
2011 Self Study



ALBERTUS MAGNUS COLLEGE

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2011 SELF-STUDY

Prepared for the New England Association of Schools and Colleges

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INTRODUCTION

This Self-Study is the result of a process that began in the spring of 2008 when President Julia M. McNamara appointed Dr. Robert J. Imholt, Professor of History, Coordinator of the Self-Study Process. In the fall of that year, Dr. John Donohue, Provost/Vice President for Academic Affairs, and Dr. Imholt attended a two-day Self-Study Workshop led by staff of the Commission for Institutions of Higher Education (CIHE). The following year, President McNamara, Director of Assessment and Institutional Research Sr. Charles Marie Brantl, O.P., and Dr. Paul Robichaud, Associate Professor of English, attended the same workshop.

Seven committees composed of administration, faculty and, where appropriate, students were formed in the spring of 2009. In the fall, Dr. Louise K. Zak, Associate Director of the Commission, visited Albertus and made a presentation to all those involved in the Self-Study about the nature of the process and CIHE expectations. The committees met throughout the academic year. They gathered material, worked to understand the various facets of the life of the College, assessed its current operations in light of the eleven CIHE Standards for Accreditation, and reached a consensus on projections for the future.

In summer 2010, the Coordinator of the Self-Study, assisted by Dr. Robichaud, melded each of the committee reports into a unified document of appropriate length that was consistent in format and style. In September 2010, each committee member and others in the campus community received the preliminary draft of the entire Self-Study for comment and to ensure accuracy and faithfulness to the substance of committee findings. The composite draft was also sent to the CIHE staff for review and comments as the College's Self-Study process moved forward. During October, the self-study committees met again to suggest revisions. The draft was again revised to incorporate committee, community, and CIHE comments and suggestions and to incorporate more recent enrollment, financial, and other data.

The revised draft was presented to President McNamara and members of the Administrative Council in December. Following further revisions, the President approved the Self-Study for dissemination to members of the CIHE Visiting Team and the College community.

INSTITUTIONAL OVERVIEW

This academic year Albertus Magnus College is celebrating the eighty-fifth anniversary of its founding in 1925 as the first Catholic college in Connecticut. More than thirteen thousand men and women have graduated since the first classes were taught in Rosary Hall. Founded by the Dominican Sisters of St. Mary of the Springs (now the Dominican Sisters of Peace), Albertus was named for St. Albert the Great, the thirteenth-century medieval scholar, philosopher, theologian, and bishop, and has remained ever faithful to the Dominican ideal of “the search for truth in all its dimensions.” Now at the start of the second decade of the twenty-first century, the College is vibrant, focused, and ready to face the challenges that lie ahead.

The decade of the 1970s saw significant changes at the College. From its foundation until 1970, the trustees of the College were Dominican Sisters. In that year, the Board of Trustees was expanded to include a majority of lay members. Founded as a college for women, Albertus served both residential and commuter students. In 1971, the College launched its first program for adult learners. In 1975, the Trustees voted to omit the words “of women” from the charter to allow the awarding of degrees to men through the Office of Continuing Education. In April, 1985, the Board of Trustees voted to make the College fully co-educational.

In 1985, the Office of Continuing Education inaugurated the Accelerated Degree Program to make Albertus an even more valuable resource for working men and women in the greater New Haven area. Since then the College has continued to develop new programs and to offer these programs in innovative ways. In 1992, the College began offering its first graduate degrees with the Master of Arts in Liberal Studies program. The New Dimensions program began in 1994 with an alternative delivery system whereby working adults could obtain their Associate’s, Bachelor’s, and Master’s degrees in business fields. Over the past decade, Albertus has continued to develop new undergraduate and degree programs and to serve students by offering certain parts of its curriculum in both blended and online formats. In 2010, the College launched its first fully online degree program.

Albertus Magnus College has been accredited by the New England Association of Schools and Colleges since 1932 and had its last decennial review in 2001. The ten years since the last Self-Study have witnessed significant change and growth at Albertus. This Self-Study thus provides an opportunity both to celebrate the College’s achievements over the past decade as well as to reflect upon the challenges it faces at the present time and in the future.

Albertus begins the 2010-2011 academic year with 1961 students enrolled in a variety of undergraduate and graduate programs at its main campus on Prospect Street in New Haven, at a number of off-campus sites, and through distance learning. While the total student body has remained relatively constant over the past decade, the three schools which compose the College experienced different patterns of growth. Enrollment in the

Traditional Day College has risen from 341 in Fall 2000 to 508 in Fall 2010, and, while enrollment in undergraduate programs offered to adult students through the School of Evening and Graduate Programs and the School of New Dimensions has declined slightly, the College has attracted more students to its older and newer graduate programs.

Over the past decade, Albertus has undertaken a variety of initiatives to ensure that it continues as a stable, academically strong institution of higher education:

- In 2003, the College adopted a revised Mission Statement that has given a clarity of focus to a wide variety of institutional activities and laid the basis for planning and new program development.
- In 2004, the College developed a Strategic Plan that set forth institutional goals for the next five years. With all of the key goals of this plan achieved, Albertus adopted a new Strategic Plan in 2009 that will guide Albertus into the next decade.
- Assessment has become more fully integrated into the life of Albertus Magnus College as a necessary element in evaluating and improving its various programs and activities.
- The College has revised its administrative structures as needed to most effectively manage its resources and to realize its mission to provide men and women with an education grounded in the liberal arts that is practical in its application.
- Faculty and administration have crafted a new general education program for the Traditional Day College and approved new majors and programs at both the undergraduate and graduate level. In addition, Albertus has moved forward in dramatic fashion to utilize technology in the delivery of its academic programs.
- The number of full-time faculty has grown and the quality of the instructional staff has improved both in terms of degrees and professional background.
- Albertus has continued to provide the essential services to meet both the academic and non-academic needs of its diverse student body, enabling them to lead productive and fulfilling lives following graduation.
- Through consortial arrangements, digital resources, and re-envisioning, Albertus kept pace with the library and information needs of both students and faculty in all of its programs, instructional formats, and locations.
- In the past ten years, Albertus has devoted considerable resources to the expansion of information technology services that have come to play an ever more central role in the life of the College.
- The College constructed the Tagliatela Academic Center and undertook major renovations to the Hubert Campus Center, Aquinas, Rosary, and Walsh Halls.
- Over the past decade, Albertus Magnus College has seen significant growth in its net assets, having operated through the decade without any long term debt and under a balanced budget each and every fiscal year.

Finally, throughout the past decade, as it has throughout its history, Albertus Magnus College has presented itself to both internal and external audiences clearly and accurately and has conducted itself according to the highest ethical standards.

STANDARD ONE: MISSION AND PURPOSES

Description

The Mission Statement of Albertus Magnus College was approved by the Board of Trustees on March 21, 2003. This rearticulation of the mission was in response to the recommendation of the 2001 NEASC Visiting Team that the College revise its Mission Statement to “provide a clear basis for the College to assess its institutional effectiveness.” A committee consisting of the President of the College, members of the faculty, representatives of the administration, and students undertook the revision. The committee rewrote the Mission Statement into a much more concise document.

The Mission Statement of Albertus Magnus College is as follows:

The mission of Albertus Magnus College is to provide men and women with an education that promotes the search for truth in all its dimensions and is practical in its application. Founded by the Dominican Sisters of Saint Mary of the Springs, Albertus Magnus College, faithful to its Catholic heritage and the Judeo-Christian tradition, remains dedicated to providing an opportunity for learning which responds to the academic needs and ethical challenges of its students and of society.

The committee also decided to retain many of the concepts of the previous Mission Statement in a statement of principles which guide and inform the Mission Statement.

The mission of Albertus Magnus College derives from the intellectual tradition of the Dominican Order whose essential charism is the search for truth (Veritas). Reflective of the dedication and commitment to service of our founder and sponsor, we at Albertus assume responsibility for the fulfillment of our particular service as an academic community. Principles which guide our mission and purpose include the following:

- *The College embraces the Liberal Arts tradition and is committed to a vibrant curriculum, including a General Education program, that is both scholarly and humanistically enlarging.*
- *The College encourages students to participate in academic internships, practica and relevant work experiences as preparation for meaningful careers.*
- *The College strives to bring together a richly diverse student body and cultivates an atmosphere of mutual respect and ethical behavior.*
- *The College fosters close, positive interaction between faculty and students, thereby offering broad opportunities for challenge and growth.*
- *The College provides an educational environment dedicated to enhancing each student's development, both as an individual and as a member of society.*

- *The College prepares students to become responsible, productive citizens and lifelong learners, encouraging them to contribute to their communities and to become moral leaders in a complex world.*

The Mission Statement of the College, together with the guiding principles, can be found in appropriate institutional publications such as the College Catalogue (p.8), the Catalogue of the School of Evening and Graduate Programs (p. 10), and the School of New Dimensions Program Course Catalogue (p. 3). It is also included in the faculty and student handbooks of the three academic divisions of the College, as well as other undergraduate and graduate publications. It is also easily accessible on the College's website.

The Mission Statement of Albertus Magnus College is the basis for all planning. For example, the Vision portion of the 2009-2014 Strategic Plan states that "the mission of Albertus Magnus College continues to guide and inform the elements of our planning efforts and . . . our identity as a Catholic College in the Dominican Tradition undergirds our planning process" (p.3). Indeed, the new initiatives for the next five years at Albertus - Continued Enrollment Growth, Endowment Growth, Infrastructure & Physical Plant Improvement, Evolution of a Contemporary Student-Centered Learning Environment, and One College~Three Schools - all point to both an expansion and a refinement of the College's stated purpose and focus as articulated in the Mission Statement.

As part of the College's assessment initiative, all academic departments revisited and, if necessary, redrafted their mission statements so as to be in consonance with the College's Mission Statement. The departmental mission statements then served as the basis for assessable learning objectives. As part of periodic program review, departments are asked to describe how their mission and objectives align with the Mission of the College. Each year, department chairs and program directors reflect on the mission of the College as they write their annual reports.

Albertus Magnus College, a small, independent, co-educational college, provides a liberal arts education as part of all associate and baccalaureate programs in the Traditional Day College, the School of Evening and Graduate Programs, and in the School of New Dimensions. The general education requirements of these programs ensure that every student encounters a wide range of disciplines or, in the words of the Mission, engages "truth in all of its dimensions." Such an education is both "scholarly and humanistically enlarging" and practical in the fullest sense. This emphasis on liberal arts as ideal training for life enriches the student both personally and professionally by providing a strong foundation in general education as well as by preparing the student vocationally in his or her major.

Many of the undergraduate major and graduate degree programs as well as widespread incorporation of internships and practica into the curriculum aim at providing an education that is "practical in its application." The College is aware of its responsibility to prepare students for futures in which they have fruitful careers and a sense of

responsibility to their communities. Education is also a process that should, indeed must, continue throughout life. An Albertus education, therefore, offers programs both for students who are “traditional” college students and for working adults. The Mission Statement thus drives the curriculum and programs of Albertus Magnus College.

This tradition of liberal study is offered to a diverse, primarily first-generation student body that is composed of traditional and non-traditionally aged students of every gender, ethnicity, religion, and socio-economic background, consistent with the guiding principle that the “College strives to bring together a richly diverse student body.”

Focus on the Mission of Albertus Magnus College, however, is not limited to the academic departments and programs. For example, the Division of Student Services has its own mission statement that reflects the mission and Dominican tradition of Albertus. Similarly, the Writing and Academic Development Centers have mission statements, as do the Athletics Department and the Career Center.

The Mission of the College is central to various orientation programs that introduce students and faculty to the unique community, climate, and purpose of Albertus Magnus College. For instance, the President discusses the Mission of the College each year during the First-Year Seminar in the Traditional Day College. This seminar also explains to students the Catholic and Dominican heritage of Albertus. The President reviews the Mission in a one-on-one interview with new full-time faculty. Senior administrator in the School of Evening and Graduate Programs and School of New Dimensions also review the Mission at faculty orientation sessions for part-time faculty. Additionally, the Mission of the College is a point of reference at every meeting of the Board of Trustees.

Sponsorship by the Dominican Sisters of Peace (previously St. Mary of the Springs) has provided guidance and support for Albertus Magnus since its foundation in 1925 both in helping define the distinctive character of the College as articulated in its Mission Statement and in influencing the College’s insistence on the ideals of scholarship and a search for truth in all of its dimensions. Since the number of Dominican sisters on campus has declined over the past generation, the College recently hired a consultant to advise it on ways to keep the Dominican character alive for future generations.

In 2001, the Board of Trustees approved a Catholic Identity Statement. The result of nearly five years of meetings and discussions by an *ad hoc* committee that included representatives from faculty, staff, and administration, it sets forth the institution’s understanding of what it means for Albertus to be identified as a Catholic college. As the Mission Statement proclaims, “Albertus Magnus College [is] faithful to its Catholic heritage and the Judeo-Christian tradition.”

Appraisal

Reflective of the long tradition of liberal arts and a commitment to excellence, the Mission Statement of Albertus Magnus College successfully identifies the purpose of the institution and defines its unique and fundamental character (including its faithfulness to

its Catholic heritage and the Judeo-Christian tradition), describes its students, states its educational goals, and addresses the College's vision for the future.

The revised Mission Statement of 2003 identifies and articulates the principles which inform and guide every aspect of Albertus Magnus College. The accompanying guiding principles address various aspects of the mission with greater specificity and make transparent particular emphases such as the College's Liberal Arts orientation, the inclusion of the opportunity for internships and practica within the curriculum as preparations for careers, the importance of a diverse student population, the need to cultivate an environment of mutual respect and ethical behavior, and the creation of an educational environment that promotes the development of each student - development facilitated by close, positive interaction with faculty. These principles embody the College's belief in the importance of preparing students to become responsible, moral, and productive citizens who contribute to society and the world, and are evidence of the College's commitment to building a community of learners who are prepared to meet the challenges of the twenty-first century.

The revised Mission Statement provided clarity of focus and spurred a variety of changes aimed at realizing the vision articulated in it. For example, the Insight Program in general education aimed at more fully realizing the vision of a vibrant curriculum in the Liberal Arts tradition that is both scholarly and humanistically enlarging.

The Mission Statement's concern with providing an education that "is practical in its application" has been realized in a number of initiatives on both the undergraduate and graduate level in all three schools of the College. In 2003, Albertus, with the approval of the State of Connecticut, revived a teacher preparation program that had been abandoned in 1985. Undergraduate majors in Criminal Justice and Global Studies were begun as were concentrations in Sport Management and Early Childhood Development. On the graduate level, new degree programs include a Master of Arts in Leadership, a Master of Business Administration, a Master of Science in Education, Master of Science in Human Services, and a Master of Fine Arts in Writing.

A key element in these programs is inclusion of an ethical component. For example, the first class in the MBA program addresses ethical issues in business and ethical concerns are central to other courses in the curriculum. The Master of Arts in Leadership program emphasizes "a type of leadership that is rooted in service to others and built on a vision of reciprocal trust and ethical behavior." In addition, ethical concerns play a major element in both the Master of Science in Management and the Master of Science in Human Services programs. This focus on moral concerns reflects the College's effort, in the word of the Mission, to remain "dedicated to providing an opportunity for learning which responds to the academic needs and ethical challenges of its students and of society."

In keeping with the College's stated mission to provide an "opportunity for learning that responds to the academic needs of its students," Albertus has embraced technology to improve instruction and expand and diversify methods of delivery and to make an Albertus education available to more students. The number of blended and online courses and even degree programs has increased dramatically. Pedagogical innovation through

the use of technology is both encouraged and supported by workshops, professional development days, conferences, training, and support staff. The number of digital resources available through the Albertus Magnus library has increased dramatically and the College has made significant investment in technological infrastructure to support these mission-driven initiatives.

Thus, the College has responded to the need to provide an education that offers a well-balanced curriculum and is practical in its application by expanding both the day and evening, traditional and non-traditional, undergraduate and graduate programs, redesigning its General Education core, and implementing innovative new delivery systems. Albertus remains “committed to a vibrant curriculum . . . that is both scholarly and humanistically enlarging.” In all cases, it is the mission of the College that has driven decisions to move forward and shaped the nature of the changes.

Albertus has also been successful in its goal of “bring[ing] together a richly diverse student body.” The student body in each of the three schools is reflective of the New Haven and larger community served by the College. Almost forty percent are members of racial and ethnic minorities

The College has also kept its Catholic, Dominican heritage central to its efforts to realize its Mission. The College thus has an Office of Campus Ministry, currently headed by a Dominican sister. The decision to include a sculpture of Albert the Great, patron of the College, in front of the new Tagliatela Academic Center emphasizes this point. Situated in the liminal space as one enters the front of the new academic center, the sculpture of Albert “stands his ground” as a visible symbol of the greatness of wisdom and scholarship. At the same time, the statue of Albert appears to be poised for walking—on the verge of going—moving forward, an apt metaphor for the flexibility and adaptability of Albertus Magnus College whose proclivity for reinventing itself and thus thriving has become another of its distinguishing characteristics.

The water wall in the atrium of the new center is inscribed with the titles of the encyclopedic writings of St. Albert and the Dominican motto, “*Contemplata aliis tradere*” is written on the façade that encircles the upper level of the atrium. In addition, the renovation of Walsh Hall permitted the relocation of the St. Catherine of Siena Chapel to a more central location on the campus. These projects serve as continual reminders of the College’s fidelity to Dominican ideals of learning, reflection, and service.

In addition, service-learning has been added to the list of experiential learning opportunities at Albertus. In the 2009-2010 academic year, two courses were piloted as service-learning classes, a new way of providing an education which is practical in its application and realizing the Dominican charism of giving to others the fruits of one’s contemplation (*Contemplare et contemplata aliis tradere*).

Every year, with funds from a bequest by an alumna of the College together with monies gifted to the College’s endowment by the Dominican Sisters of Peace, there is a guest

lecturer or a presentation relating to the College's Catholic, Dominican identity. For example, a one-woman play on the life of Saint Catherine of Siena was presented to the day student body by Sister Nancy Murray, O.P. Another year saw a lecture on Thomas Aquinas by Yale scholar Denys Turner. Several members of the Albertus faculty have participated in the biennial Dominican Colloquia and members of the faculty, administrators, and students have participated in the annual summer study program in Fanjeaux, France, designed for members of Dominican college communities.

At the same time, the College recognizes the need to ensure that the Mission is widely understood among faculty, staff, and students. While this is a challenge in the Traditional Day College, it is even a greater challenge in the School of Evening and Graduate Programs and the School of New Dimensions with their heavier reliance on part-time faculty, students with work and family commitments, and courses offered at remote locations or online. The College confronts the task of allowing each of these three divisions to retain its distinct identity while remaining committed to the Mission of the College.

As part of this effort, the College needs a better grasp of how well the Mission of Albertus Magnus is understood both within and without the institution. It needs to find new ways to more fully assess the degree to which it is fulfilling the Mission to enable its graduates "to become responsible, productive citizens and lifelong learners" who "contribute to their communities and . . . become moral leaders in a complex world."

Projection

The 2009-2014 Strategic Plan recognizes this challenge and the need to "continue to celebrate and promote the College's Catholic and Dominican tradition within each of its three schools." The appointment in spring 2010 of a Vice President for Marketing should assist in kindling a greater awareness and appreciation of the unique mission of Albertus Magnus both within the College and in the larger community. In addition, the College has recently retained a consultant to advise it on ways to keep the Dominican character alive for future generations.

As part of its assessment initiatives, the College needs to more systematically evaluate and better understand the impact which the Mission of Albertus, in both its academic and extracurricular dimensions, has had on graduates as they embark on new careers and new lives.

Institutional Effectiveness

The mission of Albertus Magnus College is clear, concise, and provides a solid basis for institutional planning and for assessment of institutional effectiveness. It continues to inform all areas of the College and its planning for the future.

STANDARD TWO: PLANNING AND EVALUATION

Description

Planning

The planning process at Albertus has been continuously assessed, enhanced, and altered over time. Following a Board of Trustees mandate in 1983, the College instituted a set of plans called *Forward Plans*, each of which covered a three-year period and focused attention on specific priorities deemed appropriate to assist the institution in achieving its mission and purpose at the time.

In the 1990's, *The Plan for Albertus* was developed and conceived as an annual guide to specific objectives as well as a multi-year perspective on expected outcomes. Fundamental to the plan's objectives and strategies were eight critical success factors that included all aspects of institutional operation. Although *The Plan for Albertus* was more operational than the Strategic Plan now extant, elements of its critical success factors and conceptual framework influence strategic planning to this day.

The President and members of the Administrative Council (representing major divisions of the College) are pivotal to the planning process and are actively engaged in the regular review of strategic initiatives, goals, and objectives, as well as the allocation of resources to support the Strategic Plan. During the summer months, the President chairs a comprehensive planning session with members of the Administrative Council. Task Force Committees consisting of faculty and staff participate in all-day planning sessions at least once each semester (beyond their scheduled meetings) and, occasionally, they engage in off-campus planning retreats together with the President and members of the Administrative Council. The Board of Trustees is kept abreast of progress through Strategic Planning updates by the President and the Task Force Chair at least twice a year.

In the fall of 2001, directed by the President and Board of Trustees, Albertus Magnus College began to lay the groundwork for a five-year Strategic Plan (2003-2008) designed to further the growth and ensure the dynamic future of the College. The plan was in part a response to the 2001 NEASC reaccreditation process and CIHE recommendations with a key aim of "...revitalizing the College's traditional daytime undergraduate and continuing education programs, including the general education component..." (CIHE report, November 19, 2001). Additionally, in response to a recommendation which emerged from the NEASC reaccreditation process, the President chaired an *ad hoc* committee (comprised of faculty, administrators, alumni, and students) to review and revise the Mission Statement of the College. This simplified, more focused Mission Statement has been instrumental in guiding the Strategic Plan and the planning, development, and assessment of new programs and initiatives at Albertus.

To initiate a planning process more strategic in its vision for the institution, a Strategic Planning Steering Committee was formed (in the fall of 2001), consisting of the President, Vice President for Advancement and Planning, an external consultant, and the Director of Assessment and Institutional Research, who served as Secretary to the Strategic Planning Task Force. Chaired by the Vice President for Advancement and Planning, the Task Force consisted of an *ad hoc* Faculty Committee on General Education Reform as well as four standing committees: Academic Programs, Enrollment Management, Technology/Delivery, and Financial/Capital Resources. Each committee, composed of faculty and staff, was broadly representative of the campus community.

On a regular basis, the various committees met to review internal and external data, envision future prospects for the College, and eventually agree on a strategic course of action that would ensure the growth and enhancement of both traditional day and evening programs. Committees began the planning process with a realistic analysis of comparative data on competition, the economy, educational trends, and demographics aligned with internal and external opportunities and constraints. Focused on growing programs at the College, committees assessed available resources to ensure appropriate allocation for investments in: physical facilities, innovative delivery methods, and technology enhancement. Task Force Committees continued to meet throughout the five-year process with regular communication of plans and progress to the entire campus community via website postings and plenary presentations at least once a year.

The work of the Strategic Planning Task force culminated in the adoption of a Strategic Plan (approved by the Board in fall 2003) designed to articulate a strategic vision consistent with the Mission of Albertus Magnus College and to ensure the allocation of resources sufficient to support the successful achievement of the Plan's objectives and goals. Conceptually, the Strategic Plan consisted of six major initiatives together with a five-year time line, tentative assumptions of yearly enrollments, and an operational revenue and expense budget to determine projected and actual outcomes. The six major initiatives of the 2003-2008 Strategic Plan were:

- Develop an Integrated General Education Program, The Insight Program.
- Undertake an Education Initiative. Prepare a new generation of teachers at Albertus Magnus College.
- Evolve the Tagliatela School of Business. Focus on ethical business leadership and a commitment to continue the development and growth of business-related programs through faculty leadership.
- Prepare Albertus Magnus College students for leadership in the community. Develop a Center of Social Sciences and the Helping Professions.
- Enhance programs for Albertus Magnus students through innovative delivery systems and technology. Implement collaborative learning through blended and online courses.
- Construct a new academic facility and renovate existing facilities in support of strategic initiatives.

Since these initiatives were developed with financial responsibility in mind, the Strategic Plan budget addressed the need for additional faculty and staff to support programmatic developments as well as enhancements in compensation and benefits, institutional insurance needs, student financial aid, and physical facilities.

Throughout the strategic planning process, decision-making has been accomplished by consensus. Thus, at the end of the five-year Strategic Plan (2003-2008), the Task Force reviewed the status of each initiative and either declared the initiative a success and determined to engage in further development, or agreed to eliminate or alter proposals (such as the Helping Professions initiative) which no longer served the needs of the institution.

Following the same process, a new Strategic Plan (2009-2014) was developed and approved by the Board of Trustees in the fall of 2009. (Strategic objectives in the plan were recently updated and approved by the Board in September 2010.) Building upon the successes of the previous plan, the 2009-2014 Plan focused on new initiatives for the coming decade. Its key emphases are:

- Continued Enrollment Growth by focusing on new academic programs, innovative program delivery, and information technology infrastructure improvements.
- Endowment Growth and Infrastructure and Physical Plant Improvements.
- Evolution of a Contemporary Student-Centered Learning Environment.
- One College~Three Schools designed to bring together the major academic programs of the College while recognizing and celebrating their differences and distinctions.

