

COLLEGE OF  
**Saint Benedict**  **Saint John's**  
UNIVERSITY



## **2008 INSTITUTIONAL SELF-STUDY**

A document prepared by the College of Saint Benedict and Saint John's University for the Higher Learning Commission of the North Central Association of Colleges and Schools



COLLEGE OF  
Saint Benedict  Saint John's  
UNIVERSITY

July 2008

Dear Visiting Team,

Please find enclosed the institutional self-study for the College of Saint Benedict and Saint John's University. The product of two years of work and reflection by our campus communities, the self-study provided us with an opportunity not only to look back and examine our progress since our last accreditation visit but also to look forward and chart a compelling direction for our future.

We have learned a great deal about ourselves over the last two years. We have heard from people across our campuses, as well as from important constituents off campus, about what works here and what needs additional attention and action. The enclosed report represents a communitywide effort to accurately and comprehensively depict the "state of the learning experience" at the College of Saint Benedict and Saint John's University.

We look forward to our site visit in October. Thank you for your consideration.

Sincerely,



MaryAnn Baenninger, Ph. D.  
President  
College of Saint Benedict



Dietrich Reinhart, OSB  
President  
Saint John's University

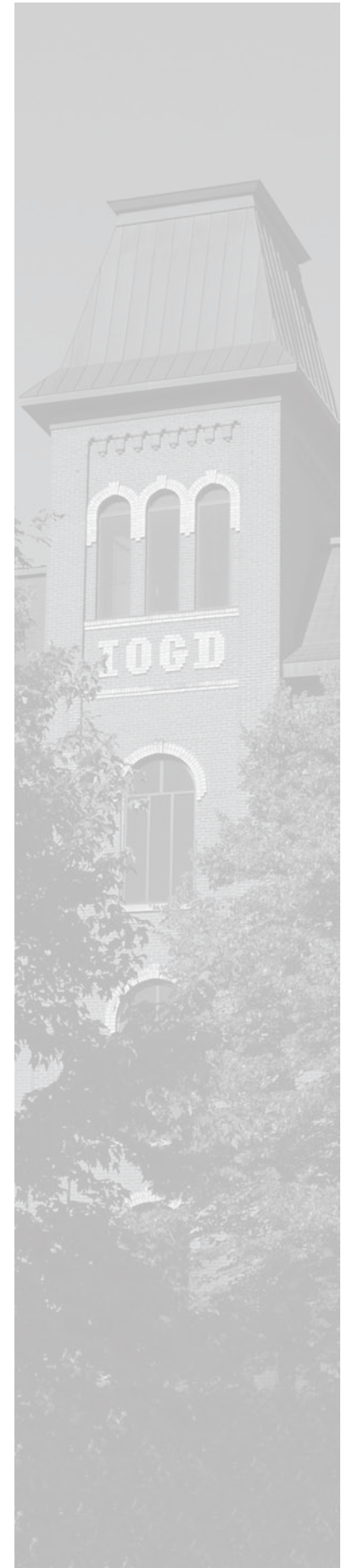
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## **INTRODUCTION: Inspired Learning. Inspiring Lives.™**

The College of Saint Benedict and Saint John's University are two liberal arts colleges located four miles apart in Central Minnesota. The College of Saint Benedict (CSB) is a college for women and Saint John's University (SJU) is a college for men. Saint John's University also has a graduate School of Theology • Seminary for men and women. Undergraduate students attending CSB/SJU have a unified curriculum, identical degree requirements, and a single academic calendar, as well as coeducational social, cultural, and spiritual programs. The colleges operate with a single faculty, provost, and academic administrative structure.

The College of Saint Benedict and Saint John's University offer four-year programs in the liberal arts and sciences leading to the baccalaureate degree. The majority of four-year programs lead to the Bachelor of Arts degree. The Bachelor of Science degree is awarded in nursing. The colleges offer 36 majors and 32 minors including interdisciplinary programs in Environmental Studies, Gender and Women's Studies, Peace Studies, Liberal Studies, Humanities, Natural Sciences, and Social Sciences. In keeping with the goals of a liberal education, the colleges' 16 semester-long study abroad programs allow students to explore diverse manifestations of the human condition and to examine fundamental, recurring questions about themselves and the world.

The School of Theology • Seminary at Saint John's University offers the Master of Arts degree in theology, the Master of Arts in liturgical studies, the Master of Arts in liturgical music, the Master of Arts in pastoral ministry, and the Master of Divinity degree. The Association of Theological Schools (ATS) will be conducting a simultaneous site visit to evaluate the School of Theology • Seminary. This self-study, focused on the undergraduate colleges, is consistent with the self-study report for the School of Theology • Seminary, the latter presented to ATS. The mission statement and specific evaluative information related to the School of Theology • Seminary is included in the 2008 self-study report presented to ATS.

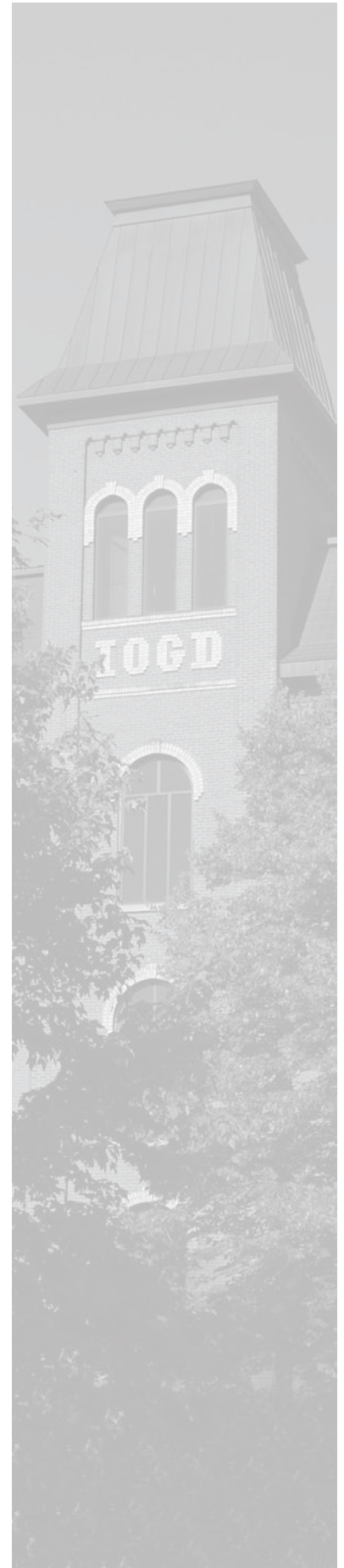
The liberal arts education provided by the College of Saint Benedict and Saint John's University is rooted in the Catholic university tradition and guided by the Benedictine principles of the colleges' founders and sponsoring religious communities. These principles stress cultivation of the love of God, community, hospitality, stewardship, listening, worship, and balanced living. The liberal arts form the core of disciplined inquiry and rich preparation for the professions, public life, and service to others.

Since the founding of Benedictine monasteries in the sixth century, Benedictines have actively encouraged men and women to participate in the work of the world, not just education and the intellectual life, but in all activities that support the full development of individuals in the context of community. As such, the Benedictine influence contributes to the close community of faculty, staff, and students at these residential colleges. Approximately 80% of students live on campus and nearly all off-campus students live within walking distance of the campuses. The Residential Life program at CSB and SJU includes the active participation of many Benedictine and lay professionals who live and interact with the students they advise.

The colleges together enroll 3,900 undergraduate students from 42 states and 38 foreign countries and trust territories. The College of Saint Benedict enrolls 2,000 women; Saint John's enrolls 1,900 men. The curriculum is taught by over 340 faculty, among them Benedictines and lay professors with diverse educational, cultural, and religious backgrounds. Faculty members excel in research and scholarship, in addition to their primary commitment to teaching.

### **College of Saint Benedict Overview**

The College of Saint Benedict was founded by the Sisters of the Order of Saint Benedict, who arrived in Minnesota in 1857 to begin a broad outreach that included





opening hundreds of schools, hospitals, and other service ministries. The Sisters received an educational charter from the State of Minnesota in 1887 and offered their first college courses at the College of Saint Benedict in 1913. The institution was the third college in the Upper Midwest established for the undergraduate education of women and was organized as a College of Arts and Sciences. The sponsorship of the Sisters of the Order of Saint Benedict, as a community of religious women, implies their presence and influence as corporate members, as board members, and in administration, faculty, and staff positions. Their active presence in the college gives witness to Christian Catholic values through a Benedictine way of life.

Although founded and sponsored by the Sisters of the Order of Saint Benedict, the college is separately incorporated (distinct from the Sisters) as a charitable, non-profit corporation, governed by a board of trustees. The president of the College of Saint Benedict is the chief executive officer and reports directly to the board of trustees on all matters of college operation.

Located on 315 acres within the city of Saint Joseph, Minnesota, the College of Saint Benedict campus is an impressive combination of contemporary and carefully restored and maintained turn-of-the-century buildings. The college owns an additional 142 acres currently used for field study. Though the earliest buildings date from the late 1800s, the campus is centered on the modern 40,000-square-foot Clemens Library (1986), the Gorecki Dining Facility (2007), the Lottie and Frank J. Ardolf, Jr. Science Center (1992), and the S.L. Haehn Campus Center (1996). The college is also the home of the Benedicta Arts Center, long known as one of the Upper Midwest's most highly regarded cultural arts facilities. The campus opens toward the restored Sacred Heart Chapel, the center for spiritual worship for both the Sisters of Saint Benedict's Monastery and the college's students, faculty, and staff.

The mission of the College of Saint Benedict is to provide women the very best residential liberal arts education in the Catholic university tradition. Together with Saint John's University, the college fosters integrated learning, exceptional leadership for change, and wisdom for a lifetime. A major emphasis is the development of women's leadership roles in student organizations, college committees, clubs, athletics, and service activities.

### **Saint John's University Overview**

Saint John's University, located in Collegeville, Minnesota, was founded in 1857 by Benedictine monks who came to serve the needs of German Catholic immigrants. It is one of the oldest institutions of higher education in the Midwest and was chartered before Minnesota's statehood. Saint John's University encompasses an undergraduate College of Arts and Sciences (shared with the College of Saint Benedict), which is the focus of this self-study, and a graduate School of Theology • Seminary. The School of Theology operates in conjunction with the Saint John's Seminary, which prepares students for ordination to the Roman Catholic priesthood and diaconate, for lay ministry, teaching, and further academic study. Information about the School of Theology • Seminary is included as a separate but complementary self-study document presented to ATS.

The university's undergraduate and graduate programs operate as a division of the Order of Saint Benedict, Incorporated, a not-for-profit corporation. Other divisions of the Order of Saint Benedict, Inc. include Saint John's Preparatory School, the Liturgical Press, Hill Museum Manuscript Library, and Saint John's Abbey, which is also a sponsor of Saint John's University. The university is governed by a board of regents. The president of Saint John's University is the chief executive officer of the university and reports to the board of regents on all matters of university operation.

The Saint John's campus is remarkable in both its natural and architectural beauty. The greater campus, designated an arboretum in 1997, is located on 2,600-acres. It includes an extensive pine and hardwood forest, an oak savannah, and 50 acres of restored



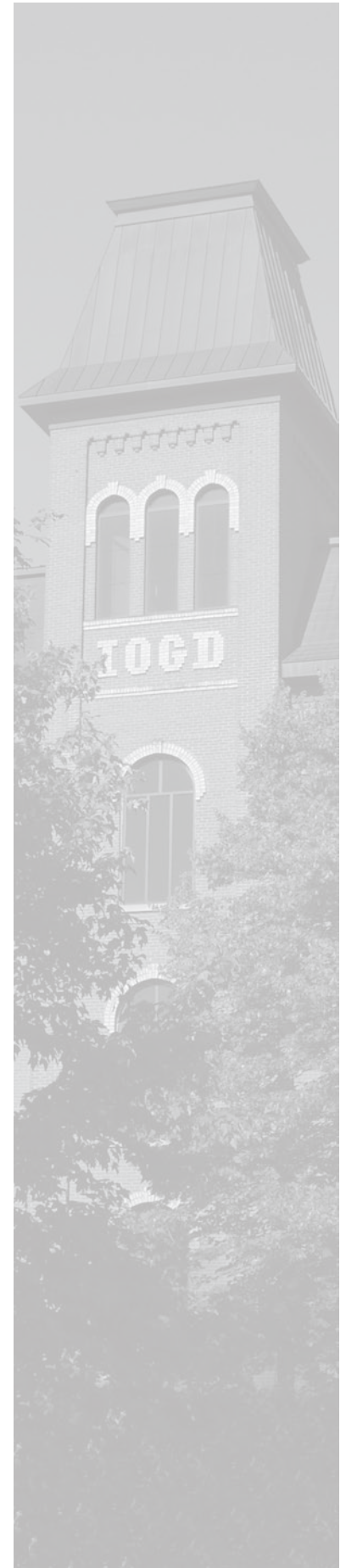
prairie, as well as Lake Sagatagan, Stumpf Lake, several smaller lakes, and 60 acres of restored wetlands. The buildings at Saint John's date from the 1860s and are arranged in a series of quadrangles and courtyards to the north of Lake Sagatagan. At the center of Saint John's campus is the Abbey and University Church. Designed by Marcel Breuer, with its towering bell banner and three-story wall of stained glass, the church is among the most striking pieces of 20<sup>th</sup> century architecture. There are 10 other Breuer designed buildings on campus, including the Alcuin Library and the Peter Engel Science Center.

The mission of Saint John's University stresses renewing the fabric of community from one generation to the next, ever striving for excellence, and ever grounded in the Benedictine tradition by providing education in the liberal arts and graduate theological disciplines within the Catholic university tradition. A major emphasis for the undergraduate college is the development of men's leadership roles in student organizations, college committees, clubs, athletics, and service activities.

## **Two Colleges, One Education: The Coordinate Relationship**

For 45 years, the College of Saint Benedict and Saint John's University have engaged in a cooperative educational experiment unlike any other in American higher education. The partnership has evolved continuously over the last four decades, significantly expanding learning opportunities for students at each institution while allowing each institution to successfully maintain a level of independence. This would not have been possible without our shared Catholic and Benedictine identities as the foundation for cooperation. The coordinate relationship, guided by the mission and vision of each college, involves:

- A shared academic program that serves both institutions:
  - a single undergraduate liberal arts education with a single curriculum;
  - a single faculty with fully unified academic departments and programs;
  - a single academic affairs and faculty governance structure;
  - a single registrar's office, with branch offices on each campus;
  - a single library system with library facilities on each campus;
  - a single academic computing service with facilities on each campus;
  - a single student advising office with branch offices on each campus;
  - classes on both campuses, linked by free bus service throughout the day and late into the night.
- A shared Office of Enrollment, Planning, and Public Affairs:
  - a single admission and financial aid office;
  - a joint communication and marketing office;
  - a single institutional research operation.
- Separate Student Development Divisions:
  - a joint program in student activities;
  - a joint intercultural center;
  - a joint counseling service;
  - a joint career resource center;
  - separate institution-specific programs in residence halls;
  - separate institution-specific programs in campus ministry;
  - separate institution-specific programs in athletics.
- Separate business and finance offices that coordinate programs whenever possible:
  - a joint Information Technology Services department;
  - a shared Human Resources Office.
- Separate Institutional Advancement offices
- Separate physical plant/building and grounds departments that manage the two separate campuses.





The evolution of the coordinate relationship is marked by the following significant events:

- In 1995, the Board of Trustees of the College of Saint Benedict and the Board of Regents of Saint John's University adopted a coordinate statement of mission, values, and vision for the future, that guides the colleges in planning;
- In 2000, a statement of context and purpose defining the coordinate relationship (Doc#: B GOV COOR 01.2) was approved by the College of Saint Benedict Board of Trustees and the Saint John's University Board of Regents. This statement was revised in 2007 and titled the *Policy Statement of the CSB Board of Trustees and the SJU Board of Regents on the Coordinate Relationship*. This statement can be found at the beginning of the *Memorandum of Understanding* (see below);
- In 2001, a coordinate vision for the future was approved by the College of Saint Benedict Board of Trustees and the Saint John's University Board of Regents;
- In 2003, a statement of governance was approved by the College of Saint Benedict Board of Trustees and the Saint John's University Board of Regents, identifying the desire to remain separate with three major areas of governance combined;
- In 2007, the development of the *Memorandum of Understanding (MOU)* was created by a special joint board task force to describe and guide the coordinate relationship.

Within the fiercely competitive environment in higher education, the coordinate relationship between the College of Saint Benedict and Saint John's University has enhanced educational opportunities for students at both colleges and ensured the long-term viability and vitality of each institution. This arrangement of interdependence periodically benefits from adjustments in how each institution functions. The two institutions review their governance practices, structures, and operations on an ongoing basis, and over time effect changes in them, in order to ensure a dependable and efficient environment for the conduct of the coordinate relationship. The coordinated relationship of the two colleges has evolved over the last 45 years to accommodate specific strategic priorities. However, because the colleges' value separate identities for each institution, legal merger has been excluded from consideration for the foreseeable future. The two sponsoring monastic communities retain the prerogative of ensuring institutional autonomy, and the boards of the respective institutions have determined that each is better served by maintaining their separate but coordinate existence.

### **Institutional Research at CSB/SJU**

The Institutional Planning and Research (IPR) Office is highly active at the College of Saint Benedict and Saint John's University. Composed of three full-time institutional researchers (reporting to the vice president for enrollment, planning, and public affairs), IPR has identified three primary objectives for its work:

1. Create and disseminate information and analysis to improve institutional decision-making and quality, focusing on the goals and objectives associated with *Strategic Directions 2010*;
2. Continuously scan the environment to identify key research issues in higher education and their implications for the College of Saint Benedict and Saint John's University;
3. Use research to demonstrate college performance (including the student experience, student outcomes, student expectations, market performance, and academic performance).

Institutional researchers focus on particular areas, including survey design and analysis, external surveys, enrollment and retention, market dynamics, student engagement, and student learning outcomes. The department's staff and work are described more

fully in its *Policies and Procedures Manual*. Much of the research work of the office is communicated to the campus community via the bi-monthly *Trends* research newsletter and the *CSB/SJU Fact Book*. In addition, the office regularly prepares specific reports and analyses for the cabinet, the boards, and other groups on campus.

### **Strategic Planning at CSB/SJU**

Strategic planning is an integral part of the College of Saint Benedict and Saint John's University. *Strategic Directions 2010* is the strategic planning blueprint designed to secure the future of the colleges as premier, Catholic, undergraduate, liberal arts institutions. The plan was designed around five foundational learning designs and two critical support designs. *Strategic Directions 2010* is a living document reviewed and updated annually by the Strategic Directions Council and the boards. The presidents have begun a process to engage the campus community in a new strategic planning blueprint called *Strategic Directions 2015*.

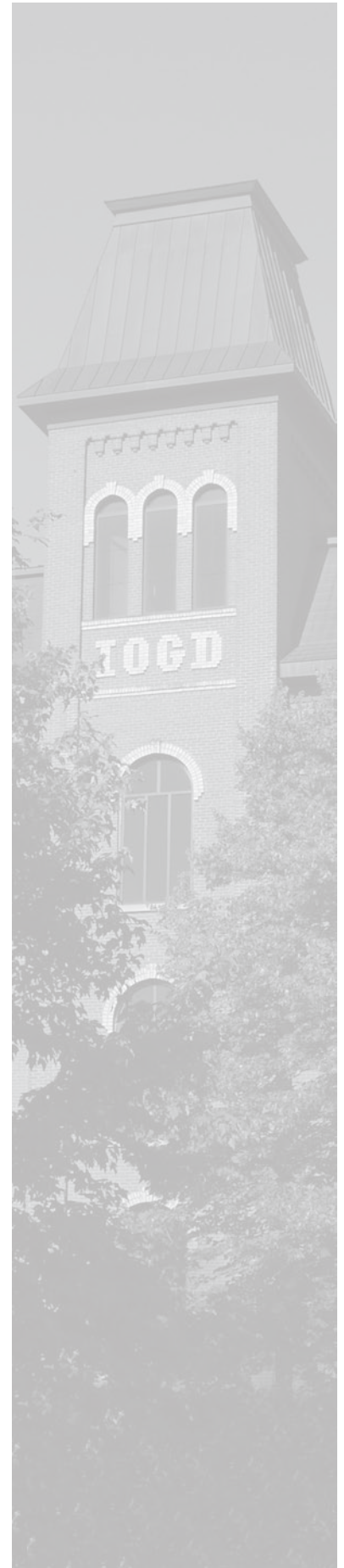
The Strategic Directions Council (SDC) meets regularly and leads the colleges' annual planning and budgeting efforts. Each academic year, after obtaining input from the community on priorities and directions, the SDC makes strategic planning and budgeting recommendations to the presidents and the cabinets. The council is chaired by the provost and comprises cabinet members (including administrative and support staff), faculty, and student representatives. A major goal of this self-study is to support the ongoing work of the SDC by compiling critical evidence for evaluating the progress of strategic goals and to set the future course for the College of Saint Benedict and Saint John's University.

### **Student Development at CSB/SJU**

Student Development is essential to the learning environment at CSB and SJU. The CSB and SJU Student Development Divisions promote the development of the individual within the context of living and learning in community, with special attention to the gendered dimensions of students' lives and the world. Living primarily in residence, students benefit from connections with others, opportunities to develop a balanced lifestyle, use of campus facilities, and the continued reflective exploration of their own faith. Through staffing and programs, the colleges create a supportive residential, integrated learning environment that cultivates the Benedictine practices of discerning one's purpose and supporting a just and caring community to promote the common good.

### **Accreditation History**

The College of Saint Benedict was first accredited at the baccalaureate level in 1933. Continuous accreditation through the North Central Association of Colleges and Schools has occurred since then with the most recent comprehensive visit in November 1998. Saint John's University has been accredited continuously since 1950 by the North Central Association; the last comprehensive visit was also in November 1998. Table I.1 identifies the academic programs offered at CSB/SJU.







**Table I.1: Academic Programs Offered at CSB/SJU**

| <b>Undergraduate Majors</b> | <b>Undergraduate Minors</b>   |
|-----------------------------|-------------------------------|
| Accounting                  | Accounting                    |
| Art                         | Art                           |
| Biology                     | Asian Studies                 |
| Biochemistry                | Biology                       |
| Chemistry                   | Chemistry                     |
| Classics                    | Communication                 |
| Communication               | Computer Science              |
| Computer Science            | Economics                     |
| Economics                   | Education (Secondary)         |
| Education (Elementary)      | English                       |
| English                     | Environmental Studies         |
| Environmental Studies       | French                        |
| French Studies              | Gender and Women's Studies    |
| Gender and Women's Studies  | German                        |
| German                      | Greek                         |
| Hispanic Studies            | History                       |
| History                     | Latin                         |
| Humanities                  | Latino/Latin American Studies |
| Liberal Studies             | Management                    |
| Management                  | Mathematics                   |
| Mathematics                 | Music                         |
| Music                       | Nutrition                     |
| Natural Science             | Peace Studies                 |
| Numerical Computation       | Philosophy                    |
| Nursing                     | Physics                       |
| Nutrition                   | Political Science             |
| Peace Studies               | Psychology                    |
| Philosophy                  | Sociology                     |
| Physics                     | Sports Medicine               |
| Political Science           | Spanish                       |
| Psychology                  | Theology                      |
| Social Science              |                               |
| Social Work                 |                               |
| Sociology                   |                               |
| Theater                     |                               |
| Theology                    |                               |

Six of these programs and the School of Theology • Seminary graduate programs have been successfully accredited by specialty organizations. These are listed along with the most recent dates of accreditation:

- Nursing (Commission on Collegiate Nursing Education, 2007);
- Chemistry (American Chemical Society, 2008);
- Education (National Council for the Accreditation of Teacher Education, 2005);
- Nutrition (American Dietetic Association, 2006);
- Social Work (Council on Social Work Education, 2007, conditional accredited status – see resource room);
- Music (National Association of Schools of Music, 2004);
- SJU School of Theology • Seminary (Association of Theological Schools, 1998).

### **Summary of 1998 Accreditation Visit**

Two comprehensive visits were conducted simultaneously in November 1998; one team evaluated the College of Saint Benedict and another team evaluated Saint John's University. These teams worked in close collaboration and produced two separate evaluative reports. The concerns identified during this evaluative visit are discussed in depth in the Concerns Chapter.

A focused visit was recommended and conducted February 29-March 1, 2000 on the CSB/SJU-sponsored Benedictine University College (BUC-Nassau, Bahamas) to further examine its courses and programs, libraries, and facilities, its debt to the



sponsoring institutions, and faculty. This visit highlighted current and projected budget deficits, declining enrollment, and threatened viability of this program. Two monitoring reports were recommended. One of these was to focus on BUC finances. The reports were to include the resolution of the \$675,000 debt (by 12/31/00), subsidy for the projected budget deficit (by 4/30/02), and achievement of a self-sufficient budget (by 4/30/04). The second monitoring report was to focus on the status of enrollment (due 4/30/03). On May 4, 2000, the Board of Regents (SJU) and Board of Trustees (CSB) voted to discontinue this program effective December 31, 2000. The decision to terminate the program was based on the concerns expressed by the focused review team. The comprehensive visit was an important catalyst for change; these major issues could not be satisfactorily resolved without discontinuing this program. Students and academic records were successfully transferred to other institutions.

A progress report was required by January 2001 and completed in December 2000 to address assessment and evaluation of student learning outcomes. The focused visit team also required the progress report on assessment to include programs offered at Benedictine University College (Nassau, Bahamas). This report was accepted on April 10, 2001. No additional information or follow-up was required with regard to assessment and evaluation of student learning outcomes.

A focused visit also was completed in October 2001 for Saint John's University to assess the composition of the board of regents and the board's expectations of the president given the coordinate relationship, faculty governance, committee structure, and communication, and the role of decision-making in the coordinate relationship. All of the issues were directly and thoroughly addressed according to the focus visit review team (report dated October 1-2, 2001). The section on Related Entities further details the response to this 1998 concern. No additional reports or visits were recommended related to those issues. The next comprehensive visit was recommended for 2008-09.

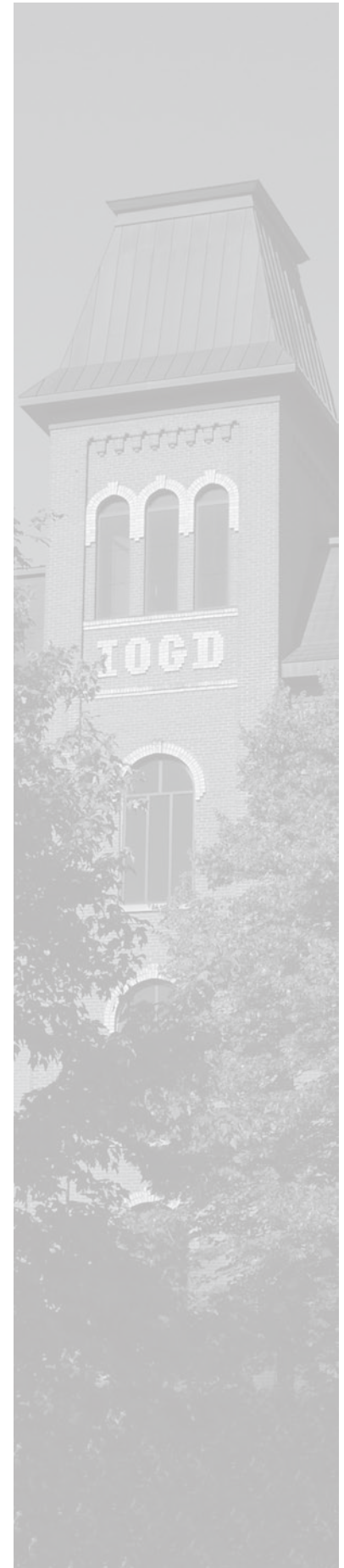
### **Significant Changes since 1998**

Fundamental changes in leadership, structure, and processes have occurred over the past 10 years. Many of these changes have been in relation to streamlining processes with regard to the coordinate relationship. Given the nature of cooperation, the role of the presidents and provost is admittedly challenging. The current provost has designed a "pathway for success" model to address the complexities inherent at these institutions. A major emphasis for this self-study is to evaluate the level of effectiveness of changes in institutional processes and to make recommendations about further improvements.

### **Changes in Personnel**

The following personnel changes have occurred within Academic Affairs:

- President: Since 1998, CSB has had one interim and one new president;
- Provost: Since 1998, CSB and SJU have had three provosts. The current provost was in an interim position from 2006-07 and, after designing a pathway of success for the Provost's Office, is now in a permanent position;
- Dean: The academic dean positions, one for CSB and one for SJU, were merged in 2003, creating the joint associate provost/academic dean position. An interim associate provost/academic dean served from 2006-08 and was then given permanent status. A dean position of international and experiential learning position was created in 2003 and discontinued in 2007;
- Division Head: Four division head positions (Fine Arts, Humanities, Natural Sciences, and Social Sciences) were created in 2003;
- Director: A joint interim director of international education was established in 2007. A joint director of academic assessment with faculty status was hired in 2006. A joint associate director of institutional research was also established in 2006;
- Budget Analyst: A joint budget analyst position was created in 2006.





Changes in personnel have also occurred in other leadership areas of the colleges:

- Joint dean of admission (2006);
- A newly created joint vice president for enrollment, planning, and public affairs (2006);
- CSB vice president for finance and administration (1999);
- SJU vice president for finance and administration (2001, 2003, 2006);
- Joint director of human resources (newly created 1996, 2007);
- CSB vice president for institutional advancement (1999, 2001, 2005);
- SJU vice president for institutional advancement (1999);
- CSB vice president for student development (2000);
- SJU vice president for student development (2008).

### **Changes in Structure**

Structural changes have also occurred over the past 10 years. Several of these are mentioned above with regard to personnel changes, including the creation of four division heads, merging of the academic dean positions at CSB and SJU, and the creation of the joint vice president for enrollment, planning, and public affairs position. Other structural changes include:

- The discontinuation of Benedictine University College (2000);
- January interim term was eliminated (2000) and summer term was created (2003);
- The Strategic Directions Council and the Budget Working Group were created in 2004 and merged in 2006 to create a new Strategic Directions Council;
- The Joint Faculty Assembly standing committees were reorganized (2006);
- The new common curriculum was launched (2007);
- A faculty senate was formed (2008);
- Certain campus services were merged (Human Resources, Counseling, and Career Services).

### **The Self-Study: Purpose, Process, and the Link to Strategic Planning**

A major purpose of the self-study is to reflect upon and provide an evaluative report demonstrating achievement of the Higher Learning Commission's Five Criteria for Accreditation. Membership of the subcommittees represented a broad range of departments and programs at CSB and SJU. The steering committee has provided significant leadership and direction through the process of self-study and developed the chapter on Mission and Integrity. The steering committee was also responsible for integrating and expanding the work of the subcommittees in the compilation of this comprehensive report.

#### **Steering Committee/Criterion One: Mission and Integrity**

Carie Braun, Ph.D., associate professor, nursing, self-study coordinator

Rita Knuesel, Ph.D., provost

Joseph DesJardins, Ph.D., associate provost/academic dean

Philip Kramer, Ed.D., assistant professor, education, director academic assessment

Mary Geller, vice president for student development, CSB

Gar Kellom, Ph.D., vice president for student development, SJU

Jon McGee, vice president for enrollment, planning, and public affairs

Katie Johnson, Ph.D., associate professor, communication, vice chair of the JFA (2007-08)

David Lyndgaard, associate dean

Mary Forman, OSB, associate professor, monastic studies/theology (SOT), ATS self-study chair

Pamela Reding, executive secretary to the provost, self-study support staff

Patrick Jacobson-Schulte, budget analyst (2006-07)  
Kim Oren, M.A., associate director of institutional research (2006-07)  
Mandy Libbesmeier, Class of 2010  
Gregory Sullivan, Class of 2010

**Criterion Two: Planning for the Future**

Virginia Arthur (co-chair), J.D., professor, management, chair of JFA (2007-08)  
Michael Thorp (co-chair), associate vice president and dean of admission and financial aid  
Kolleen Kellom, associate vice president for institutional advancement, CSB  
John Taylor, associate vice president for institutional advancement, SJU  
Sue Palmer, vice president for finance and administration, CSB  
Dick Adamson, vice president for finance and administration, SJU  
Ozzie Mayers, Ph.D., professor, English and gender education and development  
Matthew D. Byrne, M.S., instructor, nursing  
Richard Ice, Ph.D., professor, communication  
Nelsy Echavez-Solano, Ph.D., associate professor, Hispanic studies (2007)  
Brittany Buysse, Class of 2009  
Nick Novak, Class of 2010

**Criterion Three: Student Learning and Effective Teaching**

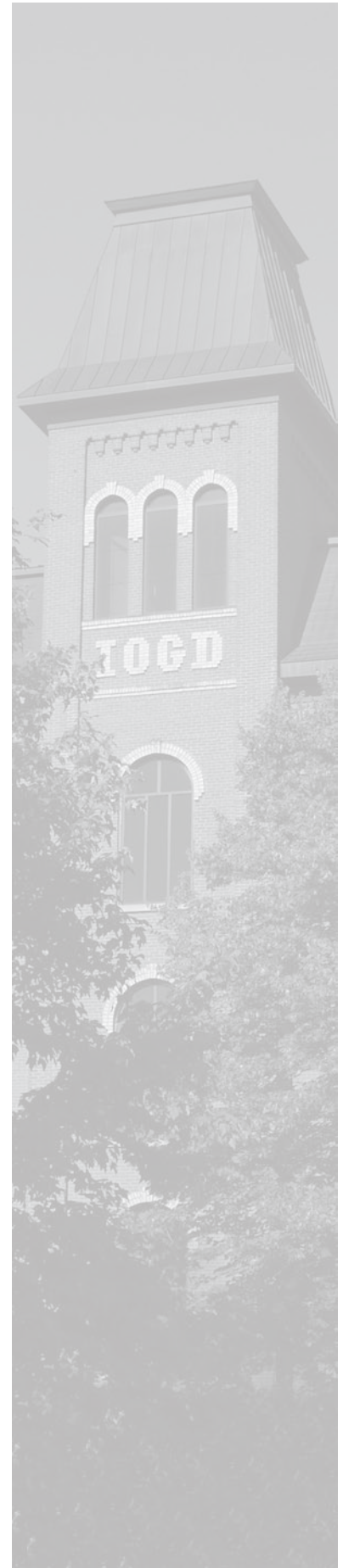
Ken Jones (chair), Ph.D., professor, history, director of common curriculum  
Roger Sorensen, M.S., IT Services, director, Academic Technology Project  
Michael Ewing, Ph.D., licensed psychologist, director, Counseling and Health Promotion  
Michael Connolly, dean of students, SJU  
Jody Terhaar, dean of students, CSB  
Matt Lindstrom, Ph.D., associate professor, political science  
Kari-Shane Davis Zimmerman, Ph.D., assistant professor, theology  
Warren Bostrom, M.B.T., assistant professor, accounting and finance  
Madeline Neenan, Class of 2009

**Criterion Four: Acquisition, Discovery, and Application of Knowledge**

Kathleen Parker (chair), M.L.S., director of libraries and media  
Jason Kelly, M.A., interim director of academic advising  
John Doman, M.S.W., MHRD, bus driver, transportation  
Richard M. Wielkiewicz, Ph.D., professor, psychology  
Douglas Mullin, OSB, associate professor, education  
Derek Larson, Ph.D., associate professor, history and environmental studies  
Maureen Opitz, director of donor relations, Institutional Advancement, CSB  
Kate Graham, Ph.D., associate professor, chemistry  
Ashley Zartner, Class of 2010

**Criterion Five: Engagement and Service**

Christine Munger (co-chair), M.A., assistant director, Companions on a Journey  
Richard Albares (co-chair, 2008), Ph.D., associate professor, sociology  
Linda Tennison (co-chair, 2007), Ph.D., associate professor, psychology  
Michael Hemmesch, M.A., director of media relations, SJU  
Heidi Harlander, Ed.D., director of career services  
Julie Christle, internship program coordinator  
Kris Nairn, Ph.D., assistant professor, mathematics  
Jean Didier, J.D., assistant professor, management  
Marah Jacobson-Schulte, service learning coordinator  
Jake Lantry, Class of 2009







The self-study design identified in detail the purpose, goals, and procedures for developing the self-study report and preparing for this comprehensive site visit. We met our time line targets as well as the goals of the self-study. These goals are listed below:

- Submit a high quality evaluative report demonstrating achievement of the Five Criteria for Accreditation (2003) with clear directions for the future and build institutional self-confidence; look honestly at the data and make sound conclusions and recommendations. *Goal met: We have focused on achievement of the five criteria and have developed recommendations for improvement;*
- Intensely discuss the fit of the mission, coordinate relationship, and relationships with stakeholders as the cornerstone of promoting student learning; identify redundancies, inefficiencies, and ineffective communication pathways and make needed improvements. *Goal met: This process has supported the development of the Memorandum of Understanding (2007), facilitated key conversations about mission clarity and refinement, and identified areas for operational improvements;*
- Engage the five HLC vital questions of student learning in order to facilitate quality input, value this input, make needed changes, evaluate those changes, and continue to improve. These five questions include: 1) How are the stated learning outcomes appropriate to your mission, programs, and degrees? 2) What evidence do you have that students achieve your stated learning outcomes? 3) In what ways do you analyze and use evidence of student learning? 4) How do you ensure shared responsibility for student learning? 5) How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning? *Goal met: These five questions have become the cornerstone for the evaluation of academic departments and programs;*
- Conduct a self-study process and produce a report that will be engaging, inclusive, and available to all stakeholders for review prior to and after submission. Procedures and processes throughout will be clear, discussed thoroughly, and decided early on in order to allow a greater depth of self-reflection and to begin implementing needed changes. *Goal met: We have maintained an active Web site with access to self-study drafts, conducted open forums and focus group discussions, group presentations, subcommittee workshops, and provided articles in Community (our community newsletter) throughout the process.*

This self-study report will directly link to the strategic planning blueprint, *Strategic Directions 2015*. Recommendations will be implemented through the Strategic Directions Council. The PEAQ comprehensive visit is viewed as an invigorating catalyst as we continue on this path of quality improvement. We have had extensive discussions with regard to the fit of AQIP and the impact on quality improvement. We are preparing to move in that direction.

### **Organization of this Self-Study Report**

We have focused on providing an *evaluative* report. Criterion subcommittees have organized their designated chapter around the Five Criteria designated in the *Handbook of Accreditation* (2003). Within each chapter devoted to the criteria, the chapter is organized as follows:

- The criterion is stated along with a brief introduction to the chapter;
- The core components are identified;
- Under each core component there follows:
  - Institutional context;
  - Evidence;
  - The exception to this is Criterion Five and the rationale is provided in that chapter;



- Each chapter concludes with:
  - An evaluative statement;
  - Strengths of our institutions;
  - Recommended changes needed to support continuous improvement.

### **Most Important Issues to be Addressed in the Process of Self-Study**

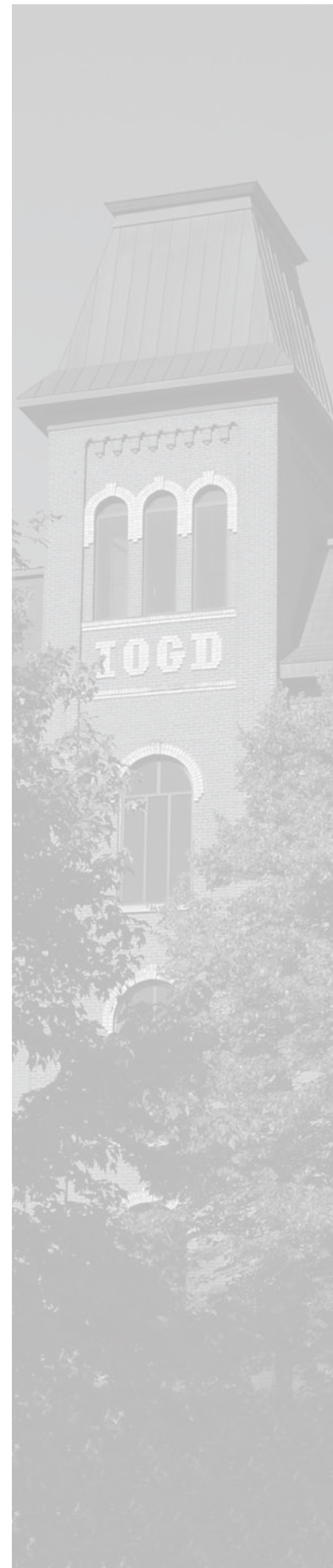
The most important issues that need to be addressed in this self-study report were unearthed by multiple methods, including written surveys, focus group interviews, and open forums, from both internal and external constituent groups. These issues are indicated below, and a discussion of each is integrated within the relevant criterion.

- *Definition and future direction of the coordinate relationship.* We need to define more clearly the coordinate relationship and realize its direction. Where is this coordinate relationship headed? Communication is challenged by the coordinate relationship and the growth of both institutions. Improvements are needed to communicate significant institutional decisions and changes, particularly with regard to structure and governance, and allow for constituent input. This issue is addressed in Criterion One: Mission and Integrity;
- *Multiple complex missions.* Is it reasonable to maintain three mission statements (CSB, SJU, and coordinate) as currently constituted? How can we improve clarity and have brevity while still maintaining the current fundamental elements? This issue is addressed throughout the self-study but primarily in Criterion One: Mission and Integrity;
- *Mission fulfillment with regard to gender.* While Student Development programming focuses intensely on gender, attention to gender in academic programs has fluctuated over the past years. Can we maintain students in a shared academic program and yet excel at the study of gender? This issue is addressed throughout the self-study but primarily in Criterion Four: Discovery, Acquisition, and Application of Knowledge;
- *Mission fulfillment with regard to diversity.* Significant efforts to improve diversity on campus have been successful but we have yet to fulfill our diversity mission. How can we reach and extend the reach of our diversity goals? This issue is addressed throughout the self-study and in great depth in Criterion Four: Discovery, Acquisition, and Application of Knowledge.

### **Questions for the Consultant-Evaluator Team**

We have developed the following questions for which we are seeking input and advice from the consultant-evaluator team. These are key issues we are working on, and we would welcome any suggestions or advice that the visiting team might offer:

1. What advice do you have regarding our plans to shift to the AQIP model of continuous quality improvement?
2. Do you have any suggestions for a process of mission refinement, given three mission statements in the context of a coordinate relationship?
3. What models should we study to help us continue to move forward with both our separate and our coordinate aspirations?
4. Do you have suggested models for integrating strategic planning and budgeting more effectively?
5. Do you have any strategies that will promote external constituent engagement in conversations around interpretation of mission and how mission directs planning and decision-making?
6. How can we further increase engagement and participation in student learning assessment on these campuses?





## Public Notification of the Comprehensive Evaluation Visit

In July and August 2008, the College of Saint Benedict and Saint John's University announced the upcoming accreditation visit in the following locations: the *Saint Cloud Times*, the *Saint Cloud Visitor*, *Catholic Spirit*, the *Saint Joseph Newsleader*, the CSB/SJU Web site, and the CSB and SJU alumnae/i magazines. Print copies of the notice are also located in the Resource Rooms.

The text from the notice is included below:

The College of Saint Benedict and Saint John's University are seeking comments from the public about the Colleges in preparation for their periodic evaluation by their regional accrediting agency. The Colleges will undergo a comprehensive evaluation visit Oct 13-15, 2008, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. The College of Saint Benedict and Saint John's University have been accredited by the Commission since 1933 and 1950, respectively. The team will review the institutions' ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the colleges:  
Public Comment on the College of Saint Benedict and/or Saint John's University  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institutions or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

All comments must be received by September 13, 2008.

## Concerns from the 1998 Accreditation Visit

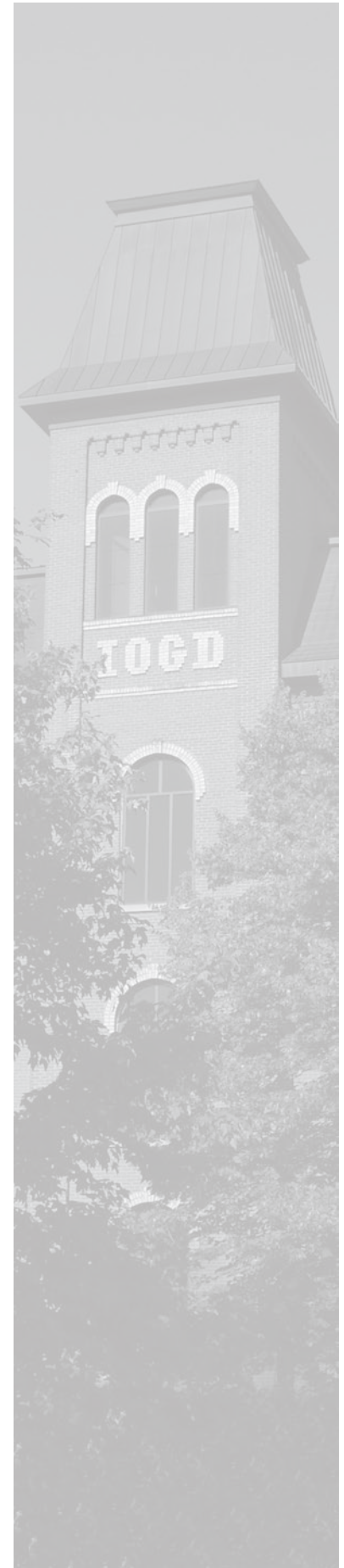
All areas of concern and subsequent recommendations were acted upon after the last comprehensive visit in 1998. Each of the issues identified has resulted in positive changes throughout the institutions. Since separate self-study reports were submitted for the College of Saint Benedict and Saint John's University, responses to concerns are addressed relative to each institution. Due to several overlapping issues, the responses to the concerns for CSB and SJU are combined whenever possible.

### College of Saint Benedict Concerns Identified in 1998

- CSB1-Although the college made strategic campus development decisions that have resulted in a beautiful and well-appointed campus, the debt assumed is significant.
- CSB2-The cost of the advancement of the operation is high in relation to the total amount raised annually.
- CSB3-The program for assessment of student academic achievement presents the following concerns:
  - Many departments have an incomplete understanding of the contribution that assessment can make to institutional effectiveness.
  - Assessment is being designed and implemented unevenly in academic programs as well as in the core curriculum.
- CSB4-In light of the many changes created by the coordinate administrative structure in all areas, it is time to evaluate the effectiveness of the structure in meeting the needs of the college.
- CSB5-There is evidence that faculty are discouraged and disappointed about the effectiveness of their role in making decisions in academic affairs.
- CSB6-The college has not developed an institutional research program that provides effective support to institutional planning and decision-making.
- CSB7-Level operating budgets over the past several years are a concern in all areas of the college. This is especially true in the library, where increased operating funds are necessary just to maintain the adequacy of the collection.
- CSB8-*The Faculty Handbook* update needs to be completed. Some sections are outdated and incomplete.
- CSB9-The college needs to coordinate and intensify its efforts to recruit and support a more diverse student body, faculty, and staff.

### Saint John's University Concerns Identified in 1998

- SJU1-The composition and membership of the board of regents should be reassessed in light of GIR #6 (governance that is "sufficiently autonomous from the administration and ownership to assure the integrity of the institution").
- SJU2-The expectation set by the board of regents for the president may be in conflict with the expectations generated by the coordinate relationship with CSB.
- SJU3-The issues of shared governance, particularly including an apparently ineffective committee structure, require both attention and work. The team encourages collaboration, communication and coordination among the entire community to ensure the best use of faculty time and the most effective decision-making processes within the framework of administrative and board responsibilities.







