for the year ended June 30, 2004, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA, and was complied with during the year then ended to provide the firm with reasonable assurance of complying with applicable professional standards.

As is customary in a peer review, we have issued a letter under this date that sets forth comments relating to certain policies and procedures or compliance with them. The matters described in the letter were not considered to be of sufficient significance to affect the opinion expressed in this report.

Seattle, Washington
October 22, 2004

Moss Adams LLP

A member of
Moore, Roudard International
an association of independent
accounting firms throughout
the world



Description of the Peer Review Process

Overview

Firms enrolled in the AICPA Center for Public Company Audit Firms (the Center) Peer Review Program have their system of quality control periodically reviewed by independent peers. These reviews are system and compliance oriented with the objectives of evaluating whether:

The reviewed firm's system of quality control for its accounting and auditing practice applicable to non-SEC issuers has been designed to meet the requirements of the Quality Control Standards established by the AICPA.

The reviewed firm's quality control policies and procedures applicable to non-SEC issuers were being complied with to provide the firm with reasonable assurance of complying with professional standards.

A peer review is based on selective tests and directed at assessing whether the design of and compliance with the firm's system of quality control for its accounting and auditing practice applicable to non-SEC issuers provides the firm with reasonable, not absolute, assurance of complying with professional standards. Consequently a peer review on the firm's system of quality control is not intended to, and does not, provide assurance with respect to any individual engagement conducted by the firm or that none of the financial statements audited by the firm should be restated.

The Center's Peer Review Committee (PRC) establishes and maintains peer review standards. At regular meetings and through report evaluation task forces, the PRC considers each peer review, evaluates the reviewer's competence and performance, and examines every report, letter of comments, and accompanying response from the reviewed firm that states its corrective action plan before the peer review is finalized. The Center's staff plays a key role in overseeing the performance of peer reviews working closely with the peer review teams and the PRC.

Once the PRC accepts the peer review reports, letters of comments, and reviewed firms' responses, these documents are maintained in a file available to the public. In some situations, the public file also includes a signed undertaking by the firm agreeing to specific follow-up action requested by the PRC.

Firms that perform audits or play a substantial role in the audit of one or more SEC issuers, as defined by the Public Company Accounting Oversight Board (PCAOB), are required to be registered with and have their accounting and auditing practice applicable to SEC issuers inspected by the PCAOB. Therefore, we did not review the firm's accounting and auditing practice applicable to SEC issuers.

Planning the Review for the Firm's Accounting and Auditing Practice Applicable to Non-SEC Issuers

To plan the review of Crowe Chizek and Company LLC, we obtained an understanding of (1) the nature and extent of the firm's accounting and auditing practice, and (2) the design of the firm's system of quality control sufficient to assess the inherent and control risks implicit in its

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practice. Inherent risks were assessed by obtaining an understanding of the firm's practice, such as the industries of its clients and other factors of complexity in serving those clients, and the organization of the firm's personnel into practice units. Control risks were assessed by obtaining an understanding of the design of the firm's system of quality control, including its audit methodology, and monitoring procedures. Assessing control risk is the process of evaluating the effectiveness of the reviewed firm's system of quality control in preventing the performance of engagements that do not comply with professional standards.

Performing the Review for the Firm's Accounting and Auditing Practice Applicable to Non-SEC Issuers

Based on our assessment of the combined level of inherent and control risks, we identified practice units and selected engagements within those units to test for compliance with the firm's system of quality control. The engagements selected for review included engagements performed under the Government Auditing Standards, audits performed under FDICIA, and audits of Employee Benefit Plans. The engagements selected for review represented a cross-section of the firm's accounting and auditing practice with emphasis on higher-risk engagements. The engagement reviews included examining working paper files and reports and interviewing engagement personnel.

The scope of the peer review also included examining selected administrative and personnel files to determine compliance with the firm's policies and procedures for the elements of quality control pertaining to independence, integrity, and objectivity; personnel management; and acceptance and continuance of clients and engagements. Prior to concluding the review, we reassessed the adequacy of scope and conducted a meeting with firm management to discuss our findings and recommendations.



Appendix 15

Five-Year Comparison

APPENDIX 15.1

Five Year Comparison—Balance Sheet

(Ending

June 30, 2006)

Holy Cross College

Five Year Comparison Ending June 30, 2006

	YTD Actual			
	June 30, 2006	June 30, 2005	June 30, 2004	June 30, 2003
ASSETS				
Cash - Checking	\$95,443	\$278,169	\$275,163	\$335,050
Investments	6,056,224	6,698,137	7,804,993	1,714,327
Accounts Receivable	405,692	339,775	306,550	219,154
Student Loan Receivable	219,131	211,452	194,316	193,149
Pledges Receivables	903,322	240,388	756,089	1,156,375
Other Assets	203,577	214,306	224,657	234,986
Investment in Educational Properties	14,802,616	14,773,265	14,048,064	13,638,790
Total Assets	\$22,686,005	\$22,755,492	\$23,609,832	\$17,491,831
LIABILITIES AND EQUITY				
Accrued Payroll and Related Liabilities	\$178,608	\$180,936	\$201,987	\$209,966
Accounts Payable	172,111	579,070	309,676	83,567
Deferred Income	228,154	172,422	243,433	247,343
Funds Held for Others	239,893	237,036	228,831	218,555
Fair Market Value of Interest Rate Swap	550,519	1,145,800	813,599	1,389,227
Long-Term Debt	8,985,367	8,647,686	8,925,046	9,160,410
Total Liabilities	10,354,652	10,962,950	10,722,572	11,309,068
Unrestricted	8,434,411	8,738,986	8,911,347	4,612,777
Temporarily Restricted	3,896,942	3,053,556	3,975,913	1,569,986
Total Net Assets	12,331,353	11,792,542	12,887,260	6,182,763
Total Liabilities and Net Assets	\$22,686,005	\$22,755,492	\$23,609,832	\$17,491,831
				\$15,060,967

APPENDIX 15.2

Five Year Comparison—Income Statement (Ending June 30, 2006)