Planning also occurs at the departmental level. For example, in the fall of 2007, the College adopted a three-year action plan developed by a team of faculty at the AAC&U's Greater Expectations Institute. The plan focused on the articulation of student learning outcomes in the Insight Program, faculty development, and efforts to raise student awareness of the goals of general education. Departmental planning also gave rise to programmatic additions and/or enhancements such as the new Criminal Justice Program and the Master of Arts in Leadership as well as the Early Childhood Development concentration in Psychology, to name a few. In Student Services, the Athletic Department has planned for the addition of mens' and womens' lacrosse as well as improvements to the College's athletic facilities.

Evaluation

Albertus Magnus College regularly and systematically evaluates the achievement of its Mission and purposes and the realization of its educational objectives. During the past decade, the College has focused more aggressively upon the evaluation of its operations, with special emphasis upon academic programs. This focus is perhaps best exemplified by the implementation of the Strategic Plan and the enhancement of the Office of Assessment and Institutional Research. The Strategic Plan, referred to as a "living

document,” works in conjunction with the institution’s Mission to provide a lasting and forward-looking framework for the future of the College. Concurrently, the Office of Assessment and Institutional Research ensures sufficient and accurate information to support improvements detailed in the Plan.

As early as 1993, the College developed academic assessment policies which were modeled on the Institutional Effectiveness Statement of NEASC and included in the *Faculty Handbook*. In 2001, in an effort to collect and disseminate both quantitative and qualitative data essential to an effective planning and assessment process, the Office of Institutional Research assumed responsibility for assessment at the College.

Subsequently, in 2004, assessment forms and policies were refined to afford a more data-driven approach to the evaluation process. As a result, program and curriculum reviews and student learning outcome data are now collected in specifically designed data forms. And, at the end of each semester, each instructor submits his/her forms analyzing student learning outcomes for a single class and matching results with expected learning outcomes for the course. In addition, department chairs conduct annual assessments of their respective programs as part of their annual reports. Every three years, academic departments conduct comprehensive reports (last completed in 2009-2010) which contain the following details: description of the program’s mission and objectives aligned with the Mission of the College; description of curriculum design and the alignment of program objectives with the curriculum; list of assessment tools employed (i.e., Proficiency Profile, Nelson-Denny, First Year Writing Assessment, Focus Groups, etc.); relation of assessments to program objectives; report and analysis of assessment data; and the use of assessment results to improve student performance and programs. In addition to the aforementioned program/curricular reviews, virtually every area and/or department at the College is engaged in the assessment of its administrative functions and personnel, and all departments submit their findings via their annual reports at the end of each year. These reports also include departmental plans to capitalize upon strengths and remedy perceived weaknesses that might exist.

As a matter of practice, New Dimensions courses are evaluated every two years. However, at the request of the Vice President of Academic Affairs, a programmatic evaluation in New Dimensions was conducted in November 2006, at which time program managers were asked to assess the objectives and outcomes for each graduate and undergraduate course offered in the program. Currently, modifications to the curriculum (such as a “writing-across-the-curriculum” requirement) are also being reviewed, and another internal assessment will be considered at a future date.

Following the recent cycle of program reviews in 2010, the College established the Program Assessment Review Board. Chaired by the Director of Assessment and Institutional Research, it consists of the Provost, deans, and members of the faculty. Both Student Learning Outcomes Assessment and Program Reviews were read, studied, and analyzed by the Board during the 2010 fall semester and will meet with each Department Chair/Program Director to present the results of its analysis and offer consultation and

suggestions on how to carry out the finding and projections for programmatic strengthening and improvement.

Assessment practices at Albertus consider instructional delivery formats in addition to learning outcomes. For example, during the summer of 2006, an assessment team performed a comprehensive review of blended and online courses offered in the Accelerated Degree Program (now the School of Evening and Graduate Programs), and the committee established new guidelines for the creation of these courses. In particular, the committee's report (*Official Blended & Online Course Assessment 2006*) outlined specific suggestions and offered several rubrics to ensure quality and consistency in faculty syllabi and course design.

The College also employs "external" methods of assessment, such as the Proficiency Profile (PP) test, to evaluate the effectiveness of its programs. In the Traditional Day College, the PP test is administered to new students at the beginning and end of their freshman year and again in their last semester at the College. In the School of New Dimensions, PP tests are administered at the end of undergraduate students' sophomore year, and they are administered at the end of students' senior year in the School of Evening and Graduate Programs. Also, since sixty-three percent of traditional daytime undergraduates participate in internship opportunities, the College receives meaningful assessment data from supervisors at various internship sites. In addition, the College continues to count on student surveys and accreditations with professional organizations for other perspectives and evaluative feedback.

External bodies also provide evaluation data for various other programs at the College. For example, the Connecticut Department of Education approves the certification programs in education, and PRAXIS examination results provide assessment information for the program too. Since the College's business programs are accredited by the International Assembly for Collegiate Business Education (IACBE), traditional day students in their senior year and undergraduate seniors in the School of Evening and Graduate programs take the Comprehensive Business Exam (CBE), which is developed around IACBE standards. Additionally, the Master of Arts in Art Therapy (MAAT) degree is reviewed by the Educational Program Approval Board of American Art Therapy Association. In the School of New Dimensions, however, students enrolled in business programs at both the undergraduate and graduate level take the ETS Major Field Test. Beginning in 2010, the Major Field Test will be given in the undergraduate Psychology program also.

As a result of these and other initiatives, Albertus Magnus College has exerted earnest effort toward a "systematic and broad-based approach to the assessment of student learning." (CIHE Standard 4.44) These measures, both quantitative and qualitative, help to preserve the integrity of the College Mission and assist in effecting programmatic and curricular improvements throughout the institution.

The institution also seeks to demonstrate the degree to which it has realized its purposes and objectives outside the classroom. Toward that end, departments such as Career

Services, Athletics, Alumni, and Student Services gather feedback from current students and alumni through external as well as internally designed student surveys. Assessment activities for Career Services focus on student and alumni surveys, and they include the following: Career Preparation Course Evaluation, Speaker Event Evaluation, Annual Survey of Junior Class to determine on-campus recruiting preferences, Jobs Just Inbox Survey, to name a few. The Department of Athletics utilizes student satisfaction surveys as well as freshman surveys to determine interest in sports not currently sponsored as varsity programs. The purpose of these assessment practices is to initiate, stimulate, and improve upon the intercollegiate athletics program; to create a quality experience for student-athletes; and to ensure that the maintenance of the athletics program is an integral part of the overall educational system at Albertus.

The Office of Campus Activities annually assesses new student orientation through surveys of incoming students who participated in orientation and Student Orientation Counselors who plan and implement the training program. Additional surveys and data gleaned from focus groups are utilized to evaluate the number and nature of on-campus activities and, essentially, to enhance student life. Student Services also utilizes an end-of-program survey to assess the appropriateness of ARA (Alcohol Response-Ability), an online alcohol education course, along with Residence Hall Surveys to determine student satisfaction with residence life. On a regular basis, the Student Services Department employs external instruments such as the Noel-Levitz survey, which is also used by the School of Evening and Graduate Programs, to provide an assessment of student satisfaction. The Alumni Office (along with the Office of Advancement) also uses Harris Connect as a venue to maintain and assess records from Albertus graduates.

There are numerous committees and subcommittees involved in the Strategic Planning process and responsible for evaluating the current Plan and offering suggestions for revision. As an example, at the recommendation of the President, a Writing Program Initiative was explored and a Writing Program Task Force assisted the Director in developing a Writing Program which was approved in May 2004 and piloted in the fall of that year. As planned, the Program's conceptual framework included: Writing Intensive ("W") Courses, Writing Associates ("peer tutors") thoroughly trained to work with student writers, and a Writing Center which continues to serve as the hub of activity for the Program. As a result of this initiative, all traditional day students are required to take four Writing-Intensive ("W") Courses across disciplines and, also, to collaborate with Writing Associates for supplemental instruction with any aspect of the writing process. Now, however, many students work with Writing Associates for non-"W" coursework as well, and their utilization of Writing Program services continues to increase from year to year. Committee participation also spurred the development of new initiatives including, but not limited to, the Education Program and the MBA as well as the addition of blended and online courses,

Appraisal

Planning

The strategic planning process continues to be guided by the Mission of Albertus Magnus College. As a result, planning is both systematic and comprehensive, and resource allocations effectively support the planning and evaluation process.

The accomplishments of the 2003-2008 Strategic Plan were many. Among its notable outcomes were:

- Development and implementation of the Insight General Education Program in the Traditional Day College. The program was implemented in the fall of 2004 and the first undergraduate day class completed the program in 2008.
- Development of new undergraduate and graduate programs, e.g., business, criminal justice, education, leadership.
- Introduction of blended and online courses in the School of Evening and Graduate Programs. Currently, more than seventy percent of all courses in SEGP are taught in a blended or online format.
- Construction of the Mary A. and Louis F. Tagliatela Academic Center completed in 2005.
- Endowment and Enrollment Growth.

At this juncture, many of the goals outlined in the 2009-2014 Strategic Plan have already been met. At the undergraduate level, the College has initiated a new program in Global Studies and a concentration in Sport Management. At the graduate level, new programs have begun in business, education, and creative writing. The College recently launched a completely redesigned website, is beginning the transition to Moodle as a course management system to support its online and blended courses, and is making other technology enhancements as well. Additionally, both the Hubert Campus Center and Aquinas Hall have benefited from needed physical improvements, and the Rosary Hall Library has seen significant renovation and improved climate control.

The success of the 2003-2008 Strategic Plan and the initial successes of the 2009-2014 Plan suggest that the both the planning process and the centrality of planning in the College are realistic and effective. The financial projections that were an integral part of the planning goals were also met. Most importantly, planning at Albertus is a continuous process that evinces a willingness to reconsider and refine goals and objectives. The College has shown itself to be flexible and creative as it works towards fulfilling its Mission.

Evaluation

Albertus Magnus College has a long-standing tradition of supporting the assessment and evaluation of its programs and determining the degree to which the institution is fulfilling its Mission with success. Toward that end, the College's evaluation efforts are ongoing

and they utilize a variety of internal and external measures to assess the effectiveness of programs “both inside and outside the classroom.” The College has developed a broad-based assessment system that inspires curricular improvement at the course and programmatic levels and effects improvements throughout the institution as a whole.

The Office of Assessment and Institutional Research serves as a clearing house for assessment efforts at Albertus and provides essential data to support strategic planning initiatives at the institution. It assists administrative departments and faculty committees in planning and conducting studies concerning any aspect of the College. The Office also coordinates program and curriculum reviews and collects student learning outcome data on a regular basis.

Most importantly, these various assessment efforts have resulted in programmatic changes aimed at more effectively achieving the Mission of the College. For example, the results of the Nelson-Denny test given to incoming students in the Traditional Day College precipitated the redesign of a section of Invitation to Insight I and II to include additional instruction by a reading specialist. Student test scores and feedback were the basis for requiring undergraduate business majors in the Traditional Day College and the School of Evening and Graduate Programs to take a course in financial accounting. In addition, data on student retention in the Traditional Day College led to making the retention of enrolled students one of the key goals in the 2009-2014 Strategic Plan.

The significant volume of data collected through the various evaluation efforts may not always have been fully utilized to inform programmatic and institutional improvement. To assist in “closing the loop,” the Program Assessment Review Board was established in the fall of 2010. Following analysis of the recent Program Reviews, the Board will prioritize its work looking forward with the goal of establishing a five-year cycle for program reviews and to better assist Department Chairs/Program Directors in the implementation of projections that emerged from the reviews.

A number of departments at the College currently utilize external perspectives to examine the strengths and/or shortcomings that might exist, and these perspectives often support decisions that will effect improvements in the department and/or program.

Projection

As the 2009-2014 Strategic Plan moves forward, the College will continuously monitor its success in meeting its objectives and modify its plans in light of changing circumstances. The College will also continue to look beyond 2014 toward a new strategic plan as it prepares to move into the final decades of its first century.

Undoubtedly, the demands for the assessment of learning outcomes and program effectiveness will not only continue, but also increase. Therefore, while Albertus Magnus College regularly and systematically assesses its various academic programs and other activities at the present time, and assessment is integral to institutional operations,

the College will continually seek to identify and employ the best measures for assessing the effectiveness of the institution and its programs. Additionally, it will continue to utilize the results of its assessment efforts for programmatic development and improvement.

Institutional Effectiveness

Albertus Magnus College expends considerable institutional resources in planning for its future and in the evaluation of its programs. These planning and evaluation activities have led to institutional growth and development and have enabled the College to further its Mission.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Description

Albertus Magnus College is an independent Catholic institution of higher education incorporated by the State of Connecticut in 1925. The College has a system of governance clearly consistent with the College Mission, and it has established an organizational structure that facilitates the Mission of educating and preparing its students for productive and satisfying lives.

Ultimate authority for governing the College is vested in a self-perpetuating Board of Trustees, which consists of no fewer than seventeen, nor more than thirty members (the number to be determined from time to time by resolution of the Board). At all times, at least one-fifth of the Trustees then in office shall be members of the Dominican Congregation of the Dominican Sisters of Peace, Inc.¹ The Prioress of the Congregation, or her delegate, two General Councilors or their delegates designated by the Prioress and the General Council of the Congregation, and the President of the College shall be *ex-officio* Trustees, and shall be counted for purposes of determining the total number of members of the Board.

The duties and responsibilities of the Board of Trustees are outlined in a set of By-laws which are reviewed periodically (most recently in June 2009) and amended as needed by vote of the Board. The Board operates as the ultimate authority in the governance of the College, but entrusts the administration of the College to the President and chief administrative officers, and the teaching and research to the faculty. Additionally, the College has an Organizational Chart which clearly displays the working order of the institution, and the College provides its faculty, staff, and administration with appropriate information (i.e., Job Descriptions, Personnel Policies, and Faculty Handbooks, etc.) to undertake their respective roles.

The Board of Trustees meets formally four times during each academic year. However, special meetings may be called by the Chairperson of the Board, the President, or by a special request of any three Trustees. Prior to each meeting, a complete agenda, minutes of the prior meeting and committee meetings, and related materials are circulated among the trustees for study and review. Although the Board traditionally functions as a committee of the whole, to ensure orderly discharge of its responsibilities, the Board has established standing committees: Executive, Budget and Finance, and Compensation. Board committees meet as necessary and they may invite non-board members from the College and civic community to meet and consult with them as need occurs. Additionally, *ad hoc* committees may be organized through the Executive Committee of the Board from time to time.

¹ In April 2009, seven U.S. communities of Dominican sisters, including the Sisters of St. Mary of the Springs, Columbus, Ohio—the founding congregation of Albertus Magnus College—officially united to form one new congregation: the Dominican Sisters of Peace.

As a matter of practice, the Board ensures its own effectiveness through systematic evaluation; toward that end, the Board's By-laws were reviewed and revised during the summer of 2009, and the revised By-laws went into effect at the onset of the 2009-2010 academic year. By-Laws may be amended, repealed, or altered by whole or in part by: (a) two-thirds vote of the entire Board at any meeting of the Board, provided the proposed change is submitted in writing to each Trustee at least ten (10) days before the meeting at which such change is to be considered; and with (b) approval by the Prioress and the General Council of the Congregation or their delegates.

The President is the Chief Executive Officer of Albertus Magnus College. The President is elected by a vote of the Board of Trustees for a term of office decided by the Board, and the President is responsible to the Board for the advancement of the stated Mission and purposes of the College. At its June meeting each year, the Board reviews the performance of the President in achieving institutional success. As Chief Executive Officer, the President allocates and manages resources consistent with established mechanisms and consultations (i.e., with faculty, administrators, staff) to achieve the College's objectives and ensure the effectiveness of the institution.

The President is responsible for ensuring appropriate communication with the trustees and the College community. The President is in regular and frequent communication with the Chairman of the Board and with the Prioress of the Dominican Sisters, and she apprises them of matters relevant to the well-being of the College. At least once annually, the President also hosts an information session for faculty and administrative staff, at which time the College's financial consultant presents a thorough report on the financial position of the College. Traditionally, at this session, the Treasurer reviews the College budget, and other members of the President's Council share updates on enrollments and/or the status of goals, objectives, and major projects outlined in the Strategic Plan.

Until March 2010, the President and the five division heads (who serve in an advisory capacity to the President) comprised the Administrative Council of the College. Members of the Council included: the Vice President for Academic Affairs (now the Provost and V.P. for Academic Affairs and Planning), the Vice President for Advancement and Planning (now the Senior Vice President for Advancement), the Vice President for Finance and Treasurer, the Dean for Student Services, and the Dean for Admissions and Financial Aid. In March 2010, the Vice President for Information Technology Services (formerly the Director of Information Technology Services) and the Vice President for Marketing (a newly-created position) both became members of the Administrative Council. At the same time, the V.P.A.A. became the Provost and Vice President for Academic Affairs and Planning.

The Council meets every four to six weeks to discuss the ongoing operations of the College, to resolve issues, and report on the progress of the Strategic Plan. During the summer months, the Council also meets for at least two full days of planning sessions, and additional meetings are scheduled as need requires. On a regular basis, members of the Administrative Council are invited to attend meetings of the Board of Trustees.

Academic leadership at Albertus is vested in the Provost and Vice President for Academic Affairs and Planning, who works in concert with the faculty to ensure the quality of academic programs. The Provost is directly responsible to the President of the College.

Reporting directly to the Provost are: the Academic Dean, who is responsible for the Traditional Day College, and the Dean of New Dimensions. The Deans oversee the day-to-day operations of their respective areas/schools, and their reporting relationship to the Provost assures the integrity and quality as well as a level of consistency among all programs. The Dean of New Dimensions also has direct oversight of off-campus programs at Long Wharf, East Hartford, and other locations in the state. The day-to-day operations of the School of Evening and Graduate Programs are overseen by an administrative director, who also reports directly to the Provost regarding academic matters.

Faculty in the Traditional Day College report to the Academic Dean and are organized into twelve academic departments. Upon recommendation of the Provost, Department Chairs are appointed by the President to administer their departments, advise student majors, and prepare department budgets.

In the School of Evening and Graduate Programs, faculty report to the Provost and Vice-President for Academic Affairs, while Department Chairs and Program Directors are responsible for administering their respective programs.

In the School of New Dimensions, faculty report directly to the Dean of the School with a dotted line or indirect reporting relationship to the Director of Academic Services. The Dean and the Director of Academic Services meet regularly with the full-time program directors with faculty rank to ensure quality and consistency throughout the New Dimensions Program.

The Faculty of the College consists of all persons who are appointed by the College to teach one or more courses, including those who hold combined teaching and administrative appointments. The President, the Provost and Vice President for Academic Affairs, and the Director of Library and Information Services are *ex-officio* members of the faculty.

Faculty governance functions under a Faculty Constitution which was approved by the Board of Trustees and adopted by the Faculty in the 1960's, and is amended from time to time. As stated in the Faculty Constitution (*Faculty Handbook*, page 8), the Board "has delegated to the faculty primary responsibility in the areas of curriculum, in setting requirements for admission to the College, in setting requirements for the awarding of degrees, for faculty status, library, instructional budget, and the general academic development of the College, and retains ultimate approval for major policy changes" (Faculty Constitution, I.B.2). The faculty discharges its responsibilities through the Faculty Assembly and its various committees. The Faculty Assembly has five standing

committees: Academic Policy, Admissions, Faculty Budget, Faculty Development and Welfare, and Faculty Status. There is also a special Committee on Procedures and Voting; and, in addition, the Faculty Assembly occasionally establishes *ad hoc* committees as need requires.

The Faculty Council functions as the executive committee of the Faculty Assembly. It coordinates the work of standing committees, determines those matters that require action by the Assembly, and sets the dates for regular meetings of the Assembly. The Council consists of the three officers of the Assembly, the chairs of the standing committees, and a member-at-large. The President of the College is an *ex-officio*, non-voting member.

Albertus Magnus College works along with its students to create an educational environment that meets the expectations of its constituents, and it provides an interactive setting where the exchange of ideas is encouraged for the development and improvement of the College. Toward that end, the College is fully committed to the incorporation of student views within the College's system of governance, and the College provides ample opportunity for students to express their interests and/or suggest improvements in many ways. The College's system of governance encourages students to participate in the discussion of subjects affecting students directly. It also allows each student to dialogue or assume a leadership role for the consideration of students' opinion as a whole.

In the Traditional Day College, students have the opportunity to be involved in governance through the Student Government Association (SGA). The SGA, in turn, is empowered to manage matters regarding student clubs and organizations, including the allocation of funds for student organizations, the design of student activities, and recommendations on issues or concerns. Any full-time day student in good standing (2.5 GPA) is eligible to serve as an officer of the SGA. The executive board consists of the SGA President, Vice-President, Secretary/Treasurer, Advertising Chair, Class Representative, Volunteer Coordinator, and Historian. Students who wish to serve on the executive board complete an application and are selected by the Assistant Dean for Campus Activities and/or the Dean of Students. The Student Government Association works under the advisement of the Director of Campus Activities.

Albertus Magnus College provides numerous formal opportunities for the expression of student opinion. At the end of each semester, module, or New Dimensions course sequence, the College conducts anonymous surveys to evaluate students' satisfaction regarding each of the courses they have taken throughout the term. Suggestion boxes are prominently displayed in the College bookstore and dining hall and a Food Committee meets regularly to provide input into this area of major concern to resident students.

In the School of New Dimensions, the College offers students the opportunity to elect cohort representatives who meet with administrative staff on a regular basis. Cohort Representative/staff meetings are scheduled at least four times a year. These meetings provide a forum for discussion of policies and procedures, general changes, learning teams, faculty and classroom satisfaction, as well as cohort/student issues and concerns.

The College surveys graduating seniors at the end of each academic year to collect data on the students' experience at the College. These surveys question students' satisfaction regarding the Bookstore, facilities, registration, academic advising, financial aid, admissions, food, etc. The College utilizes this feedback to enhance its academic programs and facilities.

There is no system of "student governance" or formal system for the presentation of student views in the School of Evening and Graduate Programs. However, students in the School are kept informed of general academic information through a Newsletter developed by staff with the help of its students. The School regularly conducts student evaluations to assess students' satisfaction with their academic programs and faculty, and it encourages students to offer opinions and suggestions on other issues, interests, or items of concern.

Appraisal

Albertus Magnus College has established an organizational structure that facilitates the achievement of the College Mission of educating students for productive and satisfying lives.

Members of the Board of Trustees have a clear understanding of the Mission of the College and have demonstrated high levels of commitment and dedication both to their fiduciary responsibilities and to the overall success of the College. The Board is large and diverse enough to carry out its responsibilities effectively, yet small enough to establish a good working relationship among its members. As is clear from the impetus they provided for the Strategic Plans, the President and the Board actively work to anticipate and respond to challenges and opportunities that arise over time. In addition, the Executive Committee of the Board receives an annual report from the President and considers succession planning and other matters relevant to effective governance.

Trustee communication with the larger College community is enhanced by the attendance of Administrative Council members at Board meetings. Also, from time to time, the Board invites members of the College community to attend and provide information or present proposals for consideration by the Board.

The Board of Trustees periodically evaluates its own effectiveness. The 2009 revision of its By-Laws was the result of an extensive review to ensure that the By-Laws accurately reflect the current committee structure and practices, include the updated relationship with the Dominican Sisters of Peace, and allow the Board to fulfill its responsibilities most effectively.

In cooperation with the Trustees, the President of Albertus Magnus College effectively manages the institution in keeping with institutional objectives. As chief executive officer, the President maintains close contact with faculty, students, administration, and staff. In the spring of 2010, for example, special meetings were held with faculty and

staff to review the status of College finances and to announce and explain changes and/or additions to the administrative staff. The President consistently attends community-wide functions, and liturgies; and as an *ex officio* member of the faculty, she attends Faculty Assembly and other meetings at the institution.

The success of the College in realizing annual operating surpluses for more than a decade and the major achievements of the Strategic Plan are evidence of the efficacy of current organizational arrangements.

The relatively small size of Albertus Magnus College facilitates close and frequent interaction among administrative officers and students, faculty, and staff. The Organizational Chart of Albertus accurately reflects day-to-day practice; and, most importantly, the organizational structure of the College is not static. In 2009, for example, in response to the heightened emphasis on information technology in the 2009-2014 Strategic Plan, a Director of Information Technology was appointed with a reporting relationship to the Vice President for Advancement and Planning.

March 2010 saw further revisions in the College's organization, at which time the President announced several changes at the senior administrative level to strengthen the institution's services and position the College for growth going forward. The Director of Information Technology Services became a Vice President and member of the Administrative Council. Another appointment was a Vice President for Marketing responsible for communicating a unified "voice" that promotes the distinctive benefits of an Albertus education. Institutional planning now became the responsibility of the V.P.A.A. with the new title of Provost and Vice President of Academic Affairs and Strategic Planning. Finally, the College established the Office of Controller, reporting to the Vice President for Finance and Treasurer.