- SJU4-The program for assessment for student academic achievement presents three concerns:
  - It does not present a coherent scheme which clearly fulfills all NCA requirements.
  - The faculty seem to have limited understanding of student outcomes assessment.
  - Implementation of the outcomes assessment program is limited in the departments and non-existent in the core.
- SJU5-The institution lacks academic program analysis and evaluation to demonstrate program quality.
- SJU6-No audit of professional staff and administrators in coordinated units has been done. Such an audit might yield opportunities for further cost-savings and increased institutional effectiveness.
- SJU7-Saint John's University lacks adequate institutional research data which inhibits an analysis of costs of coordinate academic programs.
- SJU8-The library budget for materials has been stagnant since 1990, leading to inadequacies in academic program support.
- SJU9-Inadequate attention seems to be paid to the diversity of students and personnel, thereby limiting the experience of students preparing to live in a diverse world.
- SJU10-In light of the gradual decline in enrollment and the increasing discount rate, the lack of a comprehensive enrollment management and marketing plan is of concern.
- SJU11-The relationship of Saint John's University to Benedictine University College needs to be re-examined in light of federal requirements.

### **Concern (CSB) 1**

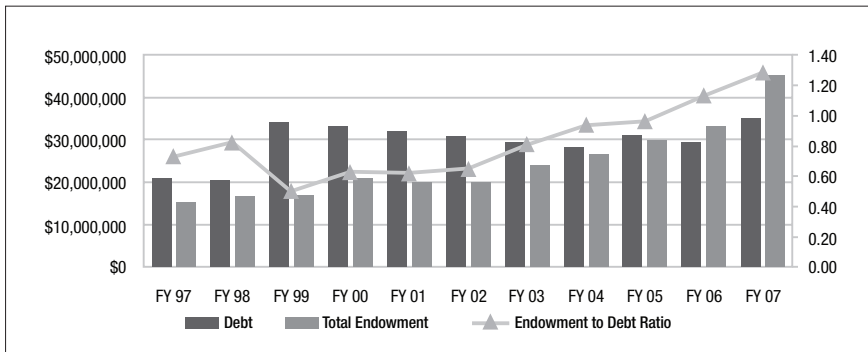
**Although the college made strategic campus development decisions that have resulted in a beautiful and well-appointed campus, the debt assumed is significant.**

*Details from the 1998 consultant-evaluator's comprehensive visit report:* The college continues to have a high level of debt compared to permanent endowment. At the time of the 1996-97 audit, debt stood at \$21.7 million and a permanent endowment of \$7 million. They have also acquired new debt for additional projects, so debt remains about \$20 million (p. 5). Reducing this debt should be a priority for the college.

*Current state of CSB debt:* The figure below tracks debt since 1997. Total debt has remained relatively stable over this period (\$21,140,000 in FY 1997, \$34,200,000 in FY 1999, and \$35,220,000 in FY 2007), while the size of the institution's endowment has grown significantly from \$15,388,000 in FY 1997, \$17,172,000 in FY 1999, to \$45,257,000 in FY 2007. CSB endowment numbers included both our permanently restricted and our unrestricted net assets as reported in our financial statements and for outside reporting, such as the NACUBO endowment study. Our spending policy for the endowment is applied to our total endowment (unrestricted and restricted). Increases in both categories contribute to improved financial health for the college. The endowment-to-debt ratio has shown a significant positive trend, from .73 in FY 1997, .50 in FY 1999, to 1.29 in FY 2007. In addition to the change in the relationship between endowment and debt, the college's net assets have increased from \$50,912,000 in FY 1997 to \$107,704,000 in FY 2007. Overall, the college's financial health has strengthened since 1997 evidenced by the ratio of total net assets to total debt: 2.41 in FY 1997, 1.55 in FY 1999, and 3.06 in FY 2007.



**Figure 1: CSB Endowment-to-Debt Ratio**



*Evaluation of progress in maintaining a reasonable amount of debt:* CSB has made significant progress in stabilizing debt by financing through low interest bonds payable, significantly increasing our endowment, and increasing our net assets through prudent planning and fiscal management. The college’s current fiscal position places our ratio of total endowment investment-to-comprehensive debt in range with Minnesota peer institutions that sustain a permanent endowment of less than \$32 million. This benchmark group was the appropriate comparison group during the previous ten-year period. As endowment increases, the college will begin benchmarking against a group with larger endowments.

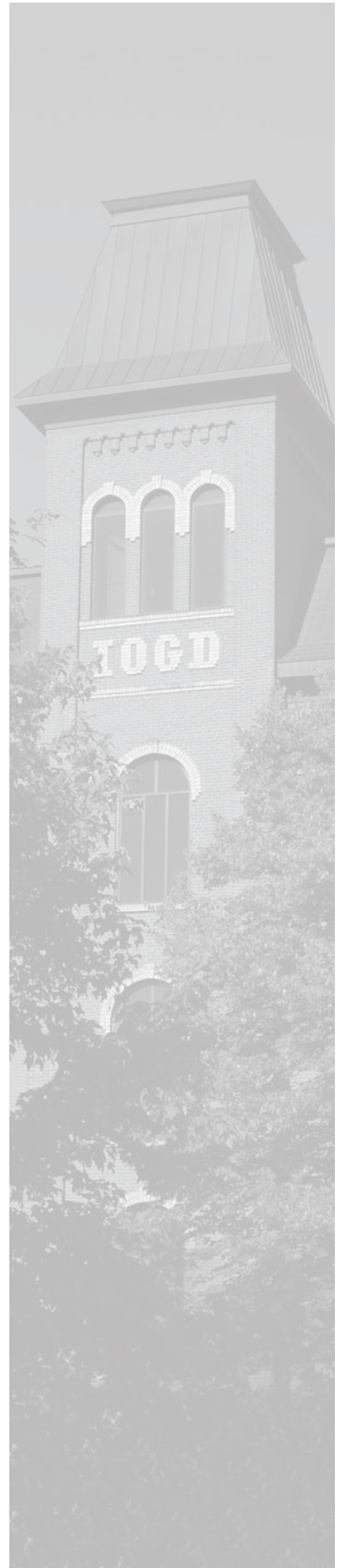
The college recognized that the endowment needed to increase, and this has been a major focus of the current comprehensive campaign; raising funds for endowment comprises 63% of the campaign goal. Due to the successful fundraising efforts of the Institutional Advancement office at CSB, there is a significant improvement in the position of the institution’s total endowment investments to comprehensive debt ratio, as illustrated above. CSB has now achieved a position that is comparable to peer institutions and was referenced by *The Chronicle of Higher Education* as having one of the fastest growing endowments in the country in 2005 and 2006.

**Concern (CSB) 2**

**The cost of the advancement of the operation is high in relation to the total amount raised annually.**

*Details from the 1998 consultant-evaluator’s comprehensive visit report:* According to the Finance Offices, the college currently spends \$.54 on the dollar to raise money. The two previous years the cost was \$.40 and \$.41 on the dollar. The college endowment remains small.

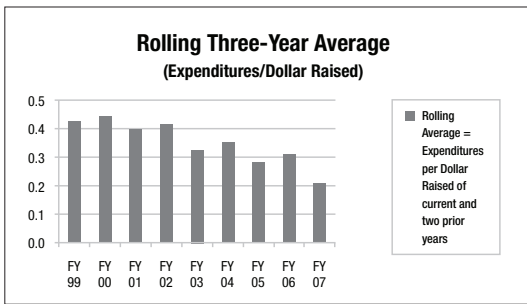
*Current state of the CSB endowment cost ratio:* In FY 98, CSB spent \$.54 of every dollar raised to support Institutional Advancement operations. This ratio of expenditures per dollar raised was at a particularly high level because CSB was preparing for increased effort for annual and grant fundraising and an aggressive new comprehensive campaign. Advancement operations require significant upfront investment in staff since it is through the personal contacts and efforts of staff that fundraising goals are achieved. New gifts and grants follow staff investments. Hence, a better measure of fundraising efficiency is a three-year rolling average of expenditures per dollar raised. As the table and graph below shows, CSB Institutional Advancement has shown a steady and substantial decline in its three-year rolling average of this measure, demonstrating significant improvement in both efficiency and effectiveness of the advancement operation. In addition, it should be noted that the cost for advancement operations typically rise during a time of capital campaign. CSB has been in campaigns consistently for the last several years.





**Table 1 and Figure 2: Three-Year Rolling Average of Expenditures per Dollar Raised**

| Fiscal Years included in Average | Rolling Average (Cents/Dollar) |
|----------------------------------|--------------------------------|
| FY 97 (.40) +98 (.54)+99 (.34)   | .427                           |
| FY 98 (.54)+ 99 (.34) +00 (.45)  | .443                           |
| FY 99 (.34) +00 (.45) +01 (.40)  | .397                           |
| FY 00 (.45) +01 (.40) +02 (.40)  | .417                           |
| FY 01 (.40) +02 (.40) +03 (.18)  | .327                           |
| FY 02 (.40) +03 (.18) +04 (.48)  | .353                           |
| FY 03 (.18) +04 (.48) +05 (.18)  | .28                            |
| FY 04 (.48) +05 (.18) +06 (.27)  | .31                            |
| FY 05 (.18) +06 (.27) +07 (.18)  | .21                            |



*Evaluation of progress in improving cost of advancement:* The illustration highlights the variability of expenses in relation to the overall cost of advancement of operations. There is a downward sloping trend in cost, demonstrating that decreasing overall cost of advancement of operations is an institutional priority. In recent years, in fact, the cost of advancement has been around \$.22 per dollar raised. This is the result of aggressive planning and goal setting, combined with historic fund-raising results.

**Concern (CSB) 3, (SJU) 4 and (SJU) 5**

**CSB3-**The program for assessment of student academic achievement presents the following concerns: many departments have an incomplete understanding of the contribution that assessment can make to institutional effectiveness; and assessment is being designed and implemented unevenly in academic programs as well as in the core curriculum.

*Details from the 1998 consultant-evaluator’s comprehensive visit report:* The assessment of the general education core itself is even less developed than in the academic departments. There are, at this point, no institutionwide systematic programs in place to assess the design of the core requirements nor the individual core classes in ways that genuinely evaluate whether the core increases students learning in the areas that it purports to do so. The faculty and administrators of the college need: a) an institutionwide introduction to the basic issues and terms in the area of academic assessment by an assessment expert with an appreciation for the mission of CSB; b) support for the development and implementation processes that begins with the presidents and moves through all faculty; c) clear identification of who is in charge of assessment and sufficient reassigned time for that person to guide the work and complete and implement the plan; d) a plan that builds the foundation for assessment in a way that will weave assessment through the academic programs to facilitate continuous improvement; and e) a deadline for getting the plan finished and proceeding with implementation and continuous assessment. The completeness of the academic major assessment plan and implementation is inconsistent across different academic programs. Academic departmental assessment is progressing with some momentum that needs to be focused and brought to completion. At this point,

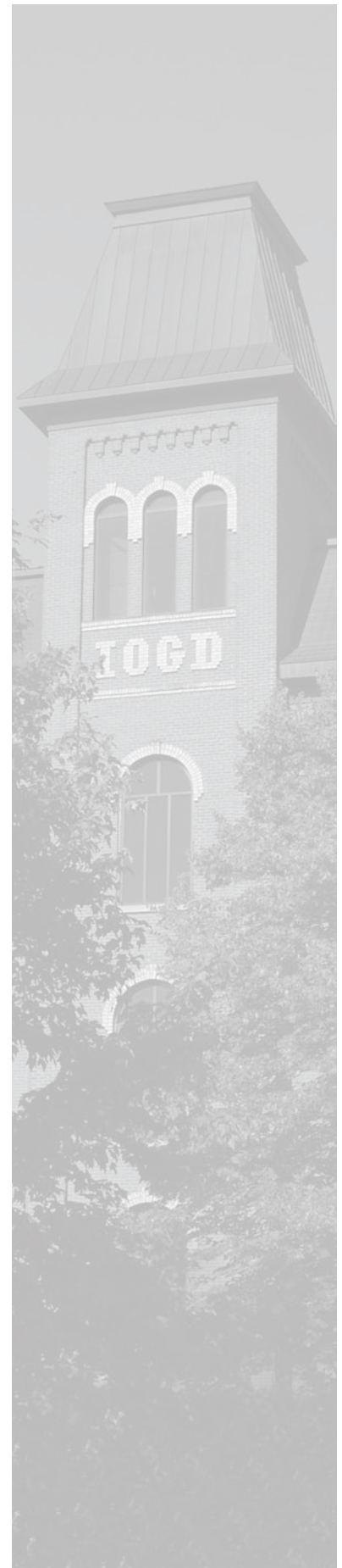
29 of 33 departments have submitted assessment plans; and some of the departments are already collecting data in a systematic way. No departments have sufficient data to begin to use it meaningfully to improve their teaching/learning missions, although some are nearly at that point. Campuswide, faculty do not appear to have a clear sense of how the data they are collecting can provide a feedback loop to use the assessment information to strengthen the academic program.

**SJU4-The program for assessment for student academic achievement presents three concerns: it does not present a coherent scheme which clearly fulfills all NCA requirements; the faculty seems to have a limited understanding of student outcomes assessment; and implementation of the outcomes assessment program is limited in the departments and non-existent in the core. SJU5-The institution lacks academic program analysis and evaluation to demonstrate program quality.**

*Details from the consultant-evaluator's comprehensive visit report:* The self-study lists seven Undergraduate Learning Goals and Objectives, each of which is elaborated in three to five more specific goal statements. These Learning Goals and Objectives are printed in the catalog, but the specific goal statements are not. The university should make these specific goal statements part of its public presentation of its educational programs. As this omission may indicate, the team did not find a well thought out set of connections between these general goals and the educational programs. The Learning Goals and Objectives appear to have been created for the purposes of developing an outcomes assessment program and not yet to have been rigorously applied to the analysis and assessment of the general education program's courses and the institution's curriculum as a whole. By the fall of 1996, a Faculty Assessment Committee began operation and 28 of 32 departments had developed assessment plans, which were endorsed by the committee. Three of the remaining four department assessment plans were approved in spring of 1998. Those interviewed agree that a great deal remains to be done, and the results to date are limited and uneven. There is no coherent scheme for assessing student learning outcomes outside of individual classes in relation to the general educational goals of the university. SJU needs to separate its various forms of assessment endeavors and set out a scheme for the assessment of student academic achievement distinct from the other programs. In this regard, the faculty and academic administration are encouraged to develop additional expertise in this important area by considering local workshops, additional participation in NCA workshops, and many other national educational association meetings.

*Details from consultant-evaluator's review of required progress report (Dec. 2000):* After the last comprehensive site visit in 1998, a progress report was required by January 2001. The report was completed in December of 2000 to address the concerns about assessment and evaluation of student learning outcomes. This report was accepted on April 10, 2001. Throughout the report the institution described ways assessment was implemented and the ways in which assessment results were used to facilitate and improve student learning. CSB/SJU revised its Academic Assessment Plan in fall 1999 to refocus the plan from compliance with a requirement to more effectively promote student learning. Although some programs remained at a beginning level of implementation, all areas had made some progress in implementing assessment plans and in recognizing that program improvement was a possible result of assessment activities. No additional information or follow-up was required with regard to assessment and evaluation of student learning outcomes.

*Current state of student learning-Program Review:* CSB and SJU share a completely integrated curriculum. Therefore, assessment and evaluation of student learning is a joint endeavor. Formal program review began at CSB/SJU after the 1998 site visit. Program review is designed to enhance continuous quality assurance, improvement,







and renewal in individual academic departments and programs. By conducting periodic program review of all academic departments, the institutions intend to:

- Provide useful information to continuously improve academic quality at departmental, divisional, and institutional levels;
- Provide evidence of accountability to stakeholders;
- Identify departmental, program, and institutional needs and priorities;
- Enable the effective allocation and alignment of departmental, divisional, and institutional resources;
- Provide useful information to support academic departments in departmental planning, departmental leadership development, and acknowledgment of departmental accomplishments.

All academic departments and programs have since undergone program review. Six fundamental questions were answered by all departments after the 1998 visit:

- What is the role of the department in student learning?
- Why has the department functioned the way it has in its efforts to promote student learning since the last program review?
- What are the current strengths and areas for improvement in this academic program?
- How are the current strengths and areas for improvement evaluated? What evidence has been used to evaluate departmental strengths and areas for improvement?
- How can the institutions better support the department or program in fulfilling its mission?

In spring 2007, an online survey of faculty was conducted. The purpose of the survey was to evaluate program review policies and procedures. As a result of that survey, the provost, associate provost/academic dean, and the Academic Policies, Standards and Assessment Committee (APSAC) reviewed and revised the program review policy. Implementation guidelines (e.g., for departmental program review coordinators, external consultants, the self-study, site visit protocols) are in progress and will be disseminated on the program review Web site.

*Current state of assessment of student learning-Common Curriculum:* Assessment of student learning within the common curriculum has been an ongoing challenge at CSB and SJU. An assessment plan for the core curriculum was created by a faculty team in the summer of 2004 and implemented by the divisions the following academic year. The results from that assessment project, along with data collected from previous efforts to assess the First-Year Symposium, were used by the New Core Task Force to design a new common curriculum. A more detailed depiction of the historical perspectives on academic assessment and the events leading up to the new common curriculum are provided in Criterion Three.

**The primary lesson learned from this process was that good assessment must be planned from the beginning and embedded into the curriculum.** Consequently, the new common curriculum, approved in the 2006-07 academic year, began with articulating learning goals and then linked those goals to assessable objectives and the institutional mission. While revisions to the old core curriculum were based primarily on anecdotal evidence, faculty realized the new common curriculum would have to be systemically assessed and would need not only an assessment structure but also formal oversight to ensure assessment occurred. Thus, a director of the common curriculum was appointed in July 2007.

*Current state of assessment of student learning-Academic Departments:* In 1998, there were only a handful of academic departments conducting meaningful student outcomes assessment. The percent of academic departments with functional assessment plans has climbed steadily since then from 53% in 2001 to 70% in March 2007. Similarly,



curricular changes based on student learning data climbed from 25% of departments in 2001 to 45% in 2007. A complete grid of student learning assessment across multiple indicators is discussed and referenced in Criterion Three.

*Current state of assessment of student learning-Organizational Changes:* Significant organizational changes have been instrumental in shifting the purposes, processes, participation, and the results of assessment from a place where assessment was episodic, not terribly informative or useful and mostly resisted, to a place where assessment is now constant, nearly systemic, mostly accepted, and used increasingly for data-driven decision making. Increasingly, faculty are recognizing the utility of assessment to improve student learning. CSB/SJU has an institutionalized system of assessment, including a faculty committee charged with oversight of assessment practices [the Academic Policies, Standards, and Assessment Committee (APSAC)]. This faculty committee oversees all student learning assessment plans across the common curriculum and across disciplines and conducts program review. Each academic department also has a faculty assessment coordinator.

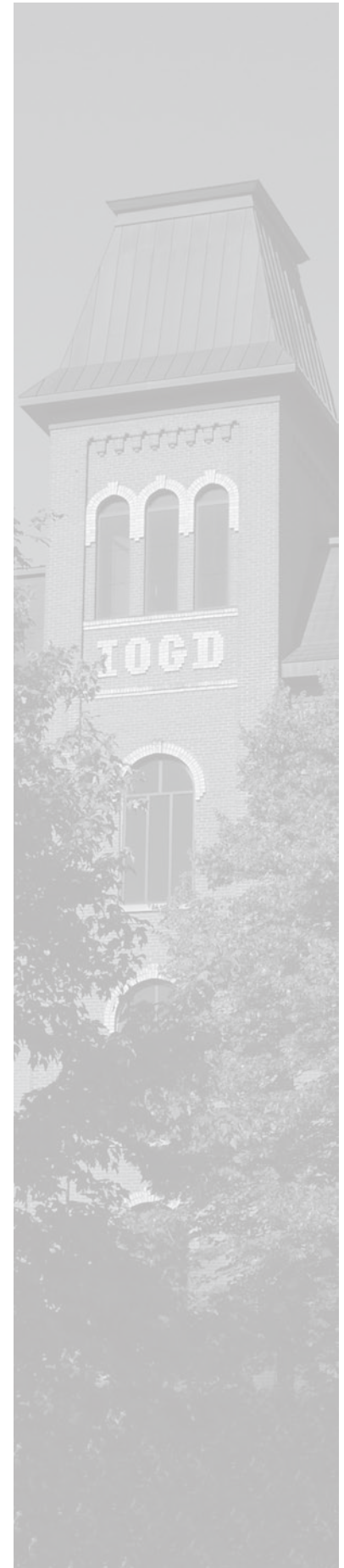
There also is evidence that we are gathering and using assessment data effectively through:

- Regular participation, interpretation, and utilization of the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA) surveys;
- Participation in the Women's College Coalition CLA data consortium;
- Recent revision of the common curriculum to include measurable embedded learning goals for every course in the curriculum;
- Current development, by the faculty, of measurable, universal goals for study abroad programs;
- Establishment of distinct, meaningful, student learning goals throughout all student development programming;
- A current large-scale project between a pair of faculty partners in a professional program and a liberal arts program to understand the locus of students' attainment and understanding of liberal learning skills;
- Generally strong and executable department-level (disciplinary) plans.

We are pushing toward data-driven decisions within an institutional accountability process. Our Strategic Directions Council, with members from all internal campus constituencies, is charged with planning and budgeting processes. The SDC uses *institutional* assessment data to evaluate progress on plans, make financial recommendations, and set future strategic directions. Our joint boards analyze our institutional progress against a pre-established set of benchmarks at least once a year, and review written progress on benchmarks at each meeting.

Influences for the shift to a culture of assessment have included:

- A commitment of both presidents to use assessment to increase institutional effectiveness. Also, the CSB president comes to us from a regional accrediting organization and brings a wealth of assessment and accountability experience;
- A recently hired provost and an associate provost/academic dean who are deeply committed to using assessment for the purpose of continuously improving the teaching and learning process;
- An Office of Academic Assessment that is well staffed to support assessment, relative to our Baccalaureate Arts & Sciences peers; the Office of Academic Assessment is composed of three staff members whose primary responsibility is assessment, including the director who holds a faculty appointment, a coordinator, and an associate director of institutional research whose expertise is in assessment;
- A four-FTE Institutional Research Office that manages an integrated institutional assessment program, supports data-driven planning and budgeting,





conducts all types of institutional data collection, analysis, and interpretation, and develops meaningful benchmark comparisons in partnership with our Strategic Directions Council;

- The appointment of a highly respected faculty member, deeply committed to the scholarship of teaching and learning, as the new director of the common curriculum;
- Faculty committed to numerous ad hoc committees (e.g., Core Task Force, 2000-02; New Core Task Force, 2003-05; FYS Task Force, 2006; Summer Assessment Task Force, 2006) charged with embedding assessment into the new common curriculum to improve student learning;
- The role of division head has expanded to include oversight of assessment processes within their respective division;
- A commitment by the Academic Policies, Standards and Assessment Committee (APSAC) to clarify and streamline expectations of accountability and reporting of assessment results.

*Evaluation of progress in improving assessment of student learning:* CSB/SJU is committed to improving student learning based on evidence. All departmental assessment plans and program reviews are available for review. Of course, much work remains. CSB/SJU will continue to evaluate assessment, improve it and use it to demonstrate accountability and to improve teaching and learning. As mentioned previously, this concern is addressed in much greater depth in Criterion Three.

#### **Concern (CSB) 4 and (SJU) 6**

**CSB 4-In light of the many changes created by the coordinate administrative structure in all areas, it is time to evaluate the effectiveness of the structure in meeting the needs of the college.**

*Details from the 1998 consultant-evaluator's comprehensive visit report (CSB):* Because of the complexities of the recently-solidified coordinate administrative structure, the college will be well served to pause and evaluate how well that structure is meeting the needs of the college, both in the academic program and in other areas. A careful examination of these structures will give more persons an accurate picture of the allocation of funds and staffing. Toward the same goal of improved communication and decision-making, faculty can enhance their input into institutional decisions and their understanding of these decisions by attending the numerous meetings and assemblies in which important matters are discussed.

**SJU 6-No audit of professional staff and administrators in coordinated units has been done. Such an audit might yield opportunities for further cost-savings and increased institutional effectiveness.**

*Details from the consultant-evaluator's comprehensive visit report (SJU):* An in-depth description of the corresponding SJU concern was not clearly identified in the SJU comprehensive visit report and may be embedded in the discussion of shared governance, budgeting, and the coordinate relationship, cited as Concern 5.

*Current state of coordinate administrative structure:* The *Policy Statement of the CSB Board of Trustees and SJU Board of Regents on the Coordinate Relationship* and the board-approved *Memorandum of Understanding* (2007), together with their administrative analog, *Administration of the Coordinate Enterprise* (2007), have been the primary response to the concerns raised a decade ago. These documents not only describe the current state of the coordinate relationship, they also give contextual and directional guidance. The coordinate relationship will never be completely defined because the relationship will continue to evolve. The development of these administrative documents has created mechanisms to address that continuing evolution. In recognition of the importance of the coordinate relationship to both CSB and SJU, the boards will review the elements of the *Memorandum of Understanding* at least once

every three years. In addition to approving the *Memorandum of Understanding*, in December 2007, the boards also directed the presidents to complete ten different policy tasks over the next three years related to particular governance and management issues associated with the coordinate relationship. This topic is expanded in Criterion One.

*Current state of faculty inclusion in administrative decision-making with regard to the coordinate structure:* Faculty inclusion has also improved over the past 10 years through the Strategic Directions Council, which merged budgeting and planning in 2006. The council's membership became decidedly more inclusive by inviting faculty leaders, student development leaders, and students to the table. The provost chairs the council, which, in addition to the new members cited earlier, includes the vice president of enrollment, planning, and public affairs, the associate provost/academic dean, the dean of enrollment management, and the two chief financial officers. This council makes its recommendations directly to both presidents. Additional evidence of faculty inclusion in administrative decision-making within the coordinate enterprise is found in Criterion One. Additional evidence of our effectiveness at planning around the coordinate enterprise is found in Criterion Two.

*Evaluation of progress in improving the effectiveness of the coordinate administrative structure:* The *Memorandum of Understanding*, Strategic Directions Council, and the policy directives approved by the boards significantly strengthen the shared and independent governance and management structure at CSB and SJU. They improve the clarity of decision-making processes and better position each college to achieve its shared and independent goals and aspirations.

### **Concern (CSB) 5 and (SJU) 3**

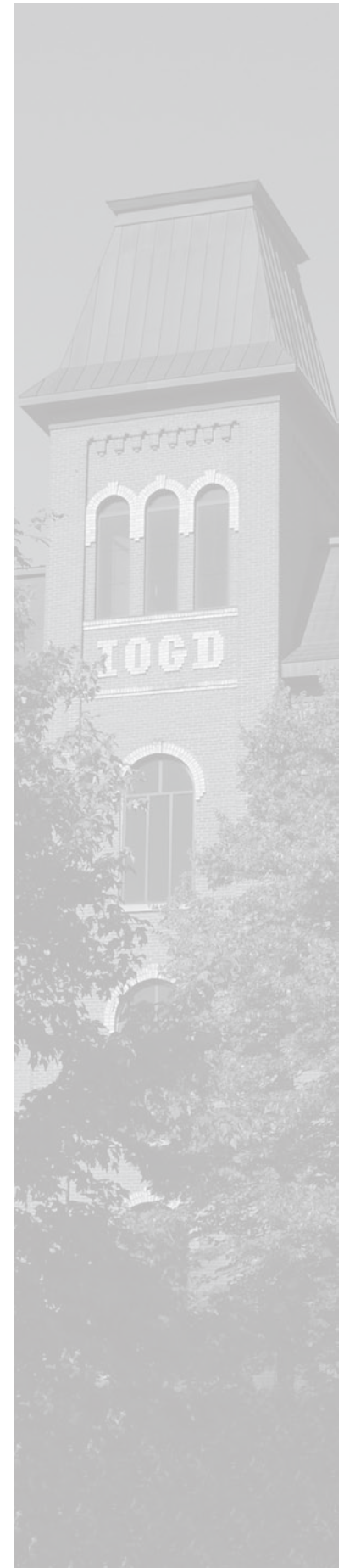
**CSB 5- There is evidence that faculty are discouraged and disappointed about the effectiveness of their role in making decisions in academic affairs.**

*Details from the 1998 consultant-evaluator's comprehensive visit report:* Even with this impressive administrative structure, a recurrent concern expressed by faculty and some administrators was the sense that their voices are not heard by the higher levels of administration. Although this has improved this fall, administration must be vigilant regarding communication.

**SJU 3- The issues of shared governance, particularly including an apparently ineffective committee structure, require both attention and work. The team encourages collaboration, communication and coordination among the entire community to ensure the best use of faculty time and the most effective decision-making processes within the framework of administrative and board responsibilities.**

*Details from the consultant-evaluator's comprehensive visit report:* During the team's visit, several issues concerning the faculty role in the governance process surfaced. Faculty complained that the reconfigured administration resulted in a loss of advocacy on behalf of faculty where it mattered most — on financial issues. Despite recent improvements, the team believes the concerns about shared governance, the committee structure, and communication are serious enough to warrant a focused visit.

*Details from the consultant-evaluator's focused visit report (2001):* Faculty and administration have worked diligently and successfully to improve faculty governance in all quarters. Faculty members reported that, in 1996, they really were two faculties not yet comfortable with shared governance and divided by separate cultures and handbooks. Into this situation, the team visit in 1998 caught faculty in transition; early attempts were only one year into redefining the joint structure. In general, faculty find the committee structure appropriate and effective for such a complex organization; they report that it works well now and that it is taken seriously. Regarding communication, "transparent" was a term used often to describe how people perceived structure and systems.







*Current state of communication processes and shared governance:* The coordinate enterprise and steady growth of both colleges has continued to challenge communication processes and shared governance. The focused visit report of 2001 indicates positive progress. In a report from the Task Force on Faculty Governance (2002), the task team was able to clarify the role of the joint faculty in governance, identify and prioritize issues, and recommend improvements to the current structure and processes. In 2005-06, as a result of this report, the Joint Faculty Assembly substantially revised its governance structure of standing committees in order to streamline faculty governance and provide more focused and effective communication with the provost and the presidents (*Faculty Handbook* Section 5.3). The following organizational changes have also led to improved satisfaction with shared governance and communication:

- a. In 2002-03, section 2.12.2.3, Changes in Employment Benefits was added to the *Faculty Handbook*, which specifically requires the provost to notify the Faculty Compensation Committee of anticipated changes to employment benefits. Once notified, the Faculty Compensation Committee and provost must consult and work together to attempt to reach a mutually satisfactory agreement on necessary benefit changes. The Joint Faculty Assembly then votes on the proposed changes negotiated by the faculty committee and provost. This provision has resulted in increased communication and cooperation between the provost and faculty.
- b. In 2002-03, the provost, with substantial input from an ad-hoc task force, composed of representatives from the Faculty Handbook, Compensation, and Budget committees, along with the chair of the Joint Faculty Assembly, developed a handbook policy (Section 2.14) on academic program reduction, impaction, closure, or merger. The resulting policy provides for extensive consultation and communication with faculty committees and the Joint Faculty Assembly before making significant changes in existing academic programs.
- c. In 2006-07, the Strategic Directions Council, with responsibility for implementing *Strategic Directions 2010*, was merged with the Budget Working Group. The chair and vice chair of the Joint Faculty Assembly were included as voting members of the Strategic Directions Council and the provost became the designated chair of the council. This has improved faculty representation in strategic planning and institutional budgeting.
- d. The current provost and associate provost/academic dean, appointed in 2006, have made stated commitments to transparency, have improved communication processes, and have increased faculty involvement in institutional decision-making. The provost has also designated an administrator to represent the provost on faculty governance committees beginning in 2006.
- e. The presidents meet jointly with the chair and vice chair of the faculty before each board meeting to discuss pending issues. This has provided an opportunity for faculty leaders to share faculty perspectives on pending board issues and to hear the presidents' thinking.
- f. During the 2007-08 academic year, the chair and vice chair of the faculty began regular monthly meetings with the provost and associate provost. These meetings have become important channels of communication between the administration and faculty.
- g. The JFA chair or vice chair (with an SJU contract) has long been a voting member of the SJU Board of Regents. At the initiation of the CSB president in 2005, the CSB-contracted faculty leader is also a full voting member of the CSB Board of Trustees. The chair of the faculty is assigned as a voting member to the joint Academic Affairs Committee of the boards and the vice chair is the voting faculty representative to the joint Finance Committee. As a result, faculty have had the opportunity to forge better working relationships

with board members and have become an effective bridge between the board members and faculty.

- h. The presidents seek facultywide consultation through the chair and vice chair of the Joint Faculty Assembly on relevant issues. For example, faculty were consulted prior to the conversion of the provost and associate provost/academic dean from interim to permanent appointments in 2007. The presidents have also instituted a yearly forum for faculty at which they report on the status of the institutions and plans for the future.
- i. The faculty voted to approve a Faculty Senate in December 2007. This is anticipated to further enhance communication and decision-making. A copy of the Senate Constitution is found in the Resource Room.

*Evaluation of progress in improving communication processes and shared governance:*

Although shared governance initiatives and the promotion of effective communication processes are ongoing, the concerns expressed in the 1998 accreditation report have improved dramatically as demonstrated through faculty-approved structural improvements.

### **Concern (CSB) 6 and (SJU) 7**

**CSB6-The college has not developed an institutional research program that provides effective support to institutional planning and decision-making.**

*Details from the 1998 consultant-evaluator's comprehensive visit report:* The absence of an institutional researcher who knows how to collect data and interpret data in relationship to the purposes of the college and the strategic plan was evident in the writing of the self-study. Although individual offices carry out research related to their own programs, it is important to bring this information together for an institutional perspective.

**SJU7-Saint John's University lacks adequate institutional research data which inhibits an analysis of costs of coordinate academic programs.**

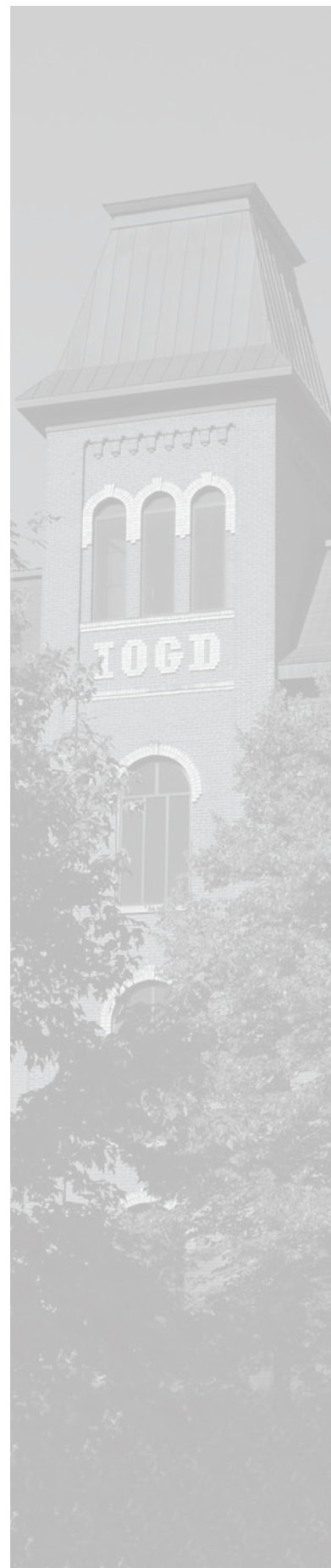
*Details from the 1998 consultant-evaluator's comprehensive visit report:* It is also important that the institutions develop a process for evaluating costs in the core curriculum and in the coordinate academic programs, and this process should be well understood by all those involved.

*Current state institutional research:* In 1999, CSB/SJU appointed a new director of institutional planning and research, a cabinet-level position reporting directly to both presidents. The position brought planning and research together under a single umbrella and significantly elevated both the visibility and significance of institutional research. The Institutional Planning and Research Office has evolved considerably since then, expanding in size and depth and becoming increasingly sophisticated.

Today, the Institutional Planning and Research Office at CSB/SJU reports to the vice president for enrollment, planning, and public affairs. This office has identified three primary departmental objectives:

1. Create and disseminate information and analysis to improve institutional decision-making and quality, focusing on the goals and objectives associated with *Strategic Directions 2010*;
2. Continuously scan the environment to identify key research issues in higher education and their implications for CSB and SJU;
3. Use research to demonstrate college performance (including the student experience, student outcomes, student expectations, market performance, and academic performance).

The office has three full-time research professionals who focus on particular areas of research, including survey design and analysis, external surveys, enrollment and





retention, market dynamics, student engagement, and student learning outcomes. The department's staff and work are described more fully in its *Policies and Procedures Manual*. Much of the research work of the office is communicated to the campus community via the bi-monthly *Trends* research newsletter and the *CSB/SJU Fact Book*. In addition, the office regularly prepares specific reports and analyses for the cabinet, the boards, and other groups on campus.

*Evaluation of progress in determining the effectiveness of the institutional research program:* The concern raised at the last accreditation visit has been fully addressed.

The Institutional Planning and Research Office serves all aspects of the colleges' work, including academic affairs, student development, admission, finance, and institutional advancement. The Institutional Planning and Research Office not only serves as a data resource and warehouse, it also conducts and publishes regular analyses in support of planning and decision-making.

### **Concern (CSB) 7 and (SJU) 8**

**CSB7-Level operating budgets over the past several years are a concern in all areas of the college. This is especially true in the library, where increased operating funds are necessary just to maintain the adequacy of the collection.**

*Details from the 1998 consultant-evaluator's comprehensive visit report:* All academic budgets and to some extent administrative budgets have been level since 1990. The library budget is of particular concern with regard to flat budgets.

**SJU8-The library budget for materials has been stagnant since 1990, leading to inadequacies in academic program support.**

*Details from the consultant-evaluator's comprehensive visit report:* The library is facing these serious issues: 1) erosion of the materials budget while the inflation rate keeps going up. The library acquisition budgets are unchanged since 1990. So in this period the libraries lost over \$275,000 in purchasing power in its undergraduate budgets and \$20,000 in the graduate budgets. 2) Lack of book shelf space at the Alcuin Library. The Alcuin Library (SJU) lacks the shelf space to house a growing collection beyond the next two years.

*Current state of operating budgets:* In response to the concern expressed in 1998, the library's budget has grown incrementally from \$800,000 to \$1.1 million and accounts for 8% of the Academic Affairs' total budget. Second only to faculty compensation, this is the largest allocation of dollars inside of Academic Affairs. The library made several yearly budgetary requests, which aided the bottom line development within this department. In addition to these incremental increases, the director of libraries has offset some of the financial strain by moving to electronic resources and decreasing serial titles when possible. Although our combined libraries boast the 11<sup>th</sup> largest private college collection in the nation, we have determined that our expenditures are about average among the Oberlin Libraries Group (benchmark peer institutions), and our rates of expenditures and staffing *per student* are below the 25<sup>th</sup> percentile among that group. We are about twice as large as comparative schools, and our library needs are compounded by two facilities — one on each campus. The analysis, completed by the Oberlin Libraries Group, does not control for institutional size and sharing of resources. So, while it appears we spend less per student than our benchmark peer institutions, we are relatively large as a combined entity and do have appropriate access to shared materials.

CSB and SJU continue to face issues of space on both campuses. The Library Planning Committee has studied and reported on the needs of both the CSB campus and the SJU campus. The committee received approval from the SJU Board of Regents to move forward in planning an addition to the Alcuin Library. Fundraising has commenced with the goal of ground-breaking between 2010 and 2012. Ongoing library planning is integrated into *Strategic Directions 2010*, and a recent memorandum from the director



of libraries to the provost outlines the five key areas for improvement that will guide ongoing planning for the library facilities and services.

*Evaluation of progress in improving budget spending, particularly related to the libraries:* The merging of budgeting and planning through the Strategic Directions Council has allowed strategic budgetary increases rather than across-the-board allocations. CSB and SJU continue to work to advance each individual library through fulfillment of the “Great Library” vision we set for the Alcuin (SJU library) project and planning for improved collections, equipment, and services to support new pedagogy for the Clemens (CSB library) facility.

### **Concern (CSB) 8**

**CSB8-The Faculty Handbook update needs to be completed. Some sections are outdated and incomplete.**

*Details from the 1998 consultant-evaluator’s comprehensive visit report:* A review of the *Faculty Handbook* revealed that it is incomplete and some data are missing. Some sections are 1997 revisions, another section is 1992, and another is 1991.

*Current state of Faculty Handbook:* Since the last accreditation visit in 1998, the separate faculty handbooks for CSB and SJU have been completely revised and merged into a joint handbook. The total revision of the *Faculty Handbook* was completed in 2001 and since that time has been continuously updated with the most current revisions posted annually to the CSB/SJU Web site. In 2001, the Faculty Handbook Committee agreed to allow the most current *Faculty Handbook* to be maintained in electronic form. As part of the agreement, new faculty members are to receive a paper copy of the handbook at orientation. In fall 2007, it was discovered that this had not happened for the last two years. This issue has been rectified and now orientation to the *Faculty Handbook* for new faculty hires will be provided. The provost and chair of the Faculty Handbook and Elections Committee last updated the *Faculty Handbook* (Section 2) in fall 2007, and changes were approved by the Joint Faculty Assembly and the two boards in spring 2008.

*Evaluation of progress in improving the quality of the Faculty Handbook:* This issue has been completely addressed. All employee handbooks across the institutions are up-to-date and complete.

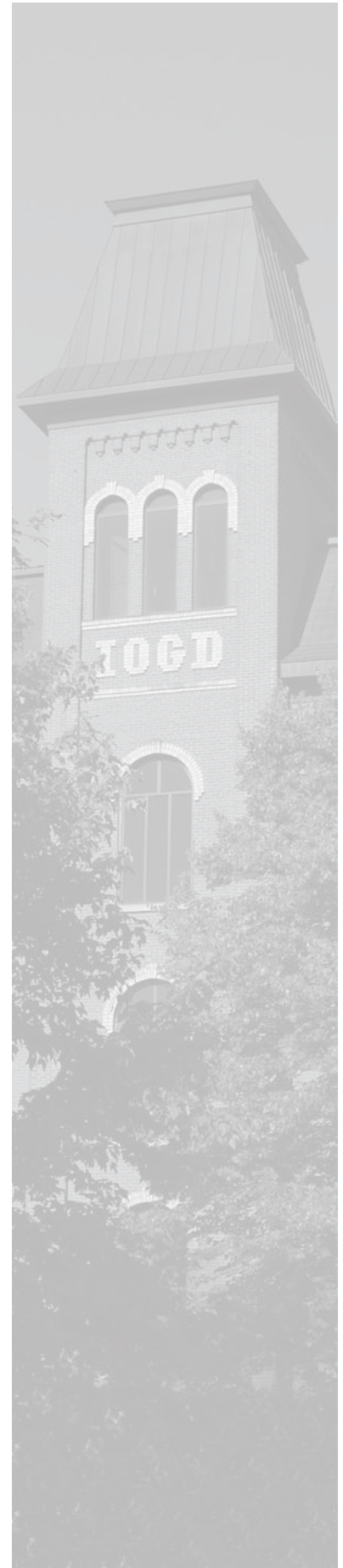
### **Concern (CSB) 9 and (SJU) 9**

**CSB9-The college needs to coordinate and intensify its efforts to recruit and support a more diverse student body, faculty, and staff.**

*Details from the 1998 consultant-evaluator’s comprehensive visit report:* The college has a firm commitment to increasing diversity among students, faculty, and staff; but the campus community does not reflect diversity. The college can intensify its efforts by a) identifying a person or team to be responsible to the institutional diversity plan and its implementation, b) using the many urban Catholic high schools, particularly those in the north central U.S. to recruit more students of color, and c) considering consortial efforts with other Minnesota small colleges to attract faculty of color.

**SJU9-Inadequate attention seems to be paid to the diversity of students and personnel, thereby limiting the experience of students preparing to live in a diverse world.**

*Details from the consultant-evaluator’s comprehensive visit report:* The number of high school graduates of color and Latin-Hispanics is projected to double in 10 years although the total number in Minnesota is very low. In response, SJU is expanding and recruiting to other major midwestern cities and competing strongly for minority students. But the SJU campus has few minority students presently, and the absence of minorities is a constant issue for Admission and for all of SJU.





*Current state of diversity at CSB/SJU:* In spring 2005, the Diversity Planning Group was formed. This group produced a report for the presidents that outlined recommendations addressing gaps in our diversity efforts. In 2005-06, the presidents appointed a group of faculty, staff, and students to an Intercultural Directions Council (IDC). The purpose of the council is to facilitate and monitor the colleges' capacity to provide an academic and residential environment that embraces and nurtures racial and ethnic diversity.

The institutions are in their third year of a highly successful program called I-LEAD. This program is a prestigious fellowship program that admits underrepresented students and engages them as a cohort model. The program has had the most success in recruiting and retaining American students of color. Also, the new dean of admission is currently reworking an aggressive recruiting strategy to improve campus diversity. Because of deliberate actions by the institutions, diversity among students has increased over the past 10 years. The number of undergraduate American students of color enrolled at CSB/SJU rose from 113 to 202, an increase of 78% during the period 1997-07. Although these are not large numbers for a student body of our size, the change is significant and moving in the right direction. As for international students, the number fully doubled between 1997 and 2007, rising from 88 to 177. International students make up a much larger share of enrollment here than at Minnesota's Private Colleges as a group (4.4% versus 2.8% in fall 2007). A table depicting diversity trends over the past 10 years for students, faculty, and staff is included in this section. Additional information detailing changes in enrollment by race/ethnicity can be found in our *Fact Book*.

Although we have not had great success in recruiting culturally or ethnically diverse faculty in the past, the provost has taken a leadership role in collaborating with other Minnesota Private colleges to provide clustered advertising of open faculty positions targeting minority academic communities. Through collaboration with the director for community initiatives from Minnesota Private Colleges, we are working with corporations who may employ potential candidates' partners/spouses. The goal is to make Minnesota a hospitable place for faculty of color to launch their careers. Because this initiative is new, the fruits of this collaboration are yet to be realized. In addition, the associate provost/academic dean, along with the Human Resources Department, hosts a faculty hiring workshop for department chairs at the start of each recruiting season emphasizing the importance of diverse candidate pools.

The Human Resources Department has increased emphasis on training to address issues of employee diversity. In each of the past three years, one major training program or speaker has been brought to campus to address issues of diversity. This training is intended to increase employee awareness of and sensitivity to issues of multiculturalism and diversity in the workplace. Evaluation of training program effectiveness is an area for improvement. The Human Resources Department is also evaluating other key areas that may directly or indirectly impact hiring and retention of a diverse workforce. For example, human resource staff members are evaluating recruitment practices to determine if current procedures ensure a highly diversified pool of candidates. Performance appraisal instruments are also being reviewed to make sure they hold employees accountable for carrying out key diversity initiatives.

*Evaluation of progress in improving diversity of students, faculty, and staff:* The institutions have made significant progress in enrolling and retaining students of color, in attending to campus climate issues, and to developing structures to encourage and monitor institutional progress.