Holy Cross College

Five Year Comparison Ending June 30, 2006

	YTD Actual			
	June 30, 2006	June 30, 2005	June 30, 2004	June 30, 2003
Revenue				
Education and General				
Tuition	\$3,919,143	\$4,302,761	\$4,456,081	\$4,525,996
Student Housing	1,539,228	1,559,926	1,629,933	1,432,724
Bookstore	20,000	15,000	16,381	10,000
Contributions	1,829,164	833,974	6,703,587	3,135,201
Miscellaneous Income	56,443	103,252	64,033	58,955
Investment Income	469,995	407,328	302,777	17,343
Total Income	7,833,973	7,222,241	13,172,792	9,180,219
Expenses				
Educational	3,650,738	3,663,615	3,477,946	2,856,845
Administrative	2,365,774	2,695,193	1,794,225	2,212,279
FMV of Interest Rate Swap	(595,281)	332,201	(575,628)	658,684
	5,421,231	6,691,009	4,696,543	5,727,808
Auxiliary (Housing)/(Food)	1,686,776	1,504,700	1,549,367	1,480,888
Fundraising	187,155	121,250	222,385	220,752
Total Expenses	7,295,162	8,316,959	6,468,295	7,429,448
Change in Net Assets	538,811	(1,094,718)	6,704,497	1,750,771
Net Assets Beginning of Year	11,792,542	12,887,260	6,182,763	4,431,992
Net Assets	\$12,331,353	\$11,792,542	\$12,887,260	\$6,182,763
				\$4,431,992



Appendix 16

Tuition and Fees

APPENDIX 16

Tuition and Fees

Tuition (2006-07 Academic Year):

Tuition for the 2006-2007 Academic Year is **\$7,250.00** per semester for full-time students enrolled in 12 to 19 semester hours. Hours in excess of 19 are charged at the rate of **\$480.00** per semester hour. Part-time students enrolled in less than 12 semester hours are also charged at the rate of

Room and Board (per Semester)

Single Room	\$3825.00*
Double Room	\$3575.00*
Triple Room	\$3375.00*
Apartment	\$4025.00
Per Summer Session (Five weeks)	\$1,100.00 flat fee

(all non-summer fees include \$100 for phone and voice-mail services)

*Non-Apartment options (costs per semester):

Fees

Art	\$50.00
Graduation Fee	\$65.00
Science Laboratory Fee	\$50.00
Student Service Fee	\$200.00
Technology Fee	\$200.00
Transcript Fee	\$5.00 each



Appendix 17

Annual Report

APPENDIX 17

Holy Cross College



HOLY CROSS COLLEGE, INC.
Notre Dame, Indiana

ANNUAL REPORT
June 30, 2006 and 2005

APPENDIX 17



HOLY CROSS COLLEGE, INC.
Notre Dame, Indiana

FINANCIAL STATEMENTS
June 30, 2006 and 2005

APPENDIX 17

HOLY CROSS COLLEGE, INC.
Notre Dame, Indiana

ANNUAL REPORT
June 30, 2006 and 2005

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HOLY CROSS COLLEGE, INC.

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HOLY CROSS COLLEGE, INC.
Notre Dame, Indiana

FINANCIAL STATEMENTS
June 30, 2006 and 2005

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APPENDIX 17

REPORT OF INDEPENDENT AUDITORS ON FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

Board of Trustees
Holy Cross College, Inc.
Notre Dame, Indiana

We have audited the accompanying statements of financial position of Holy Cross College, Inc. as of June 30, 2006 and 2005, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Holy Cross College, Inc. as of June 30, 2006 and 2005 and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated <, 2006, on our consideration of Holy Cross College, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of Holy Cross College, Inc. taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Crowe Chizek and Company LLC

South Bend, Indiana
<, 2006

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APPENDIX 17

REPORT OF INDEPENDENT AUDITORS

Board of Trustees
Holy Cross College, Inc.
Notre Dame, Indiana

We have audited the accompanying statements of financial position of Holy Cross College, Inc. as of June 30, 2006 and 2005 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Holy Cross College, Inc. as of June 30, 2006 and 2005 and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Crowe Chizek and Company LLC

South Bend, Indiana
○, 2006

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APPENDIX 17

HOLY CROSS COLLEGE, INC.
STATEMENT OF ACTIVITIES
Year ended June 30, 2006 (with comparative totals for 2005)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>2006 Total</u>	<u>2005 Total</u>
Revenues				
Educational and general tuition (less tuition discounts of \$527,818 for 2006 and \$384,780 for 2005)	\$ 3,919,143	\$ -	\$ 3,919,143	\$ 4,302,761
Student housing	1,539,228	-	1,539,228	1,559,926
Bookstore, net	20,000	-	20,000	15,000
Contributions	1,331,747	497,417	1,829,164	833,974
Miscellaneous income	56,443	-	56,443	103,252
Investment income (Note 2)	<u>465,564</u>	<u>4,431</u>	<u>469,995</u>	<u>407,328</u>
Total revenues	7,332,125	501,848	7,833,973	7,222,241
Net assets released from restrictions:				
Satisfaction of donor or time restrictions	<u> </u>	<u> </u>	<u>7,833,973</u>	<u>7,222,241</u>
Expenses				
Educational and general				
Educational expenses	3,650,737	-	3,650,737	3,663,615
Administrative expenses	2,365,774	-	2,365,774	2,695,193
Unrealized loss (gain) on interest rate swap agreements (Note 10)	<u>(595,281)</u>	<u>-</u>	<u>(595,281)</u>	<u>332,201</u>
	5,421,231	-	5,421,231	6,691,009
Student housing	1,686,776	-	1,686,776	1,504,700
Fundraising expenses	<u>187,155</u>	<u>-</u>	<u>187,155</u>	<u>121,250</u>
Total expenses	<u>7,295,162</u>	<u>-</u>	<u>7,295,162</u>	<u>8,316,959</u>
Change in net assets	538,811		538,811	(1,094,718)

See accompanying notes to financial statements.

APPENDIX 17

	HOLY CROSS COLLEGE, INC.			
Net assets at beginning of year	<u>11,792,542</u>	<u> </u>	<u>11,792,542</u>	<u>12,887,260</u>
Net assets at end of year	<u>\$12,331,353</u>	<u>\$ </u>	<u>\$12,331,353</u>	<u>\$11,792,542</u>

APPENDIX 17

HOLY CROSS COLLEGE, INC. STATEMENT OF ACTIVITIES Year ended June 30, 2005

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues			
Educational and general tuition (less tuition discounts of \$384,780 for 2005)	\$4,302,761	\$ -	\$ 4,302,761
Student housing	1,559,926	-	1,559,926
Bookstore, net	15,000	-	15,000
Contributions	507,597	326,377	833,974
Miscellaneous income	103,252	-	103,252
Investment income (Note 2)	<u>400,391</u>	<u>6,937</u>	<u>407,328</u>
 Total revenues	 6,888,927	 333,314	 7,222,241
 Net assets released from restrictions:			
Satisfaction of donor or time restrictions	<u>1,255,671</u>	<u>(1,255,671)</u>	
	8,144,598	(922,357)	7,222,241
 Expenses			
Educational and general			
Educational expenses	3,663,615	-	3,663,615
Administrative expenses	2,695,193	-	2,695,193
Unrealized loss (gain) on interest rate swap agreements (Note 10)	<u>332,201</u>	<u>-</u>	<u>332,201</u>
	6,691,009	-	6,691,009
 Student housing	 1,504,700	 -	 1,504,700
Fundraising expenses	<u>121,250</u>	<u>-</u>	<u>121,250</u>
 Total expenses	 <u>8,316,959</u>	 <u>-</u>	 <u>8,316,959</u>
 Change in net assets	 (172,361)	 (922,357)	 (1,094,718)
Net assets at beginning of year	<u>8,911,347</u>	<u>3,975,913</u>	<u>12,887,260</u>

See accompanying notes to financial statements.