The institution's organization and governance structure is responsible for assuring the integrity and quality of academic programs. The administrators responsible for each of the three schools have close working relationships with the Provost, and each of the three schools has an administrative structure that allows it to respond most effectively to the needs of faculty, students, and staff. This structure also ensures proper institutional oversight and control over programs offered through distance technology and at different locations in the state.

Organized in academic departments and through the structures established under the Faculty Constitution, the faculty cooperate with academic administration to assure the integrity of the College's educational programs. The Academic Policy Committee and Faculty Assembly approve new academic programs, and department chairs and the Faculty Status Committee play key roles in the appointment and review of faculty in the Traditional Day College. In New Dimensions, the Program Directors perform similar functions to those of department chairs and exercise similar oversight over programs and instructional personnel.

Faculty governance at Albertus has a long tradition; and, though the current governance structure under the Faculty Constitution is now more than forty years old, it has served the College well and has been revised on various occasions. However, since the constitution was adopted when the College was a smaller, exclusively undergraduate institution, the document will continue to be reviewed and updated as need occurs from time to time.

The system of governance at Albertus provides ample opportunity for the consideration of student views and judgments in matters of direct and reasonable interest to students. While students may participate in the discussion of issues that affect them directly, they are also encouraged to dialogue and assume leadership roles in considering students' opinion as a whole.

In the Traditional Day College, major revision of the Student Government Association was instituted for the 2009-2010 academic year. The previous structure had a relatively large number of student offices and few elections were competitive; as a result, turnout for elections was extremely low. Students sought a structure that provided greater flexibility and reflected the reality that a high percentage of day students have athletic, internship, employment, and other commitments. The goal of the new structure is to provide more opportunities for student involvement without requiring an extensive commitment of time. Assessment will occur to determine the effectiveness of the revised student governance structure.

In the School of New Dimensions, the system of cohort representatives keeps lines of communication open and provides information and feedback through monthly meetings with administrators and staff. Additionally, focus groups and/or *ad hoc* committees are formed as required to meet the needs of students and staff. Together with end-of-course evaluations, these mechanisms provide a considerable insight into student views about the strengths and/or weaknesses of the program.

In the School of Evening and Graduate Programs, while there is no formal structure for the expression of student views and judgments beyond the standard course evaluations, staff are extremely receptive to student views. Also, focus groups provide ample opportunity for representative groups of students to assess and comment upon services received. All of this feedback plays an essential element in various efforts at programmatic improvement. An example of this response to student views is the provision of workshops to assist students in navigating the systems utilized in distance learning.

In both the School of New Dimensions and the School of Evening and Graduate Programs, the structures for expression of student views seem appropriate, given the nature of these programs and their students.

Projection

The governance and organizational structures of Albertus Magnus College will continue to evolve, as they have over the past decade, to meet the challenges of an ever-changing world and thus enable the institution to fulfill its Mission of “providing an opportunity for learning which responds to the academic needs and ethical challenges of its students and of society.”

Institutional Effectiveness

Albertus Magnus College has the organizational structure and systems of governance which enable it to achieve its Mission, and it has demonstrated the readiness to revise its organization and governance to address current and future challenges.

STANDARD FOUR: THE ACADEMIC PROGRAM

Description

Albertus Magnus College offers academic programs to full and part-time students at the undergraduate and graduate levels. In keeping with the College's Mission, all of its programs offer students "an education that promotes the search for truth in all its dimensions and is practical in its application." True to its Dominican tradition of service and commitment to liberal arts education, the College prepares "students to become responsible, productive citizens and lifelong learners, encouraging them to contribute to their communities and to become moral leaders in a complex world."

To achieve its mission, the College promotes a culture of student engagement through program design, the promotion of student-centered pedagogies, and support for opportunities that allow students to draw connections between what they learn in the classroom and the larger world. Essentially a teaching institution, the largest classes are usually capped at twenty-five in order to promote a collaborative learning environment and faculty-student interaction.

The academic program of Albertus Magnus College is offered through three schools:

- The Traditional Day College offers areas of study leading to the Associate of Arts, Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees in twenty-three majors. The College also offers a program of study leading to teacher certification. Structured in a semester format, classes are conducted primarily on ground at the main campus to a largely traditional-aged undergraduate population.
- The School of Evening and Graduate Programs, created to meet the needs of students who are employed full-time, offers programs leading to the Associate of Arts, the Associate of Science, the Bachelor of Arts, and the Bachelor of Science Degrees in fourteen majors. The School of Evening and Graduate Programs also offers seven master's programs and an advanced certification programs in education. Courses are offered in on-ground, blended, and online formats and most are conducted in an eight-week format, known as modules.
- The School of New Dimensions, meeting the needs of adult learners, offers programs leading to the Associate of Science and the Bachelor of Science in Business Management, as well as four masters degree programs. The basic learning structure of the New Dimensions programs is a cohort, active learning community of 14 to 22 students. Cohorts follow a fixed curricular sequence that can begin at any time when a sufficient number of students have been accepted. Programs are offered on-ground, or in a blended format combining on-ground and online instruction. Undergraduate courses are conducted in a five-week format, graduate courses in either six or eight week formats. In 2010, the School began offering its first fully online program, the MBA.

The College also has several programs leading to education certification.

Oversight of all academic programs is managed by the Office of Academic Affairs, led by the Provost and Vice President for Academic Affairs, who is the Chief Academic Officer of the College. Academic Deans, who report directly to the Provost, oversee the Traditional Day College and the School of New Dimensions. The Provost oversees the academic component of the School of Evening and Graduate Programs and works closely with the Academic Deans, Department Chairs, Program Directors, and faculty to assure the quality of academic programs. As part of the oversight system, there are faculty curriculum committees within the College. These committees review existing programs, and make recommendations for new programs and program revision.

All programs at Albertus Magnus College, regardless of the school in which they are offered, align with the College Mission and the statement of principles which guide and inform the Mission. The College's oversight system assures consistency across schools. While format and curricula are tailored to address the needs of their respective constituencies, the same degree programs offered through different schools share consistent missions and student learning outcomes. These learning outcome expectations are clearly stated in each syllabus and address the knowledge and intellectual and academic skills that students are expected to master for successful completion of their program. Each course uses a standard syllabus format to further insure that program goals are met at the delivery level. Common or analogous assessment instruments, such as the *Proficiency Profile*, are used across programs to aggregate data and assure quality.

Undergraduate degree requirements in each school have a general education component rooted in the liberal arts and designed to ensure that students develop core skills and competencies. Graduate degree requirements are designed to enable graduates to grow personally and professionally as knowledgeable and skilled practitioners prepared to contribute to their professional communities and the larger society.

All undergraduate programs give early emphasis to the cultivation of written and oral communication skills, college-level reading comprehension, and critical thinking. Students in all undergraduate programs are expected to attain collegiate-level skills in the English language. Students are assessed for skills level upon entrance to the College. They must successfully complete college level written composition courses, and both the *Proficiency Profile* and institutionally developed assessment instruments are used to determine the effectiveness of the College's courses and writing program in helping to achieve proficiency in English language arts.

True to its emphasis on the importance of written communications skills, the College implemented a peer tutoring writing program in 2004 and requires all students in the Traditional Day College to take four writing intensive courses. Admitted at-risk students enroll in a two-semester critical reading course. To date, students participating in the program show significantly greater progress in this area than those at peer institutions, as demonstrated by the Nelson-Denny Reading Test. The College also has initiated a math

tutoring program for first-year students who have difficulty achieving college benchmarks for quantitative reasoning. Finally, the College is a member of the Connecticut Distance Learning Consortium which provides online tutoring and other resources students need to pursue their studies.

Albertus Magnus College recognizes the need for students to be proficient in the use of technology and in utilizing information resources. All academic programs at the undergraduate and graduate level require that students employ information resources and technology; instruction in the use of information resources and technology is part of all programs. Information literacy is a core general education goal at the undergraduate level. In 2008, the College adopted an action plan, developed by members of the faculty, administrators, and the Director of Library and Information Resources to promote information literacy. This plan included enhanced student orientation sessions for all three schools, easily accessible online information literacy tutorials hosted on the Library's webpage, and faculty workshops to craft assignments which effectively promote information literacy skills.

At the graduate level, students are expected to possess college level skills in written English upon entrance to their programs. If found deficient, admission is provisional and applicants must successfully complete a course of study prior to formal matriculation.

New programs are developed at either the administrative or faculty level. Prior to adoption and implementation, they go through a review process. At the administrative level, the Strategic Planning Academic Programs Committee serves as a vehicle for generating proposals, conducting needs assessment, and projecting allocation of resources for program implementation. Individual faculty members and academic departments often initiate program proposals as well. Faculty committees are in place to review program development ideas and to make recommendations to the Provost for program resources, including faculty development. The Academic Policy Committee reviews the academic integrity and implementation plans of proposed programs and makes recommendations to the Faculty Assembly, which in turn makes recommendations regarding program adoption to the Board of Trustees.

The College requires that all programs undertake a review every three to five years under the leadership of the Director of Assessment and Institutional Research. In consultation with faculty, Department Chairs and Program Directors write program reports informed by data collected in accordance with their assessment plans. Assessment plans must include the use of a combination of direct and indirect assessment instruments and, to provide an external perspective, typically draw upon instruments such as the *Proficiency Profile* and/or Internship Site Supervisor evaluations

Proposals to modify or eliminate programs are based upon program review. The Academic Policy Committee must approve all substantive modifications. Fundamental changes, such as those involving a change in the number of required credits, are submitted to the Faculty Assembly with a recommendation from the Academic Policy

Committee. The College is committed to assuring that all students may complete their program of study as outlined in the various catalogues at the time of entrance.

Undergraduate Degree Programs

Through its three schools, Albertus Magnus College offers two associate degree programs (A.A. and A.S.) and twenty-two undergraduate majors leading to the B.A., B.S., or B.F.A. degrees. An essential element in all undergraduate degree programs is general education. Major requirements range from 33 to 54 credits. Students in the Traditional Day College and the School of Evening and Graduate Programs are required to present 48 credits toward general education (exclusive of the one credit First-Year Seminar), leaving a minimum of 17-18 credits of free-electives. In the School of New Dimensions, baccalaureate students earn a minimum of 36 credits in general education courses.

General Education

In response to the 2001 NEASC report, the President of the College established the *Ad Hoc* General Education Program Committee. A team from the Committee participated in the AAC&U's Asheville Institution on General Education. The result of this, as well as a series of on-campus workshops and discussions within the faculty, was the creation of the Insight Program, the new general education program for the College. The Insight Program was implemented in the Traditional Day College in the fall of 2003 and analogous programs were instituted in the school of Evening and Graduate Programs and the School of New Dimensions.

The Insight Program is grounded in the Mission of Albertus Magnus College to provide a liberal arts education that promotes the pursuit of truth in all of its dimensions and is practical in its application. It is designed to ensure that students develop core skills, knowledge, habits of mind, and dispositions appropriate to life-long learners who can flourish personally and professionally and engage in responsible and responsive decision making in a complex world.

Students begin the Insight Program by focusing on the core skills necessary to engage and understand the world: oral and written communication, reading, information literacy, critical and creative thinking, and quantitative and scientific reasoning. With this as a foundation, students are prepared to deepen their understanding of the world by familiarizing themselves with the insights and methods of the arts and sciences. They consider how one's worldview arises, gain insight into how the modern Western intellectual tradition was shaped, and develop college-level competency in the methods of inquiry employed in various disciplines.

By deepening their understanding of the world, expanding their methodological competencies, and reflecting on how their understanding of reality is formed and changes, students are prepared to consider how to converse fruitfully with others and to act responsibly in the contemporary world. The final segment of the curriculum focuses

on developing students' capacities for dialogue with others and informed decision-making. Courses in this part of the curriculum enable students to explore the interrelations of various different domains of knowledge as they engage in interdisciplinary and cross-cultural study.

The Insight Program has two bookends. First-year students enroll in a two-semester humanities seminar, HU 113, 114 -- Invitation to Insight, which introduces the project of the general education program and promotes the core skills, habits of mind, and dispositions necessary for academic success. In the senior year, students take a one-semester humanities seminar that addresses the question of what it means to live well in the contemporary world.

In the course of the Insight Program, students will take designated courses in a wide array of liberal arts disciplines: fine arts or communications, mathematics, the natural sciences, history, literature, philosophy, religious studies, and the social sciences. Through successful completion of their core programs, undergraduate Albertus students, in traditional and non-traditional programs, are expected to:

- Demonstrate the ability to meet College benchmarks in core skills, including: written and oral communication, reading comprehension, and information literacy;
- Demonstrate the ability to meet College benchmarks in critical thinking, including: interpretation, analysis, and evaluation;
- Demonstrate the capacity for creative thinking;
- Demonstrate the ability to apply effectively the methods and insights of a broad range of liberal arts disciplines;
- Demonstrate an ability to formulate ethical questions and engage in moral decision-making at the individual and societal level.

The Insight Program covers all four years of a baccalaureate program. Consisting of 48 credits (30 credits at the associate level), it includes both introductory and capstone seminars.

The general education programs in the School of Evening and Graduate Programs and the School of New Dimensions are modeled on the Insight Program, but are tailored for the adult learner. For example, instead of requiring HU 113-114 Invitation to Insight, these Schools' requirements include six credits in Humanities courses designed to foster close reading of ancient, medieval, modern, and contemporary works. Since HU 113-114 employ pedagogical approaches intended to foster the maturity, self-discipline, and collaborative competencies necessary to succeed in college, they are appropriate for traditional aged college students. The Humanities courses offered in the schools serving non-traditional learners focus more on providing a common intellectual foundation and the core skills that students, many of whom have attended other institutions of higher education, need to achieve the student learning outcomes of the general education program.

Beginning in 2007, the College embarked on a three-year action plan to promote the success and vitality of the College's general education programs under the leadership of

the Insight Program Advisory Committee, which includes faculty and administrators from the Traditional Day College, the School of Evening and Graduate Programs, and the School of New Dimensions. The plan includes initiatives aimed at student engagement, faculty support, and curriculum design and implementation. Its centerpiece is the development of substantive descriptions of each of the student learning outcomes and rubrics that faculty can use to assess student success in meeting these outcomes.

The Major or Concentration

Through its three schools, Albertus Magnus College offers two associate degree programs (A.A. and A.S.) and twenty-two undergraduate majors leading to the B.A., B.S., or B.F.A. degrees. Included in this are five interdisciplinary majors, General Studies, Global Studies, Human Services, Humanities, and Social Sciences.

Departmental requirement for majors range from 33 credits (Mathematics, Philosophy and Religion) to 54 credits (Business Administration with a concentration in accounting). Transfer students must complete at least 12 credits in advanced course work earned at Albertus Magnus College.

All major programs require introductory courses as well as a significant number of intermediate and advanced courses, as well as a capstone seminar, senior project, practicum, or internship. These culminating experiences provide an opportunity for students to integrate the various elements of their coursework and are essential element for faculty to assess the strengths and weaknesses of the major programs.

Since the Mission of Albertus Magnus College is to offer an education that embodies “the search for truth in all of its dimensions” that is “practical in its application,” practica and/or internships are available in all undergraduate majors and required in some. In line with the guiding principles that accompany the Mission, the College sees these experiences as extremely important “preparation for meaningful careers.”

Practica and Internships introduce students to the practical application of subject matter encountered through course work. Coordinated through close cooperation between department chairs and the Coordinator of Practica and Internships, the program places students at external sites where they acquire hands-on experience. The Coordinator is the liaison between the College and the placement sites and ensures that all parties adhere to proper administrative procedures. An internship handbook sets forth practicum and internship guidelines and the responsibilities of students, faculty sponsors, site supervisors, and the Coordinator. In light of the College’s Mission of combining theory and practice, several courses have incorporated service learning as a key component.

Graduate Degree Programs

Albertus Magnus College offers eight graduate degree programs at the Master’s level: The Master of Arts in Art Therapy, the Master of Arts in Leadership, the Master of Arts in Liberal Studies, The Master of Fine Arts in Writing, the Master of Business

Administration, the Master of Science in Education, the Master of Science in Human Services, and the Master of Science in Management. Currently 390 students are enrolled in the College's graduate programs.

All programs are approved and accredited by the Connecticut Department of Higher Education. In addition, the Master of Arts in Art Therapy is approved by the Council for Accreditation for Counseling and Related Education Programs [CACREP] and The American Art Therapy Association [AATA], and was reviewed and approved by AATA for ten years in 2010. The Master of Science in Management and the MBA will be included for review in the next International Assembly for Collegiate Business Education (IABCE) reaccreditation scheduled for 2011. The Master of Arts in Liberal Studies is a full member of the Association of Graduate Liberal Studies Programs (AGLSP).

Graduate programs at Albertus are consistent with the Mission of the College "to provide . . . an education that promotes the search for truth in all its dimensions and is practical in its application." As stated in the College's Graduate Catalogue, "the total program of the College has as its purpose an education for a fuller personal life, for sensitive and worthwhile participation in a democratic society, and for carrying out the Dominican ideal: the search for truth in all its dimensions." The graduate programs at Albertus are designed with this purpose in mind.

As compared with undergraduate programs, graduate programs at Albertus Magnus College place greater emphasis on current research in the chosen field, critical thinking and leadership, theory as it relates to practice, and the ability to function both independently and as members of interdisciplinary teams. The Art Therapy Program has a dedicated studio and faculty. Other programs have dedicated full-time faculty who possess the appropriate terminal degrees and who also teach undergraduate courses. The library collection and databases have been upgraded to include resources such as Academic Search Premier, and there has been the addition of a full-time librarian devoted solely to business programs to accommodate research in this area.

The Albertus Magnus College Faculty Handbook states the criteria for professional development and scholarly activity for all faculty. Currently, the College makes no distinction between expectations for faculty teaching undergraduate courses and faculty teaching graduate courses. It is the responsibility of Department Chairs to mentor faculty with regard to appropriate scholarship for areas in which they are teaching.

Requirements for admission to each of the graduate programs are clearly stated in the appropriate catalogues and on the College website. At a minimum, each program requires a bachelor's degree from a regionally accredited college or university, a minimum cumulative grade point average (specified by program), and proficiency in the English language. Professional programs, such as the Master of Arts in Art Therapy, the Master of Science in Education, the Master of Science in Human Services, and the Master of Arts in Leadership have additional requirements such as pre-requisite course work or teacher certification, related work experience, and recommendations from professionals in the field.

The goals of each graduate program reflect the mission of Albertus Magnus College and are aligned with the standards for that particular program. Programs require a substantial amount of writing and research, analysis of concepts, and articulation of ideas. In keeping with the College's mission, the primary focus of each graduate program is on the interconnectedness of theory and practice. Each program contains a capstone course designed to provide students with opportunities to demonstrate that they have realized the requisite student learning outcomes.

Capstones may require independent research, a thesis, an internship, completion of a creative project, or a combination of these. The Master of Arts Therapy requires the writing of a thesis based on research and data collection. The Master of Arts in Liberal Studies required a final project. The Master of Science in Education requires a final research project related to a topic of interest. The remaining graduate programs require a project which demonstrates the application of theory to practice.

Integrity in the Award of Academic Credit

All degree programs offered at Albertus Magnus College follow the conventions operative in American higher education and Connecticut Department of Higher Education in terms both of length and content. In the Traditional Day College, classes meet for 150 minutes per week for course awarding three-credits in a traditional semester format. As with many institutions of higher education that offer programs to adult learners, there are variations in the scheduling of classes. In both the School of Evening and Graduate Programs and the School of New Dimensions, classes are scheduled in the traditional sixteen-week semester but are broken into modules, usually consisting of five to eight weeks, and are conducted using a variety of delivery systems.

While the College's different schools feature varying approaches to scheduling and course delivery, they share common set of expectations for learning outcomes. In addition, all degrees meet the program approval requirements established by the Department of Higher Education of the State of Connecticut. The Academic Policy Committee reviews all programs, and the Faculty Assembly and Board of Trustees must approve them prior to implementation.

Catalogues are available online and distributed to students in paper and/or digital format. Programs are designed and implemented to ensure that students may complete them in a timely manner. Course catalogues indicate the frequency of course offerings. Course schedules are posted electronically. Students have electronic access to their degree audits through their course management system, and each student is assigned an academic advisor who assists in academic planning. Both students and academic advisors also have immediate access to grades, transcripts, program and graduation progress, cumulative and term G.P.A.s, course availability, and required course prerequisites.

Albertus Magnus College is solely responsible for the content, design, and implementation of its academic programs. Every program has a mission statement, a

statement of student learning outcomes, and an explicit account of where the curriculum addresses each of those outcomes. Mission statements and statements of student learning outcomes are available in catalogues and on the College's website. Course syllabi indicate which student learning outcomes are being addressed in which courses, and charts indicating where student learning outcomes are being addressed are maintained electronically by the Office of Assessment and Institutional Research. The Office of Academic Affairs maintains electronic databases of all course syllabi.

The School of Evening and Graduate Programs and the School of New Dimensions offer a number of courses in a blended and online format. The College provides support for both students and faculty through e-tutorials, printed guides, training session, and orientation for all students. Students across programs are responsible for meeting similar academic standards for quality, available in print and in online publications.

Faculty wishing to teach blended or online courses must complete an orientation and training session. Online modules also are available in the College's course management system to assist faculty as they design blended and online courses. Syllabi for courses being offered in the blended or online format must meet explicitly stated criteria and must be approved by the appropriate department chair or program director, and by the appropriate academic dean.

Students enrolled in a course which uses a blended format meet face-to-face with the instructor one evening per week and complete work online another evening. If the course is completely online, interaction takes place through the activities and resources offered with the Moodle course management system. In addition, all faculty in these technology mediated courses keep virtual office hours.

The grading system and policies regarding admission, registration and retention of students, grading, awarding of credit, minimum academic standards, awarding of academic honors, academic honesty, and grievances/appeals processes are outlined in College catalogues and student handbooks. The College catalogues also clearly state graduation requirements and policies for continuation in, termination from, and re-admission to all academic programs. Procedures by which students may appeal course grade or academic dismissal are also included. The Registrar's Office is responsible for overseeing the award of credit, and the College offers no credit for remedial study courses. Any proposed changes in policies regarding the award of credit must be reviewed by the Academic Policy Committee and approved by the Faculty Assembly.

Policies regarding course level, content, and credit are established by the Faculty Assembly upon the recommendation of the Academic Policy Committee. Implementation of these policies is the responsibility of Department Chairs and Program Directors in consultation with their departments and with the oversight and approval of the appropriate Dean. College catalogues and handbooks clearly outline policies regarding tutorials, independent studies, practica, internships, and student teaching.

Students may receive credit for prior learning or non-collegiate sponsored learning at the undergraduate level through CLEP and ACT-PEP examinations, DSST challenge examinations, and portfolios. Albertus Magnus College utilizes the services of Charter Oak College for the evaluation of all portfolio reviews of prior learning. Documented learning, not experience, is the basis for prior learning credit, and the credit must fit appropriately into a degree program. The College uses guidelines established by the American Council on Education as a reference. The policies and procedures for the award of credit are stated clearly in College catalogues and on the College website.

All College catalogues include policies and procedures regarding undergraduate transfer credits. Undergraduate students may receive transfer credits for courses similar to those offered at Albertus Magnus provided that the course is from a regionally accredited institution and was completed with a minimum grade of C or its equivalent. In an effort to ensure that there are no unnecessary barriers to the acceptance of transfer credits, the College has established a number of institution-wide and/or program specific articulation agreements, including agreements with Asnuntuck Community College, Gateway Community College, Housatonic Community College, and Community College of Rhode Island. In the graduate programs, the College accepts a limited number of graduate credits from a regionally accredited institution toward satisfying degree requirements. Albertus Magnus College ensures that in all undergraduate programs at least one-fourth of degree requirements and at least twelve advanced credits in the major are completed at the College.

The College is committed to preventing cheating and plagiarism, and has in place policies regarding academic honesty. The College recently developed a Violation of the Tradition of Honor Form to document instances of cheating and plagiarism to ensure appropriate redress of academic dishonesty and to curb recidivism. Also, Turnitin.com is available throughout the College community as a tool to address plagiarism.

Assessment of Student Learning

The assessment of student learning is a major piece in the comprehensive assessment effort of Albertus Magnus College. As with all such institutional efforts, it is coordinated by the Office of Assessment and Institutional Research. In 2003, departmental mission statements were reviewed and revised in light of the institutional Mission Statement. Departments then focused on articulating measurable student learning outcomes that would inform program review. Departments also developed individual assessment plans that included both direct and indirect measures of student achievement and incorporated student, faculty, and external evaluations. Faculty then adopted standards for syllabi that allowed clear linkage between program goals and course design. This process led to substantive revisions in several majors, most notably Communications and Mathematics.

As a direct measure of student achievement, Albertus Magnus College utilizes the Educational Testing Service's *Proficiency Profile* (previously named *Academic Profile* and MAPP) in all programs to complement program specific assessments. The College

has administered the HERI freshman survey, the HERI Your First College Year Survey, and the HERI Senior Year Survey for over thirty-five years.

Larger programs include direct assessments that facilitate benchmarking of student performance at other institutions of higher education seeing a similar degree. Examples include:

- The ETS Major Field Test for the bachelor's degree in Business and the M.B.A. in New Dimensions;
- As of 2010, the ETS Major Field Test in Psychology for the baccalaureate program;
- Praxis I and II exams in the education programs;
- Since 2008, the Nelson-Denny Reading Test for the Insight Program in the Traditional Day College.