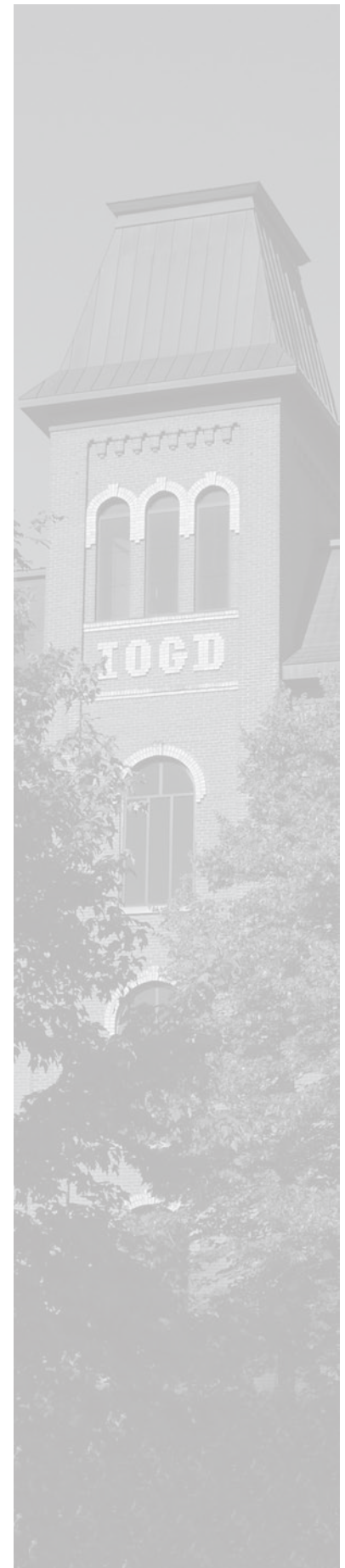
| <b>Table 2: Diversity of Students, Faculty, and Staff over 10 Years</b> |              |                              |              |
|---|--------------|------------------------------|--------------|
| <b>1997 CSB/SJU Students</b>  |              | <b>2007 CSB/SJU Students</b> |              |
| White   | 3,478        | White                        | 3,587        |
| Black   | 22           | Black                        | 36           |
| Asian   | 55           | Asian                        | 98           |
| Hispanic  | 30           | Hispanic                     | 58           |
| Native American   | 6            | Native American              | 10           |
| International   | 88           | International                | 177          |
| <b>Total</b>  | <b>3,679</b> | <b>Total</b>                 | <b>3,966</b> |
| Total American Minority   | 113          | Total American Minority      | 202          |
| Percent of Total  | 3.1%         | Percent of Total             | 5.1%         |
|   |              |                              |              |
| <b>1997 CSB/SJU Faculty</b>   |              | <b>2006 CSB/SJU Faculty</b>  |              |
| White   | 292          | White                        | 314          |
| Black   | 2            | Black                        | 1            |
| Asian   | 9            | Asian                        | 6            |
| Hispanic  | 9            | Hispanic                     | 13           |
| Native American   | 1            | Native American              | 1            |
| International   | 0            | International                | 0            |
| <b>Total</b>  | <b>313</b>   | <b>Total</b>                 | <b>335</b>   |
| Total American Minority   | 21           | Total American Minority      | 21           |
| Percent of Total  | 6.7%         | Percent of Total             | 6.3%         |
|   |              |                              |              |
| <b>1997 CSB/SJU Staff</b>   |              | <b>2006 CSB/SJU Staff</b>    |              |
| White   | 506          | White                        | 590          |
| Black   | 2            | Black                        | 4            |
| Asian   | 1            | Asian                        | 7            |
| Hispanic  | 3            | Hispanic                     | 3            |
| Native American   | 0            | Native American              | 0            |
| International   | 0            | International                | 0            |
| <b>Total</b>  | <b>512</b>   | <b>Total</b>                 | <b>605</b>   |
| Total American Minority   | 6            | Total American Minority      | 15           |
| Percent of Total  | 1.2%         | Percent of Total             | 2.5%         |

### Concern (SJU) 1

SJU1-The composition and membership of the board of regents should be reassessed in light of GIR #6 (governance that is “sufficiently autonomous from the administration and ownership to assure the integrity of the institution”).

*Details from the 1998 consultant-evaluator’s comprehensive visit report:* Because the majority of the monastic members are employees of the university, as is the elected faculty member, the team recommends that the board of regents examine the composition of its membership to ensure that this is the most effective structure for the university. It is certainly essential to continue the active and vibrant presence of the monks in every aspect of Saint John’s University, but the presence of so many employees of the university has the potential to not work well in all aspects of board governance.

*Details from the consultant-evaluator’s focused visit report (2001):* The tradition of monks serving on the board while also working at the university as faculty members or administrators was questioned by the 1998 team as possibly diminishing the autonomy of the governing board from its “ownership,” namely, the Order of Saint Benedict (p. 3). In summary, the concern expressed in the 1998 team report — while perhaps theoretically sound — seems to undervalue the particularities of Saint







John's religious tradition and the nature of Benedictine sponsorship. In practice, this concern seems not to be problematic and even functions as a positive influence (p. 4). Overall, revisions to the governing documents have addressed and, where necessary, clarified potentially problematic issues. The 2001 visiting team strongly endorses the amendment to the conflict of interest policy and the specific bylaw revision wherein monks in administrative positions reporting to the president are not eligible for election to the board. The team also applauds the extensive revisions of corporate bylaws and university statutes and bylaws which delineate key relationships between and separate responsibilities of the board and the corporation.

*Current state of the composition and membership of the board of regents:* In the years following the 1998 comprehensive site visit, the SJU Board of Regents carefully and systematically reviewed the concerns raised in that report. As a result, the following changes occurred: (1) a revision of the conflict of interest policy; (2) changes to the university statutes to prohibit executive administrators from serving on the board; and (3) changes to the university bylaws to further strengthen the conflict of interest policy and practices. The outcome was a positive focused visit report of 2001; the reviewers applauded the presence of "good governance within a Catholic, Benedictine, liberal arts institution."

The composition and membership of the board of regents has remained stable over the past 10 years. In 1997-98, the board had 44 members and included the SJU president, one faculty representative, and one student representative. Of these 44, 12 were members of the monastic community (the SJU president, the abbot/chancellor, 5 faculty, 2 university employees, and 3 Order of Saint Benedict employees). Similarly, in 2007-08, the board of regents was composed of 41 members, again inclusive of the SJU president, one faculty representative, and one student representative. There remained 12 monastic members (the SJU president, the abbot/chancellor, 5 faculty, 1 university employee, and 4 Order of Saint Benedict employees).

*Evaluation of progress in assuring that governance is sufficiently autonomous from the administration and ownership to assure integrity of the institution:* The 2001 focused visit concluded: "In summary, the concern expressed in the 1998 team report — while perhaps theoretically sound — seems to undervalue the particularities of Saint John's religious tradition and the nature of Benedictine sponsorship ... Overall, revisions to the governing documents have addressed and, where necessary, clarified potentially problematic issues."

## **Concern (SJU) 2**

**SJU2-The expectation set by the board of regents for the president may be in conflict with the expectations generated by the coordinate relationship with CSB.**

*Details from the 1998 consultant-evaluator's comprehensive visit report:* However, for the coordinate relationship with the College of Saint Benedict to continue to share effective administration and academic programming, both boards need to ensure the goals set for each president are consonant with those set by their counterparts on the other board. Without this board coordination, one president can be placed in the untenable position of being unable to follow his/her board's directives that might affect the common academic programs. For example, if one of the boards directed its president to carry out a directive that impacted the hiring or firing of personnel who are shared by the other institution, but this board directive is "vetoed" by the second president, it would be very difficult for the president to be responsive to the board's mandate. Those academic administrators who are shared by both institutions must have the confidence of both presidents and ultimately the boards.

*Details from the consultant-evaluator's focused visit report (2001):* While mechanisms existed in 1998 to address this possibility, they were not adequately documented, nor had the coordinate relationship evolved sufficiently to minimize this potential conflict. Today, the Joint Governance Committee serves both boards as a forum for

discussing the coordinate mission, vision, and strategic planning, as well as initiatives being undertaken at each of the institutions that could affect the other. As thoroughly documented in the report, and as confirmed in conversations with both presidents, ample formal and informal structures and best practices have evolved to strengthen communication and promote collegial dialogue involving the presidents and the boards. A new policy adopted by both boards, “Expectations of the Presidents and the Coordinate Relationship,” addressed the concern directly, formally, and within the broader, constructive context of the two institutions’ mutually reinforcing (and shared) ideals.

*Current state of decision-making between the boards of regents, trustees, and the presidents:* The unique relationship between CSB and SJU presents a challenge as to how each president can manage and lead in the context of this partnership. Similar to the response to Concern #4, the *Memorandum of Understanding* (2007) reflects the evolution of leadership and management within the coordinate structure. It specifies a framework for addressing the issues raised in this concern primarily by describing the primacy of each institution in relation to the partnership. The *Memorandum of Understanding* was crafted to ensure that each college could effectively pursue its own unique aspirations and objectives while simultaneously operating a coordinate enterprise. The *Administration of the Coordinate Enterprise* (2007) clarifies the respective roles of the CSB Board of Trustees, SJU Board of Regents, the presidents, the Strategic Directions Council, and the separate presidential cabinets.

*Evaluation of progress in clarifying decisional processes:* As indicated in the consultant-evaluator’s focused visit report of 2001, “ample formal and informal structures and ‘best practices’ have evolved to strengthen communication and promote collegial dialogue involving the presidents and the boards.” These structures and guidelines continue to improve as the coordinate enterprise evolves.

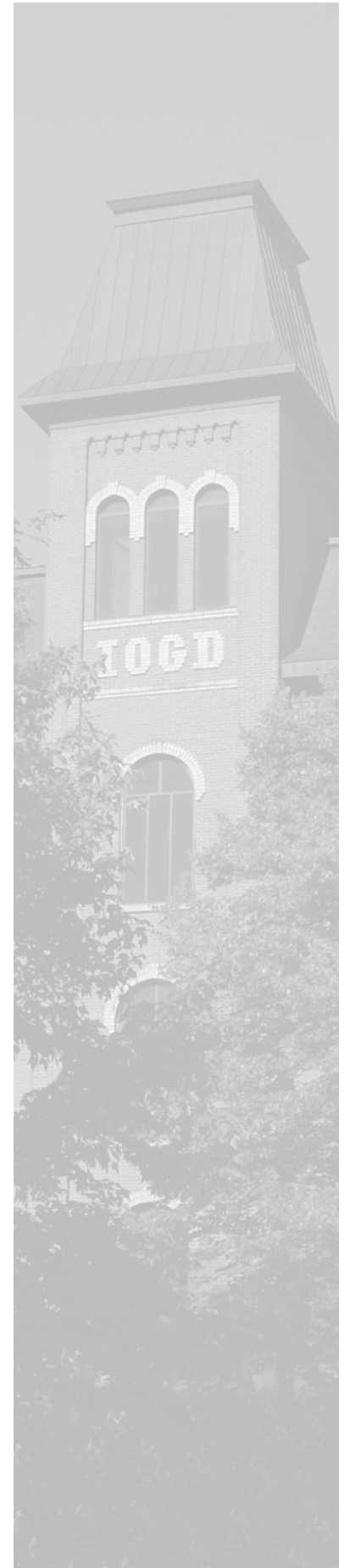
## **Concern (SJU) 10**

**SJU10-In light of the gradual decline in enrollment and the increasing discount rate, the lack of a comprehensive enrollment management and marketing plan is of concern.**

*Details from the 1998 consultant-evaluator’s comprehensive visit report:* Undergraduate enrollment at SJU fell from 1988-89 to 1994-95 (from 1,880 undergraduates to 1,613). SJU hopes the enrollment will return to at least 1,750. Equally important, as tuition continues to rise, financial aid becomes a major factor in influencing enrollment. The “tuition discount” rate, currently about 29%, reflects increasing demands on SJU’s financial resources. SJU, like other colleges, must take immediate steps to control the increasing tuition discount rate by finding other sources, examining the rate of tuition increase and the management of costs.

*Current state of enrollment, a comprehensive enrollment management/marketing plan, and discounted tuition rates:* We have constructed comprehensive and coordinated recruitment and marketing plans — inclusive of paid and earned media, search, alumni recruitment, territory management, and yield management strategies — to secure our regional market base and develop new markets outside of the region. These activities, reflective of our annual enrollment goals and recruitment plans, are directly linked to the aspirations and objectives articulated in *Strategic Directions 2010*.

As a result, Saint John’s University has consistently met enrollment goals for entering and returning students. Undergraduate enrollment has averaged 1,900 students since fall 2002, compared to 1,800 for the prior five-year period. Each year, Saint John’s University enrolls between 7.5% and 8% of all new entering male students at private colleges in Minnesota — the second largest market share in the state among private colleges. Moreover, our first-to-second year retention rates generally top 90% each year, similar to rates at the most selective private colleges in the country. Applications for





admission at Saint John's rose by 53% between 1996 and 2007, significantly outpacing the change in high school graduates in the state or region over the same period. In addition, the acceptance rate among admission applicants was 73% in fall 2007, the lowest mark ever for Saint John's University. As we generate more applications for admission, we expect our acceptance rates to continue to decline.

The tuition discounting concern is considerably more complex. Tuition discount rates at SJU, which now total 40%, are similar to rates at other private colleges in the state with whom we compete. Moreover, our large competitive overlap with the University of Minnesota requires that we price (and discount) competitively. For 15 years, we have worked with an outside consultant to construct net revenue management strategies. Those strategies have two primary aims: price to meet numeric and qualitative enrollment objectives and price to capitalize the learning experience. Those competing objectives are common for all private colleges but often are particularly challenging for tuition-driven institutions. Between FY 1996 and FY 2006, average net tuition revenue per student rose by an average of 4.1% per year, significantly more than the rate of consumer inflation over the same period. Over the same time period, the sticker price of tuition (before institutional aid), rose at an average annual rate of 5.9%. The university has moved aggressively on its capital campaign goals both to increase operating revenue from non-tuition sources and to fund a larger share of institutionally awarded scholarships and grants.

*Evaluation of progress in addressing enrollment declines and discounted tuition rates:* Over the past 10 years, a comprehensive enrollment management and marketing plan has been established and admission and retention goals have been met. There are, of course, no guarantees for future enrollment success, and the market will remain intensely competitive. We continue to actively monitor the marketplace to ensure that we price for competitive success and achieve our enrollment goals.

### **Concern (SJU) 11**

**SJU11-The relationship of Saint John's University to Benedictine University College needs to be re-examined in light of federal requirements.**

*Details from the 1998 consultant-evaluator's comprehensive visit report:* Discussions revealed there is some academic oversight over BUC, but more is needed. As the team arrived on the SJU campus, a new dean/rector for BUC was appointed, with the expectation that oversight on all phases of the operation would increase. The BUC operation was studied by a consultant in 1995 but apparently has not been visited by an NCA team. Commission policy requires a visit within six months of the start of operation of a branch campus. In light of this commission policy, the indebtedness of BUC to CSB/SJU, the scope of the programs and the lack of previous oversight, the team recommends a focus visit as soon as practical in 1999.

*Details from the consultant-evaluator's report of a focused visit evaluation (March 2000):* Concerns from the consultant-evaluators' focused visit in March 2000 mirrored that of the 1998 comprehensive visit. The identified issues included: current and projected budget deficits, assessment of student learning, declining enrollment, lack of an aggressive marketing and advertising program, inadequate maintenance of facilities, liability of a \$675,000 debt, and lack of disclosure that degrees are awarded by CSB/SJU, not BUC, and that AA degree offerings are pending NCA approval.

*Current state of Benedictine University College:* On May 4, 2000, both the Board of Regents at Saint John's University and the Board of Trustees at CSB voted to discontinue this off-site program effective December 31, 2000. The reasons cited were substantially those listed by the visiting team. This program is no longer in operation.



## Criterion One: Mission and Integrity

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

### Introduction

The College of Saint Benedict for women and Saint John's University for men share a common fundamental mission: *to provide the very best liberal arts residential education in the Catholic university tradition*. Both colleges promote an environment for fulfilling Benedictine values, integrated learning, attention to diversity, exceptional leadership, and wisdom for a lifetime. The mission of CSB is to provide this education for women. The mission of SJU is to provide this education for men. Thus, each undergraduate college's mission is infused with attention to gender. The colleges' primary mission statements are the *College of Saint Benedict Mission and Vision Statement* (approved in 2000), the *Saint John's University Mission and Vision Statement* (approved in 2001), and the *Coordinate Mission and Vision Statement* (originally drafted in 1995 and reaffirmed in 2000). All three statements integrate mission, vision, and values.

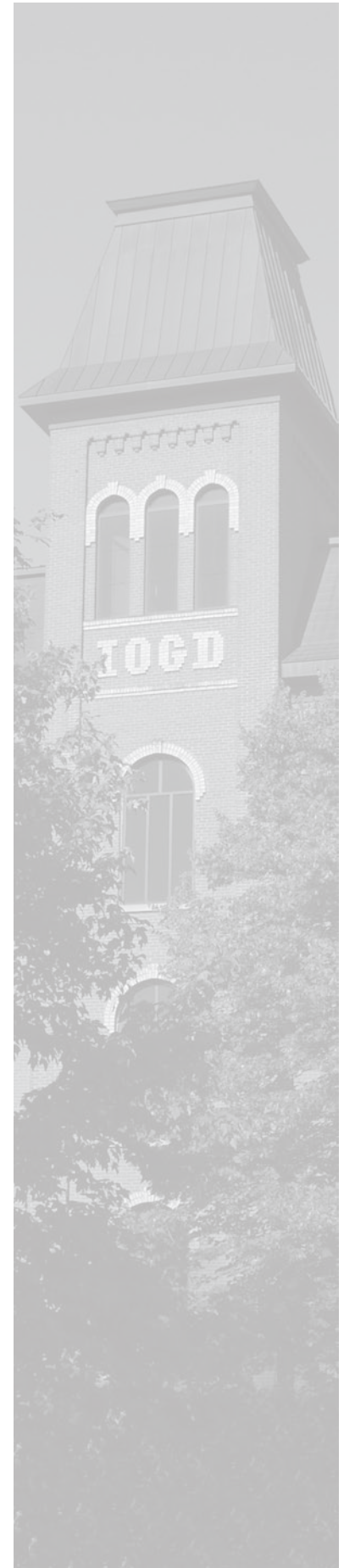
Our mission is equally reflected in what we do not do. For undergraduates, we offer only the baccalaureate degree. The graduate programs of the Saint John's University School of Theology•Seminary are outgrowths of the institution's Catholic and Benedictine identity. Student learning is supported through deep, sustained interaction between faculty and students. While we use technology effectively as a learning tool, we do not offer distance-learning programs. Nor do we offer accelerated programs or other programs for non-traditional populations. The vast majority of our degree programs are liberal arts programs. Even our professional programs are fully grounded in the liberal arts and liberal learning and share the same common curriculum as our liberal arts programs. The steadfast commitment to residential liberal arts education has been essential to our uniqueness and success.

In this chapter, we begin with a discussion of Core Component 1c because that component focuses on the core attributes of the mission. We will continue with discussions of the other components in sequence. Given our unique structure and relationship, some working context and definitions will be provided.

#### *Context and Definitions*

Analyses of our mission statements reveal strong understanding of and support for the fundamental mission of the colleges, but also reveal occasional confusion about the relationship of our three primary mission statements. In an effort to more clearly analyze mission fulfillment, we have adopted the following terminology used throughout this chapter:

- The term *fundamental mission* is used to denote the actual mission of CSB/SJU and the essence of our identity as undergraduate, residential, liberal arts colleges in the Catholic tradition, incorporating Benedictine values and a focus on gender.
- The *CSB Mission and Vision Statement* is an articulation of how the fundamental mission is expressed at CSB.
- The *SJU Mission and Vision Statement* is an articulation of how the fundamental mission is expressed at SJU, including the College of Arts & Sciences, School of Theology•Seminary, Hill Museum and Manuscript Library, and other sponsored programs.
- The *Coordinate Mission Statement* is an articulation of how the fundamental mission is expressed by the two undergraduate colleges (CSB and SJU College of Arts & Sciences) operating together.





We will discuss all of these statements later in this chapter in the Core Component 1a section. Here, we focus on our understanding and support for our *fundamental mission* as undergraduate, residential, liberal arts colleges in the Catholic tradition, incorporating Benedictine values and a focus on gender.

### **Core Component 1c: Understanding of and support for the mission pervade the organization.**

#### Understanding and Support for the Mission: Campus Surveys

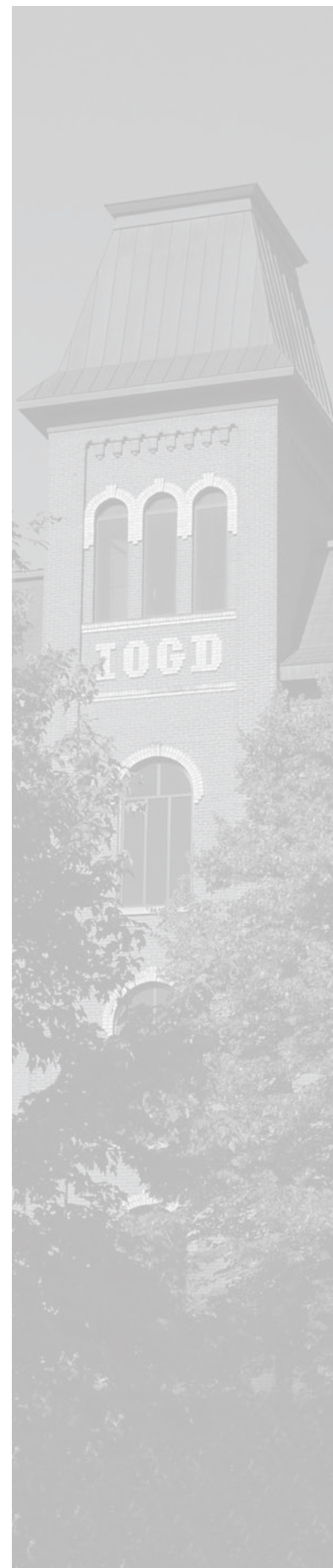
We conducted two surveys related to mission in the spring and fall of 2007. The first survey was designed around the Core Components of Criterion One and is referred to as the Mission and Integrity Survey. The second survey focused exclusively on the elements of the fundamental mission for CSB and SJU and is referred to as the Fundamental Mission Survey. Respondents to both surveys included members of all campus constituencies. The surveys focused on community perceptions of the following key areas:

- Personal understanding and support of the mission statements and fundamental mission;
- Perceptions of governance and structure (revealed under Core Component 1d);
- Perceptions of institutional integrity (revealed under Core Component 1e).

Understanding and support of the fundamental mission are summarized in Tables 1.1 and 1.2. Respondents were asked specifically if they believed that CSB and/or SJU (as applicable) fulfilled each component of the mission. The first column represents those respondents that replied either agree or strongly agree; the second column isolates only those that strongly agree.

**Table 1.1** Fundamental Mission Perceptions

| <b>Fundamental Mission Perceptions</b>  |  |  |
|---|--|--|
| <b>Question</b>   | <b>Percent of agreement responses (agree + strongly agree)</b> | <b>Percent of strongly agree responses</b> |
| The vast majority of activities that I have seen inside and outside of the classroom are guided by the stated coordinate mission, vision and values.  | 66%  | 23%  |
| CSB/SJU provides the very best residential liberal arts education in the Catholic University tradition. CSB/SJU foster integrated learning, exceptional leadership for change and wisdom for a lifetime.  | 90%  | 16%  |
| The colleges provide a coherent liberal arts curriculum that focuses on questions important for the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind.                   | 87%  | 14%  |
| The colleges excel in the study of the intersection of global cultures and community sustainability, leavened by the commitment of Catholic intellectual life.  | 73%  | 11%  |
| The colleges provide an integrative environment for learning that stresses intellectual challenge, open inquiry, collaborative scholarship, and artistic creativity.  | 87%  | 18%  |
| The colleges excel as learning communities promoting the integration of professional and personal lives through opportunities for experiential learning.  | 81%  | 16%  |
| The colleges provide an emphasis on the personal growth of women and men, which incorporates new knowledge about the significance of gender into opportunities for leadership and service across both campuses.                                 | 80%  | 16%  |
| CSB provides an emphasis on the personal growth of women, which incorporates new knowledge about the significance of gender into opportunities for leadership and service.  | 77%  | 16%  |
| SJU provides an emphasis on the personal growth of men, which incorporates new knowledge about the significance of gender into opportunities for leadership and service.  | 66%  | 12%  |
| The colleges excel in the cultivation of and reflection on the social, spiritual, and physical development of men and women.  | 88%  | 15%  |
| CSB excels in the cultivation of and reflection on the social, spiritual, and physical development of women.  | 76%  | 14%  |
| SJU excels in the cultivation of and reflection on the social, spiritual, and physical development of men.  | 74%  | 13%  |
| The colleges provide an experience of Benedictine values that foster attentive listening to the voice of God, awareness of the meaning of one's existence, and the formation of community built on respect for individual personal development. | 77%  | 15%  |
| The colleges excel in fostering the understanding and cultivation of the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism, and respect for diverse cultures.             | 71%  | 10%  |
| The colleges cultivate the habit of promoting the common good which is formed by knowledge, faith, and an open-hearted response to the needs of others.   | 84%  | 15%  |
| The colleges excel in fostering understanding of Catholic social teaching and consequent action to improve the well-being of the underserved, enhance overall community life, and protect the environment.                                      | 72%  | 8%   |







### *Survey results demonstrate clear agreement about mission fulfillment*

The results of this survey reveal that the vast majority of CSB/SJU stakeholders believe we are fulfilling the mission and its separate components. Overwhelming percentages of respondents agree or strongly agree that we excel in delivering our fundamental mission and its components. One question revealed slightly lower levels of agreement than the others. The first question in Table 1.1 was worded in such a way (“vast majority”) that responses to the question were likely skewed, biasing response toward “agree” rather than “highly agree.” However, this does highlight we must be diligent in consistently promoting the visibility of the many activities that advance this fundamental mission.

**Table 1.2** Personal Understanding and Commitment

| <b>Personal Understanding and Commitment Statements</b>                  |                                       |  |
|--|---------------------------------------|--|
| <b>Question</b>  | <b>Percent of agreement responses</b> | <b>Percent of strongly agree responses</b> |
| I am supportive of the coordinate relationship.                          | 72%                                   | 43%  |
| I understand the coordinate mission and vision statement.                | 85%                                   | 45%  |
| I support the coordinate mission and vision statement.                   | 86%                                   | 36%  |
| I share responsibility for integrity of academic processes.              | 81%                                   | 60%  |
| I am committed to upholding and protecting the integrity of CSB and SJU. | 94%                                   | 72%  |

### *Survey results reveal overwhelming support for the fundamental mission*

Responses in Table 1.2 reveal a deep community support for the mission. In particular, 86% support the *Coordinate Mission and Vision Statement*; and an overwhelming 94% of community members are personally committed to upholding the integrity of CSB and SJU, with 72% strongly agreeing with this statement.

### **Understanding and Support for the Mission: Focus Group Interviews**

Focus group interviews were valuable in teasing out a deeper understanding of the constructively critical comments elicited by a small percentage of survey respondents. The focus group interviews, composed of small groups of faculty, administrators, staff, CSB students, and SJU students, were designed to address issues with the mission statements. Despite the focus on actual or potential issues, participants in the focus groups indicated a clear understanding and high levels of support for the mission. All were able to clearly articulate all elements of the fundamental mission and recognize the separate mission statements for CSB and SJU, along with the coordinate mission statement. The focus group interviews also revealed constructively critical commentary about some aspects of the mission, particularly the Catholic, gender, and diversity components.

### *Commentary on the Catholic and Benedictine Mission*

The positive impact of Catholic and Benedictine traditions on these campuses was best illustrated by one College of Saint Benedict student’s response: “Well, [Catholic and Benedictine values] didn’t play a factor in my decision [to enroll] because I’m not Catholic and so I really didn’t know anything about that. I didn’t even know about the [Sisters’] monastery until I stepped on campus. But as soon as you step on campus then you know about it. That’s how much it is incorporated and it is seen alive in the school. By the end of the first week, I knew about the monastery’s history, the values, and for sure, I can say that I’ve seen it in my life and I can appreciate it even if I’m from another religion. And I think it’s a great part of the school and a great thing. It just adds to the school.”

Focus group participants spoke clearly about the visibility and importance of the Catholic mission. There were disagreements, however, around the *interpretation* of Catholic social teachings and how these were integrated into a secular world and in a liberal arts setting. The focus groups discussed the realities of marketing ourselves effectively by downplaying or highlighting Catholic traditions depending upon the audience. This idea is illustrated by the following statement made by one of the focus group participants: “About four or five years ago, we started planning our re-marketing, looking at the graphic representations of the logo and kind of insinuating [that] we are Catholic, first and foremost that’s who we are, and how that’s interpreted is what, in my mind, is the question. But there were comments about, ‘well, geez, we don’t want that logo because it’s awfully Catholic or it’s awfully religious.’ Well, we are.”

No one suggested removing the Benedictine and Catholic traditions as key elements of institutional mission. Rather, this process of self-study has deepened the community reflection on how to best continue to be inclusive of varying faith beliefs and remain true to the Catholic traditions that have guided these institutions for 150 years.

Currently, the College of Saint Benedict and Saint John’s University have been actively engaged with other Benedictine institutions in examining and articulating the “Benedictine Wisdom Tradition” and the “Catholic Intellectual Tradition” as they relate to our mission. There is also an internal working group examining how our Catholic mission is manifested. Overall, thoughtful attention and energy are given to fulfilling the Catholic mission that pervades CSB and SJU.

#### *Commentary on the Gender Component of the Mission*

Gender and the emphasis on the development of men and women is a source of constant discussion on these campuses. The residential and gender-focused elements elicited positive comments from focus group members such as “There is a tangible sisterhood and brotherhood that happens just through common living. As a male student at Saint John’s, I think I grew an awareness of, probably more so, of women’s issues, just by having that always being out there: that this is a women’s college, this is a men’s college ... we’re in this together.”

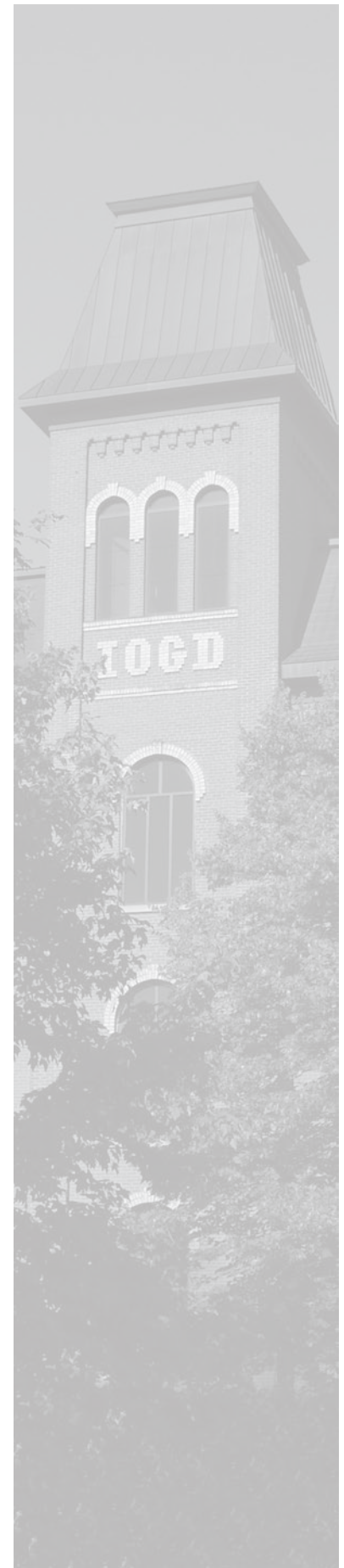
One issue is the discernment of how these communities can fulfill the gender mission as a college for men and a college for women in a shared academic program. The ever-expanding increases in shared programming and joint departments has led to some reflection on whether we actually focus on the specific needs of men and women. As one focus group participant indicated, “I am a little unclear on the emphasis on personal growth of men and women.” Another participant clarified by adding, “So what you are saying is that the more the departments become joint [departments], the less they focus on the specific needs of men and women.” To this, the first participant responded, “I think yeah, I think absolutely. And the harder it is for me to say to people coming in that this is a specifically gendered institution.”

The ongoing discussion about the gender mission has resulted in board level discussions documented in the *Memorandum of Understanding* (2007). The *Memorandum* explicitly reaffirms CSB’s commitment to women and SJU’s commitment to men and is discussed in detail in Core Component 1d and throughout this self-study.

#### *Commentary on Diversity as a Component of Mission*

The focus groups all recognized that significant progress has been made in our efforts to expand the definition of diversity and to attract and retain qualified underrepresented students to these campuses. One focus group member commented: “I do think we need to continue to recruit international students, diverse students [of color], because that overall just makes a better experience for everyone.”

A current issue is the perceived lack of support offered to underrepresented students after they arrive on these campuses and the difficulties encountered by the students when interfacing with the surrounding communities. One College of Saint Benedict





student noted, “I think that what Saint Ben’s and Saint John’s do is they paint this picture of students of other cultures. ‘We have all this diversity. You should come.’ But then when people come, it’s like, ‘Okay, you’re on your own.’ And that’s when people don’t interact with each other and they just have their cliques and groups of different cultures. So, I think that we need to do a better job after they are here. We need to do something about it and not just say, ‘Okay, you’re here.’”

We continue to work on creating a welcoming and comfortable environment for each one of our students. The following structures have been effective in recruiting and supporting racially/ethnically underrepresented students:

- *Strategic Directions 2010*;
- *Institutional Statement on Diversity* (2001);
- Diversity Planning Group (2004-05);
- Intercultural Directions Council (2005-present);
- I-LEAD Program (2005-present);
- Intercultural Center (2006-present);
- *Presidential Commitment to Pursuit of Intercultural Competence* (2006);
- English as a Second Language Program (1988-present).

These and other initiatives, demonstrating thoughtful attention given to increasing racial/ethnic diversity and support services on these campuses, are discussed in depth in Criterion Two, Criterion Four, and elsewhere in this self-study.

#### **Understanding and Support for the Mission: New Entering Student and Senior Surveys**

Understanding and support of the mission are also reflected in the survey responses of incoming and senior students. These surveys, administered annually through the Institutional Planning and Research Office, speak to several aspects of the mission, including the perceived importance of the liberal arts, academic reputation, gender, diversity, and spirituality, and the colleges’ ability to fulfill the fundamental mission. For the vast majority of incoming students in 2006, academic reputation and the development of spirituality were important factors in choosing the College of Saint Benedict and Saint John’s University. Few indicated a preference for a college for men or a college for women, and the responses of these same students were mixed when asked about the importance of attending a liberal arts or Catholic/Benedictine college. About one-third of these students perceived the colleges as diverse upon being admitted.

For seniors, understanding and support of the mission of the colleges becomes more evident. Academic rigor was considered “demanding” or “just right” for 94% of senior survey respondents in 2006-07. Fulfillment of the liberal arts mission was also evidenced by multiple survey questions including the frequency of integrating concepts, questioning, thinking, writing, discussing, presenting, preparing, analyzing, appreciating the fine arts, developing moral and ethical principles, and functioning in groups within and outside the classroom. For these seniors, as with incoming students, the value of attending a single-sex college was perceived as “unimportant” by 45% and participation in any gender-specific activities throughout the college experience was moderate (58%). On the other hand, the vast majority indicated the colleges supported his/her understanding of self as man or woman (88%), and the same percentage indicated the colleges were responsible for improving his/her understanding of issues related to gender.

These survey results also indicate a high level of student engagement with culturally diverse groups. Seventy-six percent (76%) of students indicated that the College of Saint Benedict and Saint John’s University encouraged an understanding of people whose race or ethnicity was different from their own; 93% had serious conversations with culturally or ethnically diverse people; 80% indicated that the environment encourages interactions with diverse groups, and 55% had studied abroad.



## **Understanding and Support for the Mission: Alumnae/i Surveys**

Understanding and support for the mission at CSB and SJU persists beyond graduation. In a survey of alumnae/i from the graduating classes of 1987, 1992, 1997, and 2002, the vast majority (97%) indicated that the liberal arts should remain central to the mission of the colleges. A large majority of respondents reportedly incorporates Catholic values (82%) and Benedictine values (87%) into daily life. Approximately 84% indicated the experience here contributed to his or her understanding of self as a man or woman. Multiple other indicators in this survey (such as 81% of respondents reporting that the experience at CSB and SJU contributed significantly to lifelong learning) hint toward the value and importance of the mission.

## **Mission Understanding and Support: Student and Employee Orientation**

Mission understanding and support are facilitated through extensive orientation expectations for both students and employees. Employee orientation agendas for administrators, faculty, and staff have consistently included presentations and discussion on understanding our traditions and Benedictine values. At employee orientation, attendees are provided orientation packets. In these packets are the missions for CSB, SJU and the Coordinate Mission and Vision Statement. This information is produced from the colleges' Web page. The mission/vision topic is covered in the orientation agenda under the CSB/SJU Coordinate Relationship/Academic Structure section. The missions are presented by the provost or associate provost/academic dean and the dean of the School of Theology\*Seminary. Mission is also discussed with job candidates by the provost or associate provost/academic dean during the interview process and is expected to be discussed by department chairs at faculty hire.

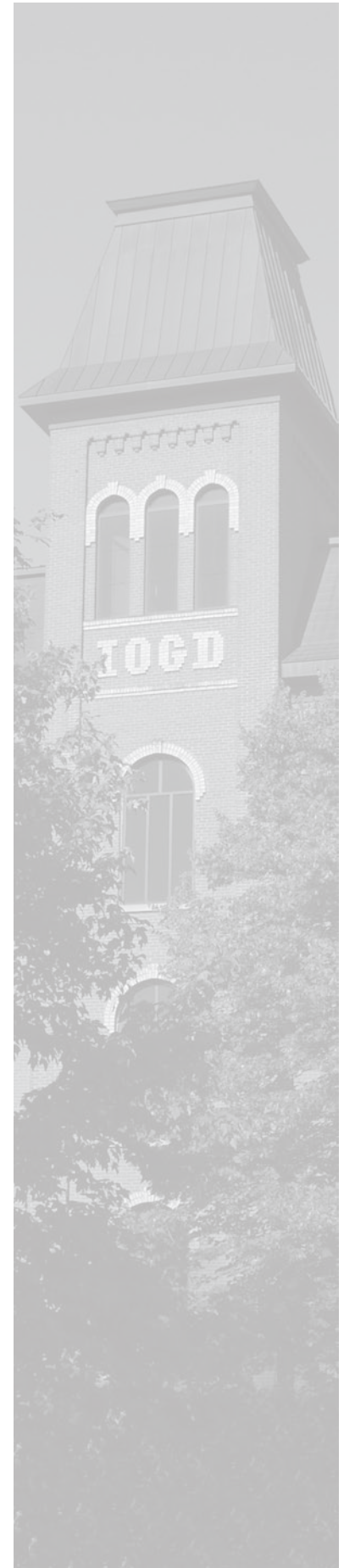
## **Mission Understanding and Support: Faculty Handbook Policies and Procedures**

Mission is articulated through its highly visible presence in the *Faculty Handbook*. Rank and tenure applicants must address the understanding and support of the mission at third year review, tenure review, and promotion. As described in Section 2.5.5.3: "The college [university] . . . seeks to provide a residential liberal arts education in the Catholic tradition within the context of the Benedictine values of its sponsoring monastery. It is expected that all faculty members will respect this mission." The statement continues to describe ways to demonstrate respect for mission and concludes by noting, "It is recognized that the extent to which Christian, Catholic, and Benedictine values will affect each faculty member will vary and that faculty members may contribute in many different ways to the overall mission of the college and university. Respect for the college's [university's] mission does not impinge on academic freedom. The college [university] is deeply respectful of the privacy of the individual conscience in matters of religion, so a specific response to the religious aspects of the mission is not expected."

## **Mission Understanding and Support: Student and Employee Retention Rates**

Mission understanding and support are also evidenced by impressive employee and student retention rates. In the last five years, the average faculty/staff turnover ratio has been 9-10%. This percentage includes adjunct professors and staff with a minimum of .50 FTE or greater. We are retaining a significant number of employees, which, coupled with the survey responses above, likely indicates job satisfaction and value placed on the fundamental mission.

Students also persist at CSB and SJU. For nearly a decade, first-to-second year retention rates at CSB and SJU have averaged nearly 90%, higher than rates at peer liberal arts colleges nationally. This is similar to rates at aspirant liberal arts colleges. More than 70% of all new CSB and SJU students earn their baccalaureate degree within four years of entry and 80% complete their degree within six years. Four-year completion rates at CSB and SJU consistently have been higher than averages for peer liberal arts colleges nationally and are similar to rates at aspirant liberal arts colleges. These completion





rates are also significantly higher than rates at most of the private colleges and all of the public colleges in Minnesota. Again, retention and completion are indicators of a quality educational experience and demonstrate that students also value the mission of these institutions.

### **Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.**

Here we present and evaluate the mission documents, including the *CSB Mission and Vision Statement*, the *SJU Mission and Vision Statement*, the *Coordinate Mission and Vision Statement*, and other mission-driven documents.

#### *College of Saint Benedict Mission Statement*

**The mission of the College of Saint Benedict is to provide for women the very best residential liberal arts education in the Catholic university tradition. Together with its partner Saint John's University, the college fosters integrated learning, exceptional leadership for change and wisdom for a lifetime.**

Its aspirations on behalf of the mission are shaped by the following vision:

- *A Commitment to Women's Education.* The College of Saint Benedict will be considered among the most prestigious women's colleges in the country as measured by its commitment to recruiting, developing, and retaining a superb and diverse faculty and professional staff;
- *A Commitment to Women's Development.* The College of Saint Benedict will be recognized nationally for its leadership in programming for women, complementing a rigorous curriculum with enhanced opportunities for ethical, social, and spiritual development, informed by the Catholic intellectual tradition;
- *A Commitment to Accessibility and Excellence.* The college will be known for its unique educational environment, accessible to a diverse community of women who are among the nation's academically elite but reflect a broad range of socio-economic backgrounds;
- *A Commitment to the Fine and Literary Arts.* The heritage of Benedictine humanism will continue to shape the character of the College of Saint Benedict, distinguished as a prominent venue for fine arts programming and highly regarded for its Literary Arts Institute;
- *A Commitment to the Catholic Benedictine Tradition.* The College of Saint Benedict will promote women's leadership within the Church by an expanded and broadened theological curriculum, by increased dialogue with local faith communities and through outreach activities for women, sponsored by the college and the Sisters of the Order of Saint Benedict.

#### *Saint John's University Mission Statement*

**The mission of Saint John's University is to renew the fabric of community from one generation to the next, ever striving for excellence, ever grounded in Benedictine tradition.**

- Saint John's University provides education in the liberal arts and graduate theological disciplines within the Catholic university tradition.
- Saint John's seeks to preserve the well springs of human culture, to deepen understanding of human interdependence, and to prepare students for full, integrated lives of faith and reason, action and love.
- Saint John's strives to relate teaching, learning and scholarship to the residential life of the campus, community worship, the practice of the arts, and programs of service.

- These activities are animated by the Benedictine practices of community life, prayer, hospitality and the search for wisdom, as well as by Saint John's own historic commitments to the well being of diverse human communities, the formation of leaders in successive generations, and the ongoing renewal of the Church.
- Saint John's pursues this mission on the undergraduate level, where it offers residential liberal arts education in coordination with the College of Saint Benedict, as well as through graduate theological education, longstanding programs of cultural preservation and transmission, and a variety of sponsored programs.

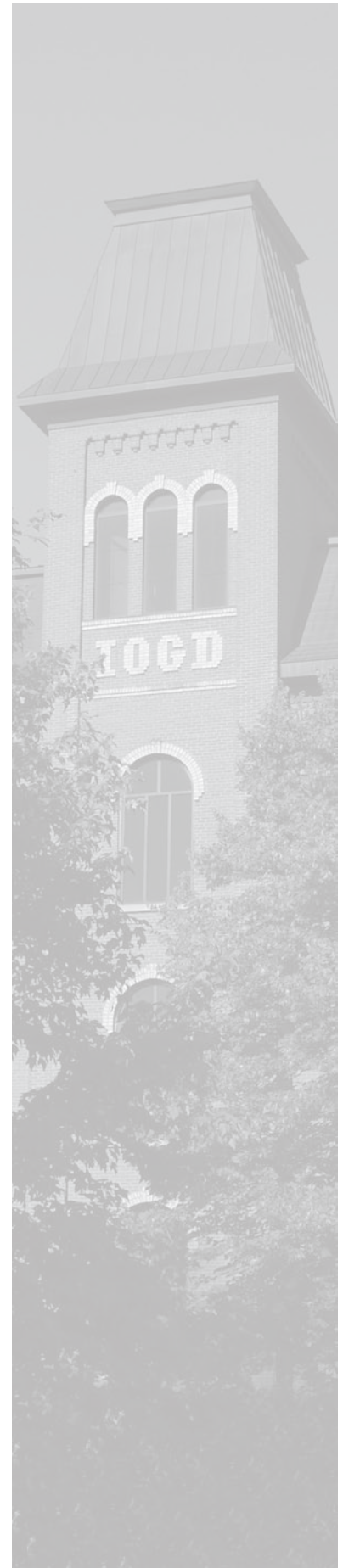
SJU has also articulated a vision for the future, discussed by the board of regents 9/21/00 and used to shape the 2002-07 SJU Strategic Plan (approved by the board on 5/4/01) as a parallel document to the 2002-07 Coordinate Strategic Plan and the board-approved capital campaign that began on 7/1/01. Saint John's vision for the future includes:

- *Commitment to Accessibility and Aspiration.* Saint John's will excel in providing a unique and accessible educational environment for a diverse community of undergraduate men, as well as a graduate community of male and female students of theology, drawn from a broad range of socio-economic and cultural backgrounds and showing evidence of the capacity to pursue, respectively, liberal arts studies and graduate theological education with distinction;
- *Commitment to Educational Excellence.* Saint John's will excel in providing undergraduate and graduate students with a superb education by recruiting, developing, and retaining a talented and diverse faculty and staff, with an exceptional commitment to teaching and service, scholarship and the mentoring of students;
- *Service to Church.* Saint John's will excel at fostering exceptional scholarship, study and outreach in monastic studies, liturgical studies, and lifelong learning for ministers, lay and ordained, women and men, leaders and committed members of faith communities within the Catholic tradition, the broader ecumenical Church and the multi-religious landscape of the contemporary world;
- *Witness to Benedictine Values.* Saint John's will excel in fostering the understanding and cultivation of reflection and prayer, creativity, and self-sacrifice, with a special emphasis on the intellectual, ethical, spiritual, physical, and social development of men;
- *Stewardship of Knowledge and Culture.* Saint John's will excel in the preservation and transmission of knowledge and culture, with special emphasis on unique and threatened religious and cultural resources, the natural environment and artistic creativity.

#### *Historical Perspective and Origins of the Coordinate Mission and Vision Statement*

In 1995, the Board of Trustees of the College of Saint Benedict and the Board of Regents of Saint John's University adopted a shared statement of mission and vision — the *Coordinate Mission and Vision Statement* — that outlines mission commitments manifested through the coordinate relationship.

The College of Saint Benedict and Saint John's University are separate institutions of higher education, and each has had its own mission statement since their respective beginnings. In 1995, the *Coordinate Mission Statement* was developed by the institutions' first joint strategic planning task force. That new *Coordinate Mission Statement* was imagined to be subordinate to the mission statements of the individual







institutions, i.e., a statement developed by the two institutions — each with its own mission — setting forth how the two institutions collaborated in offering an education to their students.

Subsequent to that action of the boards, each institution revised its own mission statement. *CSB's Mission Statement* focuses on its mission as a college for women and incorporates a mission and vision statement. It begins with the same language as the *Coordinate Mission Statement*. Using that foundation, it sets forth five aspirations on behalf of the mission, four of which are framed in terms of women's education.