APPENDIX 17

HOLY CROSS COLLEGE, INC.

Net assets at end of year	<u>\$8,738,986</u>	<u>\$ 3,053,556</u>	<u>\$11,792,542</u>
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APPENDIX 17

HOLY CROSS COLLEGE, INC. STATEMENTS OF FINANCIAL POSITION June 30, 2006 and 2005

	<u>2006</u>	<u>2005</u>
ASSETS		
Cash	\$ 95,443	\$ 278,169
Investments (Note 2)	6,056,224	6,698,137
Accounts receivable (less allowance for doubtful accounts of: 2006 - \$195,868; 2005 - \$142,366)	405,692	339,775
Student loan receivable	219,131	211,452
Pledges receivable (Note 3)	903,322	240,388
Other assets	203,577	214,306
Investments in educational properties – net (Notes 4 and 7)	<u>14,802,616</u>	<u>14,773,265</u>
	<u>\$22,686,005</u>	<u>\$22,755,492</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accrued payroll and related liabilities	\$ 178,608	\$ 180,936
Accounts payable	172,111	579,070
Deferred income	228,154	172,422
Funds held for others	239,893	237,036
Fair value adjustment on interest rate swaps (Note 10)	550,519	1,145,800
Long-term debt (Notes 7 and 10)	<u>8,985,367</u>	<u>8,647,686</u>
	10,354,652	10,962,950
Net assets		
Unrestricted	11,792,542	8,738,986
Temporarily restricted (Note 9)	<u>538,811</u>	<u>3,053,556</u>
	<u>12,331,353</u>	<u>11,792,542</u>
	<u>\$22,686,005</u>	<u>\$22,755,492</u>

See accompanying notes to financial statements.

6.

APPENDIX 17

HOLY CROSS COLLEGE, INC. STATEMENTS OF CASH FLOWS Years ended June 30, 2006 and 2005

	<u>2006</u>	<u>2005</u>
Cash flows from operating activities		
Change in net assets	\$ 538,811	\$ (1,094,718)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation	688,997	647,485
Amortization of loan issue costs	12,098	12,098
Provision for losses on receivables	162,819	159,522
Net realized and unrealized gains on investments	(218,239)	(254,123)
Loss on disposal of assets	(383)	-
Contribution of investments	(399,089)	(227,819)
Change in assets and liabilities		
Accounts receivable	(224,759)	(169,375)
Loan receivable	(7,679)	(17,136)
Pledges receivable	(666,911)	492,329
Other assets	(1,370)	(1,747)
Accounts payable	(406,958)	269,394
Funds held by others	2,857	8,205
Accrued payroll and related liabilities	(2,328)	(21,051)
Deferred income	55,732	(71,011)
Contributions restricted for long-term investment	(497,417)	(369,495)
Interest and dividends restricted for long-term investment	(4,431)	(8,248)
Net cash from operating activities	(968,250)	(645,690)
Cash flows from investing activities		
Purchases of educational properties	(717,965)	(1,372,686)
Proceeds from the maturity of investments	3,136,241	3,884,543
Purchase of investments	(1,877,000)	(2,295,745)
Net cash from investing activities	541,276	216,112
Cash flows from financing activities		
Proceeds from contributions restricted for investment in educational properties	497,417	369,495
Other financing activities		
Payment of long-term debt	(505,121)	(277,360)
Issuance of long-term debt	842,802	-
Fair value adjustment on interest rate swaps	(595,281)	332,201
Interest and dividends restricted for reinvestment	4,431	8,248
Net cash from financing activities	(253,169)	63,089
Change in cash	(182,726)	3,006
Cash at beginning of year	278,169	275,163
Cash at end of year	\$ 95,443	\$ 278,169
Supplemental disclosure of cash flow information		
Cash paid during the year for interest	\$ 463,775	\$ 450,910
Fair market value of gifts received of marketable securities	218,239	229,818

See accompanying notes to financial statements.

7.

APPENDIX 17

HOLY CROSS COLLEGE, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2006 and 2005

NOTE 1 - NATURE OF BUSINESS AND SIGNIFICANT ACCOUNTING POLICIES

Holy Cross College (the College) is conducted by the Brothers of the Congregation of Holy Cross. The College is a co-educational college fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The College generates its operating revenue primarily from student tuition and contributions.

Method of Accounting: The College operations are accounted for on the accrual basis.

Financial Statement Presentation: The College reports information regarding its financial position and activities in three classes of net assets: Unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Contributions: Contributions received and unconditional promises to give are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence of donor restrictions and the nature of restrictions, if they exist.

Contributions are recognized when the donor makes a promise to give to the College that is, in substance, unconditional. Contributions restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

Cash: The College maintains its primary checking account at a local bank which is insured by an agency of the federal government up to \$100,000.

Accounts Receivable: Accounts receivable represents the balance of student charges owed to the College.

Allowance for Doubtful Accounts: The allowance for doubtful accounts is determined by management based on the College's historical losses, specific student circumstances and general economic conditions. Periodically, management reviews accounts receivable and records an allowance for specific students based on current circumstances and charges off the receivable against the allowance when all attempts to collect the receivable have failed.

(Continued)

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APPENDIX 17

HOLY CROSS COLLEGE, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2006 and 2005

Investments: Investments in marketable securities with readily determinable fair values and all investments in debt securities are valued at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets.

APPENDIX 17

HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

NOTE 1 - NATURE OF BUSINESS AND SIGNIFICANT ACCOUNTING POLICIES (Continued)

Educational Properties and Depreciation: Educational properties represented by buildings, improvements and equipment are carried at cost less accumulated depreciation. Depreciation is provided on the straight-line basis over the assets estimated useful lives as follows:

Buildings and improvements	40 years
Furniture and equipment	5 - 10 years
Vehicles	5 years
Leasehold improvements	3 - 5 years

Income Taxes: The College is exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code and, accordingly, no provision has been made nor is required, for income taxes.

Related Party: The College is owned by the Brothers of Holy Cross, Inc. Salaries for the Brothers of Holy Cross and all other vowed religious, who are employed by the College, are equal to those paid for comparable services provided by lay persons. In addition, the College leases land and property from the Brothers of Holy Cross, Inc.