Programs with large numbers of students in practica or internships (e.g., Business, Communications, Criminal Justice, and Sociology) use internship site supervisor evaluations as part of their assessment systems.

In addition, several programs are reviewed and receive licensure or accreditation from external bodies:

- All academic programs are licensed and accredited by the Connecticut Department of Higher Education;
- Business programs are accredited by the Institutional Assembly for Collegiate Business Education;
- Undergraduate education certification programs adhere to the standards articulated by NCATE and are licensed and approved by the Connecticut Department of Education;
- The Master of Arts in Art Therapy is accredited by the American Art Therapy Association.

One of the outcomes of the first program review of 1992-1994 and subsequent program reviews is the continual refinement of the College's assessment system. In 2006, the College implemented a tracking and student learning outcomes assessment system designed to complement the assessments used by individual programs. Programs developed charts indicating where student learning outcomes were being addressed. The Office of Assessment and Institutional Research then devised forms that enabled faculty members to report on student success in meeting learning objectives. This data was utilized by faculty in the 2009-2010 program review.

As part of its assessment effort, the Office of Assessment and Institutional Research maintains an electronic assessment portfolio (EAP) for all academic departments. Each EAP is available to full-time faculty and administrators and provides ready access to reports and data that are essential in the assessment of student learning and program review. Each year, the College hosts an information session to review assessment data and a workshop to assist faculty in program review and academic planning. In addition,

the College holds periodic academic planning days to envision strategic goals informed by assessment data analysis.

In summer, 2009, all programs undertook a three-year program review. During the 2009-2010 academic year, programs analyzed their previous programs reviews and data collected to finalize plans for program revisions. Program faculty also reviewed and updated their assessment plans to ensure that data collected for the next comprehensive program review will provide the information necessary to promote continual improvement of programs and services to students. In summer, 2010, all programs developed analytical statements detailing planned program changes. In fall, 2010, an Institutional Assessment Review Board was established and charged with providing feedback to programs on their plans for improvement and establishing a timetable for future program reviews.

Appraisal

Following the 2001 NEASC Self-Study, Albertus Magnus College gave greater focus to strategic planning, a significant part of which involved academic strategic planning. Academic initiatives in the Strategic Plan included:

- Revitalization of the College's core curriculum;
- Creation and implementation of planned programs of study leading to teacher certification;
- Development of innovative delivery systems and effective use of technology to promote educational goals;
- Development of a Center of Social Science and the Helping Professions.

With the exception of this last, which after further discussion the College elected not to pursue, all of these goals were accomplished and enhanced the efficacy and vitality of all three schools.

To revitalize the Traditional Day College, the College developed a new general education program. An undergraduate teacher certification program was developed and approved by the State of Connecticut. Faculty worked to develop new majors in Criminal Justice and Global Studies and a new concentration in Sport Management. The majors in Spanish and Mathematics were completely redesigned and a Performance Concentration in Communications replaced the B.A. in Performing Arts/Theater. Enrollments in the Program have grown consistently with the implementation of these initiatives.

The School of Evening and Graduate Programs and the School of New Dimensions which serve adult learners also saw new program development. New programs that were implemented include a B.A. with a major in Criminal Justice, an M.F.A. in Writing, an M.A. in Leadership, an M.B.A., an M.S. in Education, an M.S. in Human Services, and an M.S. in Management and Organizational Leadership, and a fully online M.B.A. program. Also for adult learners, the Education Programs Department under the auspices of the Connecticut State Department of Higher Education initiated an Advanced Alternative Preparation Program leading to certification in remedial reading and language arts.

These new programs with their solid enrollment growth are clear evidence that the strategic planning initiative to promote academic programs across all three schools has been successful. They also are evidence that the College has marshaled innovations in technology to improve instruction and diversify instructional delivery methods. For example, undergraduate enrollment in the School of Evening and Graduate Programs, which has been the leader in using blended and online formats, has grown from 327 in 2001 to 532 in 2010, and retention is strong, indicating that the College's strategies are effective in making higher education accessible, particularly to working adult populations.

Nonetheless, enrollment and retention are challenges that the College must address continually. The development of new programs and introduction of new delivery systems has led to an increase in enrollment in some areas, but in recent years, growth in some non-traditional undergraduate programs has leveled off or declined. A number of factors have contributed to this, including instability in the larger economy and the growth of non-traditional programs at other institutions.

The College's oversight system, which includes standard policies and procedures, assures consistency across programs. To ensure quality of instruction across programs, the College sponsored faculty workshops and training sessions; regularly sent faculty teams to off-site conferences and workshops; developed assessment rubrics to assure consistency and quality for online and blended courses; and devised an approval process for adapting courses to blended or online formats.

Several assessment instruments provide needed information to ensure consistency across the three schools and external measures of program effectiveness. For example, the Educational Testing Service's *Proficiency Profile* is used as an assessment of several core general education outcomes in all schools. All undergraduate and graduate business programs meet the standards established by IACBE for Business Administration and Management.

With the development of new programs and the expanded use of technology to support academic programs, there have come challenges. A growing number of students entering both traditional and non-traditional programs are academically at-risk. Additionally, some entering non-traditional students do not possess the information technology skills they need to succeed. The College has devised critical reading and peer mentoring programs for at-risk first year students, eTutoring and peer tutoring programs in composition and mathematics, and information technology orientation sessions to address these challenges.

A particular concern has been to develop students' written communication ability. The introduction of "W" courses in the Traditional Day College and student use of the Writing Center have given greater attention to this important area. Assessment data indicates that students are meeting proficiency benchmarks. However, there is significant variance in individual student writing competence which the College seeks to address.

The School of New Dimensions, for example, has begun a long term strategy of employing a writing-across-the-curriculum approach at the undergraduate level. As Course Learner Guides (the standardized course syllabus used in New Dimensions) are revised, writing assignments are scrutinized and changes made to emphasize specific writing skills, both mechanical and rhetorical. In the Traditional Day College, a new writing proficiency test is being devised, together with a remediation plan for students who do not score well.

The effectiveness of these efforts is not clear. As one might expect, the retention rate for at-risk students falls below that of other students. Where blended programs have replaced traditional ones, there has been a slight increase in the number of students who do not succeed academically. Finally, while students demonstrate having written communication and critical reading skills comparable to students at peer institutions, program reviews indicate that there is room for improvement.

With regard to general education, the Insight Program offered in the Traditional Day College has been successful in providing a firm foundation for students across the liberal arts disciplines. The data shows that students progress at the same rate as their peers at other institutions, and longitudinal data shows that students achieve higher levels of proficiency as they proceed through the program.

Entering first-year students in 2006-2008 scored slightly below the national norm in reading, writing, critical thinking, and mathematics. By the conclusion of the first year, they had improved slightly on their own scores in comparison with students at peer institutions, with the exception of critical thinking in spring, 2006, and critical reading in spring, 2009. Similarly, during the same period, students in the School of Evening and Graduate Programs scored above the national norm at benchmarked institutions in college level critical thinking, reading, and mathematics. They met the national norm in writing.

General Education Student Learning Outcome Results Overview Spring, 2009

	Written Communication	Critical Thinking	Reading	Scientific Method	Quantitative Reasoning	Information Literacy	Creative Thinking
Traditional Day College	3.76	4.56	4.07	3.49	3.18	3.72	4.29
School of Evening and Graduate Programs	3.61	4.0	4.29	3.5	3.88	4.67	4.09

These results correlate with the result from the Nelson-Denny Reading Test in the Traditional Day College. Based upon entering students' SAT scores, they should have

earned scores between 199 and 202 on vocabulary and comprehension. The mean scores for these students were actually 208 (vocabulary) and 213 (comprehension). These scores are clearly higher than those expected in light of students' relative standing as high school seniors.

Encouragingly, student feedback in focus groups, on course evaluations, and in satisfaction surveys indicates that students view the program positively. More importantly, they value the program because it allows them to encounter subject matter and disciplinary approaches that they otherwise would not have considered, and it enables them to become well-rounded, thoughtful individuals. Two areas of concern have been reading comprehension and written communication skills. The steps that the College has taken to address these issues are bearing fruit. Still, the College would like to see consistent strength among all students in these critical areas.

The three-year action plan, adopted in fall 2007, included articulation of student learning outcomes, faculty development, and efforts to raise student awareness of the Insight Program. The articulation of outcomes entailed the development of rich descriptions and rubrics for each outcome. These were constructed by faculty in workshops that included discussion of methods for achieving the outcomes. To promote student awareness and engagement, one of the more interesting and successful efforts was a campus-wide marketing campaign conducted by marketing students in spring, 2009. The campaign involved conducting surveys, creating posters about the program, and holding a contest to "name" the parts of the program. The names generated were printed on wristbands and distributed to incoming first-year students in the fall.

Given the sheer number of the program's targeted student learning outcomes, developing substantive descriptions for each and creating rubrics to assess student performance has been a time-consuming, but rewarding affair. It has had the advantage of building faculty understanding of, and commitment to, the program and has facilitated the collection of valuable assessment data. Developing descriptions and rubrics has been a work in progress. For the last program review, data collected to assess two objectives, development of information literacy and capacity for informed engagement with works of art, was minimal because descriptions and rubrics for these outcomes were still under development. However, this work has been completed, and more data regarding these outcomes will be available for the next review.

Faculty and administrators in the Traditional Day College were responsible for initially creating the Insight Program and have played a significant role in its ongoing development. While the general education programs in the School of Evening and Graduate Programs and the School of New Dimensions are consistent with the Insight Program, they were adapted to meet the needs of students in non-traditional programs, who often bring with them transfer credits, as well as a variety of life experiences. In its continuing effort to ensure consistency across programs, faculty members and administrators from the two adult programs were added to the Insight Program Advisory Committee. One result was the adoption in 2009 of a revised statement of student

learning outcomes so as to provide a common language and common measurable standards across programs.

In implementing the general education programs, the College faces several challenges. Communicating the nature and importance of general education to students is an ongoing task. The development of introductory and capstone seminars, the explicit identification of general education objectives in syllabi, and student orientation programs are in place, but ongoing vigilance on the part of the College is essential if students are to understand and commit themselves to realizing program goals. Equally important is orienting new full- and part-time faculty to the program. To promote student awareness and commitment, the College is embarking on a three-year action plan to make student ePortfolios an integral part of the program. Assessment of the ePortfolios will be added to the current General Education Program assessment plan. To support full-time faculty, the College has in place an orientation program, and an online orientation has been developed for all faculty members as part of the Faculty Resource Center. Still, recruiting sufficiently qualified full-time and part-time faculty to teach general education courses, especially introductory and capstone seminars, in ways that effectively integrate content and skill development remains challenging.

The goal in the 2009-2014 Strategic Plan to expand the graduate footprint at the College is in part a result of success in existing programs, particularly Art Therapy and the M.B.A. Graduate enrollments from 2007 to 2010 have increased from 336 to 390 and student retention across programs is strong. Data for graduate programs that have undergone review indicate that the average student meets or exceeds the student learning outcomes established for each program. For some new programs, data collection is in process, and program reviews will be concluded in the next program review cycle.

As with assessment systems, the College also has given attention to adopting consistent admittance policies across programs, and formulating standard operating procedures. In 2009, the Provost instituted regular joint meetings of graduate program directors to promote consistency across programs. Because of the growth of programs, recruitment and retention of qualified faculty to teach at the graduate level, particularly in the MBA and MSM programs, is an ongoing challenge.

The mission of the College is to provide students with an education promoting the pursuit of “truth” in all its dimensions. Given that it is part of the Dominican tradition to seek truth, ensuring the honesty and integrity of student work is of the highest priority at the College.

Albertus Magnus College’s policies to assure integrity in the award of academic credit are similar to those at other institutions of higher education and are consistently applied. The College exercises clear and ongoing authority and administrative oversight for all academic programs for which it awards credit, and the award of credit is based on policies developed and overseen by the faculty and academic administration. Credit is awarded on the basis of demonstrable academic content and reflects the level of student performance. College catalogues undergo regular review and revision, and reflect

requirements for continuation in, termination from, or readmission to all academic programs.

The College is committed to preventing cheating and plagiarism, and regularly reviews policies and procedures to assure that violations of academic integrity are addressed. While there is no data to show whether use of the recently developed Violation of the Tradition of Honor Form has led to a reduction in violations, adoption of the form has promoted consistency in addressing academic dishonesty. The growing use by students and instructors of Turnitin.com in the School of New Dimensions as a tool to address plagiarism suggests its efficacy. This has led to the extension of its use in the Traditional Day College. Like other institutions in our digital age, Albertus is continuing to wrestle with this problem.

The College has taken important steps to assure the academic integrity of its programs regardless of program calendar or mode of delivery. Traditional and non-traditional programs are designed and assessed on the basis of explicitly articulated and measurable student learning outcomes. Syllabi across programs must explicitly state learning outcomes and course expectations. Rubrics have been devised to assess the course design of blended and online courses, and courses that are adapted to the blended or online format must be approved by the appropriate department chair and/or program director and appropriate dean. This is in addition to the initial approval of new courses by the Academic Policy Committee. Information technology orientations and online resource sites have been developed for faculty and students to assure that there is proper support for blended and online programs.

As the College has increased its offerings in blended and online formats, the College has continued its emphasis on promoting close working relationships between faculty and students. Students across programs are expected to meet contact hours standards, and attendance policies and monitoring practices have been put into place to assure that students meet these standards. Faculty members are available to meet with students taking blended courses which have an on-ground component. For these and for online courses, the College has acquired a Wimba Collaboration Suite which uses digital technology to facilitate interaction between students and faculty.

Given the College's commitment to developing graduate programs for working professionals and its decision to offer blended and online courses, providing faculty and student support and assuring that programs offered are appropriate to the level of credit awarded are ongoing concerns. The emphasis that the College has placed in recent years on assessment, and in particular on the development of measurable student learning outcomes, has played a significant role in promoting the academic integrity of all programs. The College has noted that there are some variations in the articulation of student learning outcomes and choice of assessment instruments in the different schools that are offering analogous programs. However, monitoring for consistency of student learning outcomes across programs and aligning of assessment systems to assure program consistency is a priority, as illustrated by the use of common external assessment instruments to determine the efficacy of core programs such as general education.

The College has successfully developed a broad-based assessment system that supports curricular improvement at the course, program, and institutional levels. An example at the course level is the decision of the Psychology Department to redesign the PY 111 -- Introduction to Psychology course to include more extended treatment of the scientific method in light of feedback from an alumni survey. A second example is the decision to redesign a section of HU 113-114 -- Invitation to Insight I&II to include additional instruction by a reading specialist, which occurs outside of the regularly scheduled class. This was in response to a finding that college-level reading proficiency was a persistent issue among some undergraduates in their first year in the Traditional Day College. After changing the curriculum, first year students took the Nelson-Denny as a pre- and post-test, and it was found that the change yielded statistically significant gains.

At the program level, assessment efforts have led to a number of revisions including:

- The decision, based upon enrollment and retention data, to redesign the math major to prepare teacher candidates for teacher certification in mathematics at the secondary school level.
- The decision to assign to each faculty member in the MBA program a learning objective to be assessed each term using a rubric which is returned to students for inclusion in their portfolios. The goal is to give adequate feedback to each student by providing feedback on multiple assignments for each objective. This is in response to a portfolio review that found that students did not have an adequate number of graded papers and did not have appropriate assignments to demonstrate the oral communications objective.
- The decision, based on student test scores and student feedback, to require all undergraduate business majors in the Traditional Day College and the School of Evening and Graduate Programs to take a course in financial accounting.
- The decision to implement the peer-reviewed writing program in the Traditional Day College.
- The decision in the School of New Dimensions to develop a writing-across-the-curriculum (WAC) effort in the associate and baccalaureate programs as a result of data gathered and assessed from End-of-Course Surveys, retention studies, grading reviews, and instructor feedback.

At the institutional level, strategic planning and program assessment efforts informed the decision to eliminate the Bachelor of Arts Degree in Drama and instead to offer a Performance Concentration in Communications. It likewise led to the development of blended and online programs and courses and the allocation of the necessary resources to support them. Again, it led to the adoption of the Connecticut Distance Learning Consortium's eTutoring services to enhance the College's academic support services. During 2009-2010, Albertus students logged-in for more than one hundred sessions.

These examples illustrate the success of the College's assessment efforts to date. As a result of the data already collected and analyzed, the College is now ready to address several challenges that have surfaced including choosing appropriate external measures for assessing programs with limited enrollment, ensuring consistent scoring of

assessments, and refining student learning outcomes in some programs to assure the collection of meaningful data.

Projection

There are three developments in the landscape of higher education and society at large since the College's last self-study that have profoundly impacted the priorities and strategies that Albertus Magnus College has adopted to achieve its mission: (a) the growing importance of lifelong learning to support personal and professional development; (b) the development and proliferation of information technology resources that widen access to higher education, transform the design of instructional tools and materials, and expand the availability of professional research; (c) the demand by the public for accountability in higher education.

As Albertus Magnus remains true to its mission and continues to create and implement programs in those areas in which it has been historically successful, notably, in the liberal arts, social sciences, business, and education, it will give particular attention to responding positively to these developments in higher education and American society as a whole. Doing so will contribute to the institution's long-term vitality.

Albertus Magnus College will continue its commitment to promoting lifelong learning in its traditional undergraduate, evening, and graduate programs by pursuing the following course:

- Emphasizing and supporting the General Education Program with the goal of developing the knowledge, skills, and dispositions necessary for lifelong learning. To promote consistency in vision and desired outcomes across programs, the Insight Program Advisory Committee membership will include faculty and administration from all three schools. The Academic Dean of the School of New Dimensions will work in concert with the Dean of the Traditional Day College and the Provost to ensure program quality and consistency.
- Encouraging student engagement through the promotion of experiential learning, including internships, practica, student/faculty collaborative research, and service learning activities. The Dean of the Traditional Day College will continue to work with the Internship Program Coordinator, the Director of Education Programs, and advisory committees to accomplish this goal.
- Offering vibrant evening programs in the School of Evening and Graduate Programs and the School of New Dimensions in blended and online formats to expand accessibility to higher education. To ensure the quality of these programs, the College has put into place increased oversight. It also has provided support and developed strategies for enabling faculty members to optimize their use of technology to achieve course and programmatic goals. Finally, it has instituted a review system for blended and online courses and an assessment system that addresses performance at the course, program, and institutional levels. These strategies will continue to be employed.
- Expanding the graduate footprint. The Provost will work with the Strategic Planning Academic Programs Committee, as well as administration, faculty,

students, and staff to identify appropriate areas for program development and to undertake feasibility studies. A rubric for assessing feasibility is in development. As programs come online and grow, the College is committed to increasing full-time faculty presence with the requisite level of professional accomplishment.

Regarding the second development, the College has made use of electronic information resources to achieve pedagogical and programmatic goals, and to make education more accessible, a central priority. Moving forward, the College anticipates:

- Fully implementing Moodle, which integrates with Colleague, as the College's course management system and supporting faculty efforts to use information technology resources effectively. To accomplish this, the College has increased support personnel in Academic Affairs and Information Technology Services, provided faculty development resources to promote course redesign, sponsored faculty workshops and information sessions, and developed online faculty resource sites.
- Optimizing the use of technology to promote student research and access to affordable course materials. This will guide the prioritization of Library acquisitions.
- Using information technology to support academic planning and assessment. The College has made many strides in this area, such as implementing online course evaluation, developing programs to track retention rates, and using attendance tracking to target at-risk students. Moving forward, the Office of Academic Affairs and Information Technology Services will work together to identify ways in which technology can be harnessed to further support academic planning and assessment.

Finally, regarding the third priority, Albertus Magnus College is aware of the growing demand for public accountability in higher education and of its own responsibility constantly to enhance the quality of its academic program. The College has moved far in developing an institutional culture of assessment. This has resulted not only in improvements in specific programs, but to a change in consciousness among faculty, students, and the administration. Individual courses currently are viewed in the context of programmatic and institutional goals, and great attention is given to making student learning outcomes transparent. Pedagogically, the approaches faculty use and students have come to expect are more student-centered and require active engagement. Development of this culture of assessment also has brought to light some unexpected challenges that the College either has addressed, or plans to address moving forward. These include: the articulation of consistent student learning outcomes and use of the same assessment instruments for programs offering the same degree in different schools; the development of external assessment instruments for programs with small enrollments; and refinement of assessment instruments to collect useful data. To address these challenges, the College will:

- foster greater communication across programs through regular meetings of academic administrators, inclusion of faculty members from all schools on the Insight Program Advisory Committee, and regular meetings of faculty members teaching in programs that offer the same degrees across schools;

- charge the Deans and the Provost with ensuring that student learning outcomes across programs are consistent and that analogous assessment instruments are used across programs;
- charge the Director of Assessment and Institutional Research with overseeing adjustments in the assessment plans for departments with small majors;
- require that Program reports undergo review by the Institutional Assessment Review Board;
- require that department chairs, program directors, deans, and the Provost meet regularly to review the efficacy of assessment instruments that are in place.

Institutional Effectiveness

Albertus Magnus College is an educational institution that offers an array of educational programs in a variety of modalities that meet the needs of its students. It has clearly articulated learning outcomes for each of its programs, provides opportunities for students to meet them, and uses a variety of assessment measures to improve instruction and program design.

STANDARD FIVE: FACULTY

Description

A hallmark of Albertus Magnus College is its well-qualified, academically accomplished, and pedagogically skilled faculty. The College recognizes that retaining highly effective, engaged faculty members is essential, and it works conscientiously to foster an atmosphere where faculty are recruited, supervised, mentored and supported in pursuit of the College Mission.

During the 2010-2011 academic year, the College employed 42 full-time faculty members and 147 part-time faculty teaching in its three divisions -- the Traditional Day College, the School of Evening and Graduate Studies, and the School of New Dimensions. Albertus Magnus continues to stress the importance of the role of instructional personnel, as can be seen by the 44.8% increase in full-time faculty since 2001, when the institution had 29 full-time faculty but roughly the same number of students. The institution has developed clearly defined policies that apply to all instructional personnel. These policies are designed to fulfill the mission and purpose of the College, including definition and qualification for ranks, responsibilities, and criteria for evaluation, criteria for reappointment, promotion, and tenure, as well as policies on recruitment.

Due to the complex and varied types of academic programs at the College, policies for faculty have been tailored to fit the specific conditions of teaching within these varied programs. The Faculty Handbook contains the policies that apply to on-campus programs in the Traditional Day College as well as the School of Evening and Graduate Studies. Since the nature and scheduling of the School of New Dimensions differs significantly from on-campus programs, the policies related to instructional personnel (both full-time academic officers with faculty rank and part-time instructors) in that program are set forth in the materials contained in the web-based New Dimensions Faculty Center. Both resources detail applicable College-wide policies regarding faculty categories, roles, rights and responsibilities (In the remainder of this document, the phrase "Faculty Handbooks" will refer to both the AMC Faculty Handbook and the ND Faculty Center.)

All faculty members, full or part-time, must hold an earned doctorate, an appropriate terminal degree, or a master's degree from a regionally accredited institution. Full-time faculty members generally hold a terminal degree in their area of expertise. Those with a non-terminal master's degree must evidence a commitment to further study. During the current academic year, 71% of full-time faculty possess doctoral degrees and 29% hold master's degrees. A total of 84% of the full-time faculty hold terminal degrees in their disciplines. As reflects common practice in higher education, faculty teaching at Albertus Magnus College must hold a degree above the program in which they are teaching.

In addition to basic academic qualifications, the College seeks instructional personnel who are experienced and skilled practitioners of the art of teaching, have demonstrated

success in teaching traditional and non-traditional students, are familiar with best practices in pedagogy, are student oriented and committed to the mission of the College as a teaching institution.

In addition, full-time faculty are expected to provide evidence of professional growth and scholarly achievement. Professional competence and scholarly activity are among the criteria considered in the process of reappointment, promotion, and tenure. A majority of the full-time faculty and many of their part-time colleagues are engaged in professional activities that contribute toward their expertise in their fields.

Full-time faculty members in the Traditional Day College and School of Evening and Graduate Studies are required to teach 12 credits per semester for fall and spring semesters. They perform additional duties, including, but not limited to, academic planning, curriculum development, student advisement, and participation on faculty and college-wide committees.

The College's full-time faculty may teach across the three main divisions in the College (the Traditional Day College, the School of Evening and Graduate and the School of New Dimensions). Courses taught in any division can count for faculty load. Faculty may also teach more than the required course load for additional compensation. Significant numbers of on-campus Evening and Graduate Programs courses are taught by full-time faculty, with other sections being covered by qualified adjunct instructors. For example, in Mod 3, 2010 (beginning in January 2010), more than one third of the evening undergraduate courses (37 out of 95) and over two thirds (22 out of 35) of the evening graduate courses were taught by full-time faculty.

Due to the unique scheduling and delivery of the programs in New Dimensions, full-time instructional personnel are academic officers with faculty rank and have full-time teaching responsibilities (i.e., 90, four-hour class sessions annually; equivalent to 15 to 18 accelerated three-credit courses annually) as well as extensive program administrative responsibilities (i.e., at least ten hours per week) that include, but are not limited to, program governance, program promotional efforts, curriculum review and development, and part-time instructor selection, evaluation, and development.