*SJU's Mission Statement* frames all parts of Saint John's University, i.e., the college of Arts and Sciences, the School of Theology•Seminary, the Hill Museum and Manuscript Library, and a number of sponsored programs. Each part of the institution has a mission statement that applies SJU's mission more specifically to its activities. Since the creation of the *Coordinate Mission Statement*, SJU considered that statement to be the application of SJU's mission to undergraduate education. SJU looked to the creation of the SJU Student Development learning goals as the venue for particularizing its aspirations for men's education. However, difficulties framing the Student Development learning goals for SJU in relationship to those of CSB and then relating both to the Undergraduate Learning Goals developed by the faculty have meant that SJU's aspirations for men's education have not yet come to the same symbolic prominence in official statements as have CSB's statements on its own aspirations for women.

There is an asymmetry here — both institutions realize changes need to be made. We have yet to decide the best course of action. We recognize the self-study is an important step in creating the context and recommendations for thoughtful action in this area.

#### *Coordinate Mission and Vision Statement*

**The mission of the College of Saint Benedict and Saint John's University is to provide the very best residential liberal arts education in the Catholic university tradition. They foster integrated learning, exceptional leadership for change and wisdom for a lifetime.**

On the undergraduate level, the College of Saint Benedict enrolls women and Saint John's University enrolls men. Together, the two colleges make these mission commitments to their students:

- A *coherent liberal arts curriculum* which focuses on questions important to the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind. The colleges will excel in the study of the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life;
- An *integrative environment for learning* which stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity. The colleges will excel as learning communities promoting the integration of professional and personal lives through opportunities for experiential learning;
- An emphasis on the *personal growth of women and men* which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses. The colleges will excel, individually and coordinately, in cultivation and reflection on the social, spiritual and physical development of men and women;
- An *experience of Benedictine values* which fosters attentive listening to the voice of God, awareness of the meaning of one's existence and the formation of community built on respect for individual persons. The colleges will excel in fostering the understanding and cultivation of the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism and respect for diverse cultures;

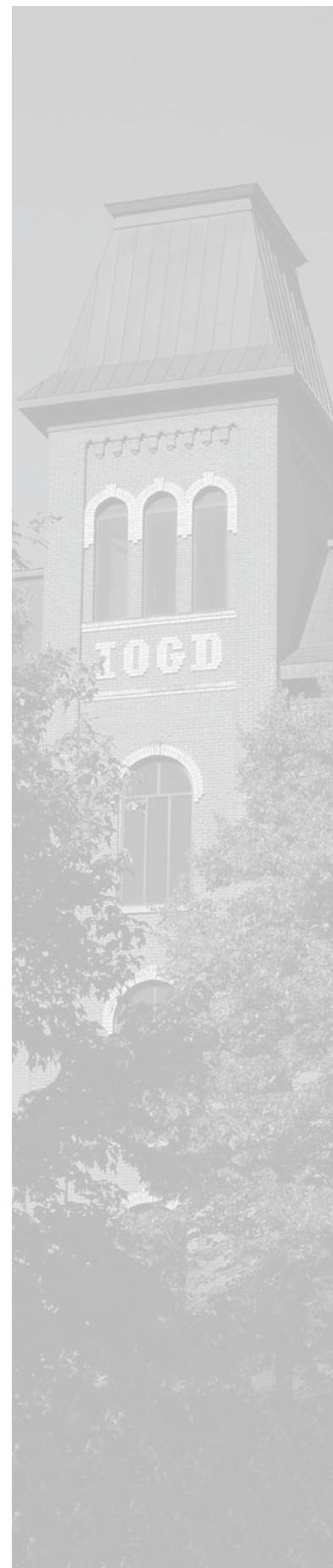
- Cultivation of the habit of *promoting the common good* which is formed by knowledge, faith and an open-hearted response to the needs of others. The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the underserved, enhance overall community life, and protect the environment.

*Consistency between the CSB, SJU, and Coordinate Mission Statements*

A casual observer can see the underlying consistency between these three statements, but we have included Table 1.3 to provide a detailed illustration of this consistency.

**Table 1.3** Alignment of the CSB, SJU, and Coordinate Mission Statements

| <b>CSB</b>  | <b>SJU</b>   | <b>Coordinate</b>  |
|---|--|--|
| Very best (prestigious) education for women<br>Commitment to accessibility and excellence               | Commitment to accessibility and aspiration<br>Undergraduate men and graduate community of male and female students in theology   | Very best education  |
| Residential   | Relate teaching, learning and scholarship to the residential life  | Residential  |
| Liberal arts<br>Commitment to fine and literary arts  | Liberal arts and graduate theological disciplines<br>Practice of the arts<br>Human culture<br>Interdependence  | Liberal arts<br>Human condition<br>Clear thinking<br>Communication<br>Global intersections<br>Sustainability   |
| Catholic university tradition and Benedictine tradition<br>Promote women's leadership within the Church | Catholic university and Benedictine traditions<br>Worship<br>Service<br>Community<br>Prayer<br>Hospitality<br>Ongoing renewal of the Church<br>Stewardship<br>Preservation and transmission of knowledge and culture | Catholic university tradition and Benedictine values<br>Listening<br>Awareness<br>Community<br>Respect<br>Vocation<br>Ecumenism<br>Catholic social teachings<br>Common good<br>Protect the environment         |
| Integrated learning   | Integrated lives of faith and reason, action and love  | Integrated learning<br>Intellectual challenge<br>Open inquiry<br>Collaborative scholarship<br>Artistic creativity<br>Learning communities<br>Integration of professional and personal<br>Experiential learning |
| Exceptional leadership for change<br>Commitment to women's ethical, social, and spiritual development   | Formation of leaders in successive generations<br>Commitments to diversity<br>Commitment to intellectual, ethical, social, physical, and spiritual development of men  | Exceptional leadership for change (men and women)<br>Significance of gender<br>Leadership<br>Service<br>Social development<br>Spiritual development<br>Physical development                                    |
| Wisdom for a lifetime   | Search for wisdom and lifelong learning  | Wisdom for a lifetime  |





### Alignment of Department and Program Missions with the Institutional Mission

Key elements of the fundamental missions of CSB and SJU are also mirrored in the mission statements of each academic department, curricular and co-curricular program, and operating unit. Departments have effectively aligned mission statements with the institutional mission while still meeting the needs and expectations of the department. Examples are provided below:

- The College of Saint Benedict and Saint John's University Student Development Divisions, informed by our Catholic, Benedictine, liberal arts and residential tradition, understand student learning as dynamic and interactive within the academic community and the holistically developing individual;
- In the Nursing Department, the mission is to “provide the best baccalaureate nursing education informed by an understanding of the human condition and Catholic and Benedictine traditions and values”;
- The Management Department enhances “students’ critical thinking, communication skills, and understanding of Benedictine values. The foundation in the liberal arts and management discipline will enable students to become responsible citizens, ethical leaders, lifelong learners, and innovators”;
- The English Department mission states “through the study of literature in English, students gain insight into experience, thinking, and feeling different from their own, and they come to perceive the likeness among people as well as differences determined by such circumstances as gender, race, and class”;
- The Computer Science Department “is a community of faculty, staff, and students centered in the discipline of computer science and upholding the tradition of the liberal arts and sciences”;
- The Environmental Studies Program “integrates the different perspectives of the humanities, social sciences, biological sciences, and physical sciences and applies these perspectives to pressing environmental concerns.”

### Public Articulation and Accuracy

Mission documents are widely accessible to internal and external constituencies. The CSB/SJU Web page provides access to the mission statements and mission-driven documents. The mission statements are printed in the colleges’ catalog, handbooks, admission materials, and posted in most buildings on campus. Mission statements are provided and discussed with all incoming students and employees at orientation and beyond. The expression of the fundamental mission is readily apparent throughout the campus environments, including all publications, even subsidiary ones. For example, *Community* is the primary internal constituency publication for employees. The title is reflective of the importance of community as a Benedictine value. Our alumni and alumnae magazines also are consistently focused on mission-related activities.

The mission documents themselves are presented accurately in print and electronic communications. The Office of Communication and Marketing Services is responsible for the accuracy and consistency of all publicly presented material and has engaged in “branding” exercises to ensure that our mission is communicated consistently throughout our documentation and marketing materials.

### Clarity of Statements and Related Documents

Table 1.4 summarizes responses from the campuswide Mission and Integrity Survey and Fundamental Mission Surveys described in Core Component 1c and reflects perceptions of the mission *statements*. The percentages of “agree” responses and “strongly agree” responses (as a subset of the “agree” responses) are provided.



**Table 1.4 Mission and Vision Statement Perceptions**

| <b>Mission and Vision Statement Perceptions</b>  |                             |  |
|--|-----------------------------|--|
| <b>Question</b>  | <b>Percent of agreement</b> | <b>Percent of strongly agree responses</b> |
| The coordinate mission, values, and vision statements are clear.   | 86%                         | 43%  |
| The commitments expressed in the coordinate mission, values, and vision statements are readily available to the public.  | 82%                         | 44%  |
| The coordinate mission, values, and vision statements are appropriate for institutions providing liberal arts learning in the Twenty-First Century.  | 82%                         | 46%  |
| The coordinate mission, values, and vision statements adequately address the need to be responsive to diversity and to prepare students to live productively in an international and global society. | 76%                         | 34%  |
| The coordinate mission, values, and vision statements affirm a commitment to honoring the dignity and worth of individuals.  | 89%                         | 54%  |
| The coordinate mission, values, and vision statements recognize the value of service to society.   | 91%                         | 56%  |
| The undergraduate learning goals and objectives portray a commitment to high academic standards.   | 87%                         | 47%  |
| CSB and SJU have clearly stated academic undergraduate learning goals and objectives.  | 84%                         | 39%  |
| CSB has a clearly stated mission and vision statement.   | 87%                         | 48%  |
| SJU has a clearly stated mission statement.  | 83%                         | 44%  |
| SJU has a clearly stated vision statement.   | 82%                         | 42%  |

Internal constituencies expressed strong perceptions of mission clarity, with the vast majority agreeing with statements related to clarity of both the individual institutional mission statements and the coordinate mission statements.

Follow-up prose commentary, gathered through focus groups (also described in Core Component 1c) and a student in-class project from MGMT 381: Strategic Management in a Global Context, revealed some constructive criticism about the three documents in terms of their mutual clarity. One focus group comment summarized this commentary well, “By the time you read through the three different documents, although none of them are in direct contradiction to each other, they do have three different senses to them, three slightly different orientations.”

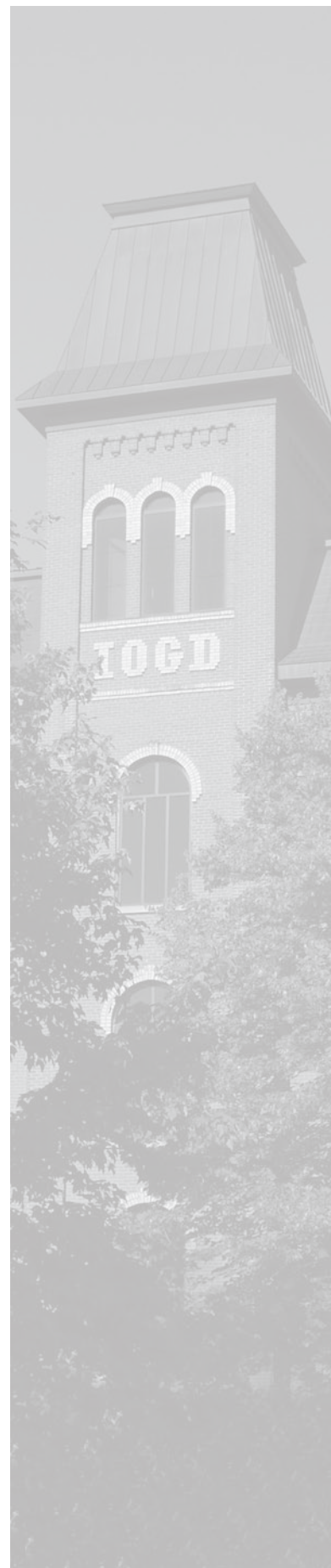
Clarity issues were also evidenced in the student in-class project for MGMT 381. The class project involved a textual analysis of the mission statements. Although most students found the statements to be clear, some had significant recommendations for improvement:

- More clearly distinguish mission from vision and values;
- Review and clarify the relationship between the three statements;
- More clearly define the distinctive nature of the colleges;
- Decrease the overall length of the statements.

In summary, developing “leaner and cleaner” mission statements was recommended to lessen the confusion around fundamental mission, mission statements, vision, and values. These suggestions have been integrated into the recommendations for improvement found at the conclusion of this chapter.

### **Mission-Driven Activities**

A review of curricular and co-curricular programs demonstrates the fundamental mission is the guiding principle for the choices made and the resources allocated. For example, the Board of Regents (SJU) and Board of Trustees (CSB) recently affirmed the commitment to the liberal arts by endorsing consideration of a move toward awarding





80% of degrees in liberal arts disciplines. Similarly, we are committed to housing the vast majority of our students, 90% at CSB and 80% at SJU, on campus by 2011-12, in support of the residential, student development component of our mission.

The identity of our constituents (internal and external), programmatic focus (undergraduate colleges of Arts and Sciences and a graduate School of Theology•Seminary), student learning goals, and the faculty role (teaching, scholarship, and service) all are guided by the fundamental mission.

The fundamental mission also pervades policies, procedures, documents, and expectations of the CSB/SJU community. Multiple documents reflect the fundamental missions of CSB and SJU. These include:

- Mission statements from all curricular and co-curricular departments and programs (as indicated above);
- *Strategic Directions 2010*, our current strategic plan;
- Academic catalogs;
- Undergraduate learning goals;
- Board and administrative policies, procedures, and activities;
- CSB student, SJU student, faculty, and staff handbooks;
- Budgets and expenditures;
- Technology and library planning documents;
- Facilities master plans;
- Sustainability and stewardship plans currently under development.

#### **Coordination of Mission-Related Efforts**

We do not have an office of mission. The leader of every management area and each constituency bears responsibility for delivering the fundamental mission. The boards make policy in support of the mission, the faculty develop and maintain the curriculum and the learning goals in support of the liberal arts mission, the Student Development staff deliver the residential components of the mission, the administration ensures that resources are acquired and used in support of the mission, students understand the fundamental mission and support it through student-run programs and activities, and alumnae and alumni act as ambassadors for the mission. Together, we provide the Catholic and Benedictine aspects of our mission with support from our monastic communities.

A proposal to develop a “Benedictine Living” program was developed in February 2007 and has been reviewed by the CSB, SJU, and coordinate cabinets. In spring 2008, the proposal was approved by the presidents and implementation planning is in progress. This program will allow the work of Companions on a Journey and the Vocation Project (discussed throughout this self-study) to continue to flourish and support the Catholic and Benedictine missions of CSB/SJU. “Benedictine Living” will be supervised by Academic Affairs and will promote the communitywide integration of CSB/SJU’s vocation to lead and serve church and society. The goals of this initiative are to:

1. Support the integration of the Catholic and Benedictine missions of CSB and SJU among all community constituencies;
2. Promote vocational reflection;
3. Prepare students for leadership and service in church and society.

“Benedictine Living” seeks to build upon the Benedictine and Catholic identity of these liberal arts institutions and permeate all programs stemming from the mission statements (e.g. global learning, fine arts, gender, diversity, service). The development of a “Benedictine Living” program intends to deepen coordination and implementation of the Catholic and Benedictine missions.

**Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

The College of Saint Benedict and Saint John's University are attentive to the diverse needs of our students, evidenced through the mission statements, strategic planning initiatives, and activities on and off campus. We also are attentive to our communities of interest and the greater society we serve.

**Diversity of Learners Reflected in the Mission Statements**

The mission statements of the College of Saint Benedict and Saint John's University express a solid commitment to diversity. Both campuses welcome growing numbers of students and faculty from diverse cultures and regions. We increasingly serve a national and international community. Initiatives to increase diversity do not simply reflect a response to market forces, but rather are deeply rooted in Catholic and Benedictine teachings, practices, and heritage. The initiatives embrace and nurture racial and ethnic diversity and inclusivity. This is articulated throughout the mission statements. For example, the *Coordinate Mission and Vision Statement* commits the colleges to:

- Excellence in the study of the intersection of global cultures and community sustainability;
- Fostering understanding and respect for diverse cultures;
- Cultivation of the habit of promoting the common good in response to the needs of others.

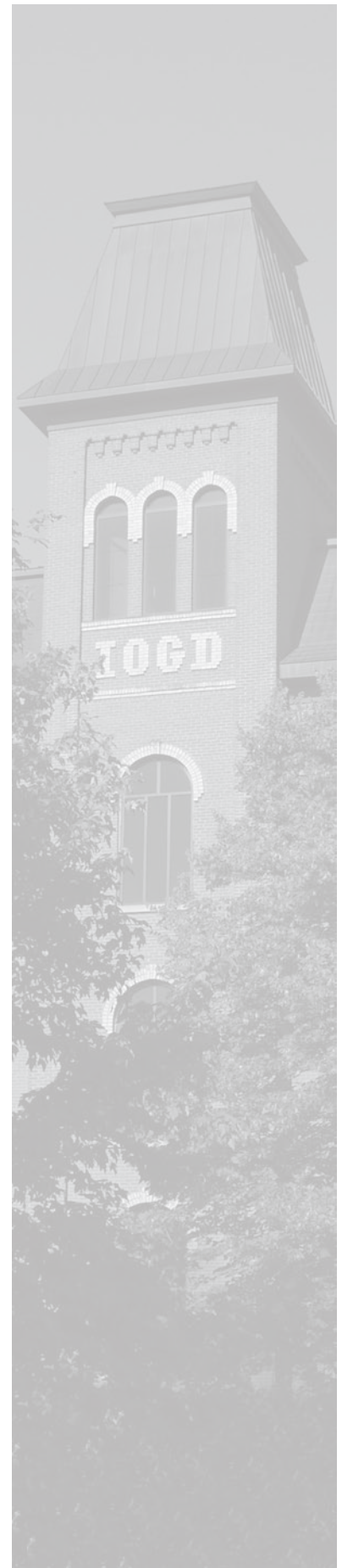
Similarly, the separate mission statements of both the College of Saint Benedict and Saint John's University identify the importance and significance of diversity and intercultural understanding:

- The College of Saint Benedict will be “accessible to a diverse community of women who are among the nation's academically elite but reflect a broad range of socio-economic backgrounds”;
- Saint John's University will “excel in providing a unique and accessible educational environment for a diverse community of undergraduate men ... drawn from a broad range of socio-economic and cultural backgrounds.”

**Diversity of Learners Reflected in Strategic Planning Initiatives**

Our mission commitment to welcome diverse populations is preparing us for the future. All of the growth, both regionally and nationally, in the traditional-age college population in the next 10 years will occur among students of color. In the Midwest, the number of white high school graduates is expected to decline by 10% between 2005 and 2015, while the number of graduates of color will rise by 36%. By 2015, 42% of all high school graduates nationally (and nearly one-quarter of all Minnesota high school graduates) will be non-white. The fastest growth nationally and locally will occur among Hispanic high school graduates.

The changing face of the enrollment marketplace demands that the College of Saint Benedict and Saint John's University become more diverse to respond to our mission imperatives, maintain our enrollment, and ensure that we do not become culturally anachronistic institutions. Moreover, a quick assessment of premier liberal arts colleges suggests a commitment to diversity is a key element of institutional excellence. A premier liberal arts education requires cultural reflection and immersion. It is critical that our learning experience prepare our students to live and lead in an increasingly diverse world.







Over the years, various people and groups have written eloquent and moving statements about diversity at CSB/SJU. The topic has been a regular discussion item by the boards as well as by the coordinate cabinet and the wider campus community since the early 1990s. A commitment to diversity has been a part of every strategic plan of the colleges since 1997.

In 2000, the colleges drafted the following institutional statement defining their commitment to diversity:

*We commit ourselves to cultivate inclusiveness and a respect that neither denies nor exaggerates differences. Recognizing our Catholic and liberal arts tradition of respect for human dignity, the College of Saint Benedict and Saint John's University affirm our mission to teach and foster respect for diversity, to embrace the marginalized and break down the privileges that would exclude those who are different or disadvantaged. Embracing the transcendent dignity of the human person, we accept a common call to build a community and contribute to a larger social world that reflects and celebrates the splendor of human diversity.* (Committee on Diversity, July 2000)

Prior to 2005, however, the colleges' approach to diversity often appeared episodic and fragmented. We had not successfully developed and executed a comprehensive and integrated diversity plan addressing learning, environment, relationships, and enrollment. We consequently were not widely successful at creating synergy across management areas; nor had we created momentum for change.

In December 2005, the Board of Trustees of the College of Saint Benedict and the Board of Regents of Saint John's University approved a new strategic plan, *Strategic Directions 2010*, that included a significant operational commitment to racial and ethnic diversity at the colleges:

- The College of Saint Benedict and Saint John's University will provide an academic and residential environment that embraces and nurtures racial and ethnic diversity.
- The College of Saint Benedict and Saint John's University will become more racially and ethnically diverse in support of their aspiration to provide a premier Catholic and Benedictine liberal arts learning experience.

*Strategic Directions 2010* also specified two action-oriented planning objectives intended to increase racial and ethnic diversity at CSB/SJU:

- Create an institutional framework to guide activities and choices in support of diversity;
- Assure that American students of color will comprise 6% of total undergraduate enrollment by 2010.

In March 2005, the presidents created the Diversity Planning Group (DPG). The DPG was charged with developing recommendations for successful achievement of the diversity objectives defined in *Strategic Directions 2010*. The DPG, made up of faculty and cabinet members, met throughout the spring and summer of 2005 to define a framework to shape future choices in support of increased diversity at CSB/SJU. Their tasks included examining these issues not only numerically among students, faculty and staff, but also creating a qualitatively different learning experience. The work of the planning group was framed by three broad questions:

1. How are we expressing our commitment to diversity in our learning experiences, cultural climate, and relationships?
2. What are our best opportunities for success?
3. What gaps exist between our current efforts and what we must do to achieve our objectives?

The DPG made three broad recommendations related to intercultural competence at the College of Saint Benedict and Saint John's University:

- **The colleges should establish an infrastructure to ensure the advancement of intercultural competence.** Central to the recommendation was the creation of a permanent Intercultural Directions Council (IDC), broadly representative and charged with supporting and promoting the advancement of intercultural competence among students, faculty, and staff;
- **The colleges should identify intercultural competence as a learning goal central to the mission of CSB and SJU.** Under the leadership of the IDC, the diversity-related goals of *Strategic Directions 2010* were revised in spring 2006 to focus on four key objectives: education and curriculum, access and success, climate and improvement of the educational environment, and institutional vitality. In addition, the IDC began working with faculty committees in summer 2007 to develop an intercultural competence requirement for the new common curriculum;
- **The colleges should enrich intercultural linkages and engagement.** This recommendation focused on recruitment of students, faculty, and staff from under-represented groups.

### Communities of Interest Reflected in Mission Documents

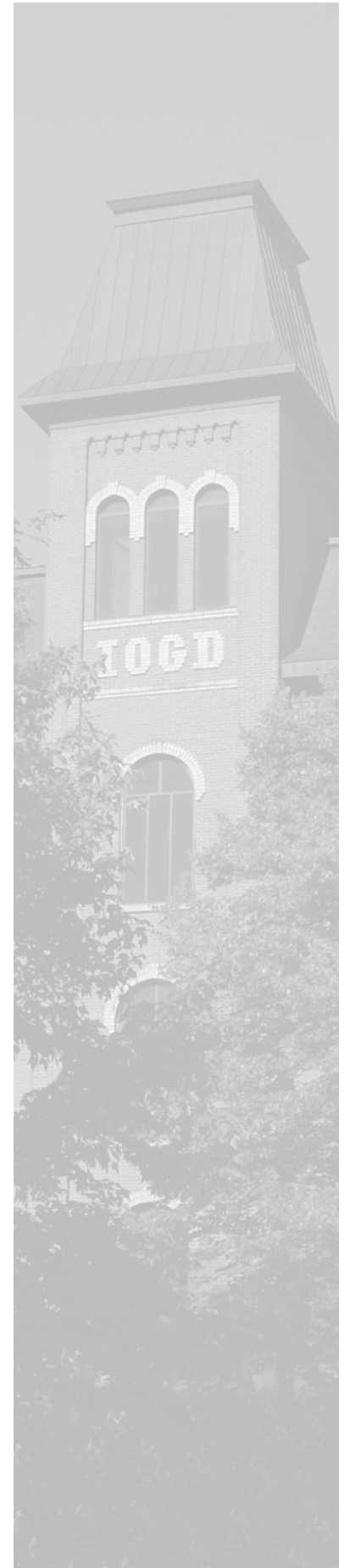
Our mission statements and planning documents have not only illustrated the importance of diversity but have allowed us to clearly define our communities of interest. Our key constituencies, driven by mission, are illustrated in Table 1.5. The parameters in Table 1.5 were used as a guide for identifying external constituent groups served by these institutions as described in Criterion Five.

**Table 1.5** Mission and Defining Constituents

| Core constituencies | Additional constituencies  |
|---------------------|--|
| Students            | Monastic communities   |
| Parents             | Service learning, internship, and practicum site constituencies  |
| Alumnae/i           | Employers  |
| Faculty             | Graduate schools   |
| Boards              | Full-time volunteer/service programs   |
| Administration      | Study abroad site constituencies   |
| Donors              | Citizens of the City of St. Joseph, Collegetown and surrounding townships, St. Cloud area, and Twin Cities |

### Service to Society Reflected in Mission Documents

The value of service to society is rooted in our Catholic and Benedictine values and traditions. Constituency perceptions regarding our fulfillment of this mission component are discussed in the section above related to Core Component 1c. An emphasis on service to society, through the preparation of outstanding graduates, is pervasive across these campuses and is detailed in Criterion Five.





**Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

**Governance Structure at the College of Saint Benedict**

*Corporate Structure*

The College of Saint Benedict is an independent, non-profit corporation sponsored by the Sisters of the Order of Saint Benedict, whose commitment to the college predates its founding in 1913. The college was independently incorporated in 1961. The sponsorship requires the college and all of its programs “be conducted in a manner which promotes professional excellence at all levels and safeguards adherence to the principles of the Catholic Church and the traditions and ideals of the Sisters of the Order of Saint Benedict” (Article I, College of Saint Benedict Bylaws).

The Articles of Incorporation of the College of Saint Benedict, Article IX (as approved in April 2001) reserve the following powers to the Sisters of the Order of Saint Benedict:

1. Appoint persons who serve as voting members of the board of trustees, as well as remove voting member with or without cause;
2. Approve any merger, acquisition or dissolution of the corporation;
3. Approve the sale or encumbrance of all or substantially all of the assets of the corporation;
4. Amend the articles of incorporation;
5. Amend the bylaws of the corporation.

The Sisters of the Order of Saint Benedict are not accountable or legally or morally responsible for any financial obligations incurred by the college. Those obligations are the province of the college's board of trustees.

*College of Saint Benedict Board of Trustees*

Members of the Board of Trustees of the College of Saint Benedict direct and control the college in accord with its articles of incorporation and bylaws. Trustees are guardians of the college's mission and are responsible for promoting and supporting the institution. The board's authority is affirmed through its academic and financial policy-making functions and its responsibility for the college's financial health and welfare. It assures that facilities, human resources, equipment, supplies, money, and management are available to the extent required by a fully accredited institution of higher education. Trustees represent the College of Saint Benedict to its various constituencies, promote the interests of the college through fund-raising, provide counsel and direction to the president, and actively partake in the college's strategic planning processes.

The Board of Trustees of the College of Saint Benedict has control and management of all business of the corporation. Their major formal duties, defined in the college's bylaws, include:

- Appoint and evaluate the president;
- Review and approve changes to the college's academic and other major enterprises;
- Approve institutional policies related to faculty appointment, promotion, tenure, and dismissal;
- Review and approve annual operating and capital budgets, review the corporation's financial condition, and establish policy guidelines related to institutional assets (including investments and physical plant), and authorize debt financing;



- Participate in the development and implementation of fundraising goals and strategies;
- Authorize the construction of new buildings, renovation of existing buildings, and purchase of land or other major capital acquisitions;
- Approve policies contributing to the best possible learning environment for students and the best possible academic and scholarly environment for faculty.

The annual board of trustees evaluation for 2006-07 elicited strengths and areas for improvement related to the board's ability to meet its governance responsibilities. Board members expressed an overwhelmingly positive degree of satisfaction with the current governance structure and function. The coordinate relationship was addressed as an important area of focused attention and continued improvement. One board member noted, "Certainly, one of the governing responsibilities is defining and sustaining our mission. We are now involved with issues of sustaining. Support for the president appears universal within the board as well as support for administrative interpretation of the strategic direction." Subcommittees of the board have also been perceived as successful. As noted, "Our committees are the very success of the board. Virtually every committee is well staffed, chaired, and focused."

#### *College of Saint Benedict Executive Administration*

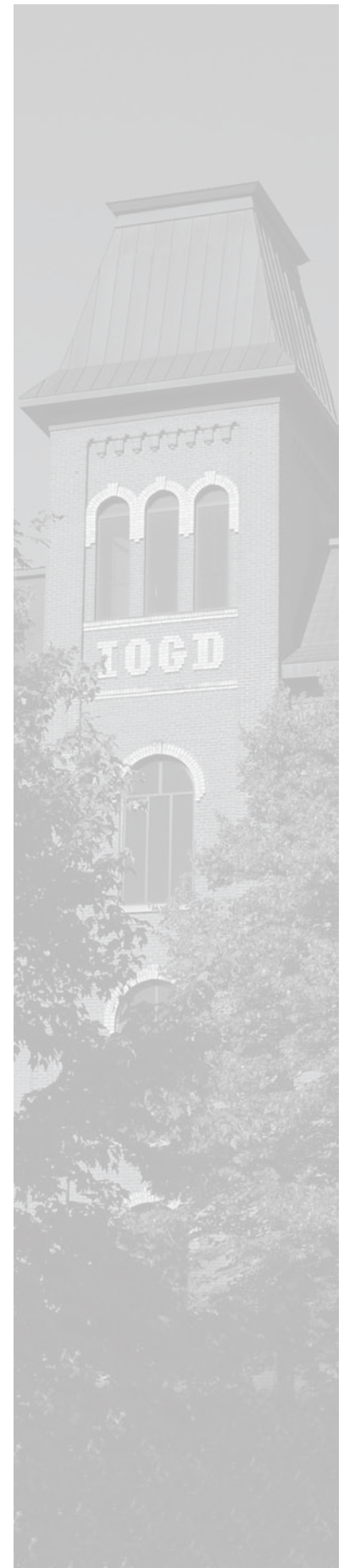
The president, MaryAnn Baenninger, Ph.D., is the chief executive officer of the College of Saint Benedict. The president has full executive and administrative authority to lead the college in accord with its mission and the priorities and goals authorized by the board of trustees. The provost reports directly to the presidents of both the College of Saint Benedict and Saint John's University. The provost is the chief academic officer for both CSB and SJU. The president's other direct reports include the vice president for finance and administration, the vice president of student development, the vice president for institutional advancement, and the vice president for enrollment, planning, and public affairs (who also reports directly to the president of Saint John's University).

The College of Saint Benedict cabinet, in addition to those individuals reporting directly to the president, includes the associate provost/academic dean, the dean of admission, the dean of students, and the director of facilities. The cabinet meets weekly to discuss and consider important college issues, including the budget and the college's strategic direction.

#### **Governance Structure at Saint John's University: Institutions with Related Entities**

Saint John's University is in compliance with the Higher Learning Commission's Policy on Institutions with Related Entities (Policy 3.5). This policy requires that institutions are "responsible for presenting, explaining, and evaluating all significant situations involving related entities that may affect its compliance with accreditation requirements." The policy requirements are met through: 1) a description of the current structure, governance, and administration of SJU and the relationship with our related entity; 2) a description of the financial management of SJU; and 3) a description of the process and future plans for oversight of SJU.

A North Central Association accreditation focus visit in 2001 resulted in significant revisions to a number of university and corporate governing and policy documents. The revisions were made to articulate more clearly the governance responsibilities of the board of regents and the relationship of the board to the corporation. Key changes included a sharper delineation of the corporation's delegation of governance to the board of regents, clarification of the corporate context for regent governance, policies differentiating the role of the board of regents and the corporation relating to the university's budget, a clear description of the processes for building construction and renovation, and a statement of expectations to guide the dual accountability of executive corporate administrators who also work in the university.





### *Corporate Structure*

SJU is an operating division of the Order of Saint Benedict, Inc. (the OSB Corporation), a Minnesota not-for-profit corporation chartered by the territorial legislature in 1857. Several decades ago, the OSB Corporation established four operating divisions for accounting and management purposes:

- Saint John's University;
- Saint John's Abbey;
- Saint John's Preparatory School;
- Liturgical Press.

The OSB Corporation is led by a president (in canon law, the monk who holds the office of abbot of Saint John's Abbey by virtue of election by the monks of Saint John's Abbey). The corporation is governed by two bodies: a board of directors (in canon law, referred to as the senior council) and the members, who are the monks of Saint John's Abbey (in canon law, the individual monks are referred to as capitulars and the body of monks as a whole is referred to as the monastic chapter). The corporation's three officers (abbot, treasurer, and secretary) serve as ex-officio members of the university's board of regents.

The Statutes of Saint John's University, Articles III and IX (as amended in October 2001), reserve the following powers to the corporation:

1. Transfer, mortgage, or encumbrance of real estate assets, including land, buildings, and fixtures;
2. Transfer or encumbrance of personal property assets;
3. Change of the fundamental mission of the university;
4. Merger or consolidation with any other institution, association, or corporation;
5. Termination or dissolution of the university;
6. Changes, amendments, or revocations of the statutes of the university.

### *Saint John's University Board of Regents*

The governance of the university has evolved over the last decades. The university's board of regents was established in 1974. It functioned initially as a governing body subject to an executive governing board (comprised of two-thirds monastic regents and one-third lay regents), and then to the board of directors and the members of the OSB Corporation. The SJU statutes, adopted in 1982, eliminated the executive governing board, creating a single board of regents, roughly one-fourth of whom are monks. The SJU statutes, as revised in 2001, now specify that the university "shall be operated under the guidance and governance of the board of regents" (see Article II).

The board of regents, whose membership is to range between 24 and 44, includes the three officers of the corporation *ex officio* and eight corporate members. Regents are guardians of the university's mission and are responsible for promoting and supporting the institution. In that context, they have two primary responsibilities: to set major policy directions for the university and to maintain and oversee its financial welfare. More broadly, they represent Saint John's University to its various constituencies, promote the interests of the university through fund-raising, and provide counsel and direction to the president and to the executive committee. The 2001 amendments to the university bylaws and statutes clearly delegate governing authority for the university to the board of regents (within the context of the corporation's reserved powers). The regents' major formal duties, defined in the university's bylaws, include:

- Appoint and evaluate the president;
- Approve major institutional policies and directions (i.e. the institutional strategic plan);

- Review and approve changes to the academic program and approve institutional policies impacting faculty appointment, promotion, tenure, dismissal, and other policies articulated in the *Faculty Handbook*;
- Review and approve annual operating and capital budgets and review the financial condition of the university;
- Approve and promote major fundraising and capital campaign efforts.

More specifically, the statutes state: The board of regents “shall direct, control, authorize, establish, and support the mission and administration” of Saint John’s University (see Art. III, Sec. 1). The board of regents has “the power of decision” over educational policies and “the power of control” over the execution of those policies and the “academic faculty and administrative and support staff personnel” of SJU (see Art. III, Sec. 2). The board of regents has “authority over all funds, endowments, and reserves placed under the control” of SJU by the Corporation (see Art. III, Sec. 3). The university cannot, without authorization of the corporation, transfer or encumber real estate assets, merge or consolidate with another institution or corporation, terminate or dissolve the university.

The board of regents has established a board of overseers for the Hill Monastic Manuscript Library (1994) and a board of overseers for the School of Theology • Seminary (1997). The board of regents conducts its governance of these two parts of the university through these subsidiary boards and the respective statutes that bind them. Members of the board of regents are assigned to serve as liaisons on these two boards of overseers. The board of regents also receives regular reports from these subsidiary boards.

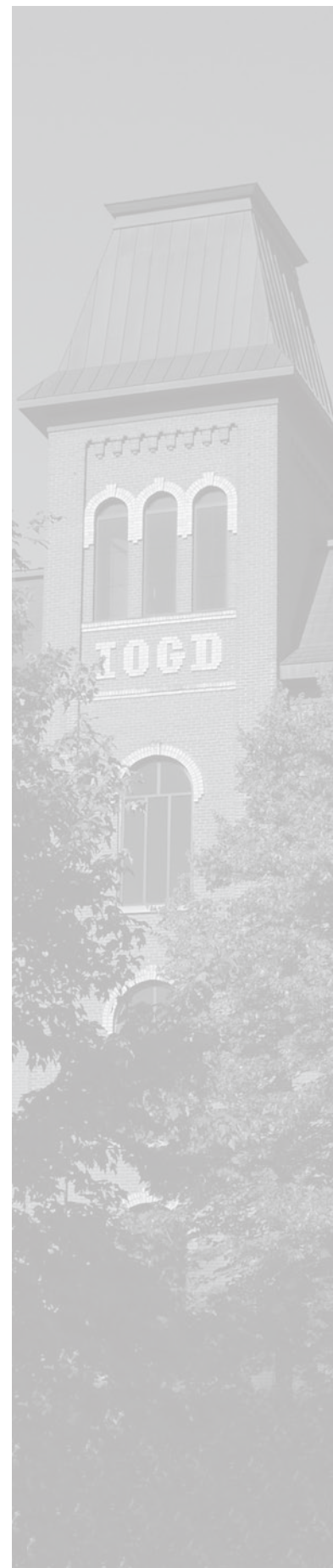
#### *Budget*

University operating surpluses or deficits remain within the university at the end of the year, including investment income from university endowment, operating, and reserve funds. The governing policy, *Corporate Action on the Saint John’s University Budget* (2001) states: The board of regents is responsible for enacting major budgetary policies for the university. It [the board of regents] directs the administration to prepare budgets according to those policies and to render an account of the effectiveness of the resulting budgetary decisions. When the board determines that changes in major budgetary policies are optimal or necessary, it revises those policies in order to foster the mission of the university and secure the university’s well-being.

The corporation exercises its financial responsibilities through a two-step process. The document, *Statement of Corporation Expectations for the University Budget* (2001), describes the OSB Corporation’s broad financial expectations and criteria for the university budget. These include such elements as balanced budgets, appropriate expenditures for curricula, student development, financial aid, and stewardship of resources. The university uses these expectations and criteria to develop its annual budgets. After approval of the university’s budget by the board of regents, the university presents a report to the OSB Corporation that describes how the university budget fulfills the expectations. In light of the university’s fulfillment of the financial expectations and criteria, the OSB Corporation is asked to approve the university’s budget.

#### *Major Capital Projects*

The bylaws of the university state the board of regents has the authority to “recommend to the corporation construction of new buildings and major renovations of existing buildings, and approve the financing and budgets for such projects” (see Art II, Sec 2h). The governing policy, *Major Capital Projects* (2001), describes the process by which the board of regents and the OSB Corporation collaborate on developing and authorizing major capital projects. In brief, if the university administration determines a major capital project is needed, it will work with the board of regents, the appropriate board







committees and the OSB Corporation to articulate the particulars of the project (e.g., program needs, construction cost, and funding sources) and gain approval for the project.

#### *Operations and Maintenance*

The university assumes management and control over the operation, maintenance and upkeep of the land and buildings used for its operations, including academic, residential, and recreational facilities. Utilities (heat, water, electricity, and sewage) are managed by the corporation and an allocation method for distributing costs has been established for utilities.

Fixed assets assigned to the university are recorded on the university's balance sheet, along with equipment and supplies purchased and used by the university. Income and expenses accompanying the assets are reflected in the university's financial statements.

#### *Evaluation of Corporate Structure*

In 2004-05, the SJU Board of Regents and the SJU president's cabinet had extensive discussions about the corporate structure of the university. The cabinet focused its discussions on what works well or does not work well in the corporate structure as it affects day-to-day management of the university. The board focused its discussions on governance, civil structure, and its own oversight of the university. The end result was a consensus by the university's board and administration that serious consideration should be given to assessing the advantages and disadvantages of changing the corporate structure of the university.

During the following year, the board of regents established a Task Force on University Structure and charged it with facilitating a process to consider possible future structures for the university. The task force conducted a series of interviews and conversations with regents and key administrators and also undertook preliminary research of peer institutions. They identified key issues, as well as the risks and opportunities associated with maintaining the current corporate structure or changing it to another model.

The task force identified several fundamental issues. Key among the issues was the negative impact of the complex structure on the efficiency and effectiveness of the university's operations. The task force noted that the structure "blurs liability issues and causes a lack of common understanding and engenders much confusion about the nature and operation of current infrastructure resulting in weak and slow decision-making processes." The task force concluded its work in May 2006 and submitted to the board of regents and the corporate board of directors a report with a series of recommendations relative to corporate structure, operations, and the coordinate relationship with the College of Saint Benedict (2006).

The work over the 2006-07 and 2007-08 academic years focused on sorting through the specific components and subcomponents under the larger umbrella of corporate structure. On the recommendation of a regents task force, the regents and the decision-making bodies of the OSB Corporation have authorized the creation of a business office dedicated to SJU and one dedicated to the rest of the OSB Corporation (2006). In addition, another regents task force, working with university administrators, has spent time on each of the following elements with a bearing on creating a separate civil corporation: financial modeling, governing documents, the graduate School of Theology, real estate, utilities, liability and indemnity, service agreements, debt, and insurance.

#### *Future Plans*

The Abbey's Board of Directors and the University's Board of Regents recognized that corporate governance has evolved significantly over the last several decades. In fall 2006, the University Board of Regents and the Abbey's Board of Directors began discussions that in May 2007 resulted in the authorization of two independent business offices,

one serving the university and the other serving the Abbey and the other two corporate divisions. By July 2008, the university business office will be wholly independent of the Abbey business office, positioning the former to better meet the unique needs of the university.

Of particular importance is the work being undertaken currently to evaluate the current corporate structure of the university. The board of regents seeks to understand whether another civil structure might better serve the university in the future, though the regents also want to ensure a change will not jeopardize one of the university's most valuable assets: its relationship with its founding monastery. In fall 2006, task forces from the Abbey Board and the board of regents began preliminary discussions to identify the issues and implications of separate incorporation to better meet their changing and independent needs. They hope to identify and resolve significant governance issues and position the corporation to make a decision about separate incorporation by December 2008.

#### *Saint John's University Executive Administration*

The president, Dietrich Reinhart, OSB, Ph.D., is the chief executive officer of Saint John's University. The president has full executive and administrative authority to lead the university in accord with its mission and the priorities and goals authorized by the board of regents. The provost reports directly to the presidents of both Saint John's University and the College of Saint Benedict. The provost is each institution's chief academic officer. The president's other direct reports include the vice president for finance and administration, the vice president of student development, the vice president for institutional advancement, the vice president for enrollment, planning, and public affairs (who also reports directly to the president of the College of Saint Benedict), the dean of the School of Theology•Seminary and the executive director of the Hill Museum and Manuscript Library.

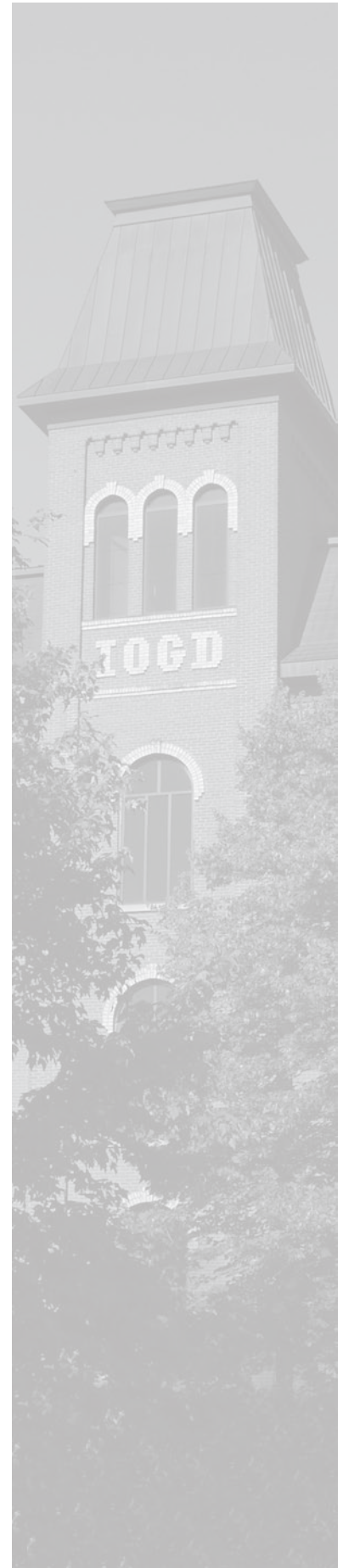
The Saint John's University Cabinet — which in addition to the president's direct reports, also includes the associate provost/academic dean, the dean of admission, the executive director of communication and marketing services, the director of human resources (joint), the dean of students, the director of physical plant and the executive assistant to the president — meets monthly to discuss and consider important university issues, including the budget and the university's strategic direction.

#### *Evaluation of SJU Leadership*

In 2002-03, the board of regents undertook an extensive evaluation of university leadership that included the board of regents, the president, and the chancellor. A consultant worked with a regents task force to develop a comprehensive plan for institutional leadership review. In the years since then, the chair of the board determined not to have formal evaluations since the board of regents was already discussing board effectiveness regularly as a result of deliberations about corporate structure. These deliberations have occurred at meetings of the Regents Task Force on Corporate Structure, the executive committee, and the Committee on Regents (membership) and at meetings of the entire board. In addition to these larger conversations about effectiveness of the board as a whole, there have also been separate committee evaluations annually which are reviewed by the executive committee. The *Memorandum of Understanding* was crafted, in part, to clarify the leadership responsibilities of the boards.

#### **Shared Governance at the College of Saint Benedict and Saint John's University**

The boards of each institution meet and act separately and they meet and act together (all the while maintaining the independent powers delegated to them by their respective bylaws). See Table 1.6. The Coordinate Relationship Committee (an evolution of a previous committee called the Joint Governance Committee) has overall responsibility,





as delegated by each board, for monitoring the colleges' coordinate relationship from both a policy and a strategic perspective. The committee is jointly chaired by the two board chairs. Two additional committees of the boards are wholly shared (i.e., there are no separate committees for each institution): the Joint Academic Affairs Committee and the Joint Enrollment and Marketing Committee. One committee, the Coordinate Finance Committee, regularly meets both together and separately (as independent Finance Committees). All other board committees for each institution meet separately, convening jointly only as necessary. The Audit Committees meet together annually.

**Table 1.6:** CSB and SJU Board Committees

|                                |   |   |
|--------------------------------|---|---|
| Board of Trustees (CSB)        | Coordinate Board Committee                                      | Board of Regents (SJU)                          |
|                                | Coordinate Relationship Committee                               |   |
|                                | Joint Academic Affairs Committee                                |   |
|                                | Joint Enrollment and Marketing                                  |   |
| Finance Committee              | Coordinate Finance Committee                                    | Finance Committee                               |
| Investment Committee           |   | Investment<br>(Finance Subcommittee)            |
| Buildings and Grounds          |   | Buildings and Grounds<br>(Finance Subcommittee) |
| Audit Committee                | Trustees and Regents Audit<br>Committees meet together annually | Audit Committee                                 |
| Trusteeship Committee          |   | Committee on Regents                            |
| Student Development Committee  | Trustees and Regents<br>frequently meet jointly                 | Student Development Committee                   |
| Resource Development Committee |   | Resource Development Committee                  |
| Executive Committee            |   | Executive Committee                             |

While the shared and independent mission commitments of each institution are straightforward and similar to those at liberal arts colleges nationally, the partnership frequently presents governance and operational challenges that require on-going review and action. In fall 2006, the boards and the executive leadership of the colleges began a dialogue (separately and with each other) intended to define more sharply the independent identities of the colleges, articulate the primacy of the separate institutions, and clarify the boundaries, purposes, and objectives of the coordinated relationship. This dialogue resulted in the *Memorandum of Understanding* (2007).