Loan Issuance Costs: Loan issuance fees and related costs are being amortized on the straight-line method primarily over the term of the loan of approximately 25 years.

Fair Values of Financial Instruments: The market value of financial instruments approximates their carrying amount in the statement of financial position. Financial instruments consist of cash on deposit in the bank, certificates of deposit, investments, long term debt, and interest rate swaps. Interest rate swaps are reported at their fair value with changes in fair values recognized in the statement of activities.

Use of Estimates and Assumptions: Management must make estimates and assumptions in preparing financial statements that affect the amounts reported therein and the disclosures provided. Significant estimates include the valuation of investments and allowances for doubtful or uncollectible accounts. These estimates and assumptions may change in the future and future results could differ.

(Continued)

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APPENDIX 17

HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

NOTE 2 - INVESTMENTS

Investments consist of the following as of June 30:

	<u>2006</u>	<u>2005</u>
Mutual Funds		
Short term investment fund	\$ 1,277,241	\$ 2,436,929
Equity fund	3,611,155	3,293,671
1 st Source investment fund	779,262	765,301
Stock Owned at 6/30/2006	<u>77,805</u>	<u>-</u>
	<u>\$ 5,745,463</u>	<u>\$ 6,495,901</u>
Certificates of Deposit		
St. Joseph Capital Bank	\$ 105,439	\$ 102,236
National City Bank	100,894	-
1 st Source Bank	<u>104,428</u>	<u>100,000</u>
	<u>\$ 310,761</u>	<u>\$ 202,236</u>

Investment income includes the following:

Net realized and unrealized gains (losses)	\$ 319,535	\$ 260,801
Interest and dividend income	<u>150,459</u>	<u>146,527</u>
	<u>\$ 469,994</u>	<u>\$ 407,328</u>

Investment income has been recorded net of related investment expenses. Investment expenses were \$16,241 and \$14,543 for the years ended June 30, 2006 and 2005.

NOTE 3 - PLEDGES RECEIVABLE

Pledges receivable at June 30, 2006 and 2005 are promises to give from various donors that are unconditional. Unconditional promises to give that are expected to be collected within one year are recorded at their net realizable value. Amounts that are expected to be collected in future years are recorded at their present value at their estimated future cash flows. The discounts on those amounts are computed using a 4% interest rate for 2006 and 2005.

	<u>2006</u>	<u>2005</u>
Unconditional promises to give before unamortized discount and allowance for uncollectibles	\$ 913,790	\$ 265,568
Less: Unamortized discount	<u>(3,977)</u>	<u>(8,345)</u>
	909,813	257,223
Less: Allowance for uncollectibles	<u>(6,491)</u>	<u>(16,835)</u>
Net unconditional promises to give	<u>\$ 903,322</u>	<u>\$ 240,388</u>

(Continued)

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APPENDIX 17

HOLY CROSS COLLEGE, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2006 and 2005

Payments are to be made pursuant to pledge agreements and are due as follows:

Within one year	\$ 871,148	\$ 162,139
One year to five year	41,642	101,429
More than five years	<u>1,000</u>	<u>2,000</u>
	<u>\$ 913,790</u>	<u>\$ 265,568</u>

APPENDIX 17

HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

NOTE 4 - INVESTMENT IN EDUCATIONAL PROPERTIES

At June 30, 2006 and 2005, the investment in educational properties is represented by the cost of land, buildings, improvements and equipment less the related accumulated depreciation as follows:

	<u>2006</u>	<u>2005</u>
Land and improvements	\$ 1,256,661	\$ 1,256,661
Buildings and improvements	15,248,177	14,181,037
Furniture and equipment	1,662,206	1,899,016
Vehicles and other assets	23,500	34,131
Leasehold improvements	701,866	701,866
Construction in progress	<u>254,339</u>	<u>658,044</u>
	19,146,749	18,730,755
Less accumulated depreciation	<u>4,344,133</u>	<u>3,957,490</u>
	<u>\$14,802,616</u>	<u>\$14,773,265</u>

Depreciation expense was \$688,997 and \$647,485 for the years ended June 30, 2006 and 2005, respectively.

Construction in progress at June 30, 2006 includes costs of \$254,339 associated with the preliminary plans for the recreation center. As of year end, no contracts have been entered into.

NOTE 5 - LEASE COMMITMENT

Effective January 1, 2004, the College entered into lease and license agreements with the Brothers of the Holy Cross, Inc. for certain land used by the College and for continued use of various athletic and maintenance facilities. Monthly payments will be due on the lease as follows:

<u>Amount</u>	<u>Effective Dates</u>
\$ 25,937	July 2006 – December 2013
3,230	January 2014 – June 2014
3,006	July 2014 – June 2022

(Continued)

13.

APPENDIX 17

HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

NOTE 5 - LEASE COMMITMENT (Continued)

The College also leases various office machines, computer equipment and vehicles under noncancelable operating leases.

Under all operating leases, the minimum rentals over the next five years, excluding in-kind contributions are as follows:

2007	\$ 338,934
2008	334,095
2009	330,288
2010	311,247
Thereafter	<u>1,397,358</u>
	<u>\$ 2,711,922</u>

Rental expense for these operating leases, excluding insurance, repair costs and in-kind contributions, for the years ended June 30, 2006 and 2005 was \$357,418 and \$386,905, respectively.

NOTE 6 - EMPLOYEE RETIREMENT PLAN

The College has a defined contribution employee retirement plan and contributed 8% of regular salary for 2 months of the year ended June 30, 2006 and the whole year ended June 30, 2005. On October 1st, 2006 the retirement plan contribution was reduced to 4% of regular salary with board approval. Employees who have attained the age of 26 and have completed one year of service are eligible to participate in the plan. Contributions were \$106,401 and \$172,456 for the years ended June 30, 2006 and 2005, respectively.