New Dimensions class sessions taught in excess of 90 sessions are considered overloads and result in additional compensation. Academic officers generally teach approximately two, four-hour class sessions per week. The School of New Dimensions, given its unique delivery model, relies strongly on qualified part-time faculty members who are also professionals in their fields.

The Faculty Handbooks provide for an open and orderly process for recruiting and appointing its full-time and part-time faculty. The full-time faculty participate in the search process as laid out in the Handbooks, in consultation with the Provost and appropriate Deans and department chairs. Applicants are required to submit a curriculum vitae, letters of reference, and transcripts. A search committee screens and interviews candidates who also meet with faculty and students. A written recommendation from the

department or program chair is submitted to the Provost, who makes a formal recommendation to the President. The President interviews all candidates for full-time faculty positions and considers both recommendations before offering the position. Part-time faculty hires are subject to identical qualification and documentation requirements. They typically are interviewed by department chairs or program directors and are recommended for employment to the Provost, who makes the final decision for part-time instructors. AMC policy statements included in the Handbooks ensure equal employment opportunities and are designed to promote diversity of race, gender, and ethnicity. Analysis of *vitae* indicates a variety of intellectual backgrounds and academic training. The Faculty Handbooks provide clear guidelines for contracts and the criteria regarding reappointment.

The School of New Dimensions follows similar procedures for the determination of faculty preparation and qualifications, (e.g., personal interview, review of *curriculum vitae*, transcripts, and recommendations). In addition, candidates for full-time Academic Officer positions and part-time instructor candidates are required to demonstrate active, collaborative teaching abilities via the abbreviated delivery of a simulated class session. The Dean, Director of Academic Services, and current Academic Officers of the School of New Dimensions are involved in the selection and assessment of all candidates. The recruitment and selection processes for part-time instructors are formally documented in the web-based ND Faculty Center.

Of the 42 full-time faculty 33% are Professors, 31% are Associate Professors, and 36% are Assistant Professors. No full-time faculty members hold the rank of Instructor. Forty percent of the Professors and Associate Professors hold tenured positions. Tenured professors receive annual contracts which stipulate their salaries and workloads but are accorded security based on the provisions of tenure as stated in the Faculty Handbook. Non-tenured faculty are given appointment letters for the period of one academic year. Salary levels are based upon faculty rank as outlined in the Faculty Handbook. In 2010-2011, the average salaries are \$75,361 for Professors, \$66,416 for Associate Professors, and \$57,664 for Assistant Professors. Part-time instructors are hired on a per-course basis and are provided course confirmation letters that apply to the relevant assignment. Course stipends are determined by the Office of Academic Affairs and vary based upon the program and level of the course being taught. The stipend schedule is included as part of the appointment letter for all part-time teaching assignments.

The Director of Assessment and Institutional Research compiles data reflecting traditional and non-traditional program faculty assignments, faculty/student ratios, class sections run by department, courses taught by full-time and part-time faculty, etc. This information is part of the Registrar's electronic database records and used in a variety of reports that assist in the assessment of full-time and part-time faculty numbers, their utilization, and recruitment needs. Additionally, Deans, Department Chairpersons and Program Directors provide annual reports that address the level of fulfillment of in-class and out-of-class responsibilities that support the institution's mission.

The College does not currently utilize graduate assistants in instruction. Given the three distinct Schools of the College, the use of part-time faculty members varies from School to School. For example, consistent with the College's mission to provide an education which is "practical in its application," both the School of Evening and Graduate Studies and the School of New Dimensions employ working professionals to teach many business and other courses whose backgrounds are appropriate to the courses they teach. Faculty members who teach in these Schools must be adept at teaching in a facilitative way that engages students in a collaborative framework.

Department chairs are responsible for providing orientation to part-time faculty teaching in their department in the Traditional Day College and the School of Evening and Graduate Studies. In addition, the School of Evening and Graduate Studies holds regular orientations for new instructors, and, beginning in Mod 3, 2010, a video blog was established to allow the direct communication of information on policies and procedures. All information pertinent to part-time faculty may be found in the On Campus Faculty Resource Center in eLearning.

Part-time faculty members in the School of New Dimensions receive orientation from the Director of Academic Services as well as the Dean. Such faculty members are given access to the ND Faculty Center, which provides comprehensive and applicable School and College information. Additionally, these faculty members are individually trained on the College's web-based learning management system. All faculty members in the School of New Dimensions are required to follow closely the prepared and approved course guides in order to ensure consistency and quality throughout the program.

Throughout the year, the School of New Dimensions holds periodic all-faculty meetings which are coordinated by the School's Dean and Director of Academic Services to discuss issues such as best practices, avoiding plagiarism, and use of technology. These meetings are conducted by the Dean of New Dimensions, the Director of Academic Services, and full-time faculty, as well as other presenters from Information Technology, Library Services, or others as needed.

In the Traditional Day College, department chairs along with the Provost/Vice President for Academic Affairs or his representative, and a member of the Faculty Status Committee, conduct classroom observations of full-time faculty. Tenured faculty are reviewed every five years and non-tenured faculty are reviewed in the first, second, third, sixth, and ninth years and every five years thereafter. Faculty are given feedback regarding the observation and their teaching. Teaching effectiveness, scholarship, and service to the College are the primary criteria for reappointment and promotion. *Curriculum vitae*, portfolios, and indicators of teaching effectiveness are used in the review process. Primary responsibility for reappointment or non-reappointment of non-tenured faculty rests with the department chair or with the Provost/Vice President for Academic Affairs.

In the School of Evening and Graduate studies, part-time faculty members are observed by department chairs or program directors. In the School of New Dimensions, oversight

of the teaching competence of part-time faculty members rests predominantly with the full-time academic officers who, as part of their administrative responsibilities as program leaders, conduct program-specific classroom observations and reviews of part-time faculty members.

To track student learning, course and program assessment and student evaluations are standardized and regularly practiced across all Schools. Academic achievement tests are administered in the freshmen and senior years. Results of these assessments are disseminated to full-time faculty. Grade distributions are available for review when faculty are up for promotion and on a regular basis by administrators. Proposed program revisions are approved by the faculty Academic Policy Committee on campus or by full-time academic officers and administrators in the School of New Dimensions. Additionally, part-time faculty members in the School of New Dimensions are both expected and encouraged to provide program input and feedback in a variety of forums. Ad hoc committees are formed to develop innovative programs based on extensive research into student needs. All academic program recommendations are subject to review by the Provost/Vice President for Academic Affairs and are submitted to the President for final review and approval.

The Constitution of the Faculty of Albertus Magnus College contains a statement concerning academic freedom that follows the definition of academic freedom promulgated by the American Association of University Professors and the American Association of Colleges. The College adequately accords academic freedom to both faculty and students.

Such freedom requires concomitant responsibility. Expectations and processes to ensure that faculty act responsibly are contained in many sections of the Faculty Handbooks. The policies on promotion and tenure detail faculty responsibilities with respect to teaching, professional competence, scholarly activity, and service to the College. The Handbooks describe in detail the process by which the College ensures that faculty perform responsibly with regard to these activities. The issue of responsible ethical behavior is also addressed in the termination and suspensions policy. The Handbooks also reproduce the AAUP Policy Statement on Professional Ethics.

Teaching and Advising

The faculty of Albertus Magnus College are adept at teaching in a variety of delivery systems and using a wide variety of instructional techniques to serve the needs of both traditionally aged students and adult learners in the three schools. Classrooms are all equipped with state of the art technological tools. The College's web-based learning management system allows for both blended and on-line courses, which comprise a majority of offerings for the adult learners. Beginning with the 2009-2010 academic year, the College is transitioning from the Campus Cruiser learning management system (serving the College since 2001) to the Moodle learning management system. This move reflects the College's ongoing attempts to provide students and faculty with superior educational technology. Training in the use of the technological tools and the use of the

learning management systems is readily available and faculty are strongly encouraged and provided with opportunities to upgrade their skills on a continuing basis. Workshops on best practices in the use of technology to promote pedagogical goals are offered several times annually, one-on-one training is available to faculty throughout the year, and faculty teams regularly are sent to information technology conferences.

The College ensures the effectiveness of its academic advising program in a number of ways. First, all incoming first-year students in the Traditional Day College are assigned a faculty member to assist them in initial course selection, and a Freshman Advisor is assigned to counsel them for the balance of their first year. At-risk and honors students are assigned designated advisors. Sophomores and others who have not declared a major are assigned individual faculty advisors.

Once a student chooses a major field of study, the Chair of the Department/Program Coordinator becomes the student's advisor or assigns an advisor within the department until that student graduates from the College. In addition to assigning academic advisors, the Registrar's Office conducts a training session before the beginning of each semester. These sessions are intended to ensure faculty are fully informed of any modifications made in academic programs and scheduling and to clarify any issues relative to student enrollment in specific courses.

Almost all incoming students in the School of Evening and Graduate Studies have credits from other institutions which they seek to apply to their undergraduate degree at Albertus. These students' transcripts are evaluated by personnel in the Registrar's Office. The students then are assisted in choosing their remaining courses by an assigned member of the School of Evening and Graduate Studies staff. These academic coordinators work with students until the students have declared a major course of study, at which time they are assigned to the Chair of the Department/Program Coordinator or an advisor within the department. This faculty member then becomes their advisor for the remainder of their time at the College. Students in graduate programs are advised by the Director of their program or, in the MAAT program, other full or part-time faculty.

Since the cohort-model programs at the School of New Dimensions are highly structured, academic advisors in New Dimensions do not assist students in course selection. Academic advisors are nonetheless assigned to each cohort and engage in advisement and guidance efforts regarding policies, procedures, team management, and successful, timely program completion. Student services staff in the school work with each student to develop a degree completion plan and to answer any questions concerning their academic progress.

Faculty are central to the College's efforts to ensure academic integrity. First, faculty include a statement on the College's Tradition of Honor on all syllabi and are expected to emphasize the question of academic honesty at the beginning of courses and in discussing tests and assignments. In addition, all students are expected to write "I declare the honor pledge" at the end of every test. This declaration serves to remind students that they are expected to display high standards of integrity. The College makes available to students Turnitin.com as a tool for reviewing their papers to ensure that they are using

proper citation methods, and , the School of New Dimensions has developed a video link on plagiarism that faculty can utilize in their courses.

As academic research is an integral part of the student educational experience at Albertus, faculty explain to students the proper methods of performing academic research and citing sources. This instruction takes the form of numerous classroom discussions in response to students' questions about conducting research as well as instruction by professional library staff in the proper method for conducting academic research.

If a faculty member becomes aware of instances of academic violations (cheating, plagiarism) the Faculty Handbook, the School of New Dimensions Faculty Center, and student handbook outline a comprehensive set of procedures to be followed for addressing the matter in a timely fashion. Sanctions range from assignment failure to dismissal from the College.

Scholarship, Research, and Creative Activity

All faculty teaching at the College have an obligation to maintain a high level of professional competence and to keep abreast of the developments in their chosen field of study. Professional competence and effective classroom teaching necessitate active involvement in the intellectual and scholarly developments in the particular field of study. To that end, all faculty are required to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. All faculty assign recent editions of texts where appropriate, and at the School of New Dimensions, the course content and materials are developed, selected, and regularly reviewed by the full-time academic officers and administration.

Faculty are strongly encouraged to perform scholarly research and writing, evidenced by publication of books and articles in recognized professional journals or by academic publishers. In addition, faculty are encouraged to submit research articles for presentation before learned societies or conduct lectures on scholarly subjects before various community groups. Each year, the college sets aside funds which are available for faculty wishing to attend various professional conferences.

Full-time faculty receive annual \$500 grants for development and can apply to the Faculty Welfare and Development Committee for additional funding from a competitive pool (recently increased to \$22,000). Special events and strategic development funds (\$8,000) are used annually to support on-campus faculty development workshops and training sessions. The School of New Dimensions maintains \$23,000 in professional memberships, faculty/staff development and travel budgets to foster ongoing professional development. Faculty are encouraged and supported in participation at local, regional, national, and international conferences in their disciplines as well as other aspects of higher education, such as pedagogy and instructional technology. Attendance and participation in conferences and workshops geared to pedagogy and instructional technology are funded separately through the professional memberships fund. (\$10,000)

The College also provides access to online sources, books, and articles that address pedagogical innovation and various aspects of teaching and learning.

A paid leave-of-absence program is available for all full-time faculty. This program allows faculty to take a semester off at full pay, or a full year at half pay, to pursue a lengthy research project or other activity which will enhance their base of knowledge and professional standing, leading to greater classroom expertise. Traditionally, only one paid leave of absence was available each year. Recognizing the necessity for faculty to acquire new experience to enrich their teaching and to secure uninterrupted time for research and writing, especially in light of the increasing role of graduate programs at the College, beginning in 2011-2012, two faculty may be awarded paid leaves each academic year, depending on the recommendation of the Faculty Status Committee.

Albertus also hosts a guest lecture series and workshops for all full-time faculty, full-time academic officers, and part-time faculty. A substantial proportion of the faculty attend these workshops and lectures, a smaller portion attend external conferences pertaining to pedagogy. Virtually all faculty use their individual annual stipends and approximately 35% apply for additional funds in a given year.

The majority of full-time faculty members and full-time academic officers attend Albertus sponsored development workshops on the use of technology and other innovative pedagogic techniques and seek assistance from technical support staff. A position has been created to help faculty with course design employing innovative technological and pedagogical strategies with IT support. Grants have been awarded to full-time and part-time faculty for development of blended and on-line courses.

Appraisal

Albertus Magnus College faculty members are deeply committed to fulfilling the mission of the College. They receive substantial support in their efforts to be effective teachers and scholars. There are appropriate numbers of well-qualified full-time and part-time faculty to accomplish the goals of the institution and their roles and responsibilities are well defined.

School-specific policies and administrative procedures that govern all faculty members are explicitly defined. The faculty handbooks provide clear policies to assure that qualified faculty are recruited and retained so that the mission of the college can be accomplished. In addition, the Provost and the Deans take steps to assure that there is appropriate staffing in all programs. The Deans meet with department chairs and program directors on a regular basis to discuss departmental resource needs in the context of department and program strategic plans. Enrollment trends also are monitored to ensure that there are adequate numbers of faculty to meet student needs. The Deans work collaboratively with departments to conduct faculty searches. During the 2008-2009 academic year, five new full-time faculty members were hired with only one faculty member departing. These additions were in response to increased enrollments and the introduction of new programs.

According to reappointment procedures clearly delineated in the Faculty Handbook, faculty (both full time and part time) are accorded reasonable contractual security for appropriate periods. Salaries and benefits are consistent with the institution's mission and purposes and are adequate for attracting and maintaining qualified instructional staff. Over the ten year period from 1999 to 2009, full-time base salaries increased at an average rate of 4.9% per year. At the beginning of the 2009-2010 academic year, per course rates for part-time faculty and full-time overloads were increased by 10%. Approximately 40% of full-time faculty hold tenure, but the College does not typically hire new faculty on tenure-track lines, providing full-time faculty with term contracts. This has not impacted the stability or longevity of faculty service.

The faculty of the College are deeply committed in their support and active participation in both traditional and non-traditional programs. Many faculty voluntarily elect to teach additional courses above and beyond their contractual obligations, convinced that their presence enhances the academic quality of the institution's offerings. Workloads among full-time day faculty vary, but most serve on at least two College-wide or standing faculty committees as well as advise students. Some faculty perform additional roles such as chairing a department or directing a program, for which they received additional compensation.

Highly qualified part-time faculty play a significant role in the Albertus community. The College relies heavily upon part-time faculty who are practitioners in their fields to teach classes, especially in the School of Evening and Graduate Studies and the School of New Dimensions. The College believes this is appropriate given the nature of these programs, whose populations consist of working adults seeking an education that is "practical in its application." The use of experienced, credentialed, practitioners as instructors, many with extensive experience at the College, enhances students' educational experience by providing them access to the knowledge that these instructors have gained through their professional careers.

The College retains the services of part-time faculty in the Traditional Day College primarily to promote breadth in the curriculum. Lack of variety, particularly within the major, has been mentioned explicitly in the Academic Dean's focus groups with sophomores and seniors. The relatively small size of the College and its teaching staff can be compensated for by recruiting and retaining part-time faculty. This serves as a strategy to address this challenge and represents a commitment to continuous improvement in the quality of academic programming.

Part-time faculty in all three Schools are invited and welcome to participate in the ongoing life of the College. While encouraged to participate in professional development activities, part-time faculty by virtue of their other professional commitments are not fully integrated into departmental academic decision-making and cannot always take advantage of the professional development opportunities that are available.

College-wide, all faculty are evaluated by end-of-course surveys, with targeted observation of specific instructors as needed. In the School of New Dimensions, all part-time faculty members are evaluated by end-of-course surveys and classroom observations conducted by full-time academic officers with faculty rank. Additionally, the Director of Academic Services continuously evaluates part-time faculty members' adherence to administrative procedures, commitment to open, timely, and accurate communication, and participation in meetings and workshops. Major revisions were made in the New Dimensions Faculty Handbook in 2005 to address procedures related to faculty performance, evaluation, and review of grade appeals.

Academic freedom is accorded all faculty at Albertus Magnus College. Although faculty in the School of New Dimensions must follow structured course guides, they have academic freedom in choosing and/or creating the class session activities used to reach session objectives, as well as the overall objectives of each course. Faculty-crafted supplemental course syllabi may also reflect approved clarifications or modifications to course guide assignments. Regardless of school or program, all Albertus faculty have academic freedom to choose the methods they wish to employ to achieve programmatic goals.

Teaching and Advising

Successful and effective teaching is central to the Mission of Albertus Magnus College. To this end, the teaching performance of all full-time faculty is regularly evaluated as part of the reappointment, promotion, and tenure processes. The College requires all faculty to undergo periodic peer review. In this manner, peers and administrators conduct classroom observations and provide a written report regarding teaching effectiveness.

The College has done an excellent job at designing and implementing a College-wide assessment program to ensure that the programs and courses offered are effective and help to carry out the mission of the College. Faculty include course objectives and student learning outcomes as well as methods of evaluation in their course syllabi. The Provost/VPAA, School Deans, and the Office of Assessment and Institutional Research monitor these objectives as part of program review. In addition, student course evaluations are reviewed by department chairs, Deans, the Provost, and by the Faculty Status Committee as part of its procedures for review, reappointment, promotion, and tenure.

Considerable energy has gone into providing and supporting opportunities for faculty to develop teaching effectiveness. For the past several years, the College has provided on campus faculty development workshops (at least one each semester); financially supported, through the Faculty Welfare and Development Committee, individual faculty initiatives for continued pedagogical training; and sent faculty teams to off-campus conferences, workshops, and institutes devoted to the use of effective pedagogical strategies.

As the College has expanded its blended and online course offerings, this endeavor has been supported with significant faculty development opportunities. There have been a variety of workshops and individual sessions to help faculty develop the appropriate content and methods for these courses. The College also has added a full-time support position for online and blended curriculum development. As the role of educational technology increases, faculty will be expected to utilize more fully these resources.

As befits an institution with a strong student orientation, all three schools at the College have developed systems of student advising that is supported by the College administration. The effect of the College's academic advising program is to ensure that all students matriculated at the College have a knowledgeable advisor to assist every step of the way in their academic study.

Scholarship, Research, and Creative Activity

The College's policies and support for faculty to pursue scholarly activities are appropriate given the institutional mission. As stated in the Faculty Handbook, the College entitles all faculty to academic freedom in their research, expects faculty to maintain competency in their academic fields, and offers a program of paid leaves. Full-time faculty remain current in their fields, a fact essential for course and program revision and development. Albertus offers workshops and training and many professional opportunities to support faculty development.

The College is committed to expanding its support for scholarly activities. The addition of a second paid leave of absence for the 2011-2012 academic year and beyond is an example of this commitment. The expanded leave policy should serve to enhance the pedagogical skills and the scholarship of faculty and enable the College better to meet the needs of students at both the undergraduate and graduate levels.

The faculty are also working to engage students in the life of the mind. In 2008, a group of faculty with institutional support established the Student Research Symposium at which students from various degree programs at Albertus Magnus College present their research. The Symposium has been held annually since then. Faculty-student collaborative research is highly consistent with the mission to "pursue truth in all its dimensions" and to "respond to the academic needs and ethical challenges of its students and of society." Such research promotes "close, positive interaction between faculty and students," one of the principles which guide the mission and purpose of the College.

Projection

The College works diligently to ensure the sufficiency and quality of instructional personnel. Continuing oversight will be stressed as the institution grows in size and complexity. Full-time faculty workloads and advising duties are reappraised periodically by the Office of Academic Affairs and adjusted as necessary. In New Dimensions, the Dean and Director of Academic Services meet several times a year to discuss and evaluate faculty workloads. There is adequate oversight of faculty loads within the

Schools, yet the College is committed to making a broad-based review of faculty workloads that takes into account issues of overloads. As always, faculty will be encouraged to balance their support of the College's programs and their enthusiasm for the classroom with the need to have time for preparation and to participate in scholarship and professional growth opportunities. It is equally important to consider added demands that have accompanied technological innovation and increased emphasis on program assessment. As a result, as part of their annual self-assessment, faculty should review the mix of teaching, research and service activities to ensure that they have adequate opportunity to pursue professional growth.

The current full-time faculty provide adequate oversight of all programs. Many faculty members and, specifically, Department Chairs and Program Directors, are responsible for oversight of their respective programs in both the Traditional Day College and the School of Evening and Graduate Studies. As the number of programs and students increases, the College will examine the workloads of these faculty members. The College will consider whether it would be beneficial to have some faculty that are devoted to the School of Evening and Graduate Studies.

The College has substantially expanded its graduate footprint and continues to develop new offerings at this level. With the increase in graduate programs the College recognizes the need to examine the expectations and responsibilities of faculty who teach in these programs including workloads, qualifications, and scholarly requirements. The College is committed to examining the impact of new programs on faculty staffing and making appropriate additions.

As part of its strategic plan, the College continues to develop and implement online course offerings and programs. The College continues to develop assessment methods that will ensure that these offerings meet the same quality standards as on-ground and blended classes, and now needs to develop additional methods for overseeing online faculty activity and performance so that they can be developed and integrated into the current evaluation system.

Although there are ample opportunities for faculty development, particularly in the area of pedagogy, the College will continue to investigate additional means of encouraging and supporting faculty scholarship and creative activities.

Since there is a large dependence upon part-time faculty, part-time faculty should be more fully integrated into the program review and improvement process, especially those teaching in the School of Evening and Graduate Studies and the School of New Dimensions. In addition, the College will consider ways of providing part-time faculty with expanded opportunities for professional development. A significant challenge is the time and logistical constraints that part-time faculty face. The College has made resources available that are user-friendly to these faculty, such as online subscriptions to *The Teaching Professor* and *Online Classroom*. Consideration will be given to the development of an online library of pedagogical resources to supplement these resources.

Institutional Effectiveness

The faculty of Albertus Magnus College is professionally qualified, intellectually engaged, pedagogically skilled and committed to the success of each individual student. It is sufficient in number to perform in a competent manner the essential tasks of teaching, advising, assessment, and academic planning. The College ensures the continued effectiveness of its faculty through appropriate assessment and development policies and activities.

STANDARD SIX: STUDENTS

Description

In each of its programs, Albertus Magnus College “strives to bring together a richly diverse student body” and provide the support services necessary for them “to become responsible, productive citizens, and lifelong learners” who will “contribute to their communities and . . . become moral leaders in a complex world.” Flowing from the College mission statement and drafted in 2003, the Division of Student Services has its own mission statement which provides the basis for planning within the division and assessment of its effectiveness. It proclaims the commitment of the Division “to the development of the whole person.”

The total enrollment in Albertus’ three schools during the 2010-2011 academic year is 1961. Approximately four-fifths of these students are undergraduates, the remainder are enrolled in College’s various graduate programs. Twenty-six percent of the student body is enrolled in the Traditional Day College; the remainder is enrolled in the School of Evening and Graduate Programs (36%) and the School of New Dimensions (38%). Approximately two-thirds of the total student body is female. Albertus also has a very diverse student body. African-Americans constitute 17.4% of the student body; Hispanics, 8.5%. The annual survey of freshmen in the Traditional Day College reveals that approximately half are first-generation college students, a figure which is probably paralleled in the adult programs.

Admission

The College has orderly processes of admission to all of its undergraduate and graduate programs. Admission to all undergraduate programs requires proof of high school graduation or a GED certificate, and applicants who did not graduate from an American high school and whose native language is not English must present the results of a TOEFL exam. Each of the College’s three schools, however, has its distinctive policies and procedures for admission.

Candidates for admission to the Traditional Day College as freshmen must provide scores from either the SAT I or ACT test, a high school transcript, a letter of recommendation from a secondary school teacher or counselor, and a personal essay. The SAT/ACT examinations are not required for admission into either of the schools designed for the adult learner. The School of Evening and Graduate Programs does not require a letter of recommendation. The School of New Dimensions requires that all applicants have a full-year of relevant work experience, be twenty-three years of age, and have a letter of recommendation from either a professional or academic source. Transfer students are accepted into all the College’s undergraduate programs and must submit official transcripts from each college or university attended.