#### *Memorandum of Understanding*

In fall 2006, the CSB Board of Trustees and the SJU Board of Regents created the Coordinate Relationship Task Force to study the coordinated relationship of the two colleges. The task force included four trustees of the College of Saint Benedict and four regents of Saint John's University. Over the course of six months of regular meetings, the task force reviewed governing and administrative documents relating to the coordinate relationship, discussing them with the presidents of each college. Early in its work, the task force began to focus on two outcomes: 1) a *Memorandum of Understanding* (MOU) to be approved by the boards to articulate and guide the relationship of the College of Saint Benedict and Saint John's University and 2) recommendations for the future. The *Memorandum of Understanding* was intended to be broad, addressing governance, liability, and cost sharing.

The College of Saint Benedict Board of Trustees and the Saint John's University Board of Regents received drafts of documents for review in May 2007 and October 2007. In addition, the cabinets of each college reviewed a draft MOU in April 2007. Feedback



from board and cabinet discussions was incorporated into each successive draft. A legal review of the *Memorandum of Understanding* was completed in October 2007 and reviewed by the task force in early November 2007. In December 2007, the boards of each college accepted the report and recommendations of the Coordinate Relationship Task Force, approved a board Policy Statement on the Coordinate Relationship, and endorsed the *Memorandum of Understanding* for signature by the board chairs.

The *Memorandum of Understanding* describes the framework of the coordinate relationship between the College of Saint Benedict and Saint John's University. The MOU seeks to achieve four primary policy objectives:

1. Clarify ways in which the presidents exercise administrative authority over the coordinate relationship;
2. Clarify ways in which the CSB Board of Trustees and the SJU Board of Regents exercise oversight of the coordinate relationship;
3. Assure the autonomy of each institution and enhance the identity of each in connection to the coordinate relationship;
4. Reduce the uncertainties of managing and governing a structure that is both separate and shared.

In recognition of the importance of the coordinate relationship to both the College of Saint Benedict and Saint John's University, the boards will review the elements of the *Memorandum of Understanding* at least once every three years. In addition to approving the *Memorandum of Understanding*, in December 2007, the boards also decided, along with the presidents, to complete 10 different policy tasks over the next three years related to particular governance and management issues associated with the coordinate relationship.

The *Memorandum of Understanding* and the policy directives approved by the boards significantly strengthen the shared and independent governance and management structure at the College of Saint Benedict and Saint John's University. They improve the clarity of decision-making processes and better position each college to achieve shared and independent goals and aspirations.

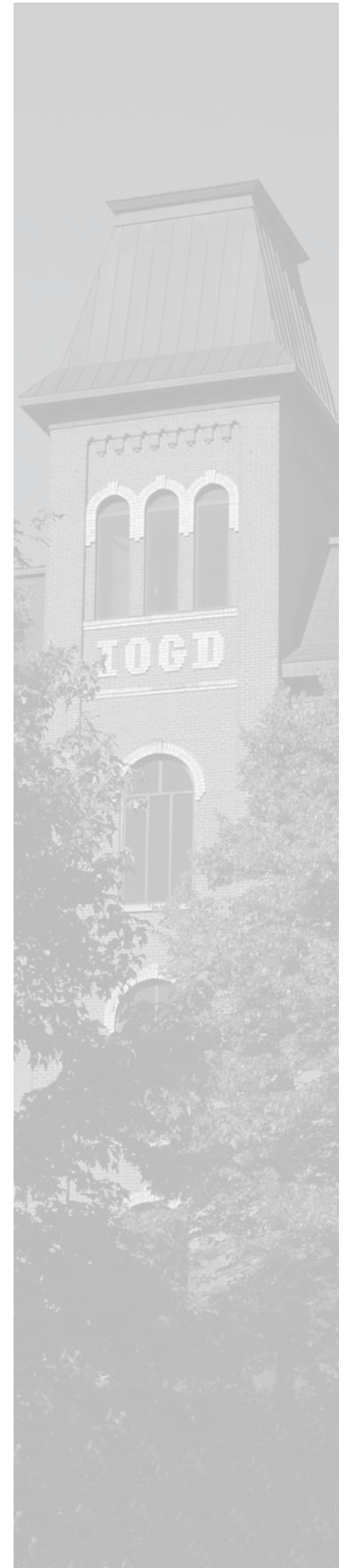
#### *Executive Administration of the Coordinate Enterprise*

The College of Saint Benedict Cabinet and the Saint John's University Cabinet are the primary executive-level bodies at the two colleges. Each cabinet supports the goals, objectives, and aspirations articulated by its respective president and board. Like the boards, the executive cabinets of each institution also periodically meet together to consider issues of importance to both institutions. In fall 2007, the colleges crafted a management document, drawn from the *Memorandum of Understanding*, that articulates the coordinated relationship of the presidents and the cabinets. The *Administration of the Coordinate Enterprise* document was designed to provide greater clarification and direction for the future of the coordinate relationship.

#### *Strategic Directions Council*

The Strategic Directions Council (SDC) serves as the colleges' primary budgeting and planning group for the coordinate enterprise. Chaired by the provost, the council includes the chair and vice chair of the Joint Faculty Assembly, two student representatives (one from each institution), the associate provost/academic dean, the vice president for enrollment, planning and public affairs, the two vice presidents of finance, the two vice presidents for student development, the dean of admission and financial aid, and the joint budget analyst. The council meets approximately twice each month.

The SDC annually creates work plans and recommendations to achieve the priorities articulated by the presidents and expressed in the colleges' coordinate strategic





plan (*Strategic Directions 2010*). More specifically, the council has three primary responsibilities:

1. Lead annual environmental scanning exercises identifying major opportunities and challenges for the colleges;
2. Recommend annual work plan priorities associated with each of the objectives articulated in the colleges' strategic plan;
3. Make recommendations to the presidents regarding annual operating budgets for the colleges, including major revenue and expense recommendations (e.g. pricing, net revenue, compensation).

The recommendations of the Strategic Directions Council are presented to the presidents of each institution.

In spring 2007, the SDC completed a self-evaluation of its work. The council fulfilled all of the goals it identified for the 2006-07 academic year, including presentation of a balanced budget for FY 2008, completion of an internal and external institutional environmental scan, and review and revision of the *Strategic Directions* action templates.

In addition, the evaluation noted many opportunities for improvement as we look to the future:

- Council members noted budgeting and planning processes were not well aligned and tactical budget planning (often at very high levels of detail) often overwhelmed strategic planning considerations. Agendas for 2007-08 were constructed to focus more clearly on strategic planning and budget priorities;
- Council members also noted that the ability of the SDC to make strategic recommendations were sometimes hindered by the divergent views of the presidents and the two colleges, an issue the *Memorandum of Understanding* seeks to clarify and address;
- Council discussions were not always as sophisticated as they needed to be, partly due to lack of expertise or understanding of particular issues. The SDC has committed to inviting community experts to ensure that all members are on a level information and decision-making playing field;
- New council members, particularly students, often were disadvantaged at meetings because of the depth of conversation and the background information requirements associated with particular agenda items (e.g., the budget). The council has committed to distributing meeting materials well in advance to ensure all members have an opportunity to participate fully in discussions and to ask questions in advance. In addition, the council is considering adding an orientation for new members each year to prepare them for full and effective meeting participation.

The SDC will complete another detailed self-evaluation in summer 2008.

### **Evaluation of Executive Governance**

In total, it is clear from campus mission and integrity survey results that structure and governance are major issues — often as either a source of concern or confusion — with the colleges' internal constituents. The lion's share of the concern is centered on the coordinate relationship of the colleges and the direction of that relationship. It is important to note that the mission surveys were conducted before ratification of either the *Memorandum of Understanding* or the *Administration of the Coordinate Relationship*. Each document will clarify the understanding and practice of the coordinate relationship, as well as the understanding of identity at each campus. Table 1.7 presents key findings related to governance and administrative structures from the campuswide mission and integrity survey.

**Table 1.7** Perceptions of Structure and Governance

| <b>Perceptions of Structure and Governance</b>   |                                       |  |
|--|---------------------------------------|--|
| <b>Question</b>  | <b>Percent of agreement responses</b> | <b>Percent of strongly agree responses</b> |
| I understand the coordinate relationship.  | 81%                                   | 47%  |
| I am able to readily explain the coordinate relationship.  | 74%                                   | 39%  |
| CSB and SJU should maintain their separate identities.   | 59%                                   | 39%  |
| Separate identities are not a barrier to fulfilling the mission, vision, and value. [Original question asked whether identities were a barrier; coding reversed to indicate positive direction of other questions] | 48%                                   | 25%  |
| The way the administration is structured allows for effective leadership.  | 54%                                   | 19%  |
| The way the administration is structured supports collaboration between CSB and SJU.   | 55%                                   | 18%  |
| The way that faculty governance is structured supports effective leadership.   | 40%                                   | 18%  |
| The way that faculty governance is structured supports collaboration.  | 56%                                   | 21%  |

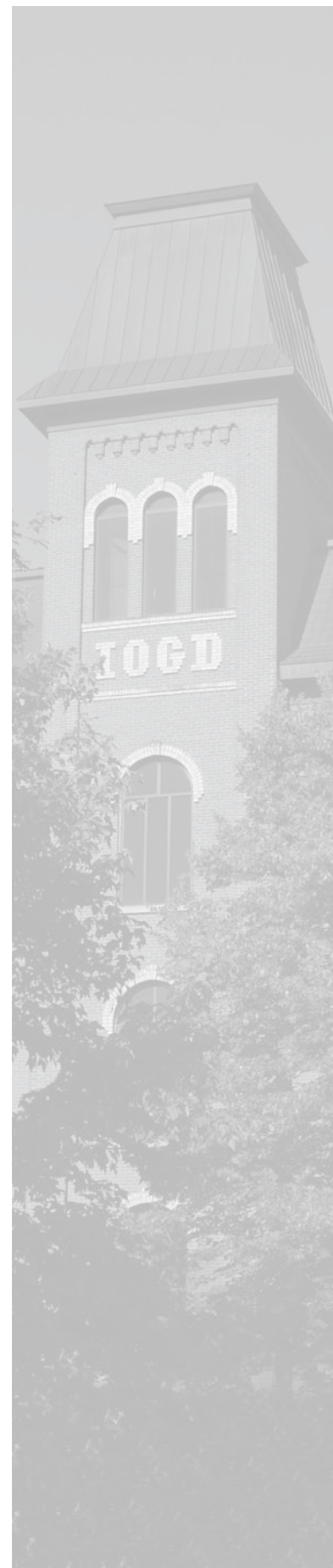
While community members understand and support the coordinate relationship, there is significant disagreement in perceptions about whether the administrative structure allows for effective leadership and supports collaboration. In the years since our 1998 self-study, academic administration has gone from a structure of one provost and two deans, each with both campus-specific and cross-campus responsibilities, to one provost and one associate provost/academic dean, and four division heads. Since 1998, CSB has had two presidents and one interim president, and Academic Affairs has had two provosts, two interim provosts, two deans, two associate provosts/academic deans, and one interim associate provost/academic dean. These changing administrative structures, along with this high turnover rate in executive leadership, have created real concerns about the colleges' capacity for effective leadership.

A particular focus of the new provost has been to “define a pathway for success” for the academic administration within the context of the complicated coordinate relationship. The provost has made a commitment to greater transparency, better communication, and wider collaboration. In consultation with faculty leadership, the provost and associate provost/academic dean are conducting a review of the administrative structure of Academic Affairs and are scheduled to make recommendations for a more effective administrative structure to the presidents in AY 2008-09.

Similarly, there is some concern and confusion over the separate identities of the institutions and whether the separate identities should be maintained. Renewed attention to the articulation of each school's separate identity has begun to address this concern. For example, a particular focus of the current CSB president and board has been to re-affirm CSB's identity as a strong institution and as an equal partner in the coordinate relationship. As we begin work on our next strategic plan, the presidents have written separate vision statements for their institutions, and these will provide the starting point for campus conversations about *Strategic Directions 2015* that will begin in the fall of 2008. With the clarity provided by the *Memorandum of Understanding*, this renewed attention to each school's separate identity seems to have relieved some of the tension over the effectiveness of the administration of the coordinate enterprise.

#### **College of Saint Benedict and Saint John's University Faculty Governance**

According to sections 1.4 and 5.0 of the *Faculty Handbook*, the primary role of the faculty in college governance is the implementation of the educational goals of the College of Saint Benedict and Saint John's University. Although, for all practical







purposes, the faculty has acted as one since the establishment of the Joint Faculty Assembly in the fall of 1995, the locus of a faculty's employment contract (either the College of Saint Benedict or Saint John's University) determines the portion of the handbook relevant to that faculty member. The language is identical with a few minor exceptions. For example, section 5.0.1 refers to the Faculty Role in Governance at the College of Saint Benedict and 5.0.2 refers to the Faculty Role in Governance at Saint John's University. Both are the same but section 5.0.2 adds the following:

#### 2.2.2 Faculty Role in Governance for Saint John's University

"The faculty are subject to the reserve power of control by the board of regents in their prescription and determination of requirements for admission, the curriculum requirements for graduation, the nature and number of degrees to be conferred, and regulations for the conduct of the education work of the university... The power of review or final decision in these areas is lodged in the board of regents or delegated by it to the president. Only in exceptional circumstances, however, is non-concurrence exercised, and the reasons for the action are communicated to the faculty."

Although this paragraph is not included in section 5.0.1, it is found under 1.4.1: Faculty Role in Governance of the College of Saint Benedict (with the board of trustees holding reserve power). In practice, this translates into both boards reserving power of control for the above requirements since the faculty and academic programs are shared. The difference in presentation of similar information within the handbook is reflective of the fact that CSB and SJU are separate institutions, operating cooperatively. This particular disparity can certainly be ironed out in the future.

The faculty of the college and university are organized with assemblies and committees that carry out faculty responsibilities for shared governance. Although current faculty governance is carried out through a Joint Faculty Assembly, the faculty retain the right to form and meet in separate assemblies to conduct business particular to the respective group. Faculty have representation on committees of the boards and may attend meetings of specific joint and coordinate committees and participate in the work of committees as nonvoting representatives.

Standing faculty committees actively participate in governance and report to the Joint Faculty Assembly. A complete description of committee responsibilities is found in the *Faculty Handbook*. The standing faculty committees are:

- Faculty Governance Committee (FGC);
- Academic Policies, Standards, and Assessment Committee (APSAC) — with two subcommittees
  - Computing Subcommittee
  - Assessment Subcommittee;
- Curriculum Committee (CC);
- Academic Planning and Budget Committee (APBC);
- Faculty Development and Research Committee (FDRC);
- College of Saint Benedict Rank and Tenure Committee;
- Saint John's University Rank and Tenure Committee;
- Faculty Handbook and Elections Committee (FHEC);
- Faculty Compensation and Benefits Committee (FCBC);
- SJU Graduate Theological Studies Committee (GTS).

Voting for joint standing committees is by the faculty. In an attempt to ensure broad representation, committee membership includes representation across academic divisions, i.e., fine arts, humanities, natural sciences, social sciences, and, when appropriate, the School of Theology•Seminary. Voting for campus-specific committees is by members of the corresponding faculty only. Voting for divisional and School of Theology•Seminary representatives on standing committees is done solely by members of that division or the School of Theology•Seminary.

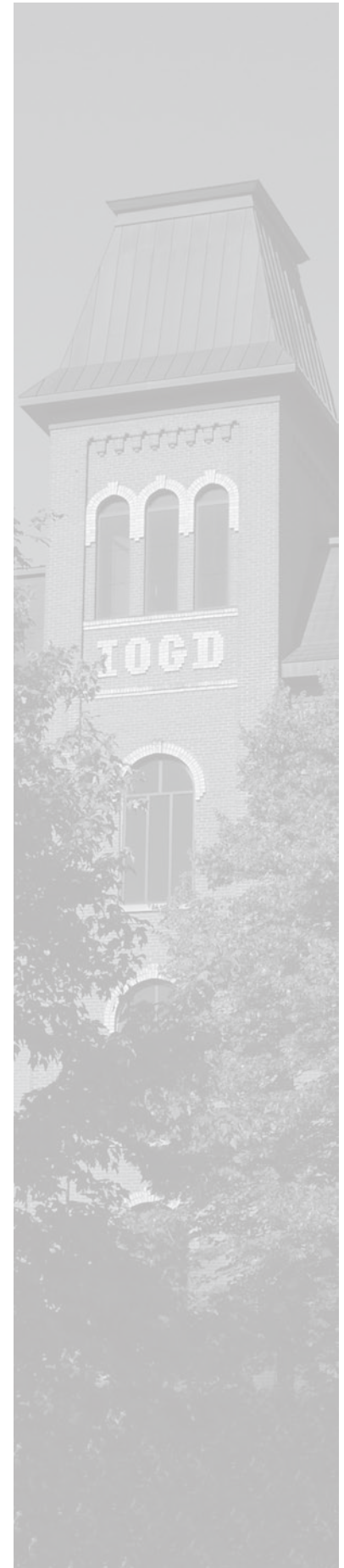
Two standing committees are primarily responsible for the coherence of the curriculum and the integrity of academic processes. The Curriculum Committee (CC) oversees the ongoing development, quality, and functioning of the academic curriculum, including the common curriculum. Duties of the CC include reviewing and acting on proposals for new courses, making revisions in majors, minors, and programs, and proposing revisions to the common curriculum. The Academic Policy, Standards, and Assessment Committee (APSAC) oversees the quality and functioning of the entire undergraduate academic program and formulates guidelines for achieving and maintaining integrity and excellence in academic programs. The Assessment Subcommittee of APSAC oversees the assessment of learning in departments and programs. Its purpose is to ensure high quality academic experiences so that students may achieve institutional and departmental learning goals.

### *Evaluation of Faculty Governance*

Table 1.7 above presents survey responses related to faculty governance. In the mission and integrity survey, many faculty expressed dissatisfaction with faculty governance at CSB and SJU. Around 44% of faculty disagreed that faculty governance is structured in a way that supports effective leadership. Two major problems appeared to characterize this dissatisfaction: uneven participation in the Joint Faculty Assembly and problems with communication.

Communication issues have been identified between faculty, faculty committees, and the administration. In order to improve the channels of communication across faculty committees, the JFA formed the Faculty Governance Committee (FGC). Membership includes the chair and vice chair of the JFA and the chairs of each of the standing faculty committees. Among its charges is to ensure communication among the committees and the JFA, between standing committees and the administration, and between the committees and the CSB/SJU communities as a whole. The provost is an ex-officio administrative member of the committee. In addition to charging the FGC with ensuring better communication between faculty and administrative officers, the current provost asked to designate a representative of her staff to attend each committee meeting of a specified faculty governance committee. For example, the budget analyst attends the Academic Planning and Budgeting Committee meetings. This action has further encouraged effective communication. The provost's representative model was piloted during 2006-07; it has been successful enough to warrant placement in the *Faculty Handbook*.

Another way that communication has been improved is in the inclusion of the JFA chair and vice chair as voting members of the Strategic Directions Council (SDC). Consequently, faculty understanding of and input into the decision-making processes of the institution and of larger institutional issues have increased significantly. The chair and vice chair act as liaisons between the SDC and the standing faculty committees (and for the larger faculty, as appropriate). The chair and vice chair adopted the practice of meeting regularly with the Academic Planning and Budgeting Committee and the Faculty Compensation and Benefits Committee. This significantly improved information flow and understanding of processes. Additionally, since the vice chair and chair of the JFA are also voting representatives to the board of trustees and board of regents, they are able to communicate faculty viewpoints to board members and help faculty understand the concerns and questions of the boards. This has resulted in more efficient and effective interactions. For example, as a direct result of these relationships and interactions, the Joint Faculty Assembly approved contractual handbook policies on consensual romantic relationships. This policy had been a point of contention for years and, as a result, efforts to gain agreement among the faculty, administration, and the boards have been stagnant. Through their representation, the chair and vice chair of the JFA were able to play a critical role in developing a policy formulation with which all necessary parties were able to agree and endorse. The policy was passed by the JFA in February 2008 and approved by the joint boards in March 2008.





In the past, faculty committee participation had also been problematic and needed to be addressed. The Faculty Handbook and Elections Committee had found it challenging to run contested elections for open seats. In an attempt to address issues of faculty participation, faculty governance standing committees were restructured in fall 2006 to consolidate activities and reduce the total number of faculty necessary to serve on these committees. For the 2007-08 and 2008-09 academic years, participation in governance committees improved and stabilized. The Faculty Handbook and Elections Committee was able to recruit sufficient faculty to present a full slate of candidates for election to all committees. As a result, there has been more consistent participation by faculty members elected to committees, less turnover, and higher productivity.

The faculty at CSB and SJU continues to grow and now holds over 300 voting members. As a result, the Joint Faculty Assembly has become an unwieldy and ineffective forum for conducting faculty business. Many faculty would only attend when the agenda included items of specific interest. Decisions tended to take an extended period of time and a vocal few overshadowed the discussions. In spring 2006, a petition was signed by over 100 faculty asking the Faculty Governance Committee to create an ad hoc task force to study the possibility of a faculty senate. During 2006-07, the Joint Faculty Assembly authorized a Senate Task Group to investigate and draft a senate constitution. During the fall 2007, the Joint Faculty Assembly devoted nearly all of its meetings to discussion and debate of each article of the proposed Joint Faculty Senate Constitution. One important and substantial amendment was inclusion of a provision for a two-year trial period for the senate. At the end of two years of operation, the executive committee of the senate will appoint a task force, consisting of both senators and faculty members (members of the latter will not be senators), to conduct an evaluation of the functioning and effectiveness of the senate. During fall 2010, the evaluation results will be presented to the entire membership of the Joint Faculty Assembly and the JFA will reconsider the Joint Faculty Senate Constitution. The JFA may then amend the constitution and must take a vote by the end of the fall 2010 semester to reauthorize the senate. This provision incorporates a new spirit of assessment, evaluation, and continuous improvement into faculty governance.

One of the major concerns of faculty members who were originally unsupportive of a senate model was the potential loss of community if the faculty no longer had regular faculty-wide gatherings. Under the amended constitution, the senate must hold two JFA meetings each semester. These JFA meetings will bring faculty together four times per year to discuss important initiatives and issues.

In December 2007, the completely amended document was put to an electronic vote of the faculty. Nearly two-thirds of the faculty eligible to vote cast a ballot, a record high level of participation, and the Joint Faculty Senate constitution was approved by a vote of 153 in favor, 23 opposed, and 11 abstentions.

### **Core Component 1e: The organization upholds and protects its integrity.**

The College of Saint Benedict and Saint John's University uphold and protect organizational integrity through compliance with federal requirements and through the demonstration of institutional wholeness or consistency between missions and activities.

#### **Federal Compliance Program**

An important indicator of institutional integrity is the degree to which the institution complies with relevant laws, regulations, and professional standards. The College of Saint Benedict and Saint John's University are in continuous compliance with all elements of the Federal Compliance Program. The Policy for Federal Compliance Visits to Off-Campus Locations (Policy I.C.2) does not apply, because the College of Saint Benedict and Saint John's University do not maintain off-campus sites.



### Higher Education Act

CSB and SJU have met the requirement of the Higher Education Act (Policy I.A.5). The institutions participate in several federal and state aid programs. These financial aid programs, published in the academic catalog, require students to meet satisfactory academic progress requirements in order to be eligible.

Federal financial aid programs include:

- Federal College Work Study;
- Federal Supplemental Educational Opportunity Grant (SEOG);
- Federal Perkins Loan;
- Federal Pell Grant;
- Federal Academic Competitiveness Grant;
- Federal SMART Grant;
- Federal Stafford Student Loan;
- Federal PLUS.

State aid programs include:

- Minnesota State Grant Program;
- Minnesota State Work Study;
- Child Care Grant Program;
- SELF Loan Program;
- Robert Byrd Scholarships.

CSB and SJU do not have any unresolved issues with regard to financial or compliance audits or program reviews with respect to Title IV funds. The Department of Education last conducted a program review for Saint John's University in May of 1990. All issues of compliance were satisfactorily addressed. Saint John's University has not had any issues regarding financial ratios and has a Moody's bond rating of A2.

The College of Saint Benedict has not had a review since 1978, and there is no record of program review prior to 1978. The College of Saint Benedict has not had any issues regarding financial ratios and was recently upgraded to a Moody's bond rating of Baa1. Neither the College of Saint Benedict nor Saint John's University has ever been selected for limitation, suspension, or termination (LST) of participation in federal aid programs. Student loan default rates for the last three years are shown in Table 1.8. The default rates are consistently less than 1.2%, well below the national average.

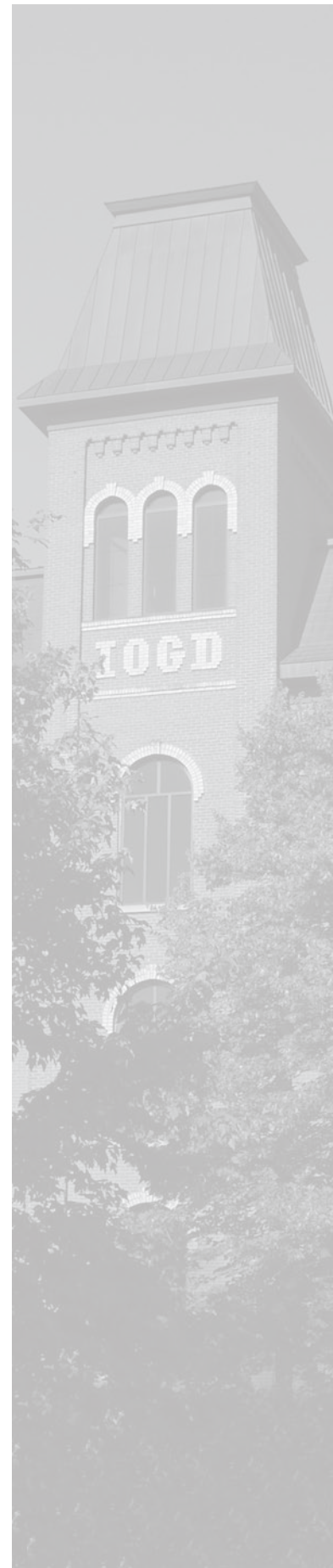
**Table 1.8** Student Loan Default Rates

| Year | CSB Default Rate, % | SJU Default Rate, % | National Averages, %* |
|------|---------------------|---------------------|-----------------------|
| 2002 | 0.2%                | 0.8%                | 5.2%                  |
| 2003 | 0%                  | 1.2%                | 4.5%                  |
| 2004 | 0%                  | 0.5%                | 5.1%                  |
| 2005 | 0%                  | 0%                  | 4.6%                  |

\* Source: National Cohort Default Rate can be found at <http://ifap.ed.gov/>

### Disclosure of Crime Information

The colleges also adhere to federal requirements for the disclosure of crime information. The collection of campus crime information is coordinated by the College of Saint Benedict director of Security, the Saint John's University director of Life Safety, Saint Joseph's Police Department, and the Stearns County Sheriff's Department. Campus crime reports are disclosed on the colleges' Web page. Crime statistics for the CSB and SJU campuses from 2003 to 2006 are reported in Table 1.9.



**Table 1.9** Crime Statistics: 2003-2006

| Category                   | 2003 |     | 2004 |     | 2005 |     | 2006 |     |
|----------------------------|------|-----|------|-----|------|-----|------|-----|
|                            | CSB  | SJU | CSB  | SJU | CSB  | SJU | CSB  | SJU |
| Murder                     | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |
| Negligent manslaughter     | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |
| Forcible sex offenses      | 1    | 0   | 0    | 2   | 1    | 1   | 1    | 2   |
| Nonforcible sex offenses   | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |
| Robbery                    | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |
| Aggravated assault         | 1    | 0   | 1    | 1   | 1    | 0   | 1    | 2   |
| Burglary                   | 9    | 5   | 4    | 29  | 7    | 34  | 11   | 9   |
| Motor vehicle theft        | 1    | 0   | 0    | 1   | 0    | 2   | 0    | 0   |
| Arson                      | 0    | 3   | 1    | 2   | 0    | 0   | 0    | 3   |
| <i>Arrests for:</i>        |      |     |      |     |      |     |      |     |
| Liquor law violations      | 15   | 41  | 13   | 48  | 27   | 10  | 30   | 43  |
| Drug law violations        | 1    | 6   | 2    | 7   | 0    | 1   | 0    | 6   |
| Illegal weapons possession | 0    | 0   | 0    | 0   | 0    | 0   | 0    | 0   |

#### *Institutional Records of Student Complaints (Policy IV.B.4)*

The College of Saint Benedict and Saint John's University do not have a single "complaint policy" *per se*. Rather, there are several avenues available for students depending upon the nature of the concern. The offices of the presidents, deans of students, and the assistant academic dean collect and maintain files of written student complaints. The colleges are in full compliance with expectations for maintaining institutional records of student complaints and their dispositions. Appeals processes are available as part of every complaint or grievance policy on campus. A summary of student rights and responsibilities can be found in each *Academic Catalog* and is available on the college Web site.

Student academic complaints are handled by the assistant academic dean. When appropriate, students are directed to resolve conflicts with the relevant academic department. Students have the right to appeal grades, initially with the instructor, then the department chair, and finally to the assistant academic dean. The grade appeal policy is located in the *Academic Catalog* and can also be found on the college Web site.

The dean of students at the College of Saint Benedict and the dean of students at Saint John's University handle student complaints relating to student life. All complaints are first heard and most often resolved with the assistance of the CSB or SJU dean of students. The student has the right to appeal to the vice presidents for student development if satisfactory resolution is not achieved. The right to appeal any student life policy is available on the college Web site. A complaint procedure is also designated in the Patient Bill of Rights for Counseling Center services whereas the student can file a formal complaint against the counselor through the vice president for student development. If not resolved, the student is directed to contact the Minnesota Board of Psychology complaint Web site. No complaints have been received from the counseling center.

It is the policy of the College of Saint Benedict and the Order of Saint Benedict (including Saint John's University) to investigate and promptly seek the timely and equitable resolution of complaints of discrimination relating to race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability. The responsibility for responding to human rights complaints and administering the Joint Human Rights Policy is assigned to

the associate director of human resources for cases involving faculty and staff and the director of the intercultural center for cases involving students. The responsibility for responding to sexual assault complaint and administering the Joint Sexual Assault Policy is assigned to the institutions' deans of students. These four individuals serve as human rights officers for the institutions, and they work together closely in the resolution of cases.

An annual report is written each year that summarizes the types of complaints and cases brought forward as well as a description of how each was resolved. The annual report also includes narrative information regarding educational outreach and initiatives, current and anticipated trends, and a review of opportunities and challenges in regard to our efforts to respond to complaints and provide information and education. The human rights policy and complaint procedures and sexual assault policy and complaint procedures are located on the colleges' Web site.

Annually, selected individuals representing all parts of the institutions are trained to serve as human rights hearing panel members. The policy and procedures have been consistently reviewed with our legal counsel. Furthermore, due to our residential nature, the residential life staff participates in training each August since it is likely they will be notified of initial complaints and need to be well versed as referral agents. Human Resources provides an annual overview of the policy at all new staff orientations.

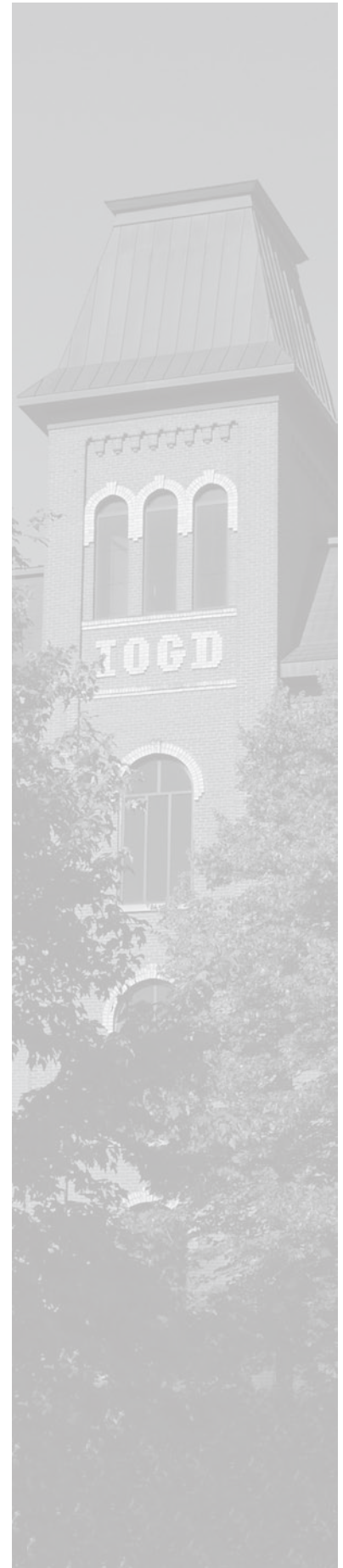
While our institutions are not required to comply with the mandates of Sarbanes-Oxley, we have voluntarily followed the recommendation of the National Association of College and University Business Officers (NACUBO). We have implemented several components of Sarbanes as evidence of best practice among colleges and universities. In 2006, the Audit Committees and both boards decided to establish a relationship with an outside source to provide a reporting avenue independent of internal mechanisms to hear concerns of potential unethical practices or misconduct. The colleges have adopted EthicsPoint, a confidential on-line reporting and information system. EthicsPoint can be accessed through the homepage, or via our EthicsPoint Web page. Since the inception of EthicsPoint in 2006, we have had seven reports. These reports have included issues of alleged misuse of resources, theft, and request for assistance with supervisor/subordinate communication and working relationships. The number of reports is evidence of utilization. Satisfaction of users is difficult to measure given the confidential nature of the reporting system.

All constituents have the right to file complaints against the colleges with the United States Department of Education. Notification of rights to file such a complaint is located on the colleges' Web site.

#### *Credits, Program Length, and Tuition (Policy I.C.7)*

The College of Saint Benedict and Saint John's University have an academic year composed of two semesters (72 class days per semester) with three days allotted for final examinations. Semester credit hours are awarded for courses which students have successfully completed. This is defined as achieving a course grade of D or higher. One (1) credit hour equates to 10.5 hours of instruction. Each week, this one credit ordinarily represents three hours of work, including private study and research as well as class meetings.

The majority of courses are designated as four-credit hours and meet every other day, on a 6-day cycle, for 70 minutes totaling 36 class periods or 42 hours in a 15-week semester with final examinations occurring during the 16<sup>th</sup> week. The *Course Schedule* is published each semester and accurately depicts the course offerings, credit allocations, and course calendar. The registrar is responsible for assuring the accuracy of the *Course Schedule*. Relevant information can also be found on the registrar's Web site. Copies of course schedules for previous years are also on display in the resource room.







The number of credits required for graduation is 124 with a grade point average of 2.00 in the major, minor, and overall. These standards may be higher in certain majors, such as accounting and finance (150 credits required for students prior to the CPA exam) and Education (a GPA of 2.4 is required for graduation). These exceptions are clearly published in the academic catalog. Of the 124 credits required for graduation, at least 40 credits must be earned in upper-division courses. When compared with the 15 private colleges in Minnesota, the College of Saint Benedict and Saint John's University are within the accepted range of credits required for graduation (122-210 credits) for those institutions that utilize credit equivalencies.

The faculty Curriculum Committee reviews and approves course credit allocations for each course. The Registrar's Office is charged with determining equivalencies for courses accepted into the core curriculum or as an elective. Course equivalencies for majors or minors are determined by the relevant academic department. Information about credits earned elsewhere is published on the registrar's Web site.

#### *Disclosure of Tuition and Fees*

Policies regarding credits, program length, tuition, and fees are published every two years in the *Academic Catalog*. Complete disclosure of tuition and fees are found on the student account Web site, and on the Admissions Web site. The Nursing Department charges a program fee of \$335/year (2007-08) and several courses charge nominal course fees. These are published in the *Class Schedule* each semester. Program fees for students studying abroad are not the same for every program and vary based on cost of living differences, currency exchange fluctuations, and differences in services provided by the program (for example, inclusion of meal plans). Information about specific international education program fees is published within program brochures and under each program online. The brochures set forth the program fees for the current academic year and explain that the cost for the next year may change due to increases in room and board, currency fluctuations, and changes in on-site expenses. The brochure also sets forth what is included and not included in the program fee. A final disclosure of costs is delivered in writing to students after they have been accepted to the program.

#### *Accuracy of Tuition and Fees*

All tuition and fees tables are entered and reviewed by the student account offices on each campus. A representative from one campus enters the rate into the Banner computer software and a representative from the other reviews that rate for accuracy. The Banner software is used to assess all items based on the registration of the students. The total amounts assessed are compared to expected results. Accuracy is also tested by external auditors after the year is completed. Course fees and program fees (Nursing Department) are published in the *Class Schedule* each semester and are checked for accuracy by the respective department chairperson and confirmed by the Registrar.

The College of Saint Benedict and Saint John's University charge a flat full-time tuition of \$26,038 (2007-08) regardless of the major program with credits over 18 charged at a rate of \$723/credit. The College of Saint Benedict and Saint John's University do not charge any program-specific tuition. Elementary education majors requiring a 9<sup>th</sup> semester are charged at a reduced rate (see continuing education credit rates below). Cost per credit for part-time students has been established at \$1,085/credit and continuing education credit is \$362/credit.

For more than a decade, the price (tuition and comprehensive) at the College of Saint Benedict and Saint John's University has been approximately equal to the Minnesota private college average. The College of Saint Benedict and Saint John's University *Fact Book* compares our price to the prices of Minnesota's other 15 private colleges. Outside of the highest and lowest priced institutions, there is little significant variation in price among Minnesota's private colleges.

### *Satisfactory Academic Progress Requirements for Financial Aid Eligibility*

Minimum academic standards are published in the academic catalog every two years. The standards indicate students must maintain a minimum grade point average of 1.8 cumulative GPA for 0-23 credits or 2.0 cumulative GPA for 24 or more credits and complete a minimum of 21 credits per year over a maximum of six years for full-time students. Policies on satisfactory academic progress requirements for financial aid eligibility are found on the College of Saint Benedict and Saint John's University Web site under Financial Aid Policies.

Graduation rates for the College of Saint Benedict, Saint John's University, and all Minnesota private colleges (as comparative institutions) are provided in Table 1.10. These 6-year graduation rates compare favorably with private colleges throughout the state of Minnesota.

**Table 1.10** Graduation Rates

| Year | CSB Graduation Rate, % | SJU Graduation Rate, % | MN Private Colleges, %             | National Private Colleges, % <sup>2</sup> |
|------|------------------------|------------------------|------------------------------------|---|
| 2004 | 79%                    | 83%                    | 73% <sup>1</sup>                   | 64%                                       |
| 2005 | 82%                    | 82%                    | 68%                                | 64%                                       |
| 2006 | 77%                    | 79%                    | 72%                                | 64%                                       |
| 2007 | 80%                    | 82%                    | Comparative data not yet available | 64%                                       |

<sup>1</sup> Source: 1997 cohort data is derived from the Integrated Postsecondary Education Data System (IPEDS), Graduation Rate Survey, and National Center for Education Statistics.

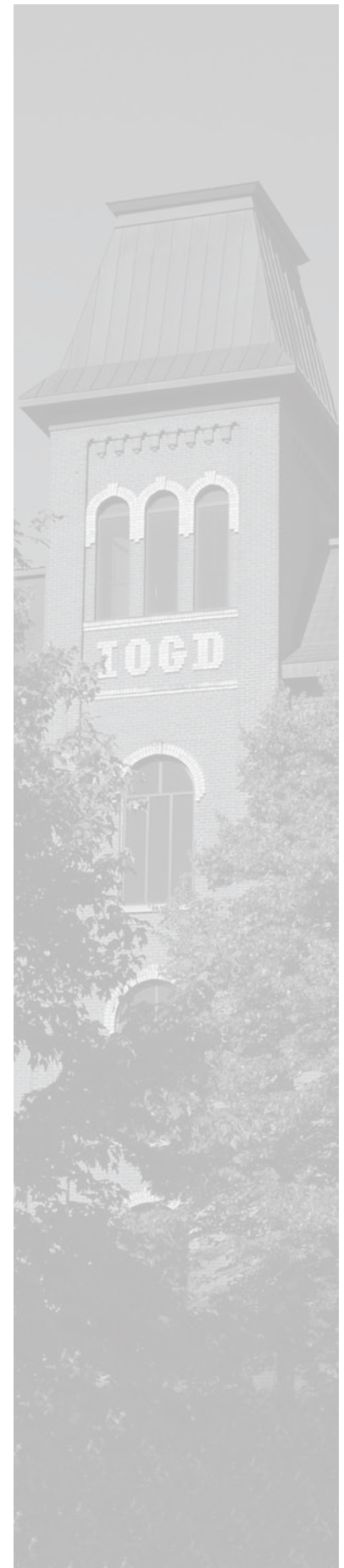
<sup>2</sup> Source: ACT Data reflect 5-year cohort graduation rates for selective, non-doctoral, private colleges nationally.

The following supporting documents are available for review:

- Letter from USDE related to Title IV participation/eligibility;
- Program Participation Agreement (PPA);
- Eligibility and Certification Renewal (ECAR);
- Recent program audits/reviews;
- USDE review of A133 audit;
- USDE review of the financial ratios/composite score;
- Information about compliance with financial responsibility standards;
- Limitation, suspension, or termination (LST) actions — NONE;
- Audits by the inspector general of the United States Department of Education (USDE);
- Default rate for the most recent three years established by the USDE;
- Samples of mandated consumer information.

### *Institution's Advertising and Recruitment Materials (Policy IV.B.2)*

The College of Saint Benedict and Saint John's University provide accurate information about programs and policies in all publications and press releases, including information located on the colleges' Web site. Current advertising and recruiting materials are developed internally by the Colleges' Admission Office and Communication and Marketing Office. Current advertising and recruiting materials reflect the colleges' commitment to providing the very best residential liberal arts education in the Catholic university tradition. Information in the *Academic Catalog* has been carefully reviewed by the associate dean in coordination with the academic departments and programs and is deemed accurate and current in all respects.





The *Faculty Handbook* is reviewed and updated regularly by the Faculty Handbook Committee, with the last committee update occurring in September of 2006. The provost and Faculty Handbook Committee also recently updated the *Faculty Handbook* (Section 2) with the significant changes related to faculty governance structure. This update was completed in the fall of 2007. Changes to the *Faculty Handbook* (section 2) are reviewed and approved by Academic Affairs officers and the Joint Faculty Assembly and joint boards. The *Faculty Handbook* accurately articulates the role and expectations of the faculty.

The *Bennie Book* (for CSB students) and the *J-Book* (for SJU students) are the student handbooks made available to all students upon admission to CSB and SJU. These resources contain accurate information on academic, residential, human rights, and student life policies. The School of Theology•Seminary student handbook was revised in August 2007.

The *College of Saint Benedict Support Staff Handbook* and the *Order of Saint Benedict Support Staff Handbook* (for Saint John's University support staff employees) are reviewed and updated regularly by the director of human resources, with the last major revision occurring July 1, 1999. This major revision in 1999 aligned the policies and procedures for those employed at the College of Saint Benedict with those employed by Saint John's University. Multiple minor changes have occurred since then and are published as addendums to the Web site indicated above. Any changes to the *College of Saint Benedict* and *Order of Saint Benedict Support Staff Handbooks* are reviewed and approved by the director of human resources. The *Support Staff Handbooks* articulate the role of employees, employment policies, compensation policies, time-off benefits, group health and related benefits, expectations for employee conduct, the sexual and discriminatory harassment policy, complaint resolution procedures, and so forth. These *Support Staff Handbooks* accurately articulate the role and expectations of the staff and are aligned with the standards for staff handbooks indicated by the Society for Human Resource Management.

The *College of Saint Benedict Administrative Staff Handbook* and the *Order of Saint Benedict Administrative Staff Handbook* (for Saint John's University administrators) are also reviewed and updated regularly by the director of human resources, with the last major revision occurring July 1, 1999. Multiple minor changes have occurred since then and are published as addendums to the Web site indicated above. Any changes to the *College of Saint Benedict* and *Order of Saint Benedict Administrative Handbooks* are reviewed and approved by the director of human resources. The *Administrative Staff Handbooks* articulate the role of administrators, employment policies, compensation policies, time-off benefits, group health and related benefits, expectations for employee conduct, the sexual and discriminatory harassment policy, complaint resolution procedure, and so forth. The *Administrative Staff Handbooks* accurately articulate the role and expectations of the administrative staff.

### **Integrity: Ethical Consistency between Words (Missions) and Actions**

#### *Campus Surveys*

Table 1.11 presents a summary of survey responses related to integrity. Evidence suggests that internal constituencies are committed to upholding and protecting the integrity of the institutions. An overwhelming majority (94%) of campuswide mission and integrity survey respondents self-reported they were committed to upholding and protecting institutional integrity.



**Table 1.11** Integrity Perceptions

| <b>Integrity Perceptions</b>   |                                       |  |
|--|---------------------------------------|--|
| <b>Question</b>  | <b>Percent of agreement responses</b> | <b>Percent of strongly agree responses</b> |
| Students, faculty, and staff adhere to high academic standards.          | 79%                                   | 35%  |
| Policies regarding rights and responsibilities are clear.                | 75%                                   | 34%  |
| Policies regarding rights and responsibilities are fair.                 | 69%                                   | 30%  |
| CSB and SJU deal fairly with those external to the institutions.         | 80%                                   | 41%  |
| CSB and SJU are presented accurately and honestly to the public.         | 70%                                   | 31%  |
| I am committed to upholding and protecting the integrity of CSB and SJU. | 94%                                   | 72%  |

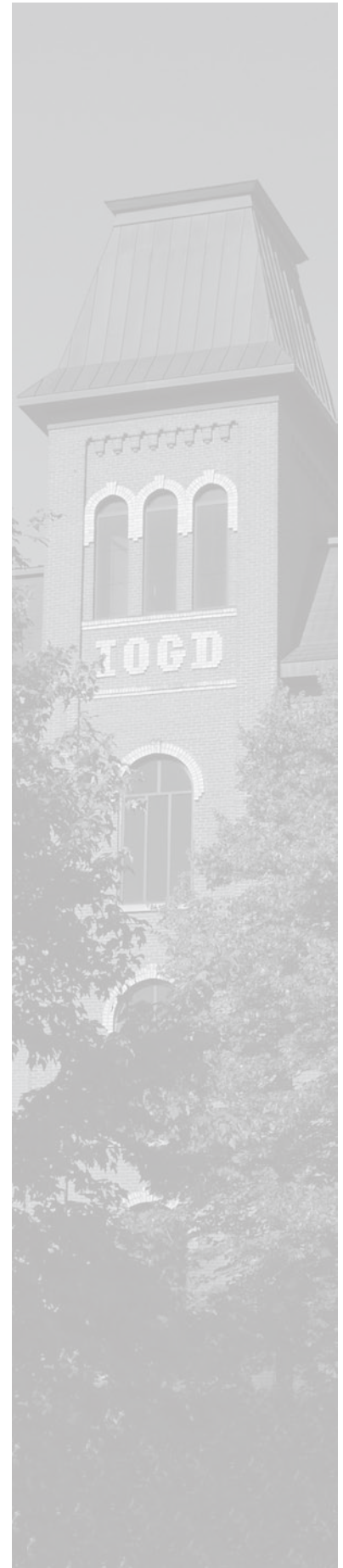
*Policies and Procedures*

The College of Saint Benedict and Saint John’s University strive to be transparent in all their operations and to fully and openly document all key policies as a means of ensuring that we operate with integrity.