NOTE 7 - LONG-TERM DEBT

Long-term debt at June 30, 2006 and 2005 consists of the following:

	<u>2006</u>	<u>2005</u>
Series 1999 Note, payable to St. Joseph County, Indiana, plus interest at variable rates, due in varying annual installments escalating from \$75,000 to \$620,000 with a final payment due September 1, 2025. See also Note 10.	\$ 6,530,000	\$ 6,670,000

(Continued)

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APPENDIX 17

HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

NOTE 7 - LONG-TERM DEBT (Continued)

Long-term debt at June 30, 2006 and 2005 consists of the following:

	<u>2006</u>	<u>2005</u>
4.99% variable rate note payable to the St. Joseph Capital Bank, Mishawaka, Indiana; due in monthly installments of \$15,882 including interest, maturing April 30, 2019; collateralized by a real estate mortgage. The note is subject to certain covenants relative to required cash flow coverages and minimum unrestricted fund balances. At June 30, 2005 the College was not in compliance with the cash flow coverage ratio, but a waiver from this requirement was obtained on August 26, 2005.	\$ 1,774,328	\$ 1,881,576
5.75 % not payable to St Joseph Capital Bank, Mishawaka Indiana, due in monthly installments of \$27,189 including interest, maturing February 15, 2019 collateralized by a mortgage on certain real estate.	\$ 626,485	-
5.39% note payable to St. Joseph Capital Bank, Mishawaka, Indiana; due in monthly installments of \$840 including interest, maturing November 17, 2012; collateralized by a mortgage on certain real estate.	54,554	61,485
Capital lease obligation (Note 8)	<u>-</u>	<u>34,625</u>
	<u>\$ 8,985,367</u>	<u>\$ 8,647,686</u>

The Series 1999 Note proceeds were provided by a \$7,200,000 issuance of St. Joseph County, Indiana Educational Facilities Multi-mode Variable Rate Bonds ("Bonds"). Proceeds were used to advance refund (repay) the Series 1994 Note and to acquire, construct, furnish, equip and improve certain real and personal properties. The interest rate (4.04% at June 30, 2006) is established weekly by the placement and remarketing agent, McDonald Investments, Inc.

The College has a letter of credit in the amount of \$6,670,261 as of June 30, 2006 as collateral for the debt service payments required under the Series 1999 Note. The letter of credit has been extended through September 22, 2009. The College has provided primarily its accounts receivable, inventory,

(Continued)

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APPENDIX 17

HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

equipment, fixtures and personal properties as collateral for the letter of credit. Letters of credit and related fees incurred were \$60,278 and \$61,221 for the years ended June 30, 2006 and 2005, respectively.

Certain reserve requirements are required by the trustee, U.S. Bank, National Association, in association with the Series 1999 Note, including the establishment of selected reserves. The College is repaying principal and interest over the term of the Bonds.

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HOLY CROSS COLLEGE, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2006 and 2005

NOTE 7 - LONG-TERM DEBT (Continued)

Principal payments of long-term debt over the next five years are due as follows:

2007	\$ 482,297
2008	507,862
2009	489,834
2010	319,665

Total interest expense for the years ended June 30, 2006 and 2005 was \$463,775 and \$450,910, respectively.

NOTE 8 - CAPITAL LEASE OBLIGATION

In 2003, the College entered into a lease agreement for software which has been capitalized as follows:

	<u>2006</u>	<u>2005</u>
Software	\$ 129,683	\$ 129,683
Accumulated amortization	<u>129,683</u>	<u>97,262</u>
	<u>\$ -</u>	<u>\$ 32,421</u>

Total payments of \$35,492 will be made in 2006 under the capital lease, \$867 of which represents interest. The resulting present value of the net minimum lease payments is \$-0-. There are no other future payments associated with this lease.

(Continued)

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HOLY CROSS COLLEGE, INC. NOTES TO FINANCIAL STATEMENTS June 30, 2006 and 2005

NOTE 9 – RESTRICTIONS ON NET ASSETS

Substantially all of the temporary restrictions on net assets as of June 30, 2006 and 2005 relate to contributions or grants given to the College for specific purposes and scholarships to students from governmental and private sources. Cash and promises to give as well as earnings on the investment of such support, are restricted according to the timing and nature of the donor's restrictions. Temporarily restricted net assets as of June 30, 2006 and 2005 are as follows:

	<u>2006</u>	<u>2005</u>
Scholarships and specific programs	\$ 2,491,772	\$ 2,813,168
Time and/or purposes restricted	<u>501,848</u>	<u>240,388</u>
	<u>\$ 2,993,620</u>	<u>\$ 3,053,556</u>

NOTE 10 - FINANCIAL INSTRUMENTS

The College has entered into interest rate swap agreements to reduce the impact of changes in interest rates on its floating rate long-term debt. The College has entered into four interest rate swap agreements to effectively change the College's interest rate exposure on its floating rate note due 2025 to fixed rates. The College is exposed to credit loss in the event of nonperformance by the other parties to the interest rate swap agreements. However, the College does not anticipate nonperformance by the counterparties and it is the College's intent to hold these until maturity.

Pursuant to FAS No. 133, the College recognized unrealized gains of \$95,281 for June 30, 2006 and unrealized losses of \$332,201 for June 30, 2005 to reflect the fair value adjustment of the interest rate swaps.

APPENDIX 17

SUPPLEMENTARY INFORMATION

APPENDIX 17

HOLY CROSS COLLEGE, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2006

Federal Agency/Grantor Pass Through GrantorCFDA <u>Program Title</u>	Federal <u>Number</u>	<u>Expenditures</u>
<u>MAJOR PROGRAMS</u>		
U.S. Department of Education		
Student financial aid cluster:		
Federal Supplemental Educational Opportunity Grant Program	84.007	\$
Federal Family Education Loans ("FFEL") Program includes Federal Stafford, PLUS and SLS	84.032	
Federal Work Study	84.033	
Federal Perkins Loan Program	84.038	
Federal Pell Grant Program	84.063	<u> </u>
		<u>\$</u>

APPENDIX 17

HOLY CROSS COLLEGE, INC.
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2006

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the College and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

NOTE 2 – OUTSTANDING LOANS

The amount presented for Federal Perkins Loans represents loan balances outstanding at June 30, 2006 and includes \$219,131 for balance of loans from previous years for which the government imposes continuing compliance requirements.

The College originates but does not provide funding for Federal Family Education Loans (FFELs). The amount presented represents the value of new FFELs awarded by the government during the year as follows:

Federal Stafford Loans	\$
Federal Unsubsidized Stafford Loans	
Federal PLUS Loans	<u> </u>
Total FFELs	<u>\$</u>

NOTE 3 – AMOUNTS REQUIRED FOR MATCHING

To comply with program requirements, amounts required to be expended from non-Federal sources have been excluded from reported expenditures. For June 30, 2006 the College's portion of the actual expenditures was as follows:

Program Title	Federal CFDA Number	Amount Provided for Matching
Federal Supplemental Educational Opportunity Grant Program	84.007	\$
Federal Work-Study Program	84.033	

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HOLY CROSS COLLEGE, INC.	
Federal Perkins Loan Program	84.038

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APPENDIX 17

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Holy Cross College, Inc.
Notre Dame, Indiana

We have audited the financial statements of Holy Cross College, Inc. as of and for the year ended June 30, 2006, and have issued our report thereon dated \diamond . We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Holy Cross College, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operations that we consider to be material weaknesses. However, we noted other matters involving internal control over financial reporting that we reported to management in a separate letter dated \diamond .