Candidates for matriculation into one of the College's graduate programs (which are only offered in the two schools designed for the adult learner) must be graduates of an accredited college or university with a minimum grade-point average and demonstrate proficiency in the English language. Each program, however, sets its own admission requirements. Minimum G.P.A.s for admittance into a graduate program range from 2.5 to 2.8. Other examples of program-specific criteria are specific prerequisite course requirements for the Master of Arts in Art Therapy and a valid Connecticut teaching certificate in the Master of Science in Education.

All students admitted to the College have the potential to succeed in their individual program. In the Traditional Day College, newly admitted students whose records indicate that they may have unusual difficulty in college-level work register for only thirteen credits during their first semester. Students who are capable yet whose reading, writing, and critical thinking skills are marginal register for EN 100 – Introduction to College English. This course meets five hours per week and students are provided with special tutoring. Those with math deficiencies must register for MA 100 prior to taking the required mathematics general education courses. One-on-one tutoring is also provided for these students.

All first-time college freshmen in the Traditional Day College must register for HU 101 – Introduction to College Life during their first semester. Taught by the Director of Freshman Advising, this one-credit course is designed to introduce the new college student to the concept of liberal arts education, the College curriculum, and make them aware of the academic and social demands of higher education. The course is designed to ensure a smooth transition to the college experience.

Students enrolling in the associate degree program in the School of New Dimensions are required to take CC 101A – Preparation for College Study, a course that emphasizes, along with communication and critical thinking skills, important concepts of time management and the study habits essential for success in college-level work.

The School of Evening and Graduate Programs recommends that new students take a similar class and students who have never taken a college-level English class are required to submit a writing sample at the time of entrance. Unsatisfactory performers are referred for assistance or placed in a course designed to improve their written communication skills. Students in this school are also required to take and pass a math placement exam prior to enrolling in the required mathematics general education course.

At the graduate level, students who need to hone their writing and research skills are advised to take a specially designed online course.

Retention and Graduation

Albertus Magnus College recognizes that student retention and graduation are institution-wide responsibilities. Both curricular and co-curricular activities contribute to a student's decision to remain at the College. Strong advising programs are key to ensuring positive

retention rates. To this end, retention and graduation rates are closely monitored by the Office of Assessment and Institutional Research. Information gathered is widely disseminated throughout the College community.

Albertus Magnus College hopes that every admitted student is successful in his or her studies and continues towards graduation as expeditiously as possible. For a variety of reasons, however, not all students make satisfactory academic progress towards their degrees. Each undergraduate and graduate program has developed specific criteria for students to remain in good standing. These criteria are published in the various academic catalogues and student handbooks. Students failing to meet a minimum grade-point average are placed on either academic review or probation. Students who do not make satisfactory progress toward their degree may incur academic dismissal.

To assist and retain students having academic difficulties, the College provides a variety of support services. In addition to academic advisors, students can avail themselves of online resources such as Connecticut Distance Learning Consortium's eTutoring, to which the College subscribes. These resources are particularly valuable for students in the College's adult programs. On-campus help includes the Writing Center, the Academic Development Center, and departmental tutors. The Academic Development Center works with students with physical and learning disabilities to secure access to appropriate services, and works with faculty when necessary to ensure that students receive the support they need for success.

Student Services

The mission of the College and its Dominican tradition stress the importance of development of the whole person. To this end, the College is committed to providing those services and co-curricular activities that aid students in the lifelong process of self-discovery, wellness, and the search for truth in all its dimensions. Each of the three schools of Albertus Magnus College provides student services that address the needs of its students.

In the Traditional Day College, Albertus provides an array of professionally managed programs and activities that serve the needs of students in their late teens and early twenties. The Student Services team consists of the Departments of Athletics, Campus Activities, Campus Ministry, Career Services, Health Services, and Residential Life.

The Department of Athletics plays a significant role in the Albertus community. More than one-quarter of the day student body participates in the College's athletic program, thus engaging a significant part of the student population in an activity outside the classroom. Athletics contributes to the development of leadership, communication, and organization skills and promotes a sense of ethical conduct and fair play through sport. The athletic program is also important in the College's recruitment and retention efforts and in enhancing the College's image in the larger community.

Albertus is a member of the National Collegiate Athletic Association and is a Division III institution. As such, the College does not offer athletic scholarships or provide special services to student athletes. Student athletes meet the same academic standards and expectations as other students. Each athlete is provided with a code of conduct manual and signs an athletic contract. Along with twelve similar New England institutions, it is a member of the Great Northeast Athletic Conference. In 2009, the Albertus men's basketball team played in its first NCAA tournament.

The Office of Campus Activities seeks to provide a broad array of activities designed to engage the interest of both resident and non-resident students. Overseen by the Assistant Dean for Campus Activities and Orientation, the office coordinates student clubs, special events, visiting performers, and the functioning of Hubert Campus Center, including the pub, game room, and cyber café. The office publishes a monthly calendar of events. Students interested in theater may also participate in the productions of the on-campus ACT II Theater.

The Hubert Campus Center also houses the College bookstore and the DeDominicis Dining Hall, the operation of which are contracted out respectively to Follett Bookstores and Chartwells Food Service. Both operations are fully responsive to student input and concerns and work collaboratively with student services staff.

The Office of Campus Ministry and the staff of the Health Clinic seek to serve the spiritual and medical needs of Albertus students. The Office of Campus Ministry coordinates campus liturgies and seeks to engage all students, regardless of faith tradition, in considering religious questions. It also seeks, in good Dominican tradition, to engage students in community service. For example, Campus Ministry organized service projects in two schools located in low-income areas, conducted a Pennies-for-Peace fund drive for education of girls in Afghanistan, and hosted a holiday party for area senior citizens.

The medical director of the College's Health Clinic is on staff at Yale-New Haven Hospital. A nurse practitioner and a registered nurse staff the Health Clinic (located in the Athletic Center) hold regular hours. They also oversee the College's compliance with relevant state laws regarding immunization and health records. Mental health services are provided through an arrangement with the Southern Connecticut State University Family Clinic. If needed, referrals to the many high-quality medical resources of the New Haven community are available.

The Office of Career Services works with students as early as their first year to begin to crystallize career aspirations. Students and graduates of all schools may avail themselves of career services, including resume preparation and career counseling. The office arranges for on-campus recruiting interviews with area employers. The office staff also offers a one-credit course open to juniors and seniors, CC 260 – Career Preparation, which seeks to engage them in a realistic assessment of their career options and polish their resume, interview, and other skills essential for a successful job search.

The Office of Residential Life is overseen by the Director of Student Affairs with the support of a Resident Director and student Resident Assistants. Approximately forty percent of the full-time students in the Traditional Day College reside in the College's four residence halls. Three of the halls are older mansions and one, Dominican Hall, is a traditional residence hall constructed in the 1960s. In addition to the security available throughout the Albertus campus, all residence hall rooms have sprinkler systems, hard-wired smoke detectors, and security enhanced by electronic and motion-sensored locking systems on exterior doors. All residence halls are in compliance with government fire regulations.

The Division of Student Services publishes *The Source*, the Albertus Magnus College student handbook, which is revised annually. *The Source* contains information regarding academic and non-academic aspects of the College which are of particular importance to students. This includes information on the Tradition of Honor, various services, security, student activities and governance, and expectations for student conduct.

Integral to student life in the Traditional Day College is the Student Government Association. The SGA is essential in providing leadership opportunities for undergraduate students. Through student governance, the students organize and allocate appropriate funding for extra-curricular activities and have a channel for expression of views concerning any aspect of College life.

In the Traditional Day College, each academic year begins with a three-day orientation program for new students. (A modified orientation program occurs at the start of second semester for entering students.) Under the leadership of the Assistant Dean for Campus Activities and Orientation, Student Orientation Counselors provide guidance and information to ensure a smooth transition to College life. Orientation includes academic, social, and community-building components designed to familiarize the first-time freshman with various aspects of the College and with each other.

Adult students in the School of Evening and Graduate Programs receive support from the Academic Coordinators who are readily available to discuss any academic or other issues connected with the program. Mandatory new student orientation occurs before each Mod to provide new students a general overview of the program and available resources and to familiarize them with the technology tools that play a significant role in many courses offered in the school.

To gain insights from students regarding program quality, instructional delivery, and student support services, the School of Evening and Graduate Program conducts student focus groups during each Mod. The solicitation of student input has also been conducted online to allow a wider audience to provide opinion. In addition, students complete evaluations at the completion of every course.

Student services in the School of New Dimensions are coordinated by a Director of Student Services. Since courses are designed to meet the needs of working adults at various locations in Connecticut, the school brings its services to the student through

distribution of textbooks and visits from the Academic Advisor assigned to each cohort. Orientation is provided by Academic Advisors during the first night's class of each cohort as well as through CC 101A – Preparation for College Study. Students who have learning needs covered by the Americans with Disabilities Act utilize the services of the Academic Development Center housed on the main campus.

The views of students in the School of New Dimensions are made known to staff through extensive end-of-course evaluations and through a system of cohort representatives. Every cohort elects a representative who functions as the primary link to the New Dimensions administration, which meets with all cohort representatives on a periodic basis.

Student financial aid is available to full-time students in all three schools and is distributed on need-based criteria through the Department of Financial Aid. Financial aid applicants receive assistance based on information provided on the FAFSA form. Aid comes from a variety of state, federal, institutional, and private sources. The information on the various loan, grant, and work-study programs is readily available on the College website and from the Financial Aid Office. The Financial Aid office assists students in locating all sources of aid.

Students accepted in the Traditional Day College are eligible for a number of institutional scholarships and grants. Criteria for such awards include high school attended, class rank, extracurricular activities, and SAT scores. Many scholarships require the students to maintain a minimum grade-point average for renewal. Over ninety percent of students in the Traditional Day College receive some form of financial aid.

Policies and procedures regarding student conduct are included in all the student handbooks of the three schools. These policies and procedures cover both academic and non-academic matters. They provide for systems of appeal and timely resolution of grievances. College conduct policies are designed with attention to developmental teachable moments through community services and online resources such as interactive alcohol education programs.

Albertus Magnus College complies with both the spirit and the letter of the Family Educational Rights and Privacy Act. Consistent with the policies posted on the Registrar's Office bulletin board and included in all student handbooks, students have access to all academic and non-academic records. The College has established policies on the gathering, maintenance and security, and disposal of student records. Both academic transcripts and conduct records are kept permanently by the Registrar's Office and the Office of Student Affairs respectively. Health records are disposed of through shredding seven years after graduation.

Student Services staff are committed, experienced, appropriately qualified individuals who are committed to the development of each individual. They are concerned with student welfare and are diligent in their efforts to improve the quality of the services Albertus Magnus provides. All staff are reviewed on an annual basis.

Albertus employs various assessment instruments on a regular basis as part of the continuing effort to improve its efforts on behalf of students. The Noel-Levitz Satisfaction Survey, administered to students in the Traditional Day College on a biannual basis, provides information on student views of a wide variety of College operations. Individual offices also conduct regular assessment of their operations. For example, the Career Center conducts an annual survey of the junior class to determine how best to provide support during their senior year. The Residential Life Office distributes a mid-year survey to all resident students about a variety of issues such as food, security, and programming.

Appraisal

The mission statement of Division of Student Services is a well crafted statement that clearly sets forth the aim to assist “students with the lifelong process of self-discovery, wellness, and the search for truth in all dimensions.” While this mission statement is most appropriate for students in the Traditional Day College, the mission statements of the School of New Dimensions and of the School of Evening and Graduate Programs recognize the importance of serving the college-related non-academic needs of the adult learner in ways that are appropriate for this population.

Albertus Magnus College has been successful in meeting its goal of attracting “a richly diverse student body.” With one of every four students a member of a minority group, the College is clearly fulfilling its mission of providing “an opportunity for learning which responds to the academic needs and ethical challenges of its students and of society.”

Criteria for admission to the various academic programs of Albertus Magnus are clearly set forth in College catalogues, on the website, and in admission materials. They are also fairly applied to ensure that the College accepts only students with a reasonable potential for success and the College has in place a variety of programs designed to assist new students in remedying any academic deficiencies identified at the time of admission. The College also has appropriate resources to serve students with documented learning disabilities. The close, personal attention accorded each individual student is a hallmark of all Albertus programs and assures that individual student academic needs are addressed in an appropriate and timely fashion.

The College has developed orientation programs and courses in each of its schools to assist new students (especially first generation students) in adjusting to the expectations and demands of collegiate life. These programs provide comprehensive introductions to Albertus Magnus College, are appropriate to the unique student bodies of each school; and are regularly updated to ensure a smooth transition to life at Albertus.

Orientation courses (e.g., HU 101) developed in each school aid in the adjustment of both traditional-aged and adult students and are critical to the College’s efforts to improve retention. Various resources such as the Writing Center, the Academic Development

Center, and eTutoring, along with small classes and an attentive faculty, are all part of the College's efforts to provide every student the assistance needed to move forward toward their degree. Many students who need assistance, however, do not take advantage of available resources. In addition, academic-related assistance resources need to be more available for students in the College's evening programs.

Retention of students is always a concern for the College. Part II of CIHE's S-Series form provides the relevant data. The number of at-risk students admitted into each of the three schools presents a challenge. The courses to introduce students to college life and to develop essential skills do have positive effects. In the Traditional Day College, the retention rates for at-risk students at Albertus were 85.1% in the 2007-2008 academic year and 88.1% in 2008-2009. In the current academic year, of the 33 at-risk students admitted during 2009-2010, 93.9 percent are now enrolled at the College. This compares with 84.1% retention rate at other four-year private institutions. (Noel-Levitz) Composite retention figures, while significantly below those at selective institutions, are in line with those at institutions similar to Albertus. In its efforts to understand retention, the College has not been able to discern any significant patterns, although concerns about finances, availability of campus activities, and the match between the College's programs and student goals are factors.

Given the nature of the College's adult programs, traditional measures of retention are more difficult to calculate and analyze. As in the day program, however, the most significant number of non-returning students occurs in the first several courses in which a student enrolls. For example, in the associate program in the School of New Dimensions in 2007-2008, the retention rate was 76%, while the rate in the baccalaureate program was 82.3%. The most recent retention rates for these two programs are 68% and 85.4% respectively. Retention rates in the various graduate programs, with the exception of the program in Liberal Studies, are significantly higher.

One of the emphases in the 2009-2014 Strategic Plan is to retain admitted students. To this end, Student Services in each of the College's schools will focus on student-centered "customer service." In the Traditional Day College, the concern with retention focuses on the importance of advisement, including the establishment of a sophomore adviser program.

The small size of the day student body presents both opportunities and challenges. Due to its small size, students are able to establish programs which fit their interests and thus have more leadership opportunities. Students are also able to participate and over one-quarter of the student body is engaged in organized athletic programs. The English Club has sponsored poetry evenings and has staged outdoor drama productions. A group of students also recently organized Students for a Better World to raise consciousness of and support for a number of humanitarian causes.

Size, however, also means that the variety and scale of campus activities are limited. The small number of resident students presents the additional challenge of critical mass for evening and weekend activities. Since many commuter students hold off-campus jobs

and have family responsibilities, their participation in campus activities is limited. Student Service's staff, however, spares no efforts and resources to get students involved in extra-curricular experiences that are an invaluable part of the college experience.

The Office of Campus Ministry is an important part of the Albertus community. Its location along one of the main hallways of the Hubert Campus Center gives it a high level of visibility. Through monthly liturgies and a variety of other social activities, it raises awareness of both the spiritual nature of the human person and the Dominican charism of the College.

Career Services serves a critical role at Albertus not simply for those students entering the workforce, but throughout their time at the College and beyond. Working closely with the internship and other offices at the College, it provides counseling and guidance for all students. While half of the counseling appointments are utilized by the those enrolled in the Traditional Day College, an equal amount of time is spent helping evening students advance in their career goals. The Noel-Levitz surveys note high levels of satisfaction with the services it provides.

In Spring 2010, Career Services surveyed members of the Class of 2009. The response rate was only 22%, but overall 38% of the Class of 2009 at the time of the survey was settled and stable in their career path. An additional one-third of class members were employed, but seeking positions elsewhere. One-fifth were pursuing additional education.

The Athletic Department plays an increasingly important role in the Albertus Magnus community. Athletic contests are the centerpiece of Fall Fest, one of the major social events of the College. Albertus's participation in the NCAA men's basketball tournament in 2009 dramatically enhanced school pride and identity. Recently, the College announced a major renovation to the existing soccer field. An artificial turf field will be installed during summer 2011 and men's and women's lacrosse will be added to College's athletic program.

Despite the small size of the day student body, communication often seems to be a problem. While every student is provided with a mailbox in the Hubert Campus Center, many do not check their box on a regular basis. Since much campus communication takes place in the DeDominicis Dining Hall, getting information to commuter students presents its challenges. Surprisingly in this wired age, students often do not respond to college emails or are not aware of notices posted on College internet sites.

The College's four residence halls are well-maintained. Dominican Hall is fully handicapped accessible. The supervision by professional staff and resident advisors is adequate. To attract and ensure the effectiveness of RAs, the College recently provided a sizeable increase in their stipend. Damage to facilities, while always troubling, is not a significant problem. A significant number of students, however, complain about the lack of quiet study space in the largest residence hall. The Health Clinic effectively serves the needs of the Albertus community.

The various and regular assessments conducted by Students Services are frequent and appropriate. They reveal a variety of student concerns and have led to a number of changes both large and small. In the Schools of Evening and Graduate Programs, student requests led the College to the introduction of online course registration and the inclusion of a snack bar in Bree Common. In the School of New Dimensions, student concern about proper use of sources led to the College making available the resources of Turnitin.com that allow students to make sure that they are using sources properly. In the Traditional Day College, student concern with the dearth of weekend programming led to the initiation of weekend events beginning in January 2011. On alternative Friday and Saturdays throughout the semester there will be late night programs. The large screen HD televisions in the common rooms of the residential mansions were a direct outgrowth of students' expressed interest. The results of the Noel-Levitz surveys indicate generally high satisfaction with student services.

Other student concerns, however, are more difficult to address. The urban environment in which Albertus is located raises some anxiety about campus security. While Albertus has a safe campus, as is clear from the annual Uniform Campus Crime Report, the College has moved to address these concerns by constantly upgrading security. As of fall 2007, for example, all students have the opportunity to utilize the Personal Alarm Locator System. Other student concerns relate to the cost of higher education.

The Office of Financial Aid is well-managed and works closely with admitted and currently enrolled students regardless of program to guarantee access to available financial aid. Despite its limited endowment, the College devotes considerable funds each year to provide financial assistance to needy students in the Traditional Day College. Aid packages try to cover the difference between expected family contribution and the cost of attendance, while keeping the amount of student loan to a minimum.

Projection

Albertus Magnus College will continue to admit to its various programs only students who can succeed academically. As it has in the past, Albertus will serve the needs of men and women of all ages in the greater New Haven area and beyond. It will continue to provide those support services necessary to enable them, whether first-generation college students or not, to "become responsible, productive citizens" able "to contribute to their communities and to become moral leaders in a complex world."

In order to better understand and address issues of retention, the College will investigate the Datatel Student Retention Program. This program will allow the College to make better use of already existing data.

Particularly in the day program, Student Services will study ways to more effectively connect with students, possibly by utilizing contemporary technologies like Facebook and Twitter.

Institutional Effectiveness

Albertus Magnus College admits students to each of its academic programs who have the potential to profit from its academic programs. It has in place programs and services to support and retain students as they progress towards their degrees. In each of its three Schools, the College provides those services which are appropriate to their distinctive student demographics.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

Description

Albertus Magnus College is committed to providing sufficient and appropriate library and other information resources to serve its students, faculty and academic programs. As the ongoing renovation of Rosary Hall demonstrates, the College continually reassesses the current state of library and information resources to determine whether improvements are required.

Rosary Hall, the original college building and previously a private residence, houses the main library collection and central administration for library and learning resources. While some materials are in storage, the Albertus Magnus College library is an open-stack facility that provides adequate seating for its patrons. In this increasingly digital age, the library and much of its collection are also accessible throughout Connecticut and the globe. And, through cooperative arrangements, Albertus staff and students have access to a majority of the academic libraries in the state.

The main collection consists of more than 62,000 volumes housed in the Rosary Hall library and more than 55,000 additional volumes available in digital form. Through subscriptions to hard copy and digital form, Albertus library patrons have access to more than 53,000 E-journals and periodicals, almost 30,000 of which are full-text. The College has access to seventy-seven databases which can be accessed through the library website. The library also maintains a small video collection and a limited number of materials on microform.

The library catalogue and indices of data bases and periodicals are completely online. In 2006, the long-planned and labor-intensive process of conversion from Dewey Decimal to Library of Congress (LOC) classification was completed. The College's online public access catalog (OPAC), BOOTS, functions under systems developed by Voyager Integrated Library Services. The OPAC is the central location for the entire collection of print and electronic resource, including bibliographic data and holdings information for e-journals. At the time of the LOC conversion, computers replaced the card catalog in the lobby of Rosary Hall and "tattle tapes" were inserted in all books to provide security for the collection. In 2009, the College invested in equipment and training which allows course reserve materials to be digitalized and placed online.

In the 2010-2011 academic year, thirteen computer work stations are available in the foyer of Rosary Hall and an additional five stations are available in the second floor computer lab. The Microsoft Office suite, printing, and internet access are available on all computers. Four laptop computers with a two-hour loan period are available for student use in the library. The current renovation plans for Rosary Hall include an information commons with an additional twenty computer stations as well as collaborative work areas.

Students also have access to several computer labs in various buildings throughout campus; thus library resources are available from anywhere on campus through the College's extensive wireless network. A designated server houses all the films that students need to view for their classes, thus making them available from any of the residence halls.

Serials Solutions and its Central Search interface provide access and management services for periodicals. This federated search service, which provides a common interface for simultaneous searching of various information resources and review of licenses and subscriptions, allows linking from a citation to a full-text article. The College also uses fully-formatted MARC Records for e-journal updating in a manner that is specifically tailored to the College's OPAC. Serials Solutions' 360 Resource Manager also aids in the task of optimizing and streamlining collection management. Its counter function aids in analysis and assessment of the collection, including aggregate data on usages and costs.

E-Resource Access and Management Services (EARMS), to which the College subscribes, maintains details about resource licenses and manages vendor and consortia contacts. The EARMS also manages administrative and end-user logins, passwords, and acquisitions dates.

Albertus Magnus College is a member of several consortia: Lyris, the Council of Connecticut Academic Library Directors, and the Connecticut Library Consortium. These enable the College to benefit from cooperative purchasing and professional development and training. Through these consortia, students have access to and borrowing privileges at academic libraries in Connecticut -- Quinnipiac University, Rensselaer, the University of Hartford, the University of New Haven, and the state university system (CCSU, ECSU, SCSU, and WCSU). The College has a separate contractual arrangement with University of Connecticut that allows all students access to its library resources both at the main campus in Storrs as well as the regional campuses. Also, the IConn database, administered by the Connecticut State Library in conjunction with the Department of Higher Education, provides all students and faculty with online access to essential library and information resources. Through iCONN, Albertus has access to a core level of information resources including secured access to licensed databases.

The full-time staff of five includes the Director of Library and Information Services, Associate Director, Head of Reference and Business Librarian, Series/ILL technician, and access services/acquisitions technician. Together with four part-time staff members, they oversee the operations of the library. Three of the full-time staff possess graduate degrees in library science and one is a candidate for the M.L.S. degree, as is one of the part-time staff. In addition, a staff member of Internet Technology Services with an M.L.S. degree serves as the electronic resource manager and manages the Voyager Integrated Library System. Library and information technology services are also

provided by a “roving librarian” in Bree Common a few hours each day to assist students with library and other basic information issues.

The skills of library staff are upgraded through a variety of professional development opportunities. Contractors usually provide training to maximize use of their various services and databases. The library budget also funds meetings and conferences and the staff also participates in various webinars available through library organizations and consortia arrangements.

Library and learning resources are fully integrated into the planning and budgeting processes of Albertus Magnus College. Significant improvements to Rosary Hall were begun in 2009 and are ongoing. These include structural repairs to the north porch as well as the installation of new windows and climate control systems. Major renovations are also being undertaken in the basement and throughout the first floor to transform a traditional library into a modern learning center.

The College devotes considerable financial resources to support its library and learning resources. Providing the digital resources necessary to support the academic needs of all faculty and students has required a constantly rising percentage of the library budget. Despite this, the budget for books has also increased annually. Consistent with the College budget cycle, library budgets are projected forward three years.

Library acquisitions of both book and digital resources are designed to serve the needs of faculty and students and to support new academic initiatives. Academic departments are provided a budget each year to be spent on adding to the collection. As new programs have been approved or expanded, priority has been given to providing additional resources. For example, to support the new major in criminal justice, the library added ProQuest’s Criminal Justice Periodical Index. To support the College’s increasing emphasis on graduate programs, in July 2010, the library added the Academic Search Premier, a full-text source of scholarly journals in all academic disciplines.