*Curriculum*

In the spring of 2007, the faculty adopted a new required senior seminar focusing on ethics as part of our common curriculum, effective fall 2007. All students will be required to demonstrate the ability to recognize ethical issues, examine them from multiple perspectives, and articulate the reasoned arguments that support their normative judgments. As further evidence of campus-wide support, faculty members from across all academic divisions will be expected to teach in this program. To support this initiative, the colleges have made faculty development and other funds available for teaching ethics.

The College of Saint Benedict and Saint John’s University fully and unequivocally comply with all relevant and governing laws and regulations. Our Catholic and Benedictine mission challenges us to go beyond a compliance-based approach to fully integrate the highest ethical standards throughout our institutional cultures. The evidence suggests we do meet standards of compliance and are well along in creating and sustaining a culture committed to the highest standards of ethics and integrity.





## Evaluative Summary for Criterion One

The College of Saint Benedict and Saint John's University are fulfilling fundamental mission commitments expressed through separate and coordinate mission documents. Mission pervades the institutions in words and through actions. Evidence from internal and external constituent groups demonstrates a strong commitment to the mission and integrity of the institutions.

### Strengths

1. There is pervasive fundamental mission support and significant value placed on history and heritage;
2. The boards have clarified the coordinate relationship through the *Memorandum of Understanding*;
3. The institutions operate with a high level of institutional integrity.

### Recommendations for Improvement

1. Use the ongoing mission and vision process (*Vision 2015; Strategic Directions 2015*) to further clarify and express the fundamental mission of CSB and SJU with the goals of:
  - a. Promoting a common understanding of the fundamental mission;
  - b. Enhance ownership of the fundamental mission.
2. Use the ongoing mission and visioning process to discuss the structure and relationship of the mission and vision statements with the goals of:
  - a. Determining whether three statements still serve us well;
  - b. More clearly articulating the relationship (and difference) between statements;
  - c. More clearly (separately) articulating mission versus vision within and between statements.

## Criterion Two: Planning for the Future

*The organization's structure, allocation of resources, its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

### Introduction

Since 1998, the College of Saint Benedict and Saint John's University have developed increasingly sophisticated and inclusive planning processes to ensure the institutions respond to changes in demographic, economic, social, political, and technological trends. A revitalized institutional research office assists in monitoring these trends so formal planning processes have the information required to develop realistic, future-focused plans that allow the institutions to fulfill their missions. Planning processes have greatly strengthened our ability to provide resources for both continuing operations and targeted investments in support of our current strategic plan, *Strategic Directions 2010*.

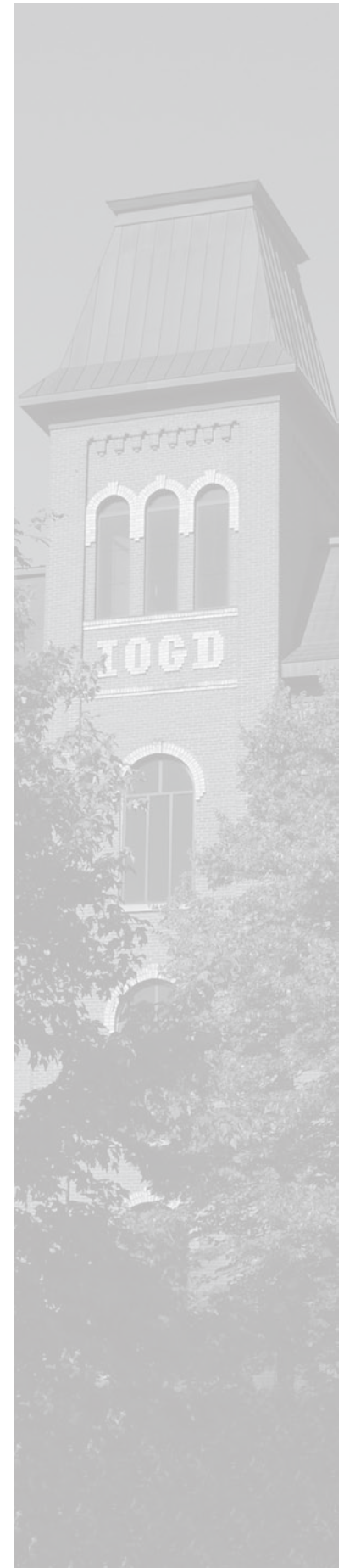
CSB and SJU rely on several key planning documents that help ensure they fulfill their individual and shared missions, guide allocation of resources, and provide a basis for evaluating efforts to improve educational quality and respond to future challenges and opportunities. These documents include:

- *Strategic Directions 2010*, the current strategic plan;
- Five learning design templates and two support designs;
- Annual environmental scans;
- Master facilities plans;
- Enrollment projections;
- A three-year budget forecast;
- The annual budget;
- *Vital Statistics*, an annual report on key performance indicators.

From these institution-level planning documents, each management area and its subunits prepare strategies with horizons of one to five years. The Strategic Directions Council (SDC), members of which include the provost (who serves as chair), vice presidents for finance and administration, vice presidents for student development, vice president for enrollment, planning and public affairs, vice presidents for institutional advancement, associate provost/academic dean, budget analyst, Joint Faculty Assembly chair and vice chair, and two student representatives, monitors both the planning and budgeting process using the objectives articulated in *Strategic Directions 2010* as guide and context. The result is a more inclusive and transparent budget and strategic planning process.

*Strategic Directions 2010*, endorsed by the College of Saint Benedict Board of Trustees and the Saint John's University Board of Regents in fall 2005, provides essential guidance for focusing resources on improving the quality of the students' learning experience. Implementation of the strategic plan has been guided by five learning designs focused on the liberal arts, gender development, residential life, spiritual development, intercultural learning, and two support designs addressing student composition and national visibility and distinctiveness. Each spring, the SDC reviews the annual work plans prepared for each design. In the decade since our last accreditation review, we have enhanced our academic programs, improved residential learning and student development programs, strengthened fundraising, and made significant technology and facilities investments through the successful linkage of planning, budgeting, and resource allocation.

The boards and the campus communities recently have turned their attention toward the development of the next strategic plan, *Strategic Directions 2015*. We have begun formulating processes that will engage campus constituencies in envisioning







new strategies and priorities in support of our aspiration to be premier, residential, liberal arts institutions educating students in the Catholic Benedictine tradition. The effectiveness of the next strategic plan will require broad community involvement and input.

In addition to the planning documents, the institutions have developed the *Memorandum of Understanding*, which seeks to describe the framework of the coordinate relationship between the College of Saint Benedict and Saint John's University in order to fulfill the goals authorized by the Trustees of the College of Saint Benedict and the Regents of Saint John's University. This document articulates the governance, administration, and financial aspects of the coordinate relationship and serves as a guide for future planning.

## **Core Component 2a: The organization realistically prepares for the future shaped by multiple societal and economic trends.**

### **Attention to Strategic Planning**

In 1998, the accreditation site visit teams expressed concern about the lack of a coherent institutional research program supporting institutional planning and decision-making (see Concerns). Since then, the College of Saint Benedict and Saint John's University have redesigned their institutional research function, aligning it with Enrollment, Planning, and Public Affairs, to expand awareness and understanding of important trends in the external environment. By combining admissions, financial aid, and marketing and communication with institutional planning and elevating the director position to the vice presidential level, CSB/SJU made institutional research and planning central in the process of strategic planning and implementation.

The Institutional Planning and Research (IPR) Office creates and disseminates information and analyses throughout each academic year to improve the quality of institutional decision-making. *Vital Statistics*, a snapshot of 28 key indicators, summarizes institutional performance trends on key mission, market, and management indicators and provides an example of how the colleges summarize and use data in support of strategic planning. The report also benchmarks institutional performance against peer and aspirant institutions. Updated each fall, *Vital Statistics* is included with the materials for every board meeting.

While the IPR Office provides sufficient data to monitor key elements of financial, market, and operational performance, the institutions have neither consistently nor fully integrated the use of data into their budgeting and planning processes. Nonetheless, critical institutional research increasingly finds its way into decision-making processes on campus. For some offices, the data and research are new. For others, like the Admission Office, institutional research has, for years, been used to shape decisions about enrollment markets and opportunities. Admission-related research has provided important support for strategic budget decisions. Demographic data clearly indicate the colleges' traditional-age college market in the region will begin a protracted period of decline after fall 2009, pointing to the necessity of developing new markets in growing regions across the country. Toward that end, the colleges allocated \$80,000 for national search activity in FY 2008, an additional \$40,000 for national travel, and \$135,000 for a "virtual tour" of the campuses in FY 2009. The latter investment is particularly valuable for those students from distant places. The challenge is to replicate these types of data-driven decisions across all management areas and connect them with budgeting processes.

Our ability to successfully carry out our strategic plans rests on well-constructed financial analyses. Effective decision-making requires timely, accurate, and insightful financial information. The chief financial officers at CSB and SJU annually prepare rolling three-year budget forecasts to help the Strategic Directions Council (SDC) and the Coordinate Finance Committee of the boards assess the impact of developing

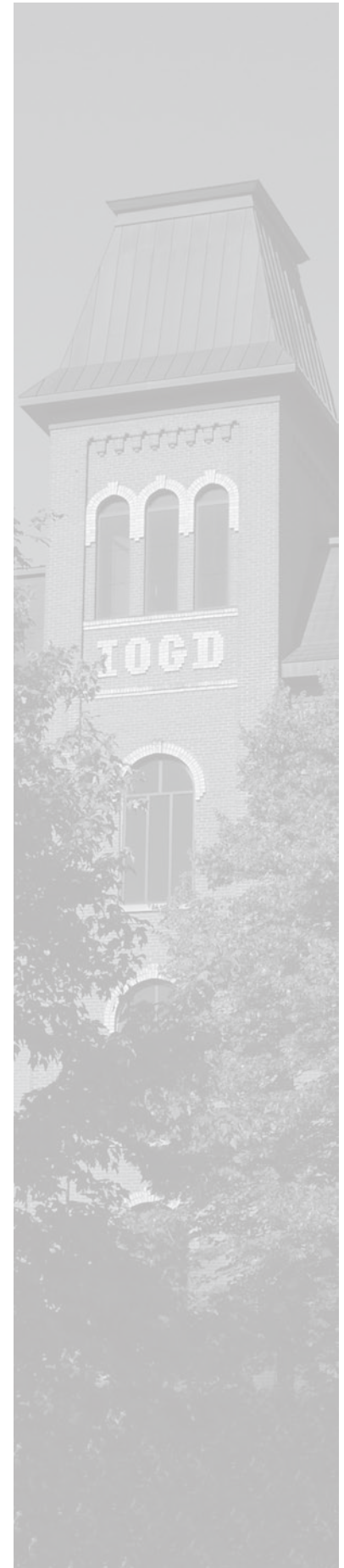
trends and institutional decisions on the current and future financial outlook for each college. In an effort to improve our planning and budgeting capacity, the chief financial officers recently have investigated the value of purchasing sophisticated budget planning software to better and more comprehensively identify resource needs, issues, and trade-offs. In addition, they have reexamined the budget planning calendar and recommended changes to facilitate the acquisition and use of information by the SDC for decision-making. The new budget timeline, which will begin in the spring of each year rather than in the fall, was accepted by the SDC in February 2008 and is expected to improve budget and planning coordination and effectiveness. The SDC will implement the new timeline this spring (for the FY 2010 budget) and review it annually to ensure it meets our institutional objectives.

The Strategic Directions Council also has developed templates (working documents detailing annual action priorities) for each of the learning designs included in Strategic Directions 2010. To define the new goals and working priorities for the next year, the SDC reviews and updates the templates each spring. The council continues working to establish stronger and more transparent linkages between the process for setting strategic action priorities and the budget decision-making process. While the SDC reviews both the working templates and the budget, the strategic priorities identified during the template review process typically have been used only to make incremental budget adjustments. The reluctance to align the entire budget to accommodate needed strategic expenditures reflects the difficulty associated with large-scale reallocation. Moreover, across-the-board budget reductions in prior years appear to have diminished willingness to engage more strategic budget reallocation across operating divisions. The SDC understands it must chart a middle course, identify strategic priorities, address competing interests, and ensure that each college has a balanced budget. The redesigned budget timeline should help to relieve some of the time pressures related to those considerations.

### **Attention to Master Planning**

Effective planning for the physical plant — ensuring that students have high quality academic, co-curricular, and residential spaces in which to learn — is an important element of strategic planning. Institutional research clearly indicates the importance of high quality academic and residential facilities in the college search process. Over 80% of all new entering students in 2007, and more than 90% of their parents, indicated high quality residence halls and academic facilities were an important consideration in their college selection process. Both new students and their parents overwhelmingly describe the colleges' academic facilities and residence halls as good or excellent, though we do have some gaps to address in relation to the consistency of residence hall quality.

The College of Saint Benedict began development of a comprehensive facilities master plan in 2006. The college hired Dober, Lidsky and Associates (DLA), a nationally respected planning firm from Boston, to conduct an analysis and assessment of the campus site, buildings, and environs. They created a facility inventory that formed the basis for a space utilization study and peer institution comparisons. DLA also conducted a space analysis for Saint John's University, focused primarily on academic spaces. The analytic work and process paid particular attention to the changing needs and desires of students, changing pedagogical methods, and an institutional desire to be proactive in assessing the environmental impact and sustainability of campus facilities. In spring 2007, the completed 20-year CSB master plan [*Master Campus Plan 2006/07*] was presented to the board of trustees for approval (May 21, 2007). The master plan defines a timeline for renovation and modernization of existing facilities and construction of new buildings, including three new academic buildings, an athletic and fitness complex, and new student housing related to a four-year residency requirement. The CSB Master Campus Plan identifies planning projects, priorities, and considerations over the period 2007 to 2027.





While the master plan is new, campus facility planning and renewal has occurred nearly continuously at CSB over the last two decades. Recently completed major building projects have included:

- Construction of the president's house;
- Expansion and enhancement of the Benedicta Arts Center, the college's arts facility;
- Improved ventilation, air conditioning, and building code improvements to the Henrita Academic Building (HAB), the college's most heavily used academic building;
- Improvement to the East Apartments;
- Remodeling of the West Apartments;
- Opening of the Gorecki Dining and Conference Center, replacing 100-year-old cafeteria in the Main Building.

Together, the plant renewal, renovation, and expansion activities of the last two decades have transformed the College of Saint Benedict campus, vastly expanding and improving student learning opportunities and residential spaces.

Saint John's University also is actively engaged in campus and facilities planning. Between 2004 and 2006, the university initiated a series of short-term planning activities for major capital projects, such as work on student housing, renovation and expansion of Alcuin Library, student health services, and the location of academic departments on the SJU and CSB campuses. The Alcuin Library planning document, *Word and Art, Mind and Spirit: Creating a Benedictine Library for the Ages*, provides a clear example of how awareness of current trends affects planning. At the same time, long-term plans were being developed to identify capital campaign and fundraising priorities, financing plans for capital projects and campus maintenance, and other campus needs. The document, *Planning Horizon for Major Capital Projects*, emerged from this work.

In 2006, the SJU president appointed an SJU Campus Planning Steering Committee and charged it with the task of coordinating short-term and long-term planning for the university. The committee reviews university buildings, space utilization within those buildings, and other university needs in the context of overall campus planning for parking, pedestrian traffic, and signage. Emerging needs and ideas are forwarded to the steering committee for consideration and integration into overall planning.

The first task of that steering committee was to work with architects Lee Tollefson (of Rafferty, Rafferty, and Tollefson) and Gregory Friesen (of CSNA Architects) to update the 1986 Saint John's Master Plan. That facilities master plan, rooted in both the 1953 100-year Marcel Breuer Master Plan, continues to be the key driver for facilities planning at Saint John's. Drafts of an updated plan were prepared and reviewed by the SJU Cabinet and Board of Regents in 2007-08. Subsequent drafts will be completed in summer 2008 in advance of review by the full board of regents in fall 2008.

The comprehensive campus planning report prepared by the SJU Campus Planning Steering Committee in spring 2008 identifies planning projects, priorities, and considerations at Saint John's University over the periods 2010 to 2025 in five-year increments, and then 10-year increments from 2026 to 2055. The first and most immediate phase of planning focused on two major projects: major renovation and addition at the Alcuin Library (a project that will span the next five years from approval to building completion) and renewal and expansion of student housing on the lower campus (to expand housing stock and quality in support of the university's commitment to a four-year residency requirement). In March 2008, the board of regents approved construction and finance plans for new housing on the lower campus, a new community center for students living on the lower campus, renovation and upgrades to campus dining services, and renovation of Seton Apartments on the lower



campus. The board will be asked to formally endorse the library project at its October 2008 meeting.

SJU has two capital renewal funds — one in the education and general budget, the other in the auxiliaries budget. Each capital renewal fund receives new funds annually. However pressures in the operating budget over many years have resulted in funding levels that are below board policy. The director of physical plant and vice president for finance and administration are currently working to convert a 10-year capital plan (that has only provided general guidance in repair and maintenance expenditures) into a rolling three-year plan of expenditures and to combine that plan with a financial plan to be phased into the operating budget over the next years with transitional support from quasi-endowments and a share of end-of-year surplus revenues.

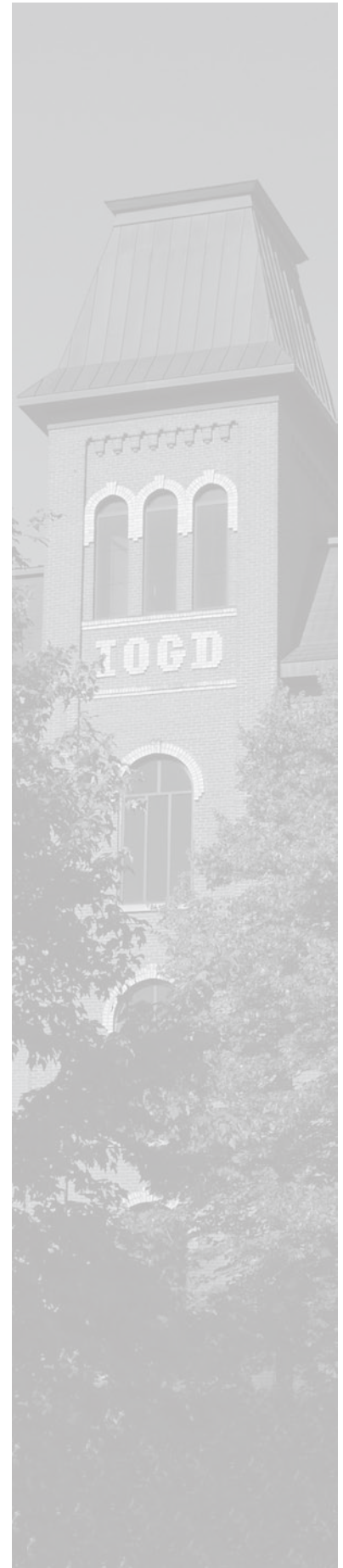
Although physical plant and facilities planning occurs separately on the two campuses, much of the work is coordinated between the campuses. Section 11.4 of the *Memorandum of Understanding* will facilitate more effective joint physical plant planning by more clearly specifying the level of facilities coordination expected of both institutions.

For Academic Affairs, a key planning concern is the use of faculty time and space. This is a unique and particularly significant issue given the coordinated relationship of the colleges. Administrators recognize the difficulty of building intra-departmental cohesion when colleagues' offices are separated on two campuses. There also are efficiency concerns associated with travel between the campuses that occurs daily for some. As a result, the provost and associate provost/academic dean are developing a plan for consolidating many academic departments on one of the two campuses, as well as locating new academic centers funded by the capital campaigns on one of the two campuses. The principles underlying these changes and the first steps of resulting changes have been authorized by the presidents and reviewed by the Coordinate Relationship Committee of the boards. These proposed changes are supported by inventories of academic offices, classrooms, and laboratory spaces. Academic and departmental space planning and allocation are not complete. The plans need to be shared and discussed with the faculty at large. This is likely to occur through the divisional structure and the new faculty senate.

Nonetheless, a number of important facilities challenges remain:

1. Budget reductions in recent years have made the colleges increasingly reliant on capital spending for on-going repair and maintenance. As a result, though still small by the standard of many institutions, the amount of deferred maintenance has grown. The colleges are in the process of analyzing the repair and maintenance needs of each building and updating the five-year facility plan;
2. Rising energy costs are an increasing challenge, making energy conservation a continued high priority;
3. Rising costs of construction materials will increase the investment required for future projects;
4. Millennial students and their parents have very high and rising expectations for learning, living, and recreational spaces, though not necessarily the willingness or ability to pay for those spaces.

Both the College of Saint Benedict and Saint John's University are aware of their current physical capacities and needs and have used these assessments to develop plans for upgrades and expansion of campus facilities over the next several decades. Together and separately, they have carefully monitored their current capacities in academic, residential life, and student development, including their financial resources, and are using this knowledge to establish coherent plans for the future. Each of these above challenges has budget implications to be addressed by the SDC.





## Attention to Demographic Shifts, Technology, and Globalization

The College of Saint Benedict and Saint John's University address technological, demographic, and global learning trends throughout their strategic plans. In 2004, the CSB Board of Trustees and the SJU Board of Regents directed the presidents to initiate campus-wide discussions for a new strategic plan. The *Strategic Directions 2010 Discussion Document* described the reasons for undertaking a new plan, citing the changing nature of the traditional-age enrollment market:

- The number of high school graduates in the state and region is simultaneously declining and diversifying;
- The total pool of traditional-age students in Minnesota alone is expected to decline by 4% between 2004 and 2010 (and by an additional 6% between 2010 and 2013);
- Within that smaller pool, the number of high school graduates of color in the state will rise by more than 30%. Our future students are more likely to be from urban areas and more racially, ethnically, and economically diverse than our current students.

The *Discussion Document* cites other significant trends driving planning, including slower family income growth, intense institutional competition, millennial students' expectations that learning environments will be interactive, experiential, and supported by up-to-date technology resources, and a growing student interest in spirituality.

*Strategic Directions 2010* was designed to create a distinctive learning experience responsive to the emerging and changing educational needs of students and society. It sought to integrate key mission commitments and competencies around a set of learning designs focused on:

- A liberal arts education that is demanding, engaging, disciplinary, and integrative, and that prepares students for engaging life work and a lifetime of continued learning and growth (Liberal Learning Design);
- A residential environment developed for student learning that fosters community, is transformative, and integrates learning (Residential Learning Design);
- An educational opportunity that expresses and embodies CSB and SJU's Catholic and Benedictine values and heritage and provides students of all faiths with opportunities to engage deeply in spiritual inquiry and development (Spiritual Development Design);
- Leadership in learning and faculty scholarship in gender education (Gender Learning Design);
- An academic and residential environment that embraces and nurtures intercultural learning (Intercultural Learning Design).

Each management area at CSB and SJU monitors the external environment for changes. The executive leadership of the two colleges annually produces an environmental scan to assess the efficacy of our strategic objectives in light of changing external and internal conditions. In addition to informing the work of the SDC, the environmental scan is shared with the board of trustees and the board of regents. The needs and imperatives identified in annual environmental scans have driven adjustments to *Strategic Directions 2010*. Environmental scanning has three components:

1. **Market Assessment:** Analysis and assessment of key external drivers that either threaten our market position or provide new opportunities. The market scan includes major trends and issues in higher education; key enrollment challenges, trends, and opportunities; and key fund-raising challenges, trends, and opportunities.

2. Operation Assessment: Analysis and assessment of key trends, issues, and indicators influencing our operational effectiveness. The operational scan includes institutional financial performance, issues, and trends, as well as physical plant status, needs, and issues.
3. Mission Assessment: Analysis and assessment of key internal drivers influencing mission-central operations. The mission scan identifies key academic and learning trends, issues, and opportunities as well as key residential and co-curricular trends, issues, and opportunities.

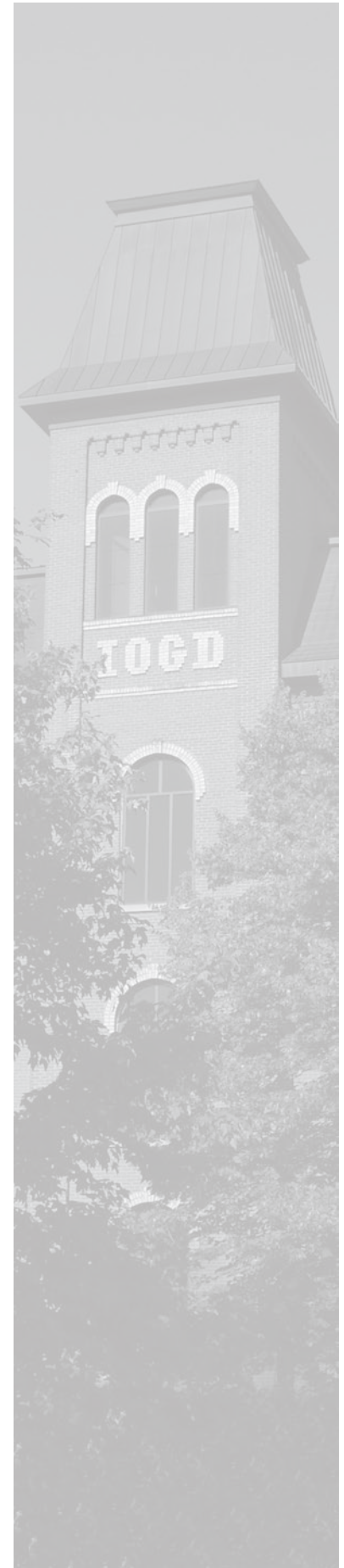
Information about key environmental trends and issues, particularly enrollment related issues, is broadly shared with the campus through the *Trends* research newsletter, published twice monthly by the Institutional Planning and Research Office.

At the departmental level, the Admission Office provides a vivid example of the value of continuous assessment of environmental trends. Working with the Institutional Planning and Research Office, the Admission Office annually incorporates new knowledge about marketplace changes, including data on the changing number and profile of high school students in the state, region, and nation, into its student recruitment plans. The quality of these efforts was validated by the Hardwick-Day enrollment management firm. Hardwick-Day was hired in 2005 to review the Admission Office in preparation for the planned retirement of the long-serving dean of Admission and Financial Aid. The consultants' report documented the institutions' careful planning by noting: "We were favorably impressed by the clarity of the goals for cultural diversity, geographic diversity and socioeconomic diversity. It is unusual in our experience for a college to have established this level of clarity. In several cases, these goals were described in clear numeric terms allowing assessment of progress."

This level of monitoring and planning is critical to the health of the organizations as CSB/SJU face a number of significant enrollment challenges, including an increasingly competitive enrollment market in Minnesota and the region, intense competition from public colleges (particularly the University of Minnesota), changing demographic characteristics among traditional-age college students, an inquiry and applicant pool that is too small at both the College of Saint Benedict and Saint John's University, and differential levels of interest and college participation among women and men. Both SDC and the Joint Enrollment and Marketing Committee of the boards closely monitor the implementation of the marketing and enrollment plan and are prepared to make adjustments if negative trends occur.

Our planning assumptions direct us to maintain new entering student enrollment at both CSB and SJU through 2011 (we currently enroll approximately 525 new CSB students each fall and 490 new SJU students). This goal reflects our optimism about our strength in the local Minnesota market and our ability to sustain recent success in new and national markets. Increasing enrollment of first-generation and racially and ethnically diverse students will be among our central challenges. To help meet that challenge, the colleges created the Intercultural Leadership, Education, and Development (I-LEAD) program in 2005 to provide support for talented first-generation students. The program builds on the leadership skills I-LEAD students acquired within their high schools and home communities. The program is unique to CSB/SJU and is one example of a significant initiative to address future demographic changes and to enroll students from different backgrounds. To date, 49 students (representing three new entering cohorts) have participated in the I-LEAD program. We have retained more than 90% of the students in the program since its inception.

The rapid pace of technological change in the last quarter century also has enormous consequences for our students, vastly expanding their access to information and issues, changing classroom pedagogy, and altering the ways they communicate and socialize with each other. For years, CSB and SJU have paid close attention to technology trends and their impact on students' learning and living experience and have consistently invested in technology improvements. Information Technology (IT) Services provides information, computing, and networking resources and services to students, faculty,







and staff. Their goal is to facilitate learning, instruction, research, creative activities, public service, and the day-to-day work of the College of Saint Benedict and Saint John's University. IT Services utilizes national data from the Educause Center for Applied Research (ECAR), such as *The ECAR Study of Undergraduate Students and Information Technology*, to evaluate emerging technology trends, identify future IT needs, and inform strategic planning. The department prepares flexible five-year strategic plans that include input from a wide array of campus stakeholders, to accommodate the rapidly changing information technology environment and needs of the campus community. Results are evaluated annually.

Attention to technological change is not limited to IT Services. The *2007 Institutional Environmental Scan* demonstrates that all management areas at CSB and SJU are paying attention to the influence that changing technology has on students and their education. In its scan of the issues most impacting students, Student Development noted that:

1. Technology has changed the way our students communicate and organize their lives. It has both broadened and narrowed their world and caused Student Development to increase responsiveness to students. Student expectations about fast staff response time have narrowed the ability of staff to reflect before responding, changing student relationship dynamics;
2. Electronic social networking has changed the way students communicate with each other, the way institutions communicate with students, and the way the institutions communicate with their external constituents. Blogs, instant messaging, and e-mail are preferred forms of communication among students. We have yet to fully grasp the effect of technology proliferation on our students. Balancing the need to keep up with technological change and teaching traditional communication processes and values will continue to be a challenge.

Within Academic Affairs, a standing committee of the Joint Faculty Assembly has for years been actively involved with planning for technology usage in the classroom. In July 2003, the faculty Committee on Academic Computing was directed to examine academic investment for information technology and recommend future investment directions. The task force reviewed operations within the context of teaching and learning styles, discipline-driven changes, the competitive academic marketplace, and necessary next steps. It targeted four complementary emerging technologies, each supportive of teaching and research, for future investment: wireless networking, portable computing, classroom collaboration, and geographic information systems (GIS). The task force noted that four trends — rising demand, declining costs, pedagogical innovation, and maturing technologies — were combining to make wireless/portable computing one of the top information technology priorities of campuses around the nation. The task force's June 30, 2004, report, *Technology Foundations for 21<sup>st</sup> Century Learning*, outlined a three- to five-year plan for systematically upgrading the wireless network, hardware, software, classrooms, and faculty skills. The Committee on Academic Computing works closely with IT Services to develop annual budget priorities. While the price of hardware has decreased over the years, the demand for increased classroom technology, laptops, and license fees have strained the IT Services budget to the point where additional resources are needed to maintain our level of technology services.

We prepare our students to live in and engage a global society. Our mission directs us to “excel in the study of the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life.” The CSB/SJU Office for Education Abroad commits in its mission statement to lead and facilitate global and intercultural learning according to the highest academic standards, identify and create opportunities for faculty development and leadership in international education, and foster innovative experiential learning opportunities that enhance knowledge acquisition in all areas of the curriculum. Our unique, faculty-led international program structure means over one-third of the faculty have taught abroad. Their long term

interaction with an international curriculum has laid the basis for a campus culture that highly values intellectual preparation for the “global century.” By identifying the Office for Education Abroad as an institutional priority and sustaining the commitment to a global orientation on campus, the institutions exhibit their awareness of the importance of globalization to their educational programming.

Our commitment to global education manifests itself in very high rates of international study. Last year, CSB and SJU together ranked first among baccalaureate institutions nationally in the number of students participating in semester study abroad programs. Nearly two-thirds of all CSB and more than half of SJU students study abroad prior to graduation. These participation rates are significantly higher than national rates of international study at baccalaureate colleges. We not only send significant numbers of students abroad, we also attract a higher number and percentage of international students than most private colleges in Minnesota. In fall 2007, international students represented 4.5% of all undergraduate students at CSB/SJU, compared to an average of 2.6% at all private colleges in the state. Global perspectives also are an important part of the curriculum. A recent analysis of the curriculum indicates over 200 courses feature a global perspective, including Asian Studies, Latin American Studies, and foreign language instruction. Currency fluctuations over the last year have raised concern about the adequacy of funding for our international study programs. While the colleges have created some reserves for these fluctuations, additional funding may be needed.

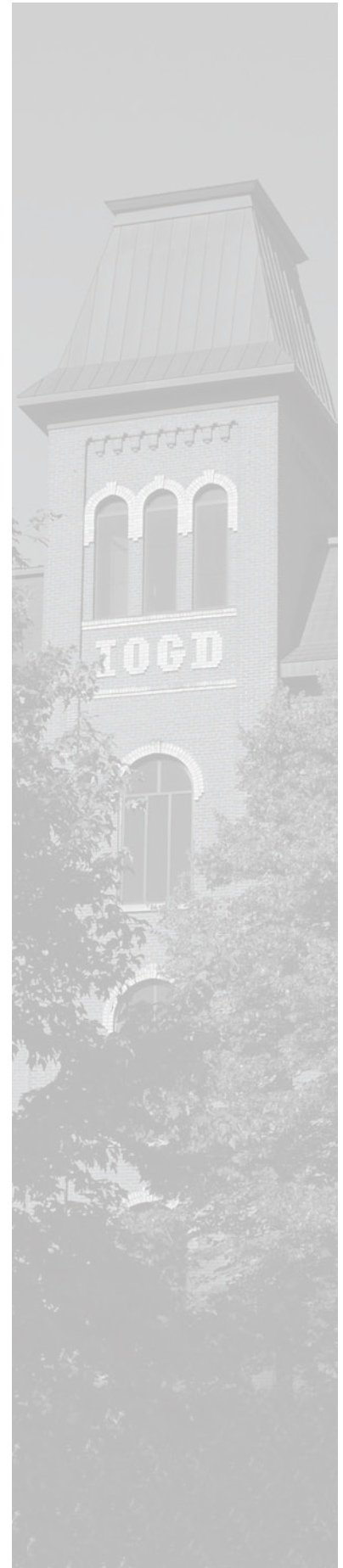
The Institutional Advancement offices on each campus have made support for global education a fundraising priority. In 2007, the College of Saint Benedict received a major gift to endow the Thomas J. Petters Center for Global Education. The center will build on our nationally recognized study abroad program and the global curriculum that the College of Saint Benedict and Saint John’s University share. When fully operational, the center will provide support for such initiatives as:

- Faculty development for specialized courses that incorporate a global perspective;
- Integration of intercultural competence learning objectives into study abroad experiences;
- New faculty positions or visiting professorships to complement existing strengths in the study of critical regions of the world including Asia, Latin America, and the Middle East;
- Fellowships for students engaged in international research;
- Stipends to assist students to engage in overseas internships and service learning;
- Development of strategic partnerships with schools in Asia, South America, Europe;
- Conferences on major global themes and topics.

At all levels of organizational planning — from the institutionwide strategic plan through departmental plans and academic centers — CSB and SJU have responded to important technological, demographic, and global learning trends to deliver a quality, future-focused educational experience for students. During spring 2008, the leadership of the Joint Faculty Assembly sponsored a forum to discuss issues related both to international education and the Petters Center, indicating that faculty desire input into the center planning. Soon, an advisory board will be appointed to begin shaping the role and activities of the new Petters Center to ensure the coordination of our global education strategies and to advance the colleges’ standing as a leader in international education.

### **Attention to Function in a Multicultural Society**

The SJU Board of Regents, CSB Board of Trustees, the respective cabinets, and the wider campus community have regularly discussed diversity and multiculturalism since the early 1990s. A commitment to diversity has been a part of every strategic plan since 1997.





In July 2000, the colleges' Committee on Diversity drafted the following institutional statement defining this commitment:

*We commit ourselves to cultivate inclusiveness and a respect that neither denies nor exaggerates differences. Recognizing our Catholic and liberal arts tradition of respect for human dignity, the College of Saint Benedict and Saint John's University affirm our mission to teach and foster respect for diversity, to embrace the marginalized and break down the privileges that would exclude those who are different or disadvantaged. Embracing the transcendent dignity of the human person, we accept a common call to build a community and contribute to a larger social world that reflects and celebrates the splendor of human diversity.*

Prior to 2005, the colleges' approach to diversity was often episodic and fragmented. We had not successfully developed and executed a comprehensive and an integrated diversity plan addressing learning, environment, relationships, and enrollment. Consequently, we had a difficult time creating synergy across management areas and momentum for change.

Both CSB and SJU have a long history of recognizing the increasing diversity of American society and the need to serve students of diverse backgrounds. We consistently seek effective ways of fulfilling the obligation to prepare all students to participate positively in an increasingly intercultural society. However, until recently, our efforts produced mixed results.

*Strategic Directions 2010* also includes a significant operational commitment to racial and ethnic diversity at CSB and SJU:

- The College of Saint Benedict and Saint John's University will provide an academic and residential environment that embraces and nurtures racial and ethnic diversity;
- The College of Saint Benedict and Saint John's University will become more racially and ethnically, geographically, and socioeconomically diverse.

The strategic plan also specifies three action-oriented planning objectives intended to increase racial and ethnic diversity, as well as our students' understanding of race, ethnicity, and culture:

1. Create an institutional framework to guide activities and choices in support of diversity;
2. Increase enrollment of American students of color to 6% of total undergraduate enrollment by 2010;
3. Increase enrollment of international students to 5% of all undergraduates by 2010.

These objectives are accompanied by action plans reviewed annually by the Strategic Directions Council. By fall 2007, the colleges had reached or nearly reached both enrollment goals. Students of color comprised 6.9% of new entering students at CSB and 5.0% at SJU. International students represented 4.1% of all CSB undergraduates and 4.9% of all SJU undergraduates.

The colleges recognized, however, that a commitment to diversity would require more than the achievement of enrollment goals. Concerned about the inconsistent progress in reaching our broader diversity objectives, the presidents appointed the Diversity Planning Group in spring 2005 to articulate the educational, operational, and programmatic steps required to achieve the goals defined in *Strategic Directions 2010*. The Diversity Planning Group (DPG), made up of faculty and cabinet members, met through the spring and summer of 2005 to define a framework to guide future choices in support of increased diversity at CSB and SJU. The committee reviewed current and historic diversity commitments and activities at the colleges along three dimensions:



the learning experience, the cultural environment on campus, and the colleges' relationships with the world around them.

The DPG final report included three broad recommendations related to the development of intercultural competence at the College of Saint Benedict and Saint John's University:

- **The colleges should establish an infrastructure to ensure the advancement of intercultural competence.** Central to the recommendation was the creation of a permanent Intercultural Directions Council in fall 2005, charged to support and promote the advancement of intercultural competence among students, faculty, and staff;
- **The colleges should identify intercultural competence as a learning goal central to the mission of CSB and SJU.** Under the leadership of the Intercultural Directions Council (IDC), the diversity-related goals of *Strategic Directions 2010* were revised in spring 2006 to focus on four key objectives: education and curriculum, access and success, climate and improvement of the educational environment, and institutional vitality. In addition, the IDC began working with committees, composed of faculty and staff, in summer 2007 to develop an intercultural competence requirement for the new common curriculum. The faculty will take action on the proposal in 2008-09;
- **The colleges should enrich intercultural linkages and engagement.** This recommendation focused on recruitment of students, faculty, and staff from under-represented groups. It did not, however, define new objectives beyond those already included in *Strategic Directions 2010*.

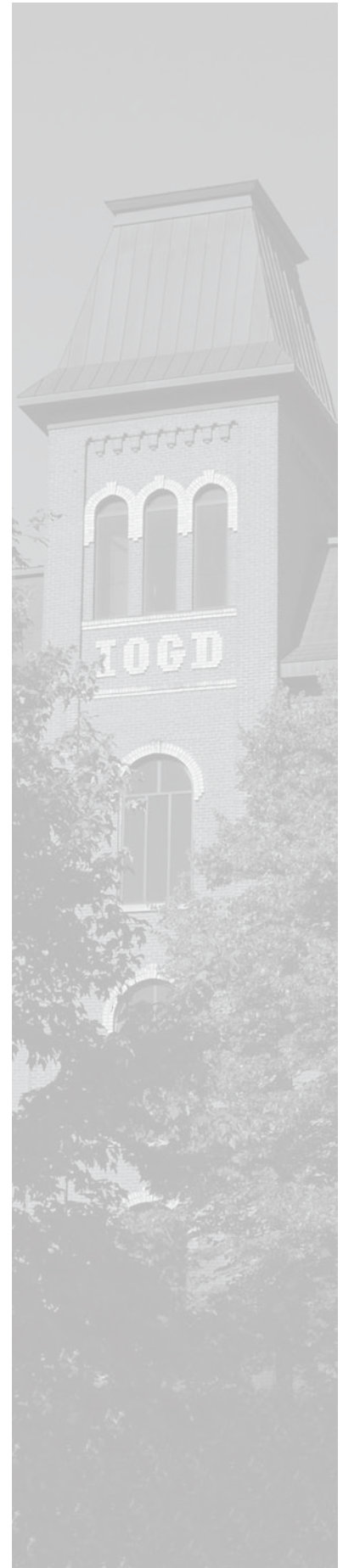
The Intercultural Directions Council (IDC) has adopted the following objectives to guide its work:

- Develop shared understandings and promote actions that advance intercultural competence;
- Foster a genuinely inclusive intercultural community;
- Promote active learning toward intercultural competence;
- Improve recruitment and retention of a diverse educational community (students, workforce, and management).

In spring 2007, the IDC developed a *Diversity Auscultation* survey tool. The tool, used in interviews with departmental managers, helps assess the ability of a program to address skills along an intercultural spectrum. To date, 13 campus programs (including academic, co-curricular, and administrative departments and programs) have participated in the auscultation exercise. The IDC has compiled a report for each area to help improve programs and services. The IDC also has been instrumental in raising awareness of intercultural competence by:

- Hiring staff in student development to help create programs and services focused on retention of our diverse student population;
- Strengthening the admission plan for recruiting students of color;
- Strengthening efforts monitored by human resources to encourage all hiring processes to be more aggressive in reaching out to diverse populations.

While the Intercultural Directions Council is a positive step toward the achievement of the intercultural and diversity objectives defined in the strategic plan, challenges related to our homogeneous environment and leadership for intercultural development, as well as consistency of commitment across academic and non-academic departments remain.





## **Innovation and Planning for Change**

Planning at CSB and SJU is a particularly complicated exercise. The unique relationship of the two institutions requires an enormous amount of coordination and large amounts of goodwill and patience. Innovation and change must occur within an environment where many people often share decision-making authority. Change typically does not occur unilaterally, particularly in relation to the undergraduate academic experience. Instead, it usually requires a level of negotiation across organizational units that would be foreign to most baccalaureate institutions.

Nonetheless, each of the strategic plans developed in the last decade at the College of Saint Benedict and Saint John's University has sought to move the institutions forward to improve the quality of the student learning experience. Each plan has worked to integrate a vision of the future with our best understanding of the environment around us (both opportunities and imperatives) and our understanding of our primary assets. The hiring of a new president at the College of Saint Benedict in 2004 led both institutions to consider new ways of fostering innovation and change. In 2006, the presidents substantially reorganized the primary strategic planning body, the Strategic Directions Council, by merging the Budget Working Group into the SDC, making the provost chair, and expanding membership to include the chair and vice chair of the Joint Faculty Assembly, the vice presidents of student development, and a representative from each student senate. Recently, the vice presidents of institutional advancement for CSB and SJU have been invited as members. These changes have brought new perspectives to the planning process, helping to stimulate more effective dialogue among campus constituents. Budget planning models have been refined to make more effective use of enrollment planning estimates. Additionally, over the last year, the colleges have begun to articulate more rational procedures for allocating unbudgeted revenues to strategic priorities to avoid what had become an almost annual exercise of budget reallocation.

The *Memorandum of Understanding* (MOU) approved by the boards in November 2007 also promises to reduce ambiguity in the colleges' relationship, clarify decision-making processes, and expand opportunities for innovation and change. The MOU more clearly defines procedures for separate and shared decision-making. This will reduce the need for consultation on separately defined issues and free up time for work on issues defined as coordinate. We expect the savings in time and energy will result in time for more creative and productive endeavors.

## **History and Heritage as an Integral Part of Planning**

The College of Saint Benedict and Saint John's University are each part of a centuries-old Benedictine tradition of faith, learning, and community. The Catholic character of the colleges has been and continues to be shaped by the founding Benedictine communities. Members of the two monastic communities enliven and nurture the academic, spiritual, and social life of the colleges. They serve as faculty, administrators, residence hall directors, and faculty residents. Hospitality, community, stewardship, and service to the common good are values expressed in and out of the classroom.

The celebration and preservation of history and heritage are prominent in many aspects of planning and evaluation. The learning designs developed to support *Strategic Directions 2010* draw their life from the colleges' mission and offer evidence of the importance of history and heritage in planning at CSB and SJU. The Liberal Learning, Residential Learning, and Spiritual Learning designs all interlace essential elements of the schools' heritage into strategic planning. For example, the Spiritual Learning Design goal states:

*The College of Saint Benedict and Saint John's University will be recognized nationally as vital centers of Catholic and Benedictine culture:*

- *Expressing and embodying the colleges' Catholic and Benedictine values and heritage;*
- *Providing a nationally distinctive program for students of all faiths to engage deeply in their spiritual development;*
- *Promoting thought and scholarship in theology and religious culture.*

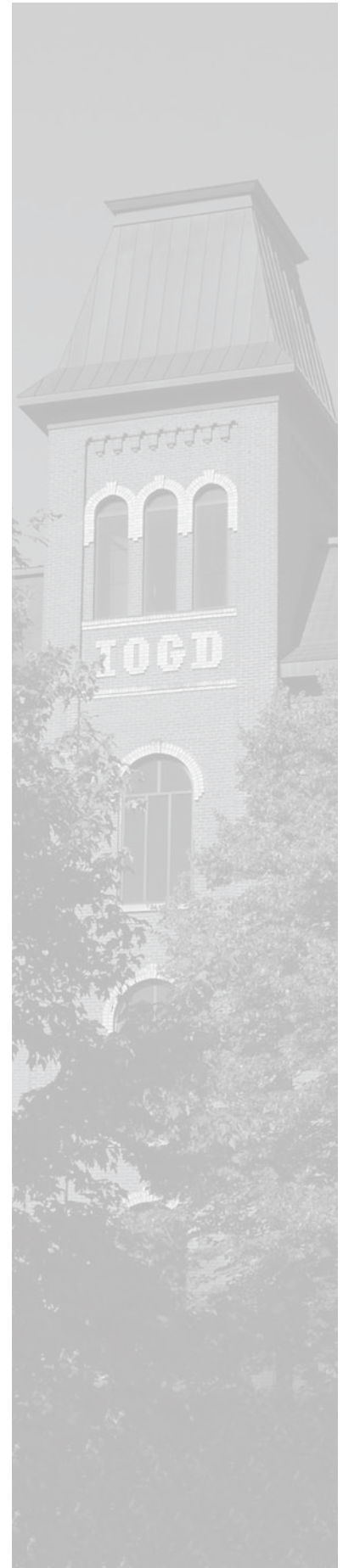
The preservation of the colleges' Catholic and Benedictine heritage is an important focus of planning for the future. In 2001, Saint John's University received a \$2 million Theological Explorations of Vocation grant from Lilly Endowment Inc. to fund the Vocation Project, designed to provide opportunities for students, faculty, and staff to reflect on their call and response to meaningful life work in service of church and society. In 2005, an additional \$500,000 sustainability grant was secured (and matched by the institution) to extend the program. As noted by the former Vocation Project director, the grant helps "sustain the Benedictine charism on our two campuses as the number of Benedictine monks and sisters declines." In 2002, the College of Saint Benedict received a \$1.5 million Theological Explorations of Vocation grant from Lilly Endowment to fund the Companions on a Journey program, which provides students, faculty, and staff with opportunities for vocational reflection in the context of gender, culture, faith, and daily life. The college received a \$500,000 sustainability grant (matched by the institution) in 2006.