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APPENDIX 17

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Holy Cross College, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Trustees, finance committee, management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Crowe Chizek and Company LLC

South Bend, Indiana
☞, 2006

APPENDIX 17

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Trustees
Holy Cross College, Inc.
Notre Dame, Indiana

Compliance

We have audited the compliance of Holy Cross College, Inc. with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2006. Holy Cross College, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of Holy Cross College, Inc.'s management. Our responsibility is to express an opinion on the College's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Holy Cross College, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on Holy Cross College, Inc.'s compliance with those requirements.

In our opinion, Holy Cross College, Inc. complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2006.

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APPENDIX 17

Internal Control Over Compliance

The management of Holy Cross College, Inc. is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Holy Cross College, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with applicable requirements of laws, regulations, contracts and grants that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended for the information of the Board of Trustees, finance committee, management and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Crowe Chizek and Company LLC

South Bend, Indiana
◊, 2006

APPENDIX 17

HOLY CROSS COLLEGE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2006

1. Summary of Auditor's Results:

- a. An unqualified opinion was issued on the financial statements of Holy Cross College, Inc. for the year ended June 30, 2006.
- b. The audit did not disclose any noncompliance which is material to the financial statements.
- c. An unqualified opinion was issued to Holy Cross College, Inc. on their compliance for major programs.
- d. There were no audit findings required to be disclosed under OMB Circular A-133 Section 510(a).

e. Major programs identified:

<u>Student Financial Aid Cluster</u>	<u>Federal CFDA Number</u>
Federal Supplemental Educational Opportunity Grants	84.007
Federal Family Education Loans	84.032
Federal Work Study	84.033
Federal Perkins Loans	84.038
Federal Pell Grants	84.063

- f. The dollar threshold used to distinguish between Type A and Type B programs was \$300,000.
- g. The College did not qualify as a low-risk auditee under Circular A-133 Section 530 for the year ended June 30, 2006.

2. Findings related to the financial statements which are required to be reported in accordance with GAGAS:

None

3. Findings and questioned costs for federal awards including audit findings are defined in OMB Circular A-133 Section 510(a):

None

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APPENDIX 17

HOLY CROSS COLLEGE, INC.
AUDITORS' COMMENTS ON AUDIT RESOLUTION MATTERS
RELATED TO THE FEDERAL AWARD PROGRAMS
Year ended June 30, 2006

Findings or questioned costs for federal awards including audit findings as defined in OMB Circular A-133 Section 510(a) requiring resolution from the year ended June 30, 2005 are as follows:

Finding 04-01

SEGREGATION OF DUTIES

Statement of Condition: In reviewing policies and procedures in place during the 2003-2004 school year, we noted weaknesses in internal controls within the student financial aid office. The College's financial aid director, who is relatively inexperienced in this area, is the sole reviewer of student awards and oversees the entire financial aid process.

Resolution for 2005: During the 2005 school year, all financial aid awards were reviewed by the Vice President for Administration before being posted to the student's account. This review did not get to the detail of the student's file, but it provided a second look at the propriety of awards. The Student Financial Aid Director attended additional training sponsored by the Department of Education this year and has exhibited increased knowledge and understanding of the Title IV compliance requirements. No over-awards were noted on the sample of students tested during the 2005 audit.

Finding 04-02

FEDERAL PERKINS LOAN REPAYMENTS

Statement of Condition: According to the Student Financial Aid Handbook, if a Perkins loan payment is overdue and the school has not received a request for forbearance, deferment, postponement, or cancellation, the school must send the borrower:

- the first overdue notice 15 days after the payment due date;
- the second overdue notice 30 days after the first overdue notice;
- the final demand letter 15 days after the second overdue notice.

The handbook states that the final demand letter must inform the borrower that unless the school receives a payment or a request for forbearance, deferment, postponement, or cancellation within 30 days of the date of the letter, the school will refer the account for collection or litigation and will report the default to a credit bureau as required by law. Per discussions with management, the College does not send the 30-day demand letter or notify a credit bureau of delinquent accounts within the proper time period.

(Continued)

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APPENDIX 17

HOLY CROSS COLLEGE, INC.
AUDITORS' COMMENTS ON AUDIT RESOLUTION MATTERS
RELATED TO THE FEDERAL AWARD PROGRAMS
Year ended June 30, 2006

Resolution for 2005: During 2005, the College began mailing out the 30 day overdue notices in order to comply with appropriate procedures. In most cases the defaults are not substantive but involve a failure or delay in returning deferment forms. No exceptions were noted from testing performed during the 2005 audit.

Finding 04-03

FEDERAL PELL GRANT AWARDS

Statement of Condition: Federal Pell grants are awarded on a specific scale to students based upon enrollment status and the documented Expected Family Contribution (EFC). During our testing of 33 student files, we noted one instance in which a \$1,700 Pell grant was not awarded to an eligible student.

Resolution for 2005: Subsequent to the auditor's testing, the Financial Aid director obtained and applied the appropriate Pell grant funds to this student's account. In addition, as discussed in the response to Finding 04-01, the Vice President for Administration performed secondary checks of student awards during 2005, and no instances of noncompliance for Pell grant awards was noted during the 2005 audit.

Finding 04-04

FEDERAL FINANCIAL AID REFUND CALCULATIONS

Statement of Condition: Federal Regulations require refunds of financial aid to be returned within 30 days of the documented withdrawal date. During our testing of federal financial aid refunds, we noted 2 instances in which refund calculations were not performed by College staff, and as a result, funds were not returned within the required 30 day window.

Resolution for 2005: Subsequent to the audit testing, the Financial Aid director computed and returned all federal aid appropriately for these 2 students. In addition, policies and procedures were implemented during 2005 to ensure the timely return of Title IV funds within the 30 day window. No instances of noncompliance were found during the 2005 audit.