All students and faculty have access to the entire range of services and resources of the Albertus Magnus College Library. Students in the Traditional Day College receive library cards during orientation. In the School of New Dimensions, an introduction to the library and distribution of library cards takes place in the first course in each program. Beginning in the fall of 2010, a library staff member is stationed in Bree Common each evening when classes are in session to distribute library cards and assist students in accessing online resources. All online resources of the College can be accessed by simply entering a 14-digit library card number.

The Library staff devotes considerable attention to expanding information literacy on campus. Information literacy is one of the stated learning outcomes in the College’s general education program. All syllabi are expected to include a “library component” so that students utilize materials beyond the basic texts for a course. Library staff are also available in person, by phone or email to answer reference or other questions. Professional library staff work with individual classes to insure students can effectively

utilize the various resources. Several tutorials on library research and internet searching are available on the library website.

Appraisal

As a library facility, Rosary Hall has its strengths and weakness. Rosary Hall is the iconic symbol of Albertus Magnus College. It is the first building one sees upon entry to the main campus. Commencement takes place in the circle with Rosary Hall as a background. The library's central location serves the needs of all student populations at the College, residents and commuters in the Traditional Day College, as well as adult students in the College's two accelerated degree and graduate programs.

One of its assets is the significant number of small rooms that are ideal for individual or group study. These rooms also house much of the library collection, with the result that the collection appears fragmented. As an older structure, the library is "grandfathered," but Americans with Disabilities Act compliant only on the first floor. Electrical and network wiring throughout the building is being updated as part of the renovation project at Rosary Hall to provide sufficient connections for library and patron computer systems.

The recent window replacement and climate control initiatives will help preserve the collection, reduce utility costs, and make the library a more comfortable environment for staff and patrons. Current up-grading of physical facilities will also provide better access to materials through remodeling of the basement stack areas to house a larger percentage of the collection, as well as provide more attractive common areas and functional instruction venues.

The number of titles in the Albertus Magnus College library has remained relatively constant over the past decade. In addition to regular weeding of the collection, the conversion to Library of Congress cataloging in 2006 provided the occasion for significant elimination of older materials. Considerable resources have been devoted to expanding the collection to support developing areas of the curriculum. There remains, however, a significant amount of unutilized material in the collection.

The Albertus Magnus College library has dramatically expanded the access it provides to digital materials. Expansion of electronic access has been an essential adjunct to the College's efforts to offer its academic programs in a variety of instructional modalities and in locations across the State of Connecticut. A decade ago, there were no digital books as part of the materials available to students through the library. Today, more than 53,000 e-books are available. During the same time span, five databases have become seventy-seven. At the same time as reliance on electronic format has risen, Albertus, as most college libraries, has reduced the number of its journal subscriptions. Digitalization has the added benefit of freeing space in Rosary Hall.

Access to these materials is provided through the College homepage, which has a direct link to the library webpage. There is also a direct link to the library on the Moodle course management page.

The library collection includes a limited collection of audio-visual materials and microforms. While digitalization has made the former virtually obsolete, some materials, particularly in art therapy, are only available in microform at this time. As materials become more available electronically, the College is changing from microform to digital.

Just as the collection housed in Rosary Hall is continually assessed, the staff continually reviews the databases to which the College subscribes to reduce the amount of redundancy, to provide appropriate support for the Albertus curriculum, and to use available funds most effectively.

Contractual and consortia arrangements expand access to materials. The contractual arrangements with the University of Connecticut allow all Albertus students access to its collections at all UConn campuses. Frequent communication with college and university library directors throughout the state maximizes the degree to which Albertus can take advantage of various cooperative arrangements. Budgetary constraints on the state level, however, pose potential risks to resources such as the IConn databases.

The Albertus Magnus College library is staffed with a satisfactory blend of full and part-time personnel who effectively manage the various functions of the library. The presence of a local A.L.A.-accredited institution allows the college to hire individuals working toward their degree. Library budget supports and staff take advantage of various development opportunities to keep abreast of trends and developments. Library functions, especially those involving digital materials and access, are enhanced because of close working relations with Information Technology Services.

Library and other information resources are fully blended into the College's planning and budgeting processes. Allocated resources have been sufficient to allow the library to serve the needs of expanding and new academic programs. For example, as business programs expanded, a full-time business librarian was hired. Resources to support new or revived programs in education and criminal justice have been adequately supported. If the College expands graduate programs on campus in line with the 2009-2014 Strategic Plan, additional resources will be necessary to continue to transform a library that has traditionally served an undergraduate population.

Collection development is enhanced by close working relationships between the Director of Library and Information Services and department chairs. As an ex-officio member of the Academic Policy Committee, the Director keeps abreast of any changes in the educational program. While the involvement of faculty has grown in recent years, more departments need to contribute more fully to the development of the library collection.

As with other services at Albertus Magnus College, the library and its staff contribute to fulfilling the Mission of the College and are open and welcoming. The inclusion of the library and learning resources as part of the orientation processes in both the Traditional Day College and the School of New Dimensions introduce students to available services.

The recent assignment of a librarian to Bree Common in the evening should raise the profile of library services for students in the School of Evening and Graduate Programs.

Tutorials on the library website are appropriate and the library staff is utilized by some faculty in providing specific instruction on the availability and use of library and learning resources in particular courses. At the library itself, however, staff expends considerable energy instructing students in the basic use of various technologies. While the College has identified information literacy as one of the core skills for undergraduate students and has developed a series of learning outcomes, greater cooperation between faculty and library staff for the achievement of this objective is needed.

A library component generally forms a part of coursework at the College. We note that patterns of library usage are changing, however – students increasingly access library materials through non-traditional means. In 2009-2010, for example, fewer than five hundred works circulated to all students in all programs at the College. The circulation of reserve materials reflects slightly higher usage. On the other hand, the number of full-text articles retrieved has shown consistent and significant growth. In 2008-2009, more than 871,000 full-text articles were retrieved and more than one million were retrieved during the following academic year. The data systems which enable counts of material usage, however, need to be better understood. From the perspective of the library, it is clear that staff needs to be more proactive with faculty, working more closely with them on assignment-driven instruction.

Projection

Albertus Magnus College is committed to transforming Rosary Hall into a modern, inviting library and learning center to serve the needs of all its faculty and students. The College is also committed to transforming a traditional library into one increasingly electronic-based both in its collection and in the services it provides.

The library staff and the faculty need to cooperate more fully in the development of the library collection and services and in expanding the use of library and learning resources in both coursework and research. While the College has the necessary library and learning resources to support the curriculum, it needs to launch new initiatives to maximize use of these resources in its academic programs.

As the College increases both the number and size of the graduate programs on campus, attention needs to be given to its impact on the library collection, digital resources, and services essential to support the curriculum.

Institutional Effectiveness

Albertus Magnus College has the library and information resources it needs to support its academic programs both in New Haven and throughout the state of Connecticut and it has the wherewithal to expand these resources as the College moves into the future.

STANDARD EIGHT PHYSICAL AND TECHNOLOGICAL RESOURCES

Description

Albertus Magnus College is located on approximately fifty acres that lie between the Prospect Hill and Newhallville neighborhoods in northern New Haven, with a small portion of the property in Hamden. The central campus, bounded by four city streets, contains a dozen buildings that serve a variety of functions. Three additional buildings on Prospect Street adjacent to campus are part of the main campus. The College also leases off-campus locations for its School of New Dimensions.

At its founding in 1925, all operations of the College were housed in Rosary Hall, originally a private residence which now houses the Albertus Magnus library. Parts of the original campus are ACT II Theater and Weldon Hall, originally a carriage house and a caretaker's residence. These structures provide space for campus dramatic activities and offices for the College's education programs and faculty.

The College also has six other former residences. Three – McAuliffe, Nilan, and Sansbury Halls – are currently residence halls. Siena Hall is the residence of the Dominican Sisters. Mohun Hall houses the Office of the President and the Admissions, Advancement, and Marketing divisions. McKeon Hall, formerly a residence for the President of the College, is currently utilized for receptions and meetings. McKeon, Nilan, and Siena halls have adjoining structures utilized by the College's physical plant staff.

In addition to McAuliffe, Nilan, and Sansbury Hall, Dominican Hall, built in the 1960s, is a traditional style residence hall that houses a majority of the students who reside on campus. All residence halls have wireless internet access, common areas, and coin-operated laundry facilities. Dominican Hall is fully handicapped accessible.

Aquinas Hall, constructed in 1965, is the main classroom building of the College and also houses many of its faculty and administrative offices, including Academic Affairs, Business, and Financial Aid. In 2009, two formerly underutilized auditoriums were demolished and replaced with the Bree Common, Devaney Lecture Hall, and contemporary meeting and office space for the School of Evening and Graduate Programs and the Department of Information Technology Services.

The newest College structure, the Mary A. and Louis F. Tagliatela Academic Center for Science and Technology, opened in January, 2005. Previous institutional self-studies noted the need for modern facilities for science instruction. As is the case for all of higher education, the College has also had to adjust to the constantly increasingly technological demands and expectations of faculty and students. The Tagliatela Academic Center has state-of-the-art classroom facilities, science and computer labs, a

television production studio, and an atrium dedicated to St. Albert the Great that provides space for student, alumni, and community activities. Several faculty have offices here.

Adjacent to the Tagliatela Academic Center is Walsh Hall. Walsh Hall, originally a carriage house and until 2005 the home of the College's science facilities, was extensively renovated and now houses the St. Catherine of Siena Chapel and the Margaret L. MacDonough Board Room.

The two remaining campus structures serve the needs of the entire Albertus community. The Hubert Campus Center was completed in 1970 and major renovations to the north entrance took place in 2009. The DeDominicis Dining Hall and smaller Bianchi and New Haven Dining Rooms occupy the second floor. The first floor is home to various offices that primarily serve Albertus students including Campus Ministry and the Career Center. Also located there are the campus mailroom, the College bookstore, a darkroom for photography instruction, the Behan Community Room, and the MacDonough art gallery. Space in the building is also set aside for student relaxation and use – the House of Bollstadt (pub), a game room, a cyber café, and lounges.

The Cosgrove, Marcus, Messer Athletic Center opened in 1989 and houses the College's athletic program offices as well as the Health Clinic. In addition to a gymnasium and a pool, the building provides a wide range of exercise facilities including a weight and exercise equipment space, a dance room, and racquetball courts. Two outdoor athletic facilities are located on the upper campus – the Celentano tennis courts and track and field.

The College also uses leased classroom and office space at two sites to serve the needs of the School of New Dimensions. The main offices of the New Dimensions Program are located at the Long Wharf Learning Center (One Long Wharf Drive), close to downtown New Haven and with easy access to Interstate 95. The Long Wharf Learning Center, remodeled and upgraded in 2008-2009, has nine classrooms, as well as meeting and office space for administration and faculty. The East Hartford Learning Center (111 Founders Plaza) has eleven classrooms as well as office space. Classrooms at these two centers are equipped with computer and digital audio-visual equipment comparable to that found on the main campus. New Dimensions classes are also offered at Asnuntuck Community College in Enfield, Connecticut, Housatonic Community College in Bridgeport, and at the Shelton Hilton Inn.

Classrooms and other instructional spaces at Albertus Magnus College are small in size, consistent with the College's commitment to small classes and close personal interaction between faculty and students. They vary in size from seminar rooms appropriate for ten or fewer students to rooms that can hold as many as thirty. All classrooms have comfortable seating and seminar-style tables. While the newer campus structures and the leased facilities for New Dimensions have central air-conditioning, classrooms in Aquinas Hall have window units to make for a comfortable learning environment. Specialized spaces appropriately equipped exist for science, studio art, and computer instruction. All classrooms are equipped with up-to-date technology. Each classroom

has an LCD projector, computer with internet access, video/DVD capabilities, and document projector. Many of the classrooms have interactive whiteboards connected to computers and projectors.

Over the past decade, the College has also increased the number of parking spaces on campus largely, to serve the needs for increased enrollment in the School of Evening and Graduate Programs. Albertus has also expended considerable resources to enhance the appearance of the campus. The major construction projects on the lower campus have been accompanied by redesign of walkways, improved landscaping, and the installation of benches and works of art. The Italian gardens near Rosary Hall have been rebuilt. The College contracts grounds maintenance with a private firm.

To support both academic and administrative operations, the College maintains a robust network infrastructure. In the summer of 2009, the College upgraded internet service with the Connecticut Education Network by 10 mbps (megabits per second) to a total of 30 mbps in anticipation of increased demand by all sectors of the College. In addition, more user-friendly control units were installed in all classrooms to facilitate faculty utilization. At the main campus, the network infrastructure consists of largely of 10/100 mbps Category 5 and 5e cable capable of gigabit speeds. The Tagliatela Academic Center is wired with Cat6 Gigabit cable throughout. The main academic building, Aquinas Hall, was upgraded in the summer of 2007 to Cat6 Gigabit and Rosary Hall, the college library was upgraded in 2010. All switches across main campus have been changed to gigabit switches as well.

Fiber optic cable interconnects all of the buildings on main campus. A 'G' class wireless bridge (54 mbps) connects the main campus to Nilan Hall and Mohun Hall, both located across Prospect Street from the main campus. All buildings on campus are also covered by a 'G' class wireless network. The main campus is connected to the New Dimensions administrative offices and learning center at Long Wharf in New Haven through a dedicated and encrypted T1, and the learning center at East Hartford through an encrypted VPN (Virtual Private Network).

The academic and administrative computing network provides secure and redundant storage systems with a routine backup solution for all institutional and student data. All servers are backed-up each night to a disk system, which is cloned to an off-site system maintained by a local vendor; a back-up drive is created each week and stored across campus from the server room. In addition, the student records database is backed up nightly to an off-site vendor. Several information technology resources are provided through internet-based services (the cloud), including the Moodle eLearning solution for online instruction and the Google Apps for Education email and collaboration suite.

This technological infrastructure supports the extensive use of computers in instruction, both in traditional formats and especially in blended and online courses. All students are expected to have access to personal computers. Additionally, computers for student use are widely available on the main campus. In addition to public access computers and a computer lab in the Rosary Library, there are two computer labs in Aquinas Hall and

another in the Tagliatela Academic Center. Additional computers for College-community access are located in the front foyer of Aquinas Hall and in the Common Ground, the College's cyber café located in the Hubert Campus Center.

For more than twenty years the College has used the Colleague enterprise resources planning (ERP) system from Datatel. Through this integrated ERP system, Albertus students, faculty, and staff manage and record the academic transactions from admission through course registration to graduation. In addition, the business offices use Colleague to track the financial activity and resources of the College. In early 2009, the College entered into Datatel's Action Planning process to find ways to improve business efficiency by aligning its internal processes with changes made to Colleague over the years. Consultants from Datatel have been working with staff in various administrative departments and programmers from Information Technology Services, to identify and implement process improvements and develop new uses for the ERP system. One of the goals of this project is to establish Colleague as the College's database of record, which includes the eventual migration of functions currently served by other database systems, possibly including PowerFAIDs for financial aid management and Raiser's Edge for advancement work. These secondary systems will be replaced only when Datatel's comparable solutions are determined to be able to serve the needs of the College.

Another result of the planning work with Datatel has been the migration to a new College Portal based on Microsoft's Sharepoint technology, an industry standard internet solution. The new AMC Portal, being developed by the Information Technology Services department in collaboration with the consultants from Datatel, will be piloted in spring 2011 with a target live date of July 2011. The new AMC Portal will replace CampusCruiser, which has served the College community for more than a decade.

CampusCruiser provided many services, including a unified source for assignments, attendance, course-connected chats and forums, shared files, and online journal. In addition, CampusCruiser provided email accounts for all students and faculty. (Email for staff and full-time faculty was also provided by a combination of Microsoft Exchange and Sendmail). Starting in fall 2009, the College began a gradual migration away from the services provided by CampusCruiser to a combination of best-of-breed solutions. To replace the course management tools of CampusCruiser, Albertus leveraged its relationship with the Institute for Professional Development to pilot an eLearning solution using the Moodle Learning Management System, which will be fully adopted at the end of the 2010-2011 academic year. The College has also moved to Google Apps for Education for email, calendar, and other collaborative tools, in place of CampusCruiser's email program and the internal Exchange/Sendmail service. The other communication features of Campus/Cruiser will be covered by the Sharepoint services in the new AMC portal which will also provide access to the Colleague ERP system for online course registration and access by students to their academic records.

The College devotes considerable time, financial resources, and energy to the maintenance and enhancement of its buildings and the campus. Planning for both physical and technological needs is integral to both the strategic planning and the annual

budgetary processes. Sufficient funds are allocated annually to maintain its buildings and grounds. Provision is made in the annual budgets for new furnaces, roofs, and scheduled improvements. Major renovations, such as the reconstruction of the north side and the installation of new windows and modernized heating, ventilation, and air conditioning (HVAC) in Rosary Hall, are also provided for. There is no deferred maintenance on College buildings. Contingency funds are available should emergencies arise.

The Facilities Services staff under the supervision of the Supervisor of Physical Services is responsible for the cleaning and maintenance of most College properties. Some College-owned buildings and all New Dimensions locations are cleaned by outside contractors. Administrative offices and the common areas of College buildings are cleaned daily. College staff carry out preventive maintenance as well as minor repairs and renovations. Outside contractors are retained for more extensive repairs or renovations.

Albertus Magnus College is deeply concerned with safety and security of both its campus and people who study and work there. All buildings at Albertus meet local fire codes and are inspected on a regular basis by the New Haven Fire Marshall. Unannounced fire drills are conducted periodically and all residence halls have sprinkler systems. All new and renovated buildings on campus meet Americans with Disabilities Act standards.

Albertus employs a professional security service that provides 24-hour coverage of the campus. In addition, during evening hours, the College employs a New Haven Police Department officer on campus to work alongside security. Security cameras have been installed throughout the campus. Cardkey access is the standard for admittance to College residence halls. In addition, all members of the Albertus community can participate in the Personal Alarm Locator (P.A.L.) system that produces, when activated, an immediate response by the on-duty security. Albertus also maintains an alert system that provides instant emails, cell phone or text messages in case of emergencies and school closings. Daily reports regarding security are submitted to campus Director of Public Safety. External consultants are periodically retained to make recommendations for security enhancements. Off campus facilities leased for the School of New Dimensions have their own specific safety and security precautions and procedures.

Appraisal

Albertus Magnus College has the physical facilities and technological resources it needs and it devotes sufficient resources to both maintaining and enhancing these assets so as to realize its educational mission.

The past decade has seen the construction of the Tagliatela Academic Center, an attractive building that provides much-needed modern facilities for instruction in science, computers, and communications as well as a venue for numerous campus gatherings. Major renovations were undertaken to Walsh Hall, the Hubert Campus Center, Aquinas Hall, and the Rosary Hall Library. The renovations to Walsh Hall allowed for the transfer of St. Catherine of Siena Chapel to a more centralized campus location and the

provision of appropriate space for meetings of the Board of Trustees and other campus events. The Hubert Campus Center's new north entrance brought new light and exposure to a previously dreary area of the building. Renovations in Aquinas Hall, besides providing lounge and meeting space in Bree Common provided suitable and expanded offices for the School of Evening and Graduate Programs and for Information Technology Services. Reconstruction at Rosary Hall, in addition in interior refurbishment, included reconstruction of the north porch, installation of new windows and HVAC system.

The College has undertaken major efforts to beautify the campus and make it an attractive place to work and study and an inviting one for prospective students and others. New landscaping, plantings, and fencing on both the upper and lower campus have dramatically improved the visual attractiveness of the College. The construction and renovations on the lower campus have allowed for the creation of inviting outdoor spaces and the redesign of sidewalks and traffic patterns that provide a more unified feel. Additional parking space has been added without detracting from the beauty of the campus.

The leased off-campus facilities effectively serve to support the academic programs of the School of New Dimensions. Providing easy accessibility for evening students, the classroom and other learning spaces are comparable to those on the main campus.

Regarding its physical facilities, however, the College faces several strategic challenges. First, facilities for the fine arts at Albertus need attention. The ACT II Campus Theater has been and continues to be repaired and renovated as needed to maintain the safety of those who study, work, and visit this facility. The stage lighting is outdated, seating design is less than optimal, and space limitations remain significant issues which ACT II faces. If the College is to continue its long tradition of campus dramatic productions and theater-related coursework, improved theater facilities are needed. Similarly, the College needs to evaluate the adequacy of facilities for studio art instruction.

Athletic facilities are adequate. However, heavy usage of Celetano Field (and the anticipated addition of men's and women's lacrosse) makes it difficult to maintain the grass in safe, playable condition.

The College also has no single facility to house the equipment and provide work areas and offices associated with Facilities Services. At present, physical plant related equipment and work areas are scattered throughout the campus. Although the Board of Trustees had approved the construction of a small facility to consolidate physical plant operations, local neighborhood opposition to its creation necessitated the cancellation of the project at the present time. The College developed an alternative solution for physical plant operations.

Information technology plays a critical role in both the academic and administrative operations of Albertus Magnus College and its importance will continue to grow as it moves forward. Maintaining an up-to-date and robust infrastructure is accorded a

prominent place in the Strategic Plan. The establishment of the position of Vice President for Information Technology Services in 2009 evidences the value that the College places on information technology at present and in the future and its plans for increasing use of internet modalities in offering its academic program. As the network continues to develop, areas identified for improvement include increasing the overall wireless bandwidth to the 'N' class, improving the connection to the off-site learning centers, and securing a redundant internet connection.

The Datatel Colleague system effectively supports the various administrative functions of the Business, Financial Aid, Registrar's, and other offices. As the computer-based instruction and usage in traditional and especially blended and online classes has grown in dramatic fashion, Campus Cruiser has ceased to serve the needs of the College. After investigation of various options, the College determined that the Moodle course management system was more user-friendly and supported a wider variety of functions. After test trials in a few classes, the decision was made to transition to Moodle, a transition which the College expects to complete by the end of the 2010-2011 academic year.

Information Technology Services staff is competent and ever alert to developments in the rapidly changing world of computer systems. The department maintains a philosophy of customer service and readily responds to the technology needs of students, faculty, and staff. For example, in the spring semester, IT Services distributed a questionnaire to full- and part-time faculty to assess the effectiveness of classroom technology. Since it was clear that faculty use of VHS players and document projectors has declined while use of DVD and computer-based materials has increased, the College is now reallocating resources. The survey also indicated faculty interest in Blu-Ray High Definition players and in webcasting and video capture of coursework, especially for use in blended and online courses.

Campus security, as always, is a concern. The College is constantly evaluating and upgrading security services. The expansion and upgrading of video surveillance on campus is ongoing. Also, the adoption of the Personal Alarm Locator (PAL) system has provided an additional sense of security. As is clear from the College's United Crime Report, in comparison with other urban campuses Albertus does not have a security issue. Yet, the College recognizes that constant vigilance is ever important.

The College employs an adequately staffed and equipped work force to meet its day-to-day needs. Maintenance and housekeeping staff, many with years of experience at the College, are dedicated to the institution and take pride in keeping the campus and its buildings clean, in repair, and pleasant places to work and study. Classrooms and common areas are cleaned daily and are painted and refurbished on a regular basis. Clear procedures exist so that routine maintenance needs are handled expeditiously.

The strategic planning and budgetary processes pay due attention to providing the physical and technological resources. One of the goals of the 2003-2008 Strategic Plan

was the construction of a modern facility for science instruction. The Tagliatela Academic Center was a direct result.

Projection

The College will continue, as it has in the past, to maintain its physical assets and seek to improve the attractiveness of its buildings and grounds that are essential to a desirable academic climate.

Through its strategic planning process, the College will evaluate campus space needs and will make plans for the use of the current theater space accordingly.

As a result of Athletic Department planning, the College in 2011 will install turf on the Celentano Field allowing the College to address safety issues and add men's and women's lacrosse to its sports program.

Information Technology Services will continue to evaluate the latest trends in instructional technology, including the use of Web 2.0 tools and other cloud-based service solutions, as well as classroom technology for video capture and web conferencing and other developments in audio-visual presentation.

To increase efficiency and effectiveness with Facilities Services operations, the College will continue to move forward with its plan to house the department in one location.

Institutional Effectiveness

Albertus Magnus College has the physical facilities and technological infrastructure it needs to support its academic programs. It has demonstrated that it has the resources to maintain and, indeed, expand its physical and technological assets and effectively plan for the future.

STANDARD NINE: FINANCIAL RESOURCES

Description

Albertus Magnus College is a financially stable institution and has the financial resources to fulfill its Mission. For more than a decade, the College has operated on balanced budgets with no short or long-term debt. Growth in revenues has enabled Albertus to maintain and expand its physical and technological facilities, provide more institutional funds for financial aid, improve employee compensation, and increase the College's still modest endowment.

In accordance with standard accounting procedures for higher education, Albertus utilizes four funds to administer its financial resources:

- The Current Fund (reflects the day-to-day financial operations of the College);
- The Loan Fund (manages federal loan operations);
- The Plant Fund (reflects the financial data associated with the value of land, buildings, equipment, and furnishings, and association loans and debt service);
- The Endowment and Similar Fund (accounts for the principal of gifts to the College as well as Board-mandated quasi-endowment).