In spring 2008, the now joint director of the Vocation Project and Companions on a Journey Program proposed the development of a single "Benedictine Living" program (discussed in Criterion One). The new program and structure, which will be supervised by Academic Affairs, will continue the work of each program but allow us to better integrate and expand our activity related to our Catholic and Benedictine mission.

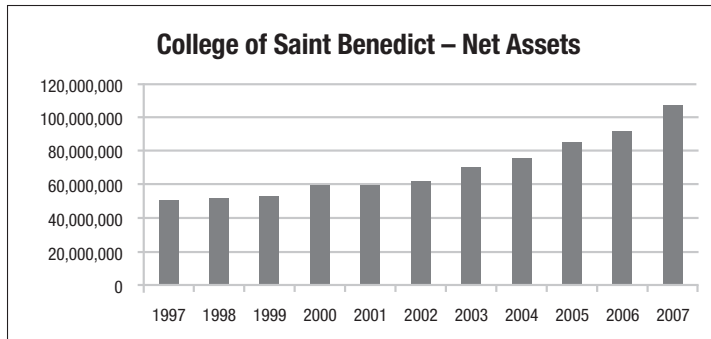
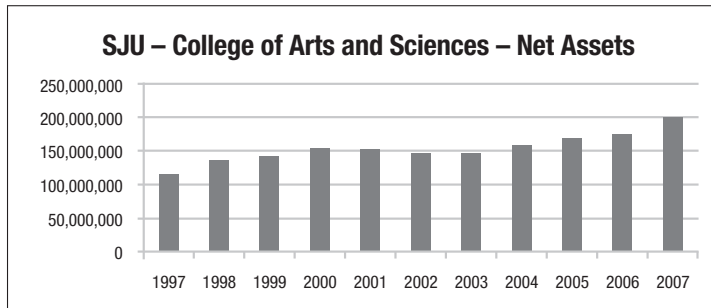
**Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

The College of Saint Benedict and Saint John's University have the physical and financial resources to support current educational programs and to adequately maintain quality in the future. Like most other colleges and universities, however, our resources are not limitless, and we must carefully plan to achieve our vision of being institutions known nationally for the quality of their liberal arts education.

Both institutions are financially sound. Over the last decade, each has experienced significant growth and strengthening in its respective balance sheets. Net assets have increased by 72% at Saint John's, rising from approximately \$115 million in FY 1997 to nearly \$200 million in FY 2007. At the College of Saint Benedict, net assets have more than doubled, rising from \$51 million in FY 1997 to nearly \$108 million in FY 2007. Over the same period, each college has annually received an unqualified audit opinion.





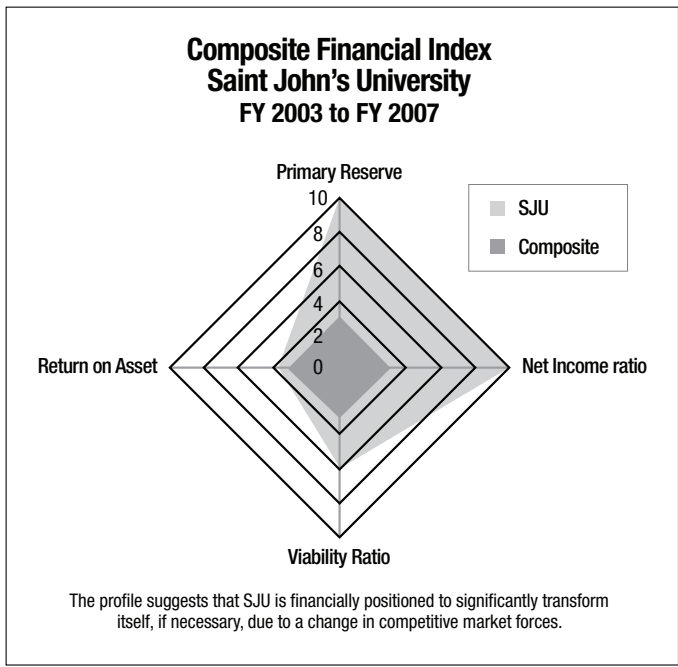
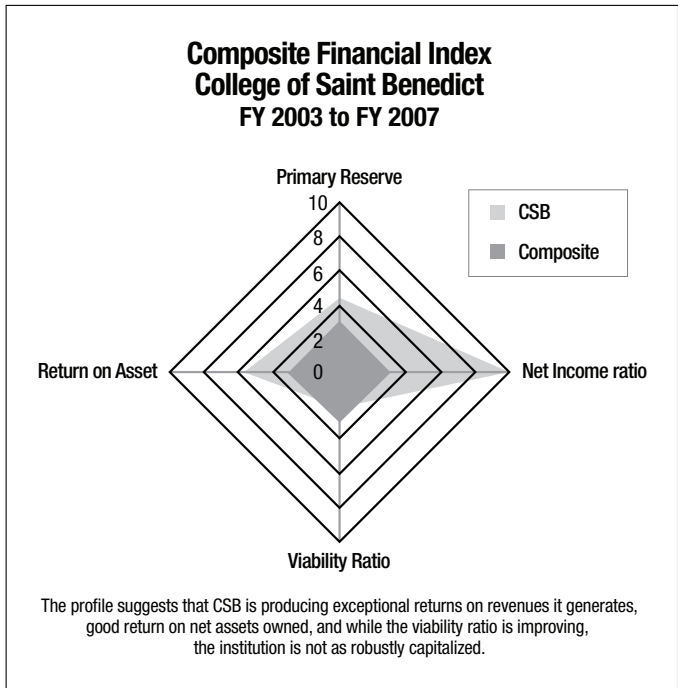


The Composite Financial Index (CFI) provides a complex but singular picture of institutional financial health. The CFI composite score is derived by the weighted average of four component ratios:

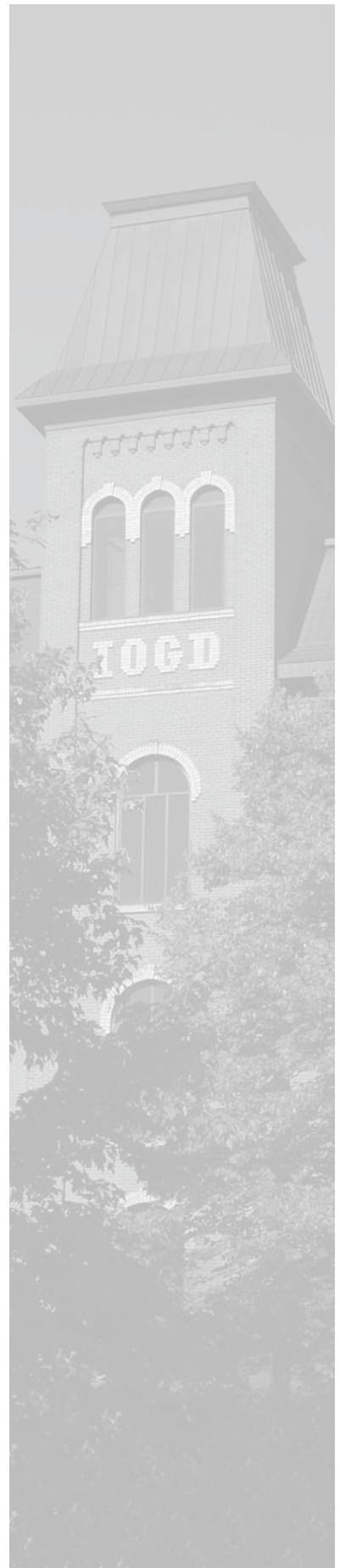
- Primary Reserve Ratio: A measure of the level of institutional financial flexibility;
- Net Income Ratio: A measure of operating performance;
- Return on Net Assets Ratio: A measure of the overall asset return and performance;
- Viability Ratio: A measure of the ability to cover debt with available resources.

A CFI composite score of 3 is considered a threshold for institutional financial health. Scores below 3 suggest the need for serious attention to the college's financial condition. Scores above 3 suggest opportunities for strategic investment in support of the college's mission.

Both the College of Saint Benedict and Saint John's University have exceeded the 3.0 threshold score for institutional health every year since 2003. More importantly, the CFI scores for each school increased in the last five years, rising from 3.94 at CSB in 2003 to 5.87 in 2007 and, at SJU, rising from 4.39 in 2003 to 12.94 in 2007. The CFI profile at Saint John's University suggests the university is positioned financially to transform itself, if necessary, due to a change in competitive market forces. At the College of Saint Benedict, the CFI profile suggests that, while the College is not robustly capitalized, it produces exceptional returns on revenues it generates and a good return on the net assets it owns.



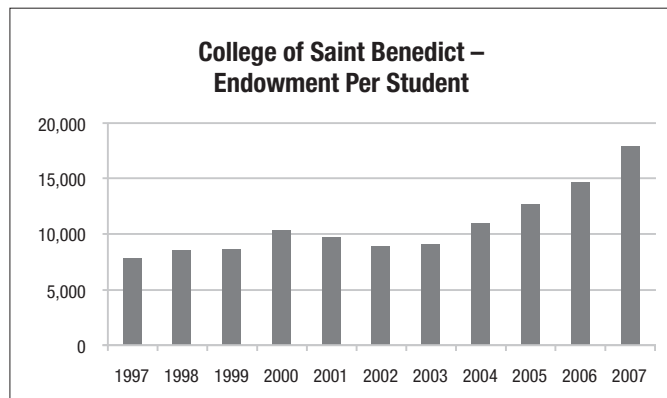
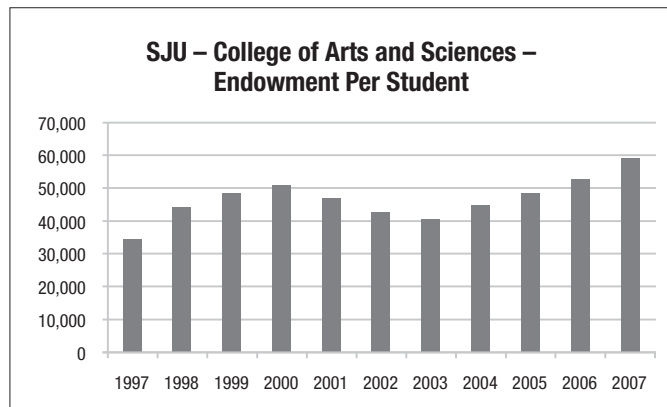
Each college is rated by Moody's Investors Services. Since our last accreditation, Moody's has upgraded the bond ratings of both institutions. Saint John's University moved from an A3 rating to an A2 rating. Moody's outlook for SJU is stable. They note the university has strong financial resources to cover debt and operations, a history of positive operating performance, and has successfully raised funds in its current capital campaign to build endowment. The College of Saint Benedict moved from a Baa3 rating to a Baa1 rating with a stable outlook. Moody's cited the April 14, 2008, upgrade from Baa2 from Baa1 as driven by the institution's well-defined niche as a college for women, favorable operating performance, and resource growth.





## Endowment

Healthy growth in endowment is vital to the long-term financial health of both the College of Saint Benedict and Saint John's University. Each institution is currently in a capital campaign, and those campaigns include goals to significantly build the colleges' endowment funds. CSB expects to reach its campaign goal of \$80 million in spring 2008. In October 2007, Saint John's University (incorporating all parts of the Abbey and university) surpassed its overall \$150 million capital campaign goal. As of May 2008, SJU had raised \$160 million. Investment policies, based on explicit asset allocation methodologies, have been approved by the separate boards. Each policy seeks to maximize investment returns within acceptable risk tolerance levels. Fundraising success, along with the market growth, over the last decade has resulted in significant endowment growth since 1997. Total endowment per student more than doubled at the College of Saint Benedict between FY 2003 and FY 2007, rising from approximately \$8,000 per student to \$18,000 per student over that period. At Saint John's University, endowment per student increased from approximately \$35,000 per student in FY 1997 to nearly \$60,000 per student in FY 2007, a gain of more than 70%.



## Net Tuition and Fee Income

Though each institution is financially sound and has experienced success raising new gift and endowment revenue, the College of Saint Benedict and Saint John's University remain tuition dependent institutions. In FY 2009, income from net tuition and fees will provide 80% of operating income at CSB and 68% at SJU. Our enrollment, tuition, and net revenue targets at each institution are set to generate operating income sufficient to support the on-going expenses associated with the learning enterprise as well as qualitative improvements in the educational experience. Since FY 2000, average net tuition revenue per student at CSB and SJU has increased by 34%, equivalent to an average annual growth rate of approximately 4.2%. This is a robust rate of increase,



but an increasing challenge to sustain. We have successfully worked with Applied Policy Research, an outside consultant, for more than 15 years to devise enrollment and financial aid strategies designed to optimize enrollment revenue in our market, balancing the needs and interests of the institutions and the students.

Our goal to increase the geographic, racial and ethnic, and socioeconomic diversity of our undergraduate students likely will create pressure for additional investments in student financial aid and academic and co-curricular support programs. In addition, we expect an increasingly competitive enrollment market for years to come, driven by the efforts of both private and public colleges to enroll high achieving students. Extraordinary price competition, which manifests itself through rising tuition discount rates, will continue, acting as a brake on net tuition growth here and at all institutions. While our endowment funds have increased significantly in recent years, gifts and endowment support only a small portion of the institutional financial aid we award (5.5% at CSB and 17.7% at SJU). We will continue to be challenged throughout the foreseeable future by the imperative to balance our aspirations with our budget and enrollment opportunities and constraints.

### **Plans for Resource Development and Allocation**

The College of Saint Benedict and Saint John's University have separate endowments and separate Institutional Advancement offices. SJU's Institutional Advancement office conducts consolidated fundraising campaigns on behalf of the Order of Saint Benedict, which includes Saint John's Abbey, as well as the School of Theology, the Hill Museum and Manuscript Library, and the College of Arts and Sciences at Saint John's University. Both CSB and SJU have conducted major capital campaigns in the last 10 years to provide resources to support undergraduate education.

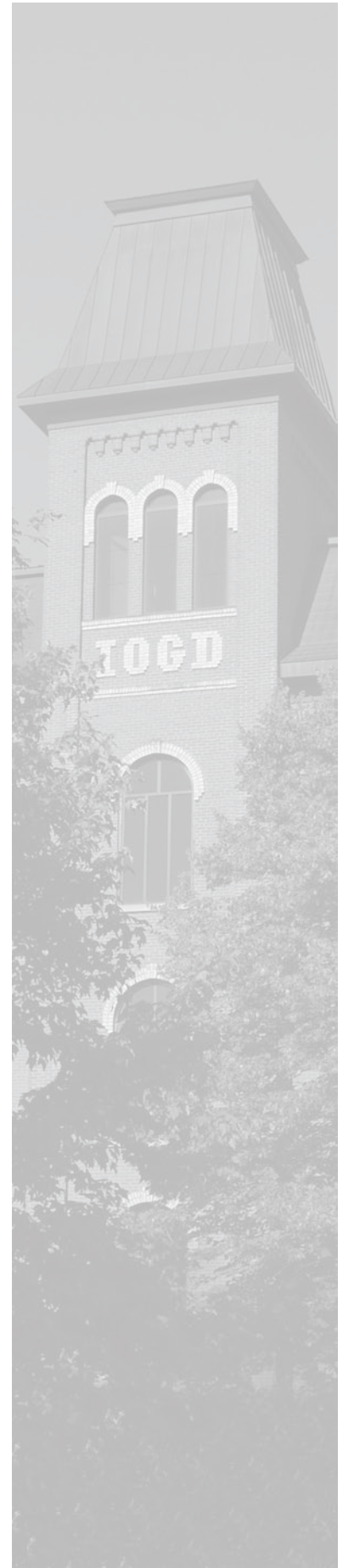
In September 2005, the College of Saint Benedict and Saint John's University together announced the largest capital campaigns in their histories — *Our Place in the World* at CSB and *One Generation to the Next* at SJU. The combined campaigns seek to raise \$230 million, principally for academic programs and educational initiatives and student financial aid.

The CSB capital campaign, *Our Place in the World*, seeks to raise \$80 million. The campaign established four broad fund-raising priorities:

1. Increasing the scholarship endowment (\$30.1 million goal);
2. Increasing endowments for academic excellence, including centers of excellence, academic chairs and professorships, and endowment for faculty development (\$21 million goal);
3. Fulfilling capital projects, including renovation of the Benedicta Arts Center, construction of the Gorecki Dining and Conference Center, and construction of Renner House (\$8.9 million goal);
4. Strengthening Annual Giving (\$20 million goal).

In addition to the \$9.6 million raised for the Benedicta Arts Center and Renner House, another \$3.7 million has been raised for the new Gorecki Dining and Conference Center and \$1.6 million for master planning.

Planning and implementation of a new capital campaign at the College of Saint Benedict will be based on *Strategic Directions 2010*, the upcoming *Strategic Directions 2015*, campus master planning data, and the demonstrated financial needs of the college. Toward that end, the CSB Institutional Advancement Office is working with the board, campaign leadership, the SDC, and internal staff to develop a timeline for successful completion of the current campaign and initiation of a new campaign. Priorities and financial goals for the new campaign will be established in the coming months.





The college is considering the following priorities for inclusion in its next campaign:

- Raise funds for scholarship endowment;
- Build on current momentum to create new academic centers of excellence;
- Raise funds for capital projects outlined in the campus master plan;
- Raise at least \$3 million in annual operating revenue via the Annual Fund.

As of May 1, 2008, the CSB campaign had raised \$77.5 million of the \$80 million goal — 97% of the target and one year ahead of the campaign's scheduled completion. The college has reached or surpassed each of its campaign goals, with the exception of student scholarship endowment, where the amount raised to date totals approximately 70% of the goal. Fully 96% of the academic excellence goal has been reached. The total amount raised to date in the *Our Place in the World* campaign already is more than twice the amount ever raised by the college as part of a capital campaign.

The SJU capital campaign, *One Generation to the Next*, seeks to raise \$150 million. That total includes \$105 million for the undergraduate College of Arts and Sciences, \$15 million each for the School of Theology•Seminary and the Hill Museum and Manuscript Library, and \$15 million for Saint John's Abbey. The campaign is the largest ever undertaken by the university, nearly four times larger than the previous capital campaign (\$38 million).

The \$105 million goal for the undergraduate College of Arts and Sciences campaign has established six broad fund-raising priorities:

- Increasing the scholarship endowment (\$48 million goal);
- Increasing faculty and academic endowment, including centers of excellence, chairs and professorships, development funds to strengthen student learning in the classroom, and support for faculty-student research (\$30 million goal);
- Increasing the educational endowment to establish the nation's first Center for Men's Leadership and Service, funds to deepen the Benedictine character of the residential experience through support of the faculty resident program, initiatives in spirituality and vocational discernment, and enhancing athletic programs and traditions central to men's development (\$3 million goal);
- Fulfilling facilities and land acquisition (\$4 million goal);
- Increasing program support to provide operating budget relief and to generate new funding in support of strategic initiatives (\$5 million goal);
- Increasing the annual fund (\$15 million).

As of June 2008, the campaign for Saint John's University has raised almost \$165 million. That total includes \$117 million for the College of Arts and Sciences, surpassing the \$105 million campaign goal. The university has raised \$51 million for endowed scholarships, increasing the total number of scholarship funds from 125 to 280 during the course of the campaign. The campaign also has raised more than \$34 million for a variety of endowed and non-endowed academic programs, including support for faculty-student research, visiting lectureships, faculty development and compensation, and academic excellence funds. Included in the academic endowment gifts is one new academic center (the Eugene J. McCarthy Center for Public Policy and Civic Engagement), two new academic chairs (in Biomedical Science and Environmental Studies), and seven professorships (in Catholic Social Justice, English, Natural Science, Theology, two in Public Policy and one to be specified at a later date). Another \$16 million was raised for direct student support through the Annual Fund and a similar amount for facilities and other endowed programs. Since the start of the campaign, the SJU endowment has grown from \$95.2 million to \$139.7 million, a gain of nearly 47%.

The SJU regents have authorized closing the capital campaign one year ahead of schedule on June 30, 2008, and entering into planning for the next capital campaign

and solicitation of initial leadership gift commitments. Priorities will be drawn from the upcoming *Strategic Directions 2015*, campus master planning, and the most pressing resource needs of the university.

Priorities and financial goals for the next campaign will be established over the next several years as part of continued efforts to secure transformative gifts for the university and properly capitalize its operations. The likely major emphases of the next campaign will be:

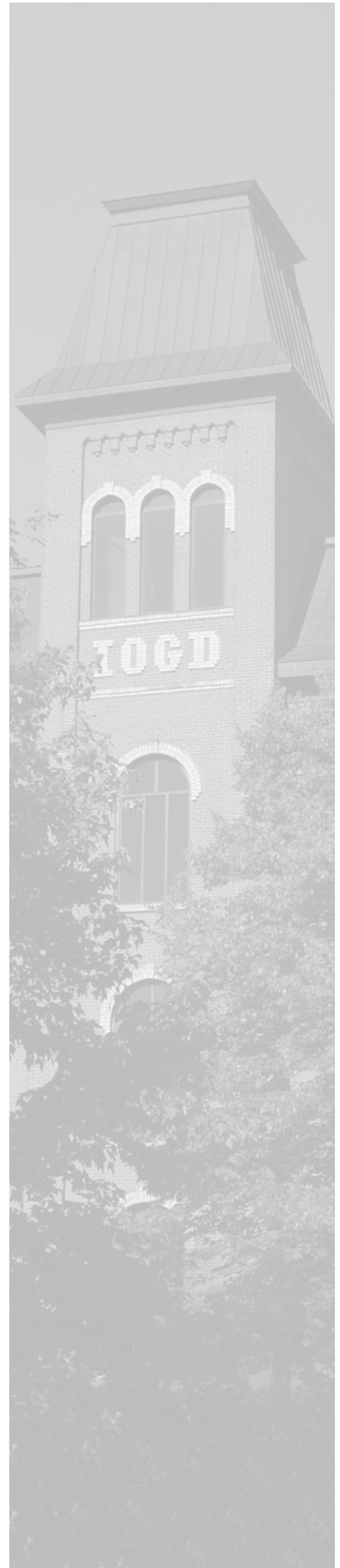
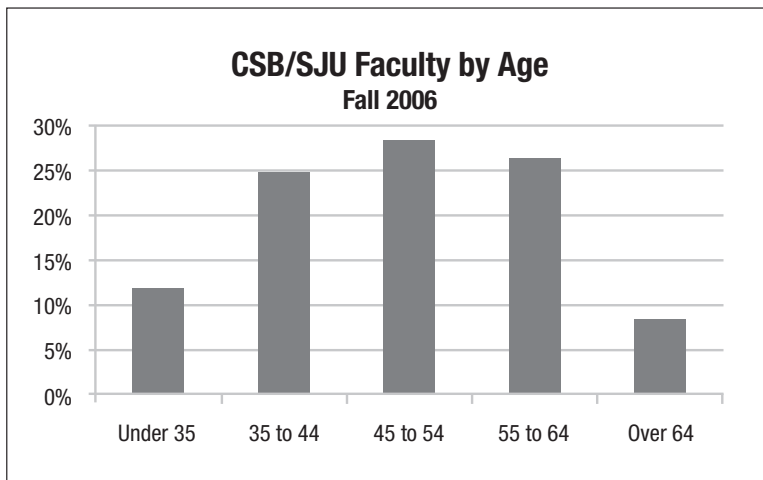
- Securing endowment support for a major effort to enroll first-generation, low income students;
- Raising funds for renovation of Alcuin Library and construction of an addition;
- Building on current momentum to create new academic centers of excellence; and
- Completing the current plan to increase the Annual Fund to \$4 million and increasing the level of alumni participation to support the next phase of growth.

### Human Resources

People are our primary resource and the wellspring of the curricular and co-curricular experience we provide. The College of Saint Benedict and Saint John’s University value opportunities for close relationships among students, faculty, and staff. Each year, more than 80% of all new entering students and senior students select the word “community” as an adjective that characterizes CSB and SJU. Student and faculty relationships are particularly important; nearly 80% of all seniors in 2007 described a faculty member as a mentor or role model. More than 90% also described the quality of their relationships with faculty as good or excellent.

The advantages of close academic, social, and personal relationships lead us to put an especially high value on hiring full-time staff and tenure-track faculty and maintaining low student-to-staff and student-to-faculty ratios. In fall 2007, CSB and SJU together employed 921 faculty and staff. The overwhelming portion of our staff (91%) is employed full time. Among faculty, more than 80% had full-time contracts in fall 2007 (the majority of those in tenured or tenure-track positions, symbolic of the mutual commitment of the colleges and the faculty to longevity). Student-to-staff ratios at CSB and SJU (approximately 4.2 to 1 last year) are lower than ratios at similarly ranked liberal arts colleges in the state and across the country.

Similar to trends at institutions across the country, the aging of the professoriate is becoming an increasingly significant issue. In 2006-07, nearly 63% of all CSB/SJU faculty were age 45 or older. Even at the assistant professor level (the normal entry rank for new faculty at CSB/SJU) the average age was 43.







The provost and the associate provost/academic dean have begun developing a faculty composition design to guide and assist in planning for future retirements and hiring. In addition to addressing comprehensive faculty hiring needs, the faculty composition design will also provide an opportunity to explore shifting faculty lines to emerging curricular areas and to those programs with increasing student demand. The presidents, Academic Affairs Committee of the board, the faculty Academic Planning and Budgeting Committee, and the Faculty Compensation and Benefits Committee have reviewed the faculty composition design principles in its early iterations. Further revisions to the faculty composition design principles will occur during fall 2008.

Professional development for faculty and staff is discussed in depth in Criterion Four and provides extensive evidence as to the adequacy of the institutional resource base in supporting and improving our educational programs.

**Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

**Assessment, Evaluation, and Continuous Improvement:  
Planning and Budgeting**

The Institutional Planning and Research Office, expanded in 2006, provides knowledge for strategic decision-making in support of the colleges' missions and aspirations. An associate director for the Office of Institutional Planning and Research, with expertise in academic assessment, was hired in the summer of 2006. This person works collaboratively with the director of academic assessment to collect and analyze assessment data. Data gathered from the monthly *Trends* research newsletter as well as from various surveys such as the National Survey of Student Engagement (NSSE), the new entering student survey, the parent survey, the senior survey, and the graduate survey are used by various departments, SDC, and the boards to inform decision-making and planning processes.

Effective planning and budgeting is reliant upon adequate recruitment of students. The CSB/SJU Admission Office has deployed Recruitment Plus™, widely regarded as industry leading software, to manage its recruitment enterprise. The Admission Office uses the software to generate a wide array of management reports, manage communication activities with prospective students, and collect and track student information for later transmission to the colleges' Banner information system.

Continuous improvement is also evidenced through evaluation of and reporting on the progress made toward achieving the goals of *Strategic Directions 2010*. Progress reports are reviewed each year by the SDC and the boards. Analysis of our progress allows the institutions to understand why and how advances were made and provides us with an opportunity to make adjustments for the future. For example, because the planning goals related to national, international, and students of color enrollment had been achieved by fall 2006, the goals were revised upward.

The presidents and the SDC review and update planning and budgeting processes annually to continuously improve institutional effectiveness. A 2006 evaluation revealed some SDC members experienced frustration with the current process and felt there was still insufficient integration of strategic planning, results of student learning assessments, and budget decision making into the planning process. There is enormous commitment to continue working toward a fully integrated planning process that is future-focused and centered on improving student learning outcomes. To improve the process, the planning and budget calendar is being realigned so that strategic goals for the next year are set well in advance of the budget request cycle.

The colleges' financial health also is continuously improved as evidenced through annual audits of both financial information as well as our financial aid programs. The audits provide data to assess the financial health of the institutions as well as compliance of the financial aid programs. CSB and SJU also participate in financial ratio analysis with the other 15 members of the Minnesota Private College Council. These data are used by the SDC and the boards for future planning and will be important for CSB in implementing *Future Perfect*, a strategic financial and planning tool.

### **Assessment, Evaluation, and Continuous Improvement: Student Learning**

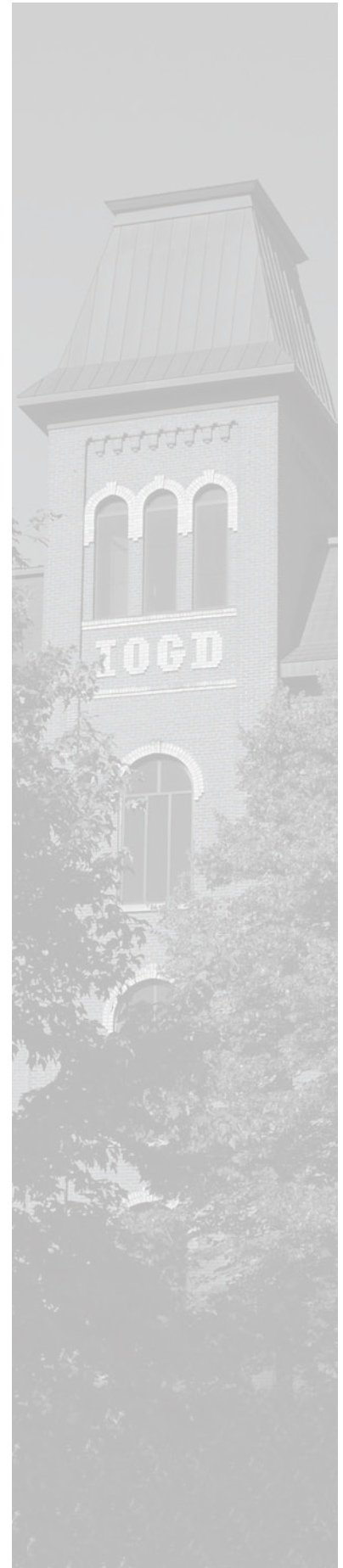
The use of student learning assessment as a method of demonstrating accountability and improving teaching and learning has been a challenging endeavor at CSB/SJU. Although assessment began several years ago, the process was irregular, often seen as an "add-on" responsibility demanded of the faculty, vigorously resisted at times by some, and supported by comparatively limited institutional resources. Nonetheless, we have made some significant process recently. In October 2007, the director of academic assessment and the academic assessment coordinator prepared an evaluation of student outcomes assessment from 1998 to 2007.

As indicated in the Concerns Chapter and in Criterion Three, assessment and program review data are gathered and used to effect campus-wide change and improvement. The Academic Policies, Standards, and Assessment Committee (APSAC) oversees assessment activities within Academic Affairs. Every department is expected to have a formalized assessment plan approved by APSAC and the Office of Academic Assessment. Program review is a formal activity designed to enhance continuous quality assurance, improvement, and renewal in individual academic departments and programs. All academic departments and programs are required to conduct a program review every seven years or as disciplinary accreditation dictates. In 2004, the Joint Faculty Assembly voted to assess the existing core curriculum. The results from that assessment project, along with data collected from previous efforts to assess the First Year Symposium, were used to design the new common curriculum. The primary lesson learned from this process was that good assessment must be planned from the beginning and embedded into the curriculum. Consequently, the new common curriculum, approved in the 2006-07 academic year, began with articulated learning goals and assessable objectives linked to each requirement. Assessment and program review efforts, while not fully embraced or understood by all, continue to be refined to improve the teaching and learning process.

CSB and SJU Student Development have recently developed an assessment framework with learning outcomes for each of the divisions within Student Development. By engaging in opportunities provided by Student Development, students are expected to enhance and demonstrate their competencies in the following areas: academic achievement, critical thinking and cognitive complexity, intercultural competence, interpersonal and intrapersonal maturation, gender awareness, spiritual growth, service and leadership for the common good, and development of a meaningful life purpose. The student development learning rubric links departmental goals to the mission and learning goals. Rubrics will be used to establish department goals, decide allocation of resources for the next year, and identify benchmarks and assessment activities and outcomes.

### **Assessment, Evaluation, and Continuous Improvement: Structures and Services**

In FY 2006, CSB and SJU developed an administrative department review policy. The goal was to review, on a periodic basis, the administrative structures, programs, and services, as necessary, and to adjust policies and practices to address changing institutional priorities, student needs, and/or market demands. The administrative areas of Academic Affairs and Student Development were reviewed in March 2006. Extensive data were gathered in this process, several gaps were identified, and strategies





were created to improve the process. These strategies included connecting the reviews with other ongoing review processes to minimize duplication and to maximize usefulness, outlining a course to continue the reviews, determining how these reviews will fold into the planning and budgeting process, specifying changes in the format/process for future reviews, and identifying appropriate benchmarks. Shortly thereafter, with changes in the provost's position and transitions in the vice president of finance and administration at SJU, the program was put on hold. With stability in these positions now, reinvigoration is underway.

Continuous improvement is also the focus of all services across these campuses. For example, recently, Information Technology Services utilized NetSpi to do a security review of CSB/SJU's critical enterprise applications and data systems. This was the next step in a security development and review process that previously focused on elements such as network security policies, data center physical security, network and host-based vulnerability assessment, and network security architecture. The recommendations from the reviews were used by IT Services to implement needed changes and to ensure the institutions are following industry best practices. IT Services also surveys its constituencies via formal and informal feedback loops such as surveys of help desk users, the computing subcommittee, ECAR data and evaluations completed at yearly events such as the Faculty Technology Day. These data provide feedback about needed changes for the next Faculty Technology Day or changes needed to improve help desk calls.

While much progress has been made in assessment and evaluation to promote continuous improvement, additional improvements are needed and include: increased stakeholder involvement, improved faculty rewards and compensation for engaging in assessment of student learning, integrated planning and budgeting, improved methodologies, systematic implementation, and wider dissemination and use of the results. CSB and SJU are considering moving to the AQIP model, based upon continuous quality improvement, with a goal of promoting more systemic, rigorous and powerfully useful assessment, and evaluation processes.

### **Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

#### **Alignment of Planning and Mission**

In fall 2004, after three years of deliberation, the College of Saint Benedict Board of Trustees and the Saint John's University Board of Regents renewed their commitment to our mission and identity as undergraduate, Catholic, residential, gender-focused, liberal arts colleges. Each of these elements is deeply rooted in our history and reflects deeply held values. The strategic directions process affirms those values in the context of a changing higher education environment and changing student demographics. After discussions with the boards and the campus community about our identity, strengths, challenges, opportunities, and threats, a strategic agenda was built around five learning designs: a liberal learning design, a residential learning design, a gender development design, a spiritual development design, and an intercultural learning design. In fall 2004, the presidents and Strategic Directions Council engaged all constituencies of the campuses in a series of interactive discussions and conversations, and provided opportunities for all viewpoints about how to advance the mission to be expressed. In December 2004, *Strategic Directions 2010* was presented to both boards for approval.

The institutions have already begun to outline a process in preparation for their next strategic plans. Unlike *Strategic Directions 2010* and prior plans, shaped first around coordinate needs and aspirations, *Strategic Directions 2015* will be crafted out of the independent aspirations of the College of Saint Benedict and Saint John's University.



Shared vision priorities, to be discussed and vetted by the boards and the campus communities in fall 2008, will emanate from themes common to the independent vision statements prepared by CSB and SJU. The process for crafting *Strategic Directions 2015* will occur in four stages:

1. A planning vision: establishing a focal point and aspiration for the future (spring 2008);
2. An environmental assessment: defining the major external and internal issues shaping our planning opportunities (spring 2008);
3. Campus conversations: engaging the whole campus community in the vision, aspiration, and goal setting process (fall 2008);
4. Objectives and work plans: developing work plans in support of the aspirations, goals, and objectives of *Strategic Directions 2015* (winter 2008-09).

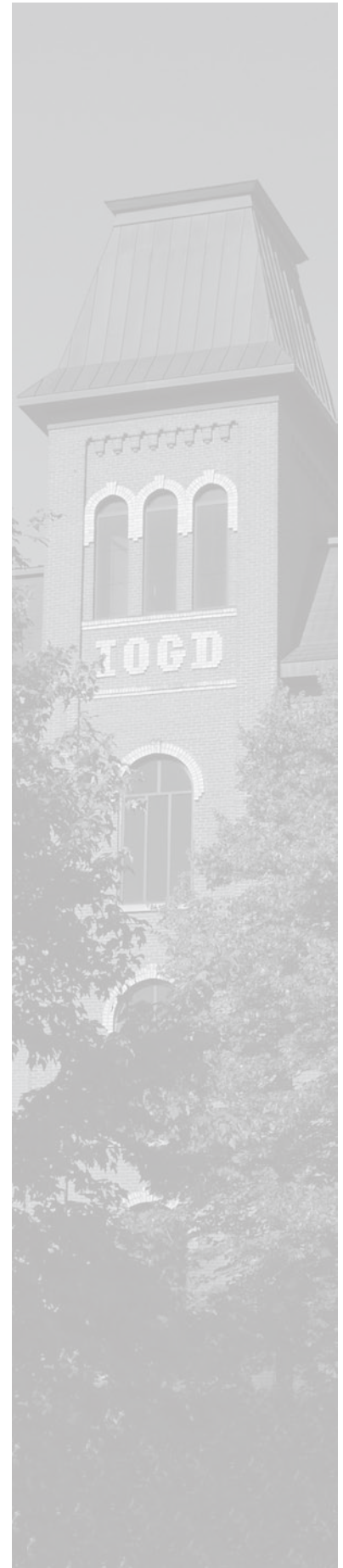
We plan to present the new strategic plans, which will include a plan for CSB, a plan for SJU, and a shared plan reflecting shared priorities, to the boards for approval in March 2009.

### **Alignment of Planning and Budgeting**

The Strategic Directions Council frames the coordinate priorities of the institutions in relation to their aspiration to be premier, undergraduate, residential, Catholic, Benedictine, liberal arts institutions. The SDC focuses its attention on planning and priority-setting. It does so by reviewing the environment in which the colleges operate, reviewing and revising existing planning templates and action priorities in the context of strategic directions, and making annual recommendations to the presidents and cabinets about resource allocation for the next fiscal year. During preparation of *Strategic Direction 2010*, the SDC, which at that time did not include faculty leadership or students, led campus conversations on planning priorities and directions. Beginning in fall 2006, the Cabinets' Budget Working Group was combined with the Strategic Directions Council, making one group responsible for reviewing, prioritizing, and making recommendations regarding strategic directions and resource allocations. In December 2006, the institutions created a budget analyst position, reporting to the provost and the CFO at each institution. This position has been very successful, in concert with the focus of the new provost, in establishing an effective working relationship between finance and academic areas and has fostered greater collaboration and communication with the faculty committees and the CFOs. The budget analyst, as a member of SDC, understands both academic and institutional needs in the planning and budgeting process.

Because the college and university are heavily dependent on tuition revenue to fund the operating budget, integrated planning for price, financial aid, and student enrollment is critical. In September 2006, the vice president for enrollment, planning and public affairs prepared a report titled *2007 to 2010 Enrollment and Pricing: Issues for Consideration* that articulates the importance of simultaneously achieving four goals:

- **Enroll a new class and a total student body of a specified size.** Several years ago, the colleges identified a target undergraduate enrollment range of 3,700 to 3,900 students. Looking forward, we expect to remain in that range through 2011;
- **Enroll a new class with a defined set of academic, social, cultural, and socioeconomic characteristics.** *Strategic Directions 2010* specifies goals related to academic profile, racial and ethnic profile, national and international profile, and socioeconomic profile of undergraduate students at the College of Saint Benedict and Saint John's University;
- **Determine an appropriate net price point across the entire student population that allows us to achieve our enrollment goals.** Our average tuition discount rate (and the various rates that comprise that average) is designed to ensure we will meet our enrollment goals for each of our key strategic markets and





maintain our high retention rates. It must also position us to succeed vis-à-vis our public and private college competitors;

- **Determine an appropriate net price point across the entire student population that generates sufficient revenue to invest in the learning experience.** Each year, income from tuition provides between 70% and 80% of total operating revenue for the College of Saint Benedict and Saint John's University. We must set tuition and net price targets sufficient to generate operating income in support of qualitative improvements in the learning experience. Between fiscal year 1996 and fiscal year 2005, net tuition per student at CSB/SJU increased by 49%, an annual average growth rate of 4.5%.

Those goals have provided the context for the planning work of the Admission and Financial Aid offices and the Strategic Directions Council as we prepare for upcoming enrollment and budget cycles.

In addition, the College of Saint Benedict has purchased PFM *Future Perfect*, a leading strategic/financial planning platform for colleges and universities. *Future Perfect* will provide us with an opportunity to integrate our campus-wide planning activities into a single institutional point of view, giving us the ability to quickly analyze the strategic ramifications of operating and capital initiatives. Over the next three months, the CFO, the controller, and the budget analyst will receive training with the goal of implementing this important tool in the fall planning and budgeting cycle, enabling the college to look at a 16-year planning window, comprising five years of historical data, current year data, and 10 years of projected results. Saint John's University is moving forward with the implementation of new asset management software that will provide planning and management tools for managing and maintaining the extensive campus infrastructure, while it continues to explore options for budgeting and financial planning.

The realignment of the planning and budget calendar puts the focus of resource allocation clearly on the strategic priorities and enhances our ability to respond more effectively to a fiercely competitive and changing environment. The two presidents are clear about the importance of such strategic activity. For example, as CSB President Baenninger stated in her context for CSB's Vision 2015: "Our history is characterized by the enduring embrace of our Catholic and Benedictine heritage, an engagement with the world around us, responsiveness to the needs of society, a fierce belief in the power of liberal education, and an unwavering focus on women's development as leaders, professionals, and scholars. We envision our future as grounded in these same commitments, and we embrace the changes and challenges impacting the world with the same courage, strength, and boldness of our foremothers." SJU President Reinhart summarized similarly in presenting SJU's Vision 2015: "Saint John's is a nationally significant Catholic liberal arts college and has long been a place of transformation for our students and all who enter this educational community. We will draw on our deepest strengths to be a place of creativity and wisdom, embracing full human dignity, promoting deep self-understanding, and inspiring leadership for the common good. Each of these aspirations will require stewardship of the highest order, a willingness to focus on what is truly most important and to refresh consequent activities from year to year through analysis and reflection, dialogue and debate."

### **Evaluative Summary for Criterion Two**

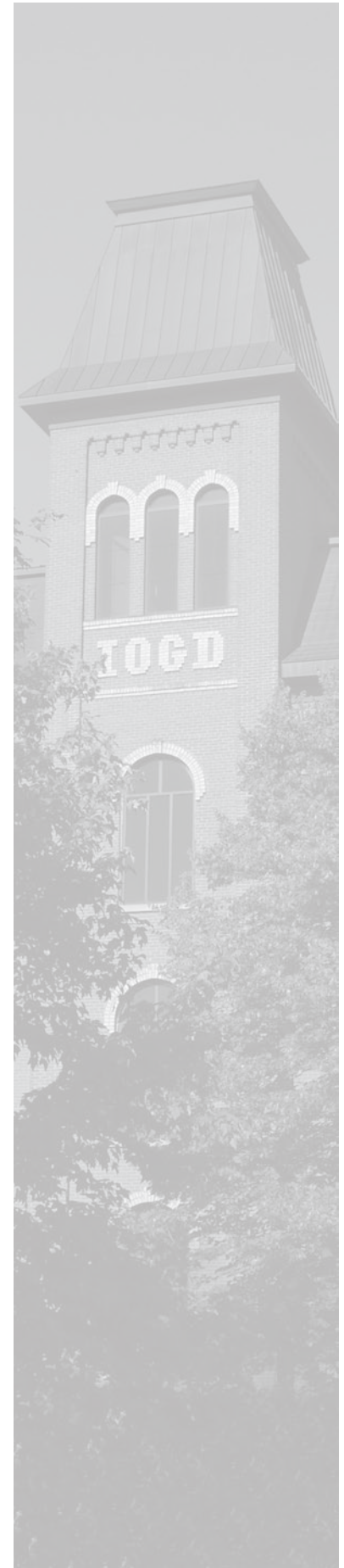
The current structure, allocation of resources, and processes for evaluation and planning demonstrate a strong capacity for fulfilling our missions. College of Saint Benedict and Saint John's University are developing sophisticated and increasingly coordinated processes for planning and budgeting. We know we must acquire and steward resources to nurture our community members and to sustain our academic strengths and quality. The colleges are attentive to and planning for a changing world while remaining true to our missions.

## Strengths

1. Institutional research is central to the process of budgeting, planning, and implementation. A redesigned budget timeline will improve coordination between budgeting and planning;
2. Changes to the SDC, by merging the Budget Working Group, and adding faculty and students, have brought a new level of shared governance, and new perspectives and greater understanding to the planning process;
3. Each institution has strengthened the capacity of master planning to serve as guides in the strategic planning process to ensure we are providing students with high quality academic, co-curricular, and residential spaces in which to learn;
4. Implementation of targeted admissions initiatives in the national and international market and the I-LEAD fellowship program was initiated early to assist in addressing demographic shifts;
5. High rates of participation in study abroad provide a campus culture that highly values intellectual preparation for the “global century”;
6. Both institutions have experienced great success in fundraising efforts and significantly improved their financial position over the last 10 years; this has allowed the colleges to support and enhance the quality of the learning experience for students;
7. Staffing refinement, including the addition of positions of director of academic assessment and budget analyst, has improved student learning assessment and evaluation processes and facilitated linkages between academic affairs and finance.

## Recommendations for Improvement

1. Ensure broader and deeper community engagement in the drafting of *Strategic Directions 2015* to elicit broad-based ownership and support of our institutional aspirations;
2. Continue the development of stronger and more transparent linkages between the process for setting strategic action priorities and the budget decision-making process;
3. Complete development of the faculty composition design by Academic Affairs and begin its implementation. Each administrative management area also needs to complete an administrative and a support staff plan that addresses retirement and replacement planning;
4. Develop a method to analyze the entire budget to make it possible to target more resources in support of strategic priorities;
5. Continue to evaluate and prioritize institutional initiatives to ensure that they are adequately funded;
6. Ensure that the two campus master plans are kept current and in dialogue with budget planning and capital campaign planning within and between the institutions.







## Criterion Three: Student Learning and Effective Teaching

*The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

### Introduction: A History of Integrated Learning

Throughout the history of CSB and SJU, it was common for members of the monastic communities to teach students in the classroom, supervise them in the residence halls, and direct them in work on the campuses. This history created an early understanding that student learning extends far beyond the classroom walls. While institutional roles have become more differentiated, and lay people have come to constitute the overwhelming majority of the faculty, support staff and administration, our liberal arts mission and the residential nature of our institutions have allowed us to sustain our learning environment as a broad, interconnected whole. Student learning and effective teaching have always been inseparable from our fundamental mission to “provide the very best residential liberal arts education in the Catholic university tradition.”