Appendix 18

Operational Planning Groups

APPENDIX 18

Operational Planning Groups

ACADEMIC PROGRAM & FACULTY DEVELOPMENT (Academic Council)

Bill Mangan (Chair)
John Alter
Ann Baldinger
Hank Borne
Diane Fox
Tim Ryan
Mike Sullivan, csc
John Tryon, csc
Lawrence Unfried, csc
Doris Van Auken
Justin Watson

ENROLLMENT MANAGEMENT (Admissions/ Scholarship Council)

Richard Gilman (Chair)
Jane Allen
Robert Benjamin
Vince Duke
Brian Greve
Brian Howard
Richard Sullivan
Nathan Walker
Sara Whitfield

ADVANCEMENT

Pat Falvey (Chair)
Pat Adams
Maury Amen, csc
Michael Griffin
Jennifer Hall
Sara Kassen
John Raymer
Melissa Smeltzer

FACILITIES & INFRASTRUCTURE (Building & Grounds / Technology / Master Plan)

Richard Gilman, csc (Chair)
Doug Blair
John Deitsch
Charles Drevon, csc
Vickie Frohne
Ed Gareau
Mary Ellen Hegedus
Sue Schoen
Lawrence Unfried, csc

BUDGET & FINANCE / HUMAN RESOURCES

Mark Mullaney (Chair)
Ibett Giannone
James Leik, csc
Jean Marquez
Merwyn Thomas, csc

STUDENT & RESIDENTIAL LIFE (Student Life Council)

Tina Holland (Chair)
Dan Cochran
Chris Dreyer, csc
Sara Gallo
Tom King, csc
Robert Kloska
Mary Merrill
Sandy Ohlund
Mike Sullivan, csc
Doris Van Auken

Nathan Walker

COLLEGE PLANNING COMMITTEE

John Deitsch	James Leik, csc	Mark Mullaney
Charles Drevon, csc	Pat Falvey	Richard Sullivan
Richard Gilman, csc	Bill Mangan	Merwyn Thomas, csc
Tina Holland	John May, csc	Justin Watson



Appendix 19

Strategic Vision Statements

APPENDIX 19.1

Strategic Vision Statement

ACADEMIC PROGRAMS AND FACULTY DEVELOPMENT

Holy Cross College will offer high quality, accessible academic programs that provide exceptional attention to the needs of diverse learners and are appropriate to its mission as a Catholic college in the tradition of the Congregation and Brothers of Holy Cross. These programs, some of which lead to the baccalaureate or associate degree, will be developed so as to enhance student enrollment and institutional revenues.

Holy Cross College will support faculty and staff in professional development activities necessary to realize the mission and strategic vision of the college.

1. Academic programs

a. Academic standards

i. Clarifying standards for admissions

- *Review data on the success of students admitted under probationary status during summer 2006.*

ii. Articulating expectations about institutional rigor

- *With the associate director of marketing, communications, and public relations, review college publications as part of the publications cycle beginning summer 2006.*

iii. Explicating standards of academic progress

- *Review the policy for academic dismissals during fall 2006.*

iv. Recognizing academic excellence

APPENDIX 19.1

- *Investigate the potential for new degree programs in global studies and a business-related field beginning in spring 2006.*
- *Create articulation agreements with colleges to assist the matriculation of transferring students to the college beginning spring 2006.*

2. Faculty and staff development

a. Improvements in teaching and learning

i. Supporting individual and aggregate efforts

b. Generational change within faculty

i. Addressing needs of senior faculty

ii. Orienting new faculty

- *Continue development of new faculty and staff orientation program to run at the beginning of each new academic year.*

c. Academic innovation

i. Encouraging expansion and improvement in programs

- *Expand identification of Lilly Fellows for purposes of investigating new academic programs during 2006-2007 academic year.*

APPENDIX 19.2

Strategic Vision Statement

ADVANCEMENT

VISION: *The College will develop lasting relationships with alumni, parents, and friends to support the mission of the College. This will be accomplished through consistent communication, aggressive public relations, and personal contact. Relationships must be mutual in order to match the physical, academic, social, and spiritual needs an 800 student campus with the needs of donors.*

*The vision of the Office of Advancement is to be the most **well-respected and successful** small private college advancement office in Indiana.*

MISSION: *Our mission is to support the overall mission of the College by cultivating fiscally **meaningful relationships** between the College and external constituencies that help **secure the College's future**. We will work with the Administration and all Departments to **understand their needs** and craft approaches to achieve them.*

Goal 1: Define and maintain the College “brand” by supervising and executing its use across all Holy Cross communications.

(a) Review all internal and external media and recommend one or two brand designators.
Once

the “brand” is selected, work to revise the media to reflect that brand.

(b) Achieve publication or broadcast of the “Holy Cross Story” in at least one local outlet monthly, and a “national” (wire service or wide –market broadcast) per year.

APPENDIX 19.2

Strategy 3: Send out a minimum of 3 direct mail pieces per year.

Strategy 4: Determine donors who have a history of giving \$500 per year and through cultivation to include personal visits, afford them the opportunity to establish scholarships.

Strategy 5: Research and visit major gift prospects.

Strategy 6: Bring Advancement Office staffing up to minimum standards. Coordinate the efforts to obtain grants and corporate gifts as the major responsibility of one staff member.

Goal 3: Improve and expand our relationships with the influential individuals and contributors that serve to communicate, fund and advance the College's mission.

- (a) Review and improve contributor data bases and community outreach.
- (b) Evaluate and improve annual donor recognition events.
- (c) Increase contacts with parents.

APPENDIX 19.3

Strategic Vision Statement

BUDGET & FINANCE / HUMAN RESOURCES

To provide the human and financial resources needed for the college to make annual progress in achieving its mission and vision without sacrificing long term viability. This will be accomplished through accurate accounting, prudent spending, balanced budgeting, strategic investment of funds, and borrowing when circumstances warrant.

The college's human resources will be paid appropriate wages and provided with adequate benefits in order to maintain quality staffing with low turnover and high productivity and morale.

1. Accurate accounting
 - A. Timely recording of all transactions
 - B. Accurate accruals
 - C. Reporting to management and board as required
2. Prudent spending
 - A. Monitor actual vs. budget
 - B. Ensure capital spending meets long-term strategic goals
 - C. Continue to obtain lowest costs via purchasing agreements, consortia, etc.

APPENDIX 19.4

Strategic Vision Statement

FACILITIES

Vision Statement

To develop an attractive campus in conjunction with Holy Cross Village, capable of supporting a population of 800 students, with 400 in residence, and facilities to support the academic, social, spiritual, and physical needs of faculty and students, including the physically handicapped.

Goals and Strategies

Goal 1: *Redraft the college's master plan with the following priorities:*

- (a) provide the necessary infrastructure (roads, parking, drainage) to keep pace with Village development and serve the new recreation center
- (b) complete IDEM classification of wetlands
- (c) identify and/or reconfirm sites for potential expansion
- (d) provide a longer range vision for land currently leased
- (e) provide a long range plan for changes in traffic patterns, water system, and sanitary and storm sewer improvements
- (f) convert to a walking campus by 2010 (removal of west parking lot)
- (g) maintain the beauty and eye appeal of the campus by installing irrigation systems
- (h) identify areas for natural walk paths, cross-country trails, areas of ecological interest, arboretum, etc.