The Board of Trustees has ultimate fiduciary responsibility and approves the annual budget, sets investment policies for the College, and oversees all College borrowing and sale or purchase of property. Through its Finance Committee, the Board monitors current and projected financial operations of the College.

The Board of Trustees also retains an independent, certified public accounting firm to prepare an annual audit of the College's activities and conditions. This audit is prepared in keeping with accepted auditing standards for colleges and universities. All members of the Board of Trustees and senior administration receive copies of the audit. A representative of the auditing firm makes a presentation to the Board at its annual meeting in September. This is the basis for the College's annual report provided to members of the College community, alumni, and donors.

The Vice President for Finance and Treasurer is the chief business and financial officer of the College and is also responsible for physical facilities. Reporting to the Treasurer are the College Controller, the Senior Accountant, the Director of Purchasing and Public Safety, and the Supervisor of Facilities Services. The College has also retained the services of an external financial advisor to assist in achieving a comprehensive overview and effective management of its financial resources. The Vice President for Finance is also responsible for preparing the annual budget, including revenues and expenditures, as well as projected budgets for the 2009-2014 Strategic Plan.

The annual budget is the result of a process that begins in the fall of the preceding fiscal and academic year. All sectors of the College community are represented in this process. The Office of Admissions, as well as the three schools of the College, provides realistic

projections regarding the number of new and continuing students. These projections serve as the basis for estimating tuition revenues. All departments at the College prepare estimates of personnel needs as well as operating expenditures. This information is compiled by the Treasurer who presents an estimated budget, including suggested tuition rates and room and board fees, to the All College Budget Committee with its representation from the College community. The Committee reviews and considers the estimated revenues and expenditures, and then makes recommendations. Areas that need adjustment return to the appropriate department for modification. The Treasurer, after discussions with the President, then presents the Proposed College Budget for the ensuing fiscal year to the Administrative Council and subsequently to the Finance Committee of the Board of Trustees. That committee then makes a recommendation to the full Board at its March meeting each year. The Board of Trustees has mandated that a \$250,000 contingency fund be included in the annual operating budget to provide for unforeseen expenditures or revenue shortfalls.

College revenues and expenditures are monitored by the President and the chief financial officer on a regular basis. The division heads must approve all expenditures and all purchasing is centralized in the Office of Purchasing. All department heads receive monthly expenditure reports.

Faculty and administrative and support staff are informed about the financial state of the College. The President, Vice President for Finance and Treasurer, and the College's financial advisor present annually a complete financial profile of the institution's past and present operating budgets and respond to all questions and comments.

As Albertus looks to the future, long range financial planning continues to be essential. The preparation of realistic projected budgets is a key element of the strategic planning process.

The Office of Advancement directs the College's fundraising activities. The Annual Fund solicits donations from alumni, friends of the College, corporations, and foundations. The Office also raises funds for capital improvements and special projects. The College, as is appropriate to the College's Catholic and Dominican heritage, is committed to ethical practices in all fundraising endeavors.

Appraisal

Albertus Magnus College is in a positive financial condition. It has sufficient financial resources to fulfill its Mission at the present time and into the foreseeable future. Throughout the past decade, it has experienced operating surpluses and undertaken a variety of initiatives that have increased the College's net assets.

The College's net assets in 2001-2002 were \$17,445,841. At the end of the 2009-2010 fiscal year, they were \$43,884,763. The compound annual growth rate across these years was 13.71%. Even though the current recession resulted in a loss in the College investments, this was offset by a surplus in the annual operating budget. The financial

position of Albertus is a consequence of rising enrollments (and resultant tuition revenues), prudent budgeting and management, and external fundraising.

Albertus Magnus, like many small private colleges, is a tuition dependent institution. Tuition and fees accounted for 87% of the College's Current Fund revenues in the 2008-2009 fiscal year, a figure that has remained relatively constant over the past decade.

Each of the three schools with their different delivery of service methods plays a significant role in generating a diversified cash flow. This, along with the development of new academic programs, has been essential to the positive financial position of the College. The existence of these different revenue streams limits the negative impact of temporary fluctuations in enrollment. For example, while the School of New Dimensions experienced enrollment declines in recent fiscal years, this was balanced by enrollment gains in the Traditional Day College and the School of Evening and Graduate Programs.

Albertus Magnus College has been able to balance its annual budget without inordinate increases in tuition and fees. In its quest to remain competitive, the College considers the effect of tuition increases on its ability to attract students in each of its programs. Indeed, tuition for full-time students in the Traditional Day College is well below that of other private institutions in Connecticut and the northeast; the credit-hour charges in the adult/evening programs are competitive with those of other areas Colleges. While tuition has risen annually over the past decade, the percentage increase has been at or below the average for private institutions.

As part of its continuing effort to attract and retain students, the College recognizes the importance of financial aid. Since a high percentage of the student body consists of first-generation college students, an effectively administered program of financial aid is essential. The Financial Aid Office at Albertus has expanded over the past decade as the enrollment has grown and its operations have been centralized. The Office coordinates the financial aid needs of students in all three schools. For students in all three schools, the College administers the various federal and state grant and loan programs in full compliance with existing regulations. In the Traditional Day College, Albertus provides both need and merit grants and scholarships. In the current fiscal year, more than three million dollars in institutional funds were committed to financial aid which is approximately thirteen percent of anticipated tuition and fee revenues.

The College also realizes revenue from gymnasium membership and the occasional rental of other facilities.

Recognition that Albertus is tuition dependent is reflected in the 2009-2014 Strategic Plan's New Initiatives for a New Decade. The first of these initiatives is Continued Enrollment Growth. Another emphasis in the 2009-2014 Strategic Plan is endowment growth. Albertus' endowment is modest, but has grown over past decade. Although the endowment did suffer during the recent economic downturn, the fact that the College does not use any endowment revenue in its annual budget saved it from the contraction that many institutions had to undergo

As part of its strategic plan to increase enrollment and revenues, in spring 2010, the College created a new position of Vice President for Marketing to project a clear image and brand of Albertus in the wider community. This new marketing effort should assist Albertus in successfully navigating the highly competitive world of higher education and result in expanding both enrollment in all of the College's programs and its revenue base.

The Finance Committee and the Board of Trustees takes its fiduciary responsibility seriously and exercises an appropriate level of oversight. The Finance Committee with Board of Trustees approval sets the investment policy of the College and has played an active role in plans for the improved physical facilities over the last decade. The Board also works to limit any financial risks that the College might experience by ensuring that it maintains appropriate levels of insurance coverage through annual reviews of insurance plans with the College's consultant.

As the size and complexity of the College's operations have expanded in recent years, the Vice President for Finance's Office has added a senior accountant and a controller's position to better manage its financial resources. Certified public accountants review the College's management of its funds on an annual basis and, through its management letter, suggest adjustments to its policies and procedures.

Over the past decade, the Office of Financial Aid has expanded its role within the College. Centralization and improved management has enabled it to provide the essential support that students in all programs need to progress through its academic programs. The Office effectively administers the various federal and state financial aid programs. And while the College offers a considerable amount of institutional aid, the percentage of the annual budget committed to such aid is reasonable and sustainable.

The initiatives undertaken in the 2003-2008 Strategic Plan were carefully budgeted and undertaken without incurring any short or long-term indebtedness. The same level of financial concern has been envisioned in the development of the 2009-2014 Strategic Plan.

The preparation of annual budgets is the result of an inclusive process that involves all parts of the College community and adequately funds the various aspects of its educational enterprise. Realistic estimates of prospective enrollments in the various academic programs are usually surpassed, as are revenues from other sources.

The success of the College in balancing its annual budget over the past decade and in increasing its total assets is evidence of the effectiveness of these policies and procedures in budgeting, planning, and administering its financial resources. Balanced budgets have enabled to College to maintain excellent relations with financial institutions and with its various vendors.

All of the College financial operations are conducted with integrity. All of its resources are devoted to fulfilling the Mission of Albertus Magnus College. Contracts and the

operations of the business and financial aid offices are managed in an open and transparent manner. Fundraising activities are conducted in an appropriate manner that is consistent with the Catholic, Dominican heritage of the College.

Projection

The College needs to maintain and increase enrollment in its various programs and continue to embrace new programs and delivery systems in order to ensure it has the resources to continue to fulfill its Mission.

In line with the 2009-2014 Strategic Plan, the President and the Senior Vice President for Advancement continue active cultivation and solicitation of key alumni, Trustees, and friends of the College with special emphasis on growth of the College's endowment and, from time to time, on targeted special projects for fundraising.

Institutional Effectiveness

It is the belief of the College that it possesses sufficient financial resources to sustain the achievement of its Mission and further institutional improvement now and in the foreseeable future. Albertus Magnus College administers its financial resources with integrity and, through verifiable internal and external factors, has the financial capacity to continue to provide quality education programs in the future.

STANDARD TEN – PUBLIC DISCLOSURE

Description

Albertus Magnus College fully understands and accepts its responsibility as an institution of higher education to present itself to its diverse constituencies with completeness, accuracy, and clarity. It is committed to providing prospective students, alumni, donors, and the general public with the information they need to reach an informed understanding of the College. To this end, the College utilizes a variety of print and non-print media to inform others about itself, its mission, and its programs.

In this digital world, Albertus, like most colleges, is increasingly dependent upon its website and other online venues to provide essential information to both internal constituencies and external audiences. The completely redesigned Albertus Magnus College website was launched during the 2009-2010 academic year and is undergoing continuous development.

The website provides access to basic information on the full array of college programs and activities, as well as links to sites such as eLearning and the Albertus Library holdings that are used daily by students, faculty, administration, and staff. Through its links to the catalogues of each of the three schools - Traditional Day College, School of Evening and Graduate Programs and the School of New Dimensions - those visiting the website can find complete information about available programs, admission, and other academic requirements. Similarly, the 2009-2014 Strategic Plan is available on the website. The website provides news about the College, athletic events, and other activities, and it contains contact information for answers to additional questions.

Additional information about the College, including characteristics of the student body, the rates of graduation and retention, and more are available on the UCAN website (<http://members.ucan-network.org/albertus>). This important information resource can be reached from the “Why Albertus?” section of the College’s website, which is directly accessible from the Albertus homepage. Through the UCAN website, the College is compliant with federal requirements for public disclosure. The data on the UCAN website is updated annually.

Moreover, Albertus utilizes digital media to inform various external groups about the College. For example, *@lbertus* is a monthly newsletter sent to the several thousand alumni who have provided email addresses. Internet advertising is a way of introducing Albertus, particularly its adult degree programs, to a wide audience.

College programs are also promoted through more traditional means. College promotional pieces can be heard and/or seen on local radio and television. The College advertises its various programs in local print media and occasionally on billboards along area highways. Printed material, however, remains a major piece of Albertus’ efforts to keep its various constituencies informed. The College publishes an annual report in the

winter of each year that provides an overview of institutional finances and developments as well as acknowledgement of Albertus' benefactors during the previous year. An alumni newspaper, *From the Hill*, is mailed to all alumni twice a year (and another issue is distributed digitally). Fundraising solicitation pieces also present the College to external audiences.

The College produces a large variety of printed materials used in the admission efforts of each of its three schools. The Office of Admission for the Traditional Day College publishes a view book, which presents the College, its campus, and its programs in an attractive format and includes information about admissions, degrees, costs, and financial aid. The Office of Admission also distributes a number of specialized brochures to promote specific College programs. The School of Evening and Graduate Programs and the School of New Dimensions also publish a variety of informational pieces designed to promote their programs.

The printed catalogues, however, remain the essential, comprehensive, and authoritative source for information about the College's academic programs. The College publishes a catalogue for each of its three schools biennially. In addition, the School of Evening and Graduate Programs publishes a separate catalogue for its graduate programs. All catalogues include the Mission of Albertus Magnus College, the history of the College, the Tradition of Honor, and information of external accreditations. In all catalogues there are statements of learning outcomes, academic policies, degree requirements, course offerings, and a listing of trustees and administrative and faculty personnel. Content is reviewed at the departmental and administrative level to ensure that all information such as course offerings and program requirements are current.

To manage and ensure consistency in its publications and other outreach activities, the College established the Office of Public Relations. In spring 2010, administrative reorganization saw the creation of the position of Vice President for Marketing, to whom the Director of Communications and Community Relations now reports. While the content of various College print and digital publications rests with the various divisions of the College – Admission, Advancement, Academic Affairs - this division is ultimately responsible for all college-wide publications and ensures their accuracy, consistency, appropriate design and clarity.

Appraisal

Albertus Magnus College is committed to good practice and integrity in every aspect of its operation. For this reason, all its internal and external publications and communications are reviewed for accuracy and clarity prior to publication and distribution.

The newly redesigned website (www.albertus.edu) is the central source for information about the College. It also serves to introduce and promote Albertus and its programs to prospective students. A significant improvement over the previous website which had served the College for more than a decade, it is undergoing continuous updating and

revision to provide ease of access, accurate information, and an accurate and positive image of the Albertus.

The College, however, faces a number of challenges in the area of public disclosure. Given the constantly changing nature of Albertus Magnus, print publications are not always up to date. The biennial print catalogues (which are also available online) do not keep pace when new programs are introduced, new courses added, and new faculty (particularly part-time faculty) and administrators are hired. Additional publications and notices must serve as the authoritative source until the next edition of the program catalogues. Interested individuals can also consult the College's website for the most current information. The College catalogues as well as the website do provide all the information required by both good practice and the standards of the New England Association of Schools and Colleges.

Another challenge the College faces is that of effectively presenting the reality of the institution to prospective students, alumni, the community, and the wider public. For the first sixty years of its existence, Albertus Magnus was a traditional liberal arts institution with an all female undergraduate student body. Over the past twenty-five years, the College has become co-educational, initiated a variety of new undergraduate and graduate programs, and opened its programs to adult audiences throughout Connecticut with innovative delivery systems.

Presenting this reality to its diverse constituencies with clarity can be a challenge. For example, the extensive radio, television, and internet advertising, while essential for the promotion of the College's evening programs, can leave a distorted impression in the public mind of the reality of Albertus Magnus College. Similarly, composite statistics about the size of the student body, retention, and completion rates compiled and published to comply with government requirements also do not adequately reflect the diverse nature of the institution. Such information is difficult to convey in an accurate and concise manner. It was to confront this challenge that the College established the position of Vice President for Marketing in spring, 2010.

The 2009-2014 Strategic Plan recognized this challenge by making one of its priorities the promotion of the One College~Three Schools concept in its publications and outreach programs.

The various administrative procedures for ensuring the currency and accuracy of information about the College seem appropriate and effective.

Projection

Albertus Magnus College will continue to utilize a variety of communication tools to present itself to its diverse constituencies in a manner that it is complete, accurate, and clear. As it moves forward, the ways in which the College presents itself to both internal and external audiences will continue to evolve.

Albertus, like other institutions of higher education, must consider whether the print editions of the various academic catalogues should be entirely replaced by digital catalogues available through the College website.

Albertus will continue to strive to present the reality of the College – One College~Three Schools – to its various audiences in the most effective way.

Institutional Effectiveness

Albertus Magnus College provides all the essential information for students, prospective donors, and others to make informed decisions; takes seriously its obligation to ensure that such information is clear, easily accessible, and complete; and devotes considerable resources to ensuring that such information is both current and accurate.

STANDARD ELEVEN: INTEGRITY

Description

Albertus Magnus College, as articulated in its Mission Statement, is committed to providing an education that promotes the search for truth in all its dimensions. As a result, the College has adopted specific policies and procedures for guaranteeing that all members of the College community will act justly and with integrity.

Since its founding in 1925 by the Dominican Sisters of Saint Mary of the Springs (now the Dominican Sisters of Peace), Albertus has had a Tradition of Honor. This Tradition of Honor emphasizes that the College expects and requires ethical behavior in all facets of the College community. In short, the Tradition of Honor is a fundamental aspect of the College's reason for being. Its founders envisioned a community of scholars who would be committed to serious scholarship and to respect one another's deep and similar personal commitment to the "search for truth in all its dimensions."

The Tradition of Honor expressed by and through the honor code, is published in the catalogues of each of the College's three schools and in student and faculty handbooks. The Tradition of Honor "encourages a strong sense of mutual responsibility, respect, trust, and fairness among all the members of the campus community."

On the academic side, the Tradition of Honor is a key element in the College orientation programs for new students. First-year day students in the required HU 101, the Introduction to College Life Seminar, are introduced to the concept of the Tradition of Honor and student responsibilities are explained and discussed, as well as the consequences of plagiarism and academic misconduct. In the School of New Dimensions, the initial courses in each of its programs – associate, baccalaureate, and masters – include discussion of the Tradition of Honor.

Awareness and understanding of the Tradition of Honor is reinforced throughout the College. Albertus requires that all syllabi have a statement about the Honor Code and each faculty member discuss the importance of academic honesty. Also, students are asked to sign a statement at the end of every examination that they have abided by the Honor Code.

Faculty and student handbooks also include policies and procedures on dealing with breaches of the Tradition of Honor. In response to a concern among faculty and students about declining scrupulosity with regard to plagiarism, students' relaxed attitude about attribution, cheating, and repeat offenders, the Faculty Assembly adopted a revised set of forms and procedures to follow when addressing alleged academic violations of the Tradition of Honor in the all three schools of the College.

Standards and policies regarding fair use of copyrighted material are included in the faculty handbook and the Director of Library and Information Services serves as a resource regarding copyright issues.

The College also has policies and procedures for grade appeals in the various programs. These policies and procedures can be found in all College catalogues and in the various student and faculty handbooks. The procedures are designed to ensure that student concerns are taken seriously and, if merited, addressed.

The College also has policies and procedures addressing breaches of appropriate conduct on the part of students. The College Conduct System emphasizes personal responsibility and acting with integrity in “promoting cooperative campus living”. Steps for action that should be taken when individuals fail to abide by College policy are outlined in the day student handbook and online.

In keeping with its desire to address the needs of all students, Albertus Magnus College has provided for just treatment and reasonable accommodation of students with disabilities in both the academic and non-academic areas. All course syllabi include an institutionally approved statement regarding special needs and accommodations. Students who seek accommodations based on documented learning disabilities can obtain a Faculty Contact Sheet through the Academic Development Center. This advises professors of any special circumstances or needs at the beginning of the course. The Dean for Student Services arranges for special accommodations in the non-academic areas. Consistent with government policy, the College has established a special procedure to address student appeals for administrative decisions in the area of disabilities.

Albertus Magnus College provides equal employment opportunity to all persons. This policy applies to every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees without regard to race, color, sex, age, marital status, national ethnic origin, ancestry, sexual orientation, religious creed, present or past history of emotional, intellectual, or physical disability including but not limited to blindness, or veteran status or any other reason prohibited by an applicable law or regulation.

Realizing the importance of diversity in society in general, and within the College community in particular, Albertus Magnus is fully committed to providing an atmosphere where diversity can flourish. Albertus Magnus College admits men and women to all its programs without regard to race, religion, disability or nationality. This fiber of diversity is contiguous throughout all that the College does - in the classroom, in the residence halls, among employees, and in any other aspect of the community. Any acts of racism or intolerance based on differences have no place within the College community and will be dealt with through the College's standard conduct processes which are included in all student and faculty handbooks and the Employee Personnel Policy and Procedures Manual.

Similarly, admission to all of the College's academic programs is conducted in a non-discriminatory manner. Employment policies are also non-discriminatory and are outlined in the Employee Policy Manual and Faculty Handbooks. The College posts its Equal Opportunity Policy on the Albertus Magnus College Website; Equal Opportunity posters are physically displayed on bulletin boards throughout the College Campus.

Albertus has clearly articulated grievance procedures for addressing complaints made by faculty and staff. The procedures are outlined in the Faculty Handbook and the Employee Manual. For the School of New Dimensions, the Faculty Center provides information about key policies and procedures.

Faithful to its mission "to provide men and women with an education that promotes the search for truth in all its dimensions," Albertus Magnus College supports academic freedom. This ideal is spelled out in concrete terms found in the Constitution of its faculty where "they accept the responsibilities as well as the privileges contained in the definition of academic freedom promulgated by the American Association of University Professors and the American Association of Colleges in their Statement of Principles on Academic Freedom and Tenure".

Albertus Magnus College abides by all state and federal statutes. The Connecticut General Assembly approved the charter of the College on July 13, 1925. All of its academic programs have been approved by the Connecticut Board of Governors for Higher Education and the College submits all new programs to the Board for its approval. The Connecticut State Department of Education has approved the Albertus program leading to teacher certification.

The College adheres to both the letter and the spirit of the Family Educational Rights and Privacy Act of 1974. The Office of Financial Aid faithfully follows all of the relevant federal statutes and guidelines in the administration of its programs. The College also complies with the various provisions of the Higher Education Opportunity Act, including those on the verification of students both in traditional and online courses and programs. The College files the annual Uniform Campus Crime report required under the Crime Awareness and Campus Security Act of 1990.

Since 1932, Albertus Magnus College has been accredited by the New England Association of Schools and Colleges through its Commission on Institutions of Higher Education. The College has presented to the Commission all required reports and sought its approval for all substantive changes and seeks to conform to both the letter and the spirit of Commission policies, including those on distance education and off-campus sites.

Marketing, recruitment, and admissions practices of each of the Schools reflect the College's commitment to non-discriminatory policies and the commitment to increasing diversity. The College's policy on sexual harassment is also outlined in relevant publications. A workshop for faculty and staff on this particular issue is held periodically.

The College also tries to maintain the highest standards of integrity in its relations with those outside the College. All College outreach efforts – the website, catalogues, viewbooks, mailings, advertising – are reviewed to ensure that they present Albertus accurately. Solicitation of gifts is also conducted in conformity with both professional standards and in a manner consistent with the Catholic, Dominican heritage of the College.

Appraisal

Albertus Magnus College adheres to the highest ethical standards in all of its operations and dealings with students, faculty, staff, external agencies, and the general public. Fulfilling its Mission and being faithful to its Catholic and Dominican heritage requires no less. Since the College is, however, a human institution, it would be naïve to suggest that challenges are not ever-present.

Realizing the high ideals of the Tradition of Honor is always difficult and this digital age presents new threats. In 2009, an entire faculty meeting was devoted to issues of academic integrity and the Dean of the Traditional Day College established an *ad hoc* committee including both faculty and students. The committee unanimously recognized that cheating and plagiarism do exist. The conclusion was that the College needed to more effectively communicate to students the Tradition of Honor, its application to academic work, and faculty needed to be more pro-active in confronting lapses of academic integrity.

While raising awareness of the Tradition of Honor in the Traditional Day College is needed, it is also important in the two schools which serve working adults. The School of New Dimensions, for example, began providing access to Turnitin.com to both faculty and students as a resource for the purpose of assisting them monitoring adherence to the standards of academic integrity. As of the fall of 2009 access to Turnitin.com was extended to students and faculty in all programs. Just as the 2009-2014 Strategic Plan highlights the celebration and promotion of the College's Mission in all its programs, this should include fostering greater awareness of the Tradition of Honor which is essential for "the search for truth in all of its dimensions."

The existence of blended and online courses and programs within the College present challenges of their own. College policies on academic integrity apply to all academic programs regardless of delivery modality. In online programs, the College assigns unique, password-protected student log-ins and explicit program-specific references are incorporated into academic integrity statements found in program materials.

The various policies and procedures for dealing with lapses in academic integrity are clear and readily available in appropriate print and digital publications. They are assessed and, if needed, revised periodically to assure that the academic integrity is protected and students accorded due process and rights of appeal. Similarly, College policies and procedures for grade appeals, addressing instances of racism, sexual

harassment, and intolerance, and grievances on the part of faculty, students, and staff are clear and revised as necessary.

The fact that the College is blessed with a very diverse student body and has a significant amount of diversity among faculty and staff suggests that Albertus Magnus College is a place where all individuals feel welcome.

Students and faculty at Albertus Magnus College are accorded the freedom to pursue truth in all of its dimensions and in all of its academic programs.

Albertus Magnus takes seriously its obligation that information it provides about the College in either printed form or on its website is complete, accurate, and up-to-date. Catalogues and handbooks are reviewed and up-dated at least biannually. Printed materials, the College website, and advertising for prospective students, alumni, donors, and the general public are reviewed by appropriate offices before dissemination.

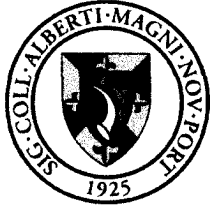
The College has legal authority to award the various degrees it offers through its academic programs. It also abides by both the letter and the spirit of relevant state and federal laws and regulations. The College collaborates closely with the New England Association of Schools and Colleges in the development of new programs and delivery systems and in the effort to enhance the quality of its academic program.

Projection

Just as the 2009-2014 Strategic Plan recognizes the need to “continue to celebrate and promote the College’s Catholic and Dominican tradition within each of its three schools.” Similar attention will be given to raising awareness of the Tradition of Honor throughout the College community.

Institutional Effectiveness

Albertus Magnus College conducts all of its activities with integrity. The College regularly reviews and revises, as needed, its various policies and activities so that it maintains the highest level of institutional integrity. The College, consistent with its Mission, seeks to instill a similar regard for ethical conduct in its students.



Albertus Magnus College

A Catholic College in the Dominican Tradition

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