APPENDIX 19.4

Goal 3: *Develop a campus-wide energy conservation plan*

- (a) develop an energy use policy for heating and cooling (fall 2005)
- (b) change the HVAC in Basil and James Halls through a phased approach
- (c) rework the shower and restroom facilities in Basil and James Halls

Strategy: Work with the utility company on solutions and possible energy grants; possibly refinance as debt is retired on Basil and James Halls.

- (d) replace the gas chiller in the original Vincent building

Goal 4: *Develop a plan and a new building to house the McKenna Library and campus technology services (possible lounge and internet café).*

- (a) site the facility in the campus master plan (spring 2006)
- (b) begin the programming phase for the future of these services at HCC (2006-2007)
- (c) design and build the facility (2009)

Strategy 1: Work with faculty and staff on programming issues (library of the future) and begin visiting facilities.

Strategy 2: Cost and roll out for next capital campaign.

APPENDIX 19.4

Goal 8: *Complete a needs analysis for additional space and inventory spaces that will become available.*

Strategy 1: Allow for new buildings in campus master plan; allow for reassigning usage while looking at long term Driscoll programming.

Strategy 2: Study interaction that results from moving computer lab to a new building.

Strategy 3: Build funding into the next, or future, capital campaigns.

APPENDIX 19.5

Strategic Vision Statement

ENROLLMENT MANAGEMENT

Enrollment Management Vision Statement

To grow a broad based student population of 800 students including 400 residents. Broad based means that the college will remain an institution of access while still seeking to raise the academic qualifications of each successive class. Ideally, the student body will be gender balanced, represent a unique socio-economic and cultural blend and appropriate geographic spread.

Goal 1: *Reorganize the Office of Admissions and Financial Aid to reflect an overall Enrollment management strategy.*

- (a) create a Division of Enrollment Management with the task of recruiting, retaining students and creating a seamless student services environment
- (b) provide information and facilitate communication among all offices and programs relative to marketing the college and attracting and retaining students
- (c) provide information on programs of study, campus enhancements and student life that will be attractive to parents and students

Goal 2: *Recruit and retain a qualified, diverse freshman class.*

- (a) establish annual growth targets for new student recruitment
- (b) publish an annual recruitment calendar for administration, faculty, staff, and Trustees
- (c) enlist an appropriate volunteer cadre of students, faculty, alumni and Trustees to provide strong regional presence
- (d) improve the gender ratio in the college
- (e) improve minority representation in the college
 - (1) specifically target programs for 21st Century Scholar Students

Goal 3: *Establish benchmarks and monitor data.*

- (a) annual increases in inquiry pool
 - (1) continue the Royal Search; build a new regional group each year
- (b) annual increase in applicants
 - (1) use technology wherever possible
- (c) establish a sustainable conversion rate
- (d) in conjunction with Student Life, provide expanded data collection and interpretation related to student retention
- (e) develop a retention plan

Goal 4: *Attract transfer students to the baccalaureate program.*

- (a) provide for campus visits to two-year colleges in the admissions calendar
- (b) enlist faculty for regional visits to Ivy Tech campuses and community colleges in Southwestern Michigan
- (c) establish transfer scholarships and market them
- (d) provide on-campus, classroom visits and conversations with faculty

APPENDIX 19.5

Goal 5: *Increase financial aid and work opportunities for students.*

- (a) cooperate with institutional Advancement to raise scholarship funds and match students with donors
- (b) annually meet with the CCRC at Holy Cross Village to provide sustainable employment for local students

Integrated Marketing Vision Statement

Holy Cross College will seek to be branded as a tightly focused, personal, affordable Catholic liberal arts college in the tradition of the Brothers of Holy Cross, distinct from our neighbors, the University of Notre Dame and Saint Mary's College but cooperating with them and sharing our common Holy Cross heritage.

The attraction will be a four year transformational liberal arts program that fosters holistic development. Built on four distinct themes: preparation, possibilities, competence and courage, its hallmark will be personal companionship by committed faculty, administration and staff on student's journey to timely completion of a baccalaureate degree.

Goal 1: *Enhance the image and increase the name recognition and visibility of Holy Cross College in St Joseph County and adjacent counties in Indiana and Michigan.*

- (a) Maintain a strong presence and brand in the local media and increase press coverage
- (b) encourage faculty and staff participation in community events and encourage using community involvement as an important filter in faculty portfolio review
- (c) use community access channel to provide information on college programs

Goal 2: *Develop literature, publications and public relations material consistent with our brand.*

- (a) utilize technology by launching an e-newsletter, podcasts and blogs
- (b) develop methods for monitoring our image and the effectiveness of our publications in conjunction with a designated marketing/public relations firm.
- (c) commission a local image study
- (d) promote and publicize our 40th anniversary using tagline "The Excitement is Building"

Goal 3: *Develop a Communication plan that energizes the entire community – trustees, administration, faculty, staff and alumni and gets all constituencies tied to the same message.*

- (a) conduct regular branding retreats to monitor the communication plan
- (b) train all volunteers in communicating the message

Subtext: The philosophy of our traditional four-year program is what Pursuing the Possibilities means academically.

The first year of studies will be solid academic, physical, and moral preparation. The sophomore year will build more specific academic competence and the identification of possibilities based on personal ability and career exploration. This will lead to informed choice for baccalaureate degree completion. The junior year will build competence in a chosen concentration and the senior year will be built on practice, real world experience

APPENDIX 19.5

and making the decision to continue to graduate or professional schools or to enter the work force.

APPENDIX 19.6

Strategic Vision Statement

CAMPUS SUPPORT/STUDENT AND RESIDENCE LIFE

To provide programs, personnel and facilities capable of supporting the social, physical, intellectual, spiritual and moral development of 800 students, including sufficient housing to meet students' desires for residence life; and to ensure a healthy, safe, appealing and spiritually vibrant Catholic environment by integrating campus ministry, residence life, campus safety and security, student counseling and health services, athletics, social and cultural activities, and student government.

Goal 1. Build a student recreation facility

1. Complete fundraising such that construction may begin in Spring 2006
2. Complete construction for Fall 2007 opening

Goal 2. Enhance the spiritual identity of the college

1. Increase the visibility and variety of symbols that tell the Holy Cross story and that express the mission.
2. Add college celebrations in which the Eucharist is central, ie: Baccalaureate Mass, Matriculation ceremony, etc.
3. Plan for hiring additional campus ministry support personnel
4. Recruit residence life staff who are actively engaged in the spiritual life of the college
5. Be intentional about communicating the message "distinctly Catholic, open to all."
6. Begin discussions regarding the college's full use/control of the chapel.

APPENDIX 19.6

Goal 5. Establish additional student life space as needed

1. Plan for additional student government meeting/activity space
2. Plan for additional residence hall space, and be certain to reconsider the current apartment-style design.