So, what do we want our students to learn? The answer to this question is evident in the missions and is embedded in our seven institutional Undergraduate Learning Goals (approved by the Joint Faculty Assembly, November 30, 1994):

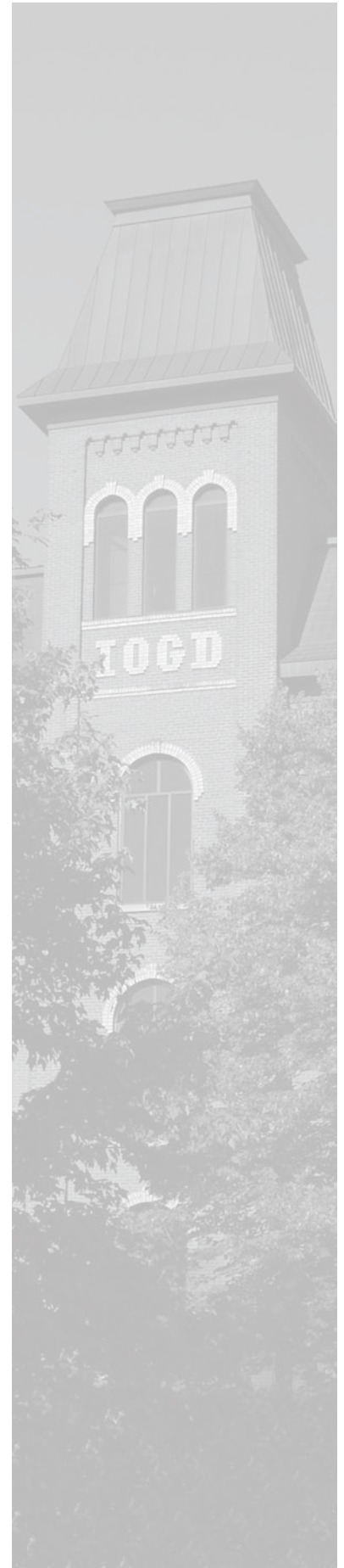
1. Graduates will be able to analyze the influence of the Catholic and Benedictine traditions on the human condition;
2. Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition;
3. Graduates will be able to integrate the liberal arts and sciences with the skills, values, and depth of knowledge specific to a major field of study in preparation for further professional development;
4. Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition;
5. Graduates will be able to establish patterns of lifelong learning to seek and integrate knowledge of self and the world;
6. Graduates will be able to provide leadership and service in community to improve the human condition;
7. Graduates will be able to communicate sensitivity to and understanding of gender and cultural differences to improve the human condition.

These seven Undergraduate Learning Goals are woven throughout the Student Development Division Learning Goals (approved by the Student Development in 2006) and call for:

1. Persistence and academic achievement;
2. Critical thinking and cognitive complexity;
3. Intercultural competence;
4. Interpersonal and intrapersonal maturation;
5. Gender awareness;
6. Spiritual growth;
7. Service and leadership for the common good;
8. Development of a meaningful life purpose.

### Improving Teaching and Learning: A History of Assessment

When NCA teams visited the campuses in November 1998, the institutions failed to articulate a credible program of assessment (see Concerns). The CSB site visit team required a progress report on the “implementation of assessment plans in all academic programs and general education including how the data are being used to improve the effectiveness of the College” (p. 37). The report was required because the college made





insufficient progress toward implementing an NCA-approved assessment plan. The SJU site visit team also required a student outcomes assessment progress report.

Late in 2000, a member of the faculty Academic Assessment Committee completed the progress report by outlining reactions to the assessment issues raised in the 1998 site visit. He uncovered successful assessment activities not identified at the time of the site visit and noted instances where assessment data were presented and discussed in faculty meetings to enhance decision-making. The report clearly identified weaknesses or perceived weaknesses in assessment with a plan to rectify these weaknesses.

Changes in the culture of assessment and curriculum were influenced by the results of the NCA progress report. One major shift was that the Academic Assessment Committee (now referred to as the Academic Policies, Standards and Assessment Committee) began to focus on assisting departments in collecting and using data, rather than simply approving or rejecting assessment plans. In 2003, the Joint Faculty Assembly voted to overhaul the entire core curriculum. This decision launched efforts to assess the existing curriculum to determine where improvements were needed. Previously, in a series of faculty votes in 2002, the faculty eliminated some elements from the core curriculum, including the writing and discussion flags. These decisions were based not so much on evidence but rather on a “sense of the faculty” that the goals (e.g., writing across the curriculum, critical thinking) had been achieved.

An assessment plan for the entire core curriculum was created by a faculty team in the summer of 2004 and implemented the following academic year. The results from that assessment project, along with previously collected data, were used by the New Core Task Force to revise the core (now referred to as the common) curriculum. The primary lesson learned from this transition was that good assessment must be planned from the beginning and embedded in the curriculum. Consequently, the new common curriculum, approved in the 2006-07 academic year, began with articulating learning goals and assessable objectives linked to each requirement. While many decisions about curricular revision were based on anecdotal evidence, faculty had the insight to realize the new common curriculum would need to be assessed systematically with formal oversight to ensure accountability. The incoming first-year class starting 2007-08 is held to the requirements of the new common curriculum.

Parallel to assessing and revising the core curriculum, assessment in the majors improved substantially since 1998. Departments with national specialty accreditation took the lead early, but other departments have progressed rapidly as well. By the end of 2007, 30 of our 31 majors submitted assessment plans; 27 collected data on student learning and 24 of those used multiple measures. An increasing number of programs were “closing the loop,” monitoring the effectiveness of curricular changes on student learning. In the most recent reports, 19 of the 30 majors with assessment plans reported implementing changes based on assessment data (63%), and another seven (23%) had progressed to the point where they had evaluated the impact of changes made earlier.

Additionally, over the past 10 years, a significant amount of personnel, time, and financial resources have been dedicated to improving student learning at CSB and SJU. In June 2006, a director of academic assessment was hired. His responsibilities include overseeing all student outcomes assessment, assisting the associate provost/academic dean with program review, and assisting in institutional accreditation efforts. Through the support of the director of academic assessment and the associate director, all programs will be using data to direct change and to evaluate those changes. In fall, 2007, Academic Affairs reallocated funds to create the position of director of the common curriculum. Key responsibilities are common curriculum oversight and faculty development to improve student learning assessment. Faculty consistently have been expected to take the lead in creating mission-connected student learning outcomes at the course and program level. Numerous faculty have been provided opportunities to attend local and national conferences to facilitate this work.



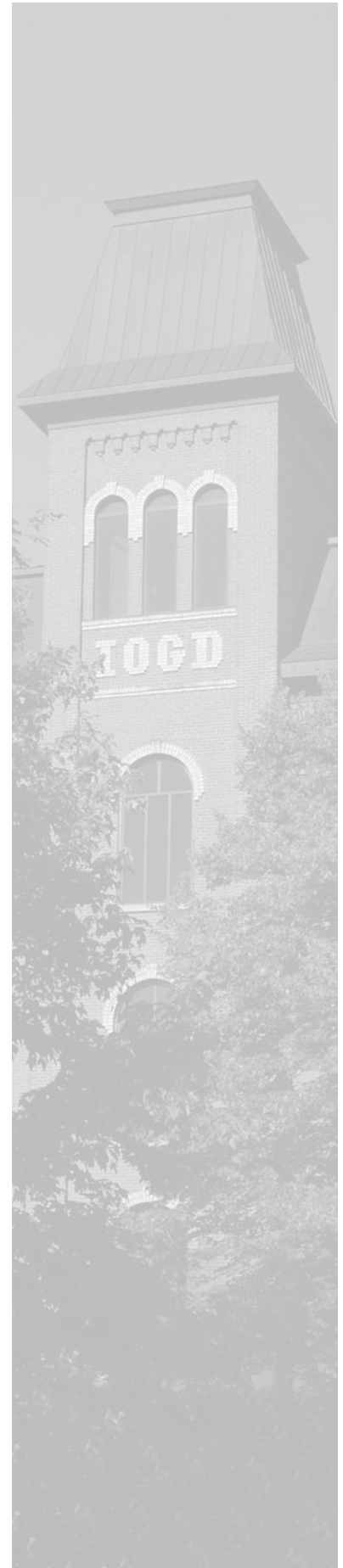
Further advances in assessment of student learning are expected as a result of a new online, comprehensive, annual reporting system. This system has been developed by the faculty Academic Policies, Standards and Assessment Committee (APSAC), the Faculty Governance Committee (FGC), the director of academic assessment, the associate provost/academic dean, and the provost. The online reporting system will simplify documentation and reporting for (a) student outcomes assessment in departments, programs, and the common curriculum, (b) program review, and (c) annual (non-assessment) department and program reports. This system will be available by fall 2008.

While efforts to embed assessment, support faculty, and simplify the process are anticipated to improve assessment of student learning, significant work remains in several areas. First, it is unacceptable that a few departments have not collected nor used data on student learning in their major or minor programs. While a majority of departments have used data to guide changes in pedagogy or the curriculum, a significant portion have not done so. Second, while more than two-thirds of the departments have reported on assessment work within the last two years, there remains a large percentage that appears to have placed this effort on hold. Seven majors have not filed an assessment report since 2003. This suggests we have not succeeded in explaining assessment as an ongoing, iterative process. Third, somewhat more understandably, assessment generally is less developed in interdisciplinary majors and programs where students are required to take classes from multiple departments. We must find ways to create faculty ownership of assessment in these areas. Finally, faculty need to improve the quality of assessment by using more direct measures where appropriate and internalize the practice to document and improve student learning. The Teagle Foundation recently awarded CSB/SJU a \$149,000 grant, designed for institutions with significant assessment progress and infrastructure, to support systematic improvements in teaching and learning through assessment and evaluation processes, and to increase the number of faculty “assessment experts.”

Today, we understand the importance of assessment and evaluation to improve teaching and learning. The overlap between the Undergraduate Learning Goals and Student Development Learning Goals is intentional and demonstrates the interconnection between traditional classroom learning, more experiential course work, and campus/residential programming. In the future, achieving a more transparent relationship between the two sets of goals is something that we should address through conversation and deliberation. The ultimate goal is to create a seamless learning environment where undergraduates are challenged and supported to learn across all environments.

**Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

Student learning is the responsibility of everyone at CSB and SJU. Academic programs are a joint CSB/SJU endeavor under the leadership of one Academic Affairs Office, one provost, and one associate provost/academic dean. Faculty are organized within academic departments and supported by a division head for each of the four academic divisions: Fine Arts, Humanities, Natural Science, and Social Science. Faculty, with the guidance and support from the director of academic assessment, are responsible for the development of learning outcomes for the common curriculum, as well as for courses within the major and minor academic programs. Although each campus has a Student Development Division, many activities are coordinated, including the assessment of student learning. The following sections articulate the clarity, current assessment practices, and level of achievement for each of the Undergraduate and Student Development Learning Goals. The Undergraduate Learning Goals (ULG) and the Student Development Learning Goals (SDLG) appear below.





## Learning Goal Achievement: Catholic and Benedictine Traditions and Spiritual Growth

ULG: (1) *Graduates will be able to analyze the influence of the Catholic and Benedictine traditions on the human condition;*

SDLG: (6) *Spiritual growth;* (8) *Development of a meaningful life purpose.*

The integration of academic programs and student development are evident in the learning goals established for the Catholic and Benedictine traditions and the spiritual growth of students. In the Student Development Divisions, undergraduates are called to demonstrate an understanding of Catholic and Benedictine practices through “spiritual awareness, understanding of different faiths and faith traditions, and understanding spirituality as an aspect of identity” while the corresponding academic learning goal requires graduates “to analyze the influence of the Catholic and Benedictine traditions on the human condition.” In combination, these goals integrate faith, spirituality, values, and ethical behavior.

Students move toward these goals through curricular and co-curricular means. In the previous core curriculum, students needed to have successfully completed a course in the Christian Tradition (THEO 180), as well as an upper-division course focused on Judeo-Christian Heritage. Starting in fall 2007, the new common curriculum similarly requires two theology courses (THEO 111 and another Christian religion course with an upper-division designation). The Theology Department has developed meaningful assessment plans for these courses. Results from 2006-07 and 2007-08 assessments were examined to compare the former and current introductory theology courses and to make appropriate improvements to the curriculum and pedagogy.

One such improvement is the development of the theological diagnostic instrument (TDI). The Theology Department has now collected quantitative data on student learning goals in THEO 111 using the TDI and expects to report results in their fall 2008 assessment report. In addition, creating the TDI instrument had a wonderful unintended benefit; after two years of conversations, the Theology Department reached a consensus on common content for an introductory theology course. For the upper division course, the department piloted several assessment tools during the past five years and refined departmental goals.

Students at CSB and SJU move toward analyzing and integrating Catholic and Benedictine traditions through co-curricular means as well. Students are surrounded by the powerful nurturing presence of monastic communities on both campuses. These communities are invaluable as students explore issues of faith and spirituality. Through programming sponsored by Campus Ministry, Student Development, and Theological Exploration of Vocation, students are guided to apply Catholic and Benedictine traditions, spirituality, values, and ethical behaviors. These three offices have separate but coordinated CSB and SJU programming.

SJU Campus Ministry promotes understanding of Catholic and Benedictine traditions and spirituality through multiple programs. The largest of these is the student liturgy program. Fifteen students plan and deliver weekly liturgies during the academic year at SJU and over 500 students attend these liturgies each week. SJU Campus Ministry also coordinates dozens of mission-based service trips nationally and internationally. These programs emphasize student experiential learning evaluated through facilitator-led discussions and reflection papers. SJU Campus Ministry has clearly defined and assessable learning goals related to these experiences. In the past, program evaluation was limited to tracking participation rates but more sophisticated assessment strategies are currently under development.

SJU Student Development, in longtime cooperation with the Saint John's Abbey, sponsors Men's Spirituality Groups. These groups create a link between students and a faculty or staff member, typically a resident monk, and provide the opportunity for discussion and reflection on daily life. This program has been assessed multiple times through focus interviews and surveys. Evaluators have found that students



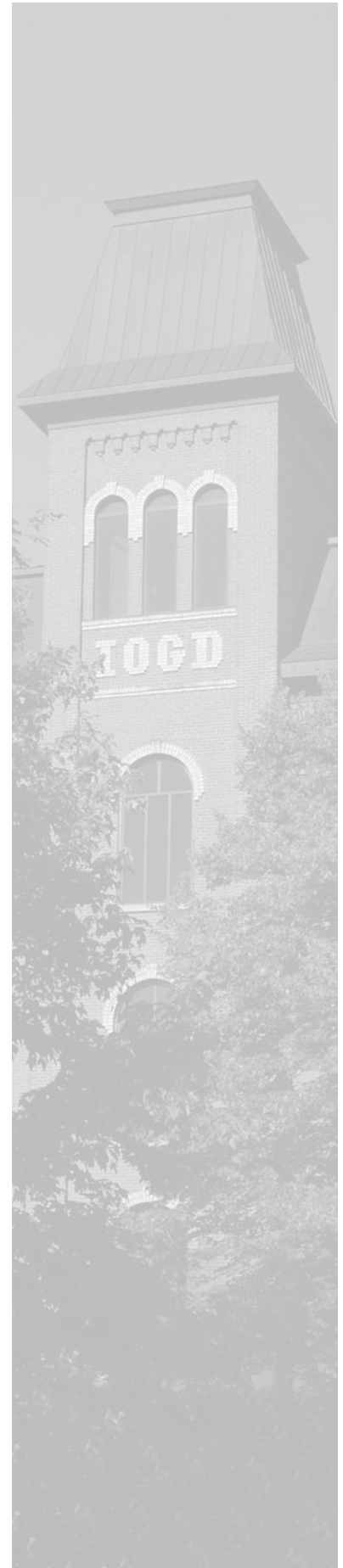
who participate each year (approximately 200) show a significant increase in their understanding of and ability to express their spirituality, as well as having a broadened sense of vocation. The Men's Spirituality Group program was awarded the Outstanding Men's Program Award from the American College Personnel Association in 2002.

CSB Campus Ministry promotes spiritual development through student-led liturgies, conversations on Catholic social teaching and Benedictine values, and mission-based service trips. Through a multitude of programs, CSB Campus Ministry fosters mature faith development, moral choices, understanding Catholic social teachings, and developing future leaders. Over 600 students participate annually in the Feast of Saint Benedict Celebration. Over 100 students provide service locally and nationally through CSB Campus Ministry-sponsored service trips. CSB Campus Ministry has clearly defined and assessable learning goals related to these experiences. While some qualitative student learning data have been gathered, these data have not been thoroughly analyzed. CSB Campus Ministry will develop more comprehensive assessment methods in 2008-09. Similar to the efforts of SJU Campus Ministry, this is an area where improvement continues.


Two Programs for the Theological Exploration of Vocation (SJU Vocation Project and CSB Companions on a Journey), funded by Lilly Endowment, Inc., have clear goals and have completed substantial work evaluating these goals. From 2004 to 2007, over 2,100 campus constituencies participated in programming sponsored by CSB Companions on a Journey, including 600 who attended a single event at the College Saint Benedict Monastery. Furthermore, from 2001 to 2006, over 2,500 campus constituencies participated in programming sponsored by the SJU Vocation Project. Data from longitudinal interviews with student participants demonstrate significant growth in the understanding of vocation and the Catholic and Benedictine identity that shapes these institutions and, as a result, their education.

The achievement of the above learning goals is also evidenced through several indirect measures. Of CSB and SJU seniors responding to the 2004 National Survey of Student Engagement (NSSE) Catholic Colleges and Universities Consortium section, 93% agreed or strongly agreed that "the heritage of the founding religious community of this institution is evident here," compared to 83% for all Catholic colleges and universities. Similarly, 93% agreed "at this institution, there are opportunities for students to strengthen their religious commitment," compared to 81% for all Catholic colleges and universities. Furthermore, 82% agreed or strongly agreed that "professors at this institution discuss the ethical implications of what is being studied," compared to 73% for all Catholic colleges. In the 2007 NSSE, 69% of students felt strongly that their experience at CSB/SJU helped them develop ethical or moral principles to guide their actions. In the survey, CSB/SJU students surpassed their Carnegie peers in perception of ethical reasoning (78% said quite a bit or very much compared to 65% in the peer group). Responses to several questions on the 2007 CSB/SJU Alumnae/i Survey suggest graduates continue to value faith and spirituality. For example, 64% of those surveyed identified "integrating spirituality into my life" as essential or very important, while 58% indicated they "reflect on the activities of life through the lens of faith" very much or quite a bit.

While students acknowledge the atmosphere is conducive to learning about faith and spirituality, overall participation rates in campus activities to enhance spirituality do not increase from the first year (36%) to senior year (35%), according to results from the 2007 NSSE. Similarly, students' desire to develop a deepened sense of spirituality has remained unchanged from first year (58%) to the senior year (59%). The static nature of these data must drive institutional reflection (curricular and co-curricular) on how to increase student interest in faith reflection and spirituality from the first year through the senior year. This will allow the institutions to more effectively and persuasively achieve these Undergraduate and Student Development Learning Goals.







In summary, CSB and SJU provide an environment conducive to learning about faith, ethical behavior, and spirituality. Relevant learning goals and objectives are clear and assessable. Indirect measures suggest learning about Catholic and Benedictine traditions, faith, and spirituality are a major strength of these institutions. Intensive work is currently underway to implement effective direct measures to assess student learning and provide direction for improvement.

### **Learning Goal Achievement: Integration of Knowledge**

*ULG: (2) Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition.*

Integrative learning is the hallmark of a liberal arts education. The College of Saint Benedict and Saint John's University commit to integrative learning through our mission statements and learning goals. In 2004, the Academic Affairs Committee of the board affirmed the value of integrative learning as part of the *Strategic Directions 2010* Liberal Learning Design. The desire for continued liberal arts and sciences integration is reflected in a 2007 alumnae/i survey where 97% agreed or strongly agreed that the liberal arts should continue to be central to the missions at CSB and SJU.

The previous core curriculum required that students successfully complete course work in the fine arts, theology, language, humanities, social sciences, natural sciences, and mathematics. The general purpose of those requirements was to help students understand "ways of inquiring and organizing knowledge that characterize the different academic disciplines." Although the previous core curriculum did not include a course that specifically linked distributional requirements to the majors, faculty expected students to make connections between ways of knowing and ethical reasoning in the senior seminar. The senior seminar course was designed to help students think deeply about problems that resisted easy solutions. The integrative learning goal of this course was evidenced by the expectation that students "work on the ability to create an integrated perspective on an issue, recognizing the various dimensions needed for sound judgment." We have not systematically collected direct evidence of student learning with regard to this integrative learning goal in Senior Seminar.

Achievement of integration of knowledge of the liberal arts and sciences is evidenced primarily through indirect measures. For example, the range of integrative learning environments was demonstrated through the 2004-05 HERI Faculty Survey. In this survey, 38% of faculty reported they taught an interdisciplinary course in the past two years. Thirty-one percent (31%) reported they engaged in academic work that spanned multiple disciplines. A similar result was found in a 2007 follow-up survey. These learning activities suggest that we value integration of the disciplines in fostering exploration of the human condition.

Students also perceive that integrative learning is central to CSB and SJU. In the 2007 Senior Survey, 91% of students said they worked on projects that required the integration of ideas often or very often; 89% said they put ideas together often or very often. Sixty-five (65) percent said they discussed class material outside of class often or very often. Ninety (90) percent said that they learned to think critically and analytically at CSB and SJU. This survey is consistent with reports from the 2004 NSSE in Table 3.1, where our students are comparable to those at other liberal arts colleges in their integrative learning experiences.

**Table 3.1: Integrative Learning from NSSE 2004**

| In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often | CSB/SJU              | Liberal Arts Colleges | NSSE 2004            |
|---|----------------------|-----------------------|----------------------|
| Worked on a paper or project that required integrating ideas or information from various sources.   | FY: 3.18<br>SR: 3.44 | FY: 3.15<br>SR: 3.48  | FY: 3.05<br>SR: 3.35 |
| Put together ideas or concepts from different courses when completing assignments or during class discussions.  | FY: 2.58<br>SR: 2.95 | FY: 2.59<br>SR: 2.95  | FY: 2.47<br>SR: 2.86 |
| Discussed ideas from your readings or classes with faculty members outside of class.  | FY: 2.11<br>SR: 2.23 | FY: 2.00<br>SR: 2.38  | FY: 1.81<br>SR: 2.11 |
| Discussed ideas from your readings or classes with others outside of class.   | FY: 2.95<br>SR: 3.05 | FY: 2.92<br>SR: 3.09  | FY: 2.73<br>SR: 2.90 |

In a 2007 survey of faculty, nearly half of the respondents (48%) said that, of the Undergraduate Learning Goals, the new common curriculum addresses least well the goal of “integrating knowledge from the liberal arts and sciences.” Consequently, a significant proposal in the new common curriculum is a senior capstone (implementation would begin fall 2010). The senior capstone is particularly important in addressing faculty reservations about the integration of knowledge in the new common curriculum. While most majors at CSB/SJU already require some sort of senior cumulative experience, the senior capstone would provide a forum to formally assess integrative learning among all students. A draft course description notes “the senior capstone gives students the opportunity to integrate what they have learned through a focused experience that allows them to take responsibility for their own ongoing learning.” If approved by the faculty, this requirement will provide direct evidence of integrative learning and achievement of this Undergraduate Learning Goal.

#### Learning Goal Achievement: Depth of Knowledge

ULG: (3) *Graduates will be able to integrate the liberal arts and sciences with the skills, values, and depth of knowledge specific to a major field of study in preparation for further professional development;*

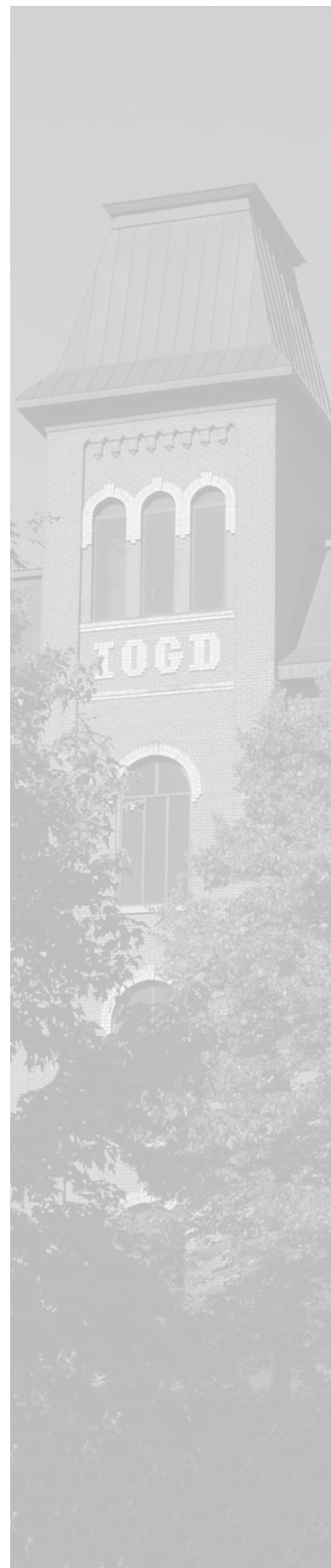
SDLG: (1) *Persistence and academic achievement.*

The Undergraduate Learning Goals indicate that graduates will be able to integrate liberal arts learning with “the skills, values, and depth of knowledge specific to a major field of study in preparation for further professional development.” This is echoed in the Student Development Learning Goals as students demonstrate persistence and academic achievement. The kind of in-depth learning required by this goal takes place primarily within departmental majors and is demonstrated through annual assessment reports.

#### *Depth of Knowledge: National Accreditation through Specialty Organizations*

National accreditation of six majors through specialty organizations indicates a substantial depth of student learning:

- The Chemistry Department is accredited by the American Chemical Society (ACS). The department was last reaccredited in good standing by ACS in April 2003. The next reaccreditation visit by ACS is tentatively scheduled for sometime in 2010;
- The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE). The department was last reaccredited in good standing by NCATE in 2005. Additionally, the department and its licensure programs are approved by the Minnesota Board of Teaching (MBOT). The department last received institutional approval and licensure





approval by MBOT in 2005. NCATE and MBOT are currently collaborating on institutional reviews. Assuming MBOT continues to partner with NCATE, the next joint reaccreditation visit by NCATE-MBOT is scheduled for October 2012;

- The Music Department is accredited by the National Association of Schools of Music (NASM). The department was last reaccredited in good standing by NASM in June 2004. The next reaccreditation visit by NASM will be scheduled for sometime in the 2012-13 academic year;
- The Nursing Department is accredited by the Commission on Collegiate Nursing Education (CCNE). The department was last reaccredited by CCNE in November 2007. The next reaccreditation visit is scheduled for 2017. Additionally, the department is approved by the Minnesota Board of Nursing (MBON). The department last received approval from MBON in June 1999. The next approval of the Nursing Department is scheduled for spring 2009;
- The Didactic Program in Dietetics, a concentration within the Nutrition Department, is accredited by the Commission for Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The department was accredited with an initial accreditation standing by CADE in October 2006. The department will submit an interim report to CADE in December 2011. The next reaccreditation visit is scheduled for March or April 2016;
- The Social Work Department is accredited by the Council on Social Work Education (CSWE). The department was placed on conditional accredited status by CSWE in October 2007. The department is working with an external consultant on the two areas of noncompliance and the 14 areas of concern. The department will submit a restoration report on August 1, 2008, to CSWE, who will formally consider that report at an October 2008 meeting.

Receipt of the 2007 reaccreditation report issued by the Council on Social Work Education triggered an examination of the CSB/SJU Social Work major. The provost noted that 15 stand-alone baccalaureate Social Work programs faced the same reaccreditation process last year. The CSWE Commission on Accreditation reaffirmed 12 programs, restored one from conditional status, placed only one (CSB/SJU) on conditional accreditation, and initiated withdrawal of reaffirmation from one. Of six possible categories in which the Commission could have placed our program (ranging from unconditional reaccreditation to initiation of withdrawal of accreditation), CSB/SJU was placed in the fifth category, only one step above the initiation of withdrawal.

This example illustrates the value placed on accreditation through professional organizations and the seriousness with which the results are treated. For Social Work, the results are below the standards we expect for our academic programs. The provost considered the implications of a potential loss of accreditation and concluded such action would justify closure of the Social Work major. The provost activated the Academic Program Reduction, Impaction, Merger, and Closure Policy (*Faculty Handbook*, section 2.14.4.1). The Joint Faculty Assembly discussed and deliberated the provost's recommendation as well as the faculty committees' recommendations on April 24, 2008, and May 6, 2008. Faculty committees and the JFA provided counter-arguments and the JFA chair forwarded JFA recommendations to the presidents for their review. The current plan is for the joint boards to review all recommendations in 2008-09.

#### *Depth of Knowledge: Major Field Tests*

Along with national accreditation through specialty organizations, 10 majors have used Educational Testing Services' Major Field Tests during the last eight years to evaluate the depth of student learning in their respective disciplines. Departments undergoing Major Field Tests include Biology, Chemistry, Computer Science, Management, Mathematics, Music, Physics, Political Science, Psychology, and Natural Science.



The Major Field Test is based on a national survey of curricula and measures factual knowledge, analytical ability, and problem-solving skills within the major. The Major Field Test has clearly indicated effective achievement of knowledge depth in several departments, particularly Psychology, Chemistry, and Mathematics. These programs implement the exam on an annual basis and usually achieve results at or above the 85th percentile. In other cases, such as Computer Science and Music, results are less consistent and are parsed in departmental assessment reports for further meaning and program improvement.

#### *Depth of Knowledge: Indirect Measures*

Indirect measures indicate we are achieving success in preparing students for future intellectual and professional development. Seventy-three percent (73%) of the senior students in the 2007 Senior Survey said CSB and SJU had contributed very much or quite a bit to their acquisition of job skills, while 62% said the same for graduate school. Only 20% of the seniors responding expected the bachelors to be their highest degree. This estimate has proven somewhat lower in actual alum post-graduation pathways where 25% of graduates reported earning an advanced degree by December 2006.

Recent graduates demonstrate suitable employment and pursuit of advanced education. An extensive survey of the class of 2006 was conducted (response rates of over 90%) in 2007. Of those replying, 73% of CSB students and 64% of SJU students indicated they were employed full-time within one year of graduation. For each group, close to 1 in 5 were continuing their education. Those pursuing higher education were split between masters' (49% CSB and 27% SJU), doctoral (14% CSB and 20% SJU) and professional (26% CSB and 32% SJU) degrees. These data suggest that most of our students are achieving a sufficient depth of knowledge, skills, and abilities necessary to pursue jobs and graduate degrees.

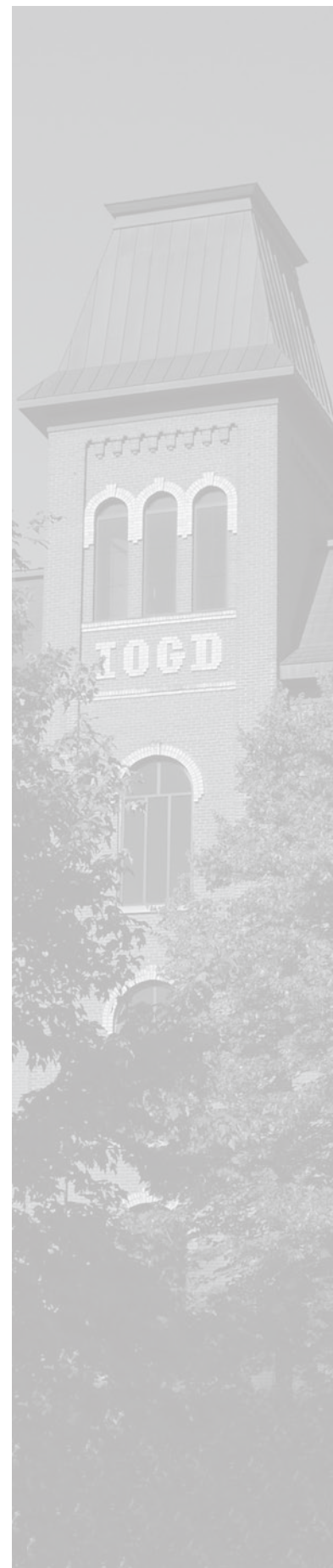
#### **Learning Goal Achievement: Critical Thinking and Communication Skills**

ULG: (4) *Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition;*

SDLG: (2) *Critical thinking and cognitive complexity.*

A fundamental mission commitment for the colleges is the development of effective critical thinking and communication skills. These are clearly reflected in the Undergraduate and Student Development Learning Goals, and are infused throughout curricular activities. These goals demand graduates “to apply clear thinking and communication skills to the exploration of the fundamental questions of the human condition” and to demonstrate “critical thinking and cognitive complexity.” Critical thinking and communication skills were emphasized in the previous core curriculum through first-year symposium and senior seminar. As indicated throughout the assessment plans for major and minor programs, the development of critical thinking and communication skills pervades all academic programs.

First-year seminar (FYS), previously known as first-year symposium, is a required year-long course for all students in the first year. Course objectives focus on written and oral communication, discussion, critical thinking, information literacy, and research skills. Student learning has been measured in a variety of ways over the years. Writing has been repeatedly assessed using pre-test and post-test approaches. Results have shown minimal improvement in student writing over the course of a year. These results may be due to the actual lack of progress in writing or inadequate assessment, evaluation, or teaching methods. For example, comparisons of writing samples and subsequent evaluation of student writing were limited by a lack of consistency across FYS sections. The most recent post-test collection did not provide student incentives to promote their best work and was conducted during a frantic period at the end of the spring semester. Nevertheless, assessment of student writing in FYS has led to changes in curricula and





pedagogy. Papers analyzed in spring 2006 led to the idea that argumentation should be a focal point of first-year seminar and demonstrated in an assigned research paper.

Student learning in discussion and information literacy has been clearly documented. In 2005-06, information literacy was evaluated using a homegrown test designed and administered by library staff. This test showed significant advancement in student learning. More recently, student discussion strengths and areas for improvement have been documented through formal pre-test and post-observations by faculty. The results were shared and discussed with FYS faculty and used to determine ways to improve discussion abilities with first-year college students. The discussion observation tool has been refined for continued use in 2007-08.

Assessment of critical reading has been more difficult. Two standardized, norm-referenced tests were administered (Nelson-Denny Reading Test and ACT's CAAP) in 2005-06, but the results did not promote curricular or teaching refinement. Faculty teaching FYS continue to seek reasonable and useful alternatives.

The assessment and evaluation of critical thinking in upper-division Senior Seminar courses was sporadic. Evidence obtained from the Collegiate Learning Assessment (CLA), first administered in 2006-07, revealed senior students are thinking critically and demonstrate analytical reasoning, problem-solving, and effective writing. CSB and SJU students performed better than 60 percent of four-year institutions (Decile Group 7). However, we do not have value-added information as of yet. We are now administering the CLA to a random sample of first-year students early in the fall semester of each year and a random sample of fourth-year students late in the spring semester of each year. These results will be compared to determine changes in critical thinking and communication over time.

Seniors responding to the 2007 NSSE survey reported their course work adequately emphasized analysis (90%), synthesis (82%), making judgments (76%), and applying theories or concepts (85%). Additional measures indicate that students believe their critical thinking and communication skills are greatly improved at CSB and SJU. In response to the 2007 Senior Survey question that asked students to evaluate the extent their experience at CSB/SJU contributed to their knowledge, skills, and personal development:

- 90% reported significant progress in thinking critically and analytically;
- 77% reported significant progress in writing effectively and clearly;
- 70% reported significant progress in speaking clearly and effectively;
- 39% reported significant progress in quantitative and mathematical skills.

In an attempt to raise the profile of critical thinking at CSB/SJU, the institutions have established a Chair of Critical Thinking. The chair sponsors an annual lecture series, serves as the faculty advisor for students for nationally competitive fellowships, sponsors international faculty development seminars, and teaches in the common curriculum and honors curriculum. CSB and SJU have committed substantial resources and emphasize critical thinking in a variety of ways. Local measures have spurred moderate changes, and CLA results have confirmed our effectiveness in promoting this complex skill.

#### **Learning Goal Achievement: Lifelong Learning**

ULG: (5) *Graduates will be able to establish patterns of lifelong learning to seek and integrate knowledge of self and the world;*

SDLG: (4) *Interpersonal and intrapersonal maturation.*

Both the Undergraduate and Student Development Learning Goals call on students to integrate knowledge of self and of the world over a lifetime. Students are moved in this direction through the curricular and co-curricular activities. Given the demands of a rapidly changing world, the entire liberal arts curriculum is based on learning how

to learn and how to work effectively independently and with others, rather than on emphasizing narrower technical skills that may become obsolete. The varied experiential learning opportunities described throughout this self-study report are designed to facilitate effective interaction locally and globally. Student academic advising, initiated in the first-year seminar, promotes faculty-student interaction designed to promote effective academic, career, and life planning.

With the support of the Academic Advising Office and Career Services, students have access to Achieving through Learning and Searching (ATLAS), a guide to four-year planning that encourages students to look at their curricular and co-curricular interests and activities in a sustained and holistic manner. Student Development programming, Counseling and Career Services, and the residential nature of CSB and SJU also provide an environment conducive to the pursuit of lifelong learning.

Obviously, student success in achieving the Undergraduate and Student Development Learning Goals and generating habits of lifelong learning is best measured after the passage of time. CSB and SJU students consistently report that CSB and SJU have significantly enhanced their ability to learn on their own. The 2007 NSSE results reveal 86% of seniors indicate that their ability to learn effectively on their own was significantly enhanced. This compares to 80% of the Carnegie peer group in the same survey. Students also report living in the residence halls has enhanced key lifelong learning skills. For example, 64% of those responding said they were more effective time managers, and 70% thought living on campus improved prioritization skills. Developing a life of learning is a critical goal at CSB and SJU. The promotion of a life of learning is discussed in much greater detail in Criterion Four.

#### **Learning Goal Achievement: Leadership and Service**

ULG: *(6) Graduates will be able to provide leadership and service in community to improve the human condition;*

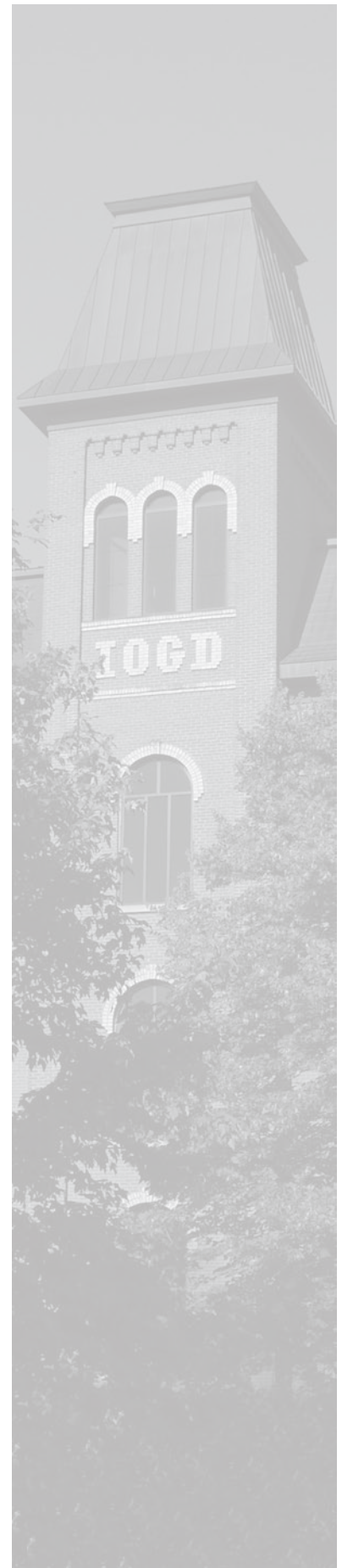
SDLG: *(7) Leadership and service for the common good.*

The missions and learning goals at CSB and SJU emphasize the importance of leadership and service. There is a clear connection between the Undergraduate Learning Goals and Student Development Learning Goals, demonstrating both value and integration. We pursue these leadership and service goals in multiple ways. In the classroom, for example, leadership is facilitated through leading class discussions, providing presentations, and incorporating student peer review and critique. Some departments, such as MGMT 314 (Leadership), NRSG 362 (Health Care Policy, Leadership, and Management in Nursing), and MSCJ 341 (Leadership and Management), have formal leadership courses.

In the co-curricular area, there are multiple opportunities for students to develop leadership skills. These are primarily coordinated through the following Student Activities and Leadership Development (SALD) Program and the student employment offices:

- CSB and SJU Student Senates;
- Peer Resource Program;
- Outdoor Leadership Center;
- Athletic programs;
- Student Employee Leadership Team;
- Inspiring Leaders Certificate Program;
- More than 90 clubs and organizations.

The CSB/SJU Inspiring Leaders Certificate Program (ILCP) was established in 2006 with the mission to “prepare students for leadership roles and responsibilities in service to the college and the community.” Its mission is accomplished through education, development, and training in a series of individual ILCP workshops, events, and







activities in partnership with CSB/SJU campus programs. Currently, the ILCP offers five different leadership certificates that students can earn (with two more certificates being developed). Ninety-seven students received certificates in 2008.

At this time, there is limited research available to support best practices in the leadership development of college students. A recent study by two faculty members examined the Inspiring Leaders Certification Program (ILCP). This effort sought to determine the effectiveness of the ILCP in facilitating systemic leadership characteristics among CSB and SJU students who matriculated in fall of 2007. A longitudinal, quasi-experimental design was used to assess student changes in Leadership Attitudes and Behavior Scale scores (Wielkiewicz, 2000) after completing one or more ILCP leadership certificates. Results of this four-year project will be available in 2011.

In 2005, the Intercultural Leadership, Education, and Development (I-LEAD) program was established to attract and support underrepresented students who have a strong potential for leadership. Students must demonstrate eligibility through statements of financial need, commitment to addressing intercultural issues, and evidence of academic and civic leadership potential. Most eligible students are first-generation college students and originate from an urban area in the United States. A cohort model, designed to enhance community belonging and support, is used to achieve the program goals of attracting and retaining students, positioning them for leadership roles, and promoting cultural diversity on these campuses. Student participants receive scholarship support, leadership training, and encouragement to take on positions of responsibility within the campus and local community. While a gender imbalance favoring women has existed in the first three cohorts, the incoming fall 2008 cohort includes 11 men and 10 women. Although students in the first cohort have yet to graduate, the program is quite successful. Four of the 51 student participants were elected to the student Senates, three became resident assistants, and nine others took significant student leadership roles on our campuses. In addition, I-LEAD student participants have represented CSB/SJU at the National Council on Race and Ethnicity, the National Student Leadership Institute, the National Council on Undergraduate Research, the Latinas Learning to Lead Conference, Harvard University's Public Policy Leadership Conference, the American Association of University Women (AAUW) National Conference for College Women Student Leaders, and the Women as Global Leaders Conference held in Dubai, United Arab Emirates.

Students report ample opportunities for leadership at CSB and SJU. In the 2004 NSSE, 90% of seniors agreed the institutions "offer ample opportunities for developing leadership skills" compared to 80% of Catholic Consortium Colleges. The strong commitment to the residential aspect of our missions also contributes to leadership skill development. In the 2006 Student Voice Survey, 91% of students responding to the survey believed living in the residence halls improved their ability to communicate effectively (agree or strongly agree) and 74% thought the experience improved their conflict resolution skills. Senior Survey respondents also recognized that their general leadership abilities improved quite a bit or very much (69%) as a result of the numerous leadership activities and residential nature of these campuses. Similarly, 71% of alumnae/i survey respondents reported the colleges contributed very much or quite a bit to their leadership skills.

CSB and SJU students also serve extensively on campus and beyond. The Liemandt Family Service-Learning Center has supported more than 4,200 students in service-learning projects over the past 10 years. Almost half of the 2007 seniors reported taking a class that had a service-learning component. Campus Ministry plays a central role on both campuses on the co-curricular side, sponsoring several off-campus service trips every year and serving as a home for the student-run Volunteers in Service to Others (VISTO). Over 700 students per year participate in VISTO, serving the needs of children through senior citizens in the local community. The CSB Health Advocates and SJU Health Initiative also engage students in service, both in leadership roles (21 students) and as participants in events such as Night to Fight Cancer and Sleepless

in St. Joe, and the Wellness Fest, each of which attracts hundreds of students. Both campuses have active Student Athlete Advisory Committees (CSB and SJU) that sponsor several service activities each year. Service and the demonstration of the above learning goals are discussed in much greater depth in Criterion Five.

### **Learning Goal Achievement: Intercultural Competence**

ULG: (7) *Graduates will be able to communicate sensitivity to and understanding of... cultural differences to improve the human condition;*

SDLG: (3) *Intercultural competence.*

The Undergraduate and Student Development Learning Goals recognize the critical importance of intercultural competence in a global and diverse world. We are constantly seeking ways to bring the world to our students and our students to the world. Promoting an understanding of cultural differences is a challenge when we have so few racially or ethnically diverse students, faculty, and staff. However, an emphasis on intercultural competence pervades all areas of the institutions.

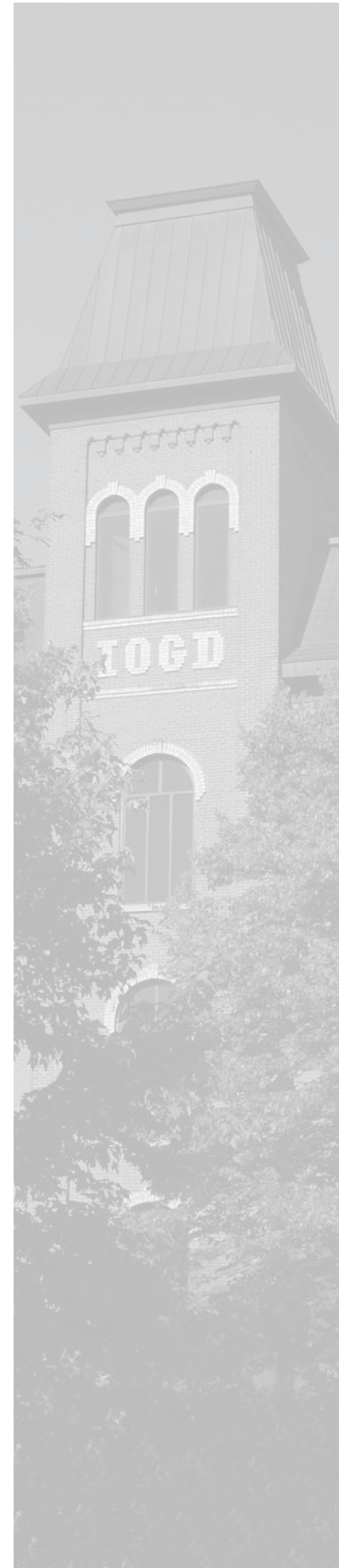
Promotion and coordination of activities related to intercultural competence is under the jurisdiction of the Intercultural Directions Council (IDC). The IDC has functioned effectively to clarify student learning goals, define and measure intercultural competence, communicate intercultural initiatives and best practices, and evaluate our current progress in promoting intercultural competence. The IDC coordinates curricular, co-curricular, and human resource initiatives. Extensive collaboration is a noteworthy achievement and demonstrates significant value is placed on the awareness of self and others. Assessment efforts (discussed below) have yielded quantitative data on institutional progress and qualitative data on student perceptions of institutional effectiveness.

The Undergraduate and Student Development cultural awareness goals are accomplished through a combination of curricular and co-curricular expectations, most notably within long-established opportunities through the Office for Education Abroad. The Office for Education Abroad has established the following objectives related to global cultural competence for all students who have completed a study abroad experience. Students will:

- Articulate their own connection to the world community;
- Integrate their international academic experience with their CSB/SJU liberal arts experience;
- Engage in intercultural communication;
- More deeply understand themselves and their own culture.

The Office for Education Abroad offers 16 faculty-led, semester long programs each year in places as diverse as London, South Africa, Guatemala, and southwestern China. Several of these programs include service-learning, internships, or home stays, further engaging our students with the respective culture. The full-semester offerings are accompanied by a small but growing number of programs during May Term. Of the class that entered CSB and SJU in 2003, 62% of CSB students and 59% of SJU students studied abroad, the vast majority for a full semester. In 2007, the Institute of International Education ranked CSB and SJU first nationally among baccalaureate institutions in the number of students on semester-long programs and fourth in the total number of students studying abroad.

Traditionally, the effectiveness of our study abroad programs was measured through student surveys and directors' reports. This process helped identify areas for improvement but did not yield significant data with respect to student learning outcomes. In spring 2007, Joseph Brockington, an expert in the field of international education, conducted a program review. Suggestions for improvement included





constructing general and site-specific learning goals for our programs and creating an appropriate instrument to measure whether these goals are accomplished in the course of our programs. Dr. Brockington suggested a three-year plan to complete this process. After less than one year, we have identified general learning goals that will apply to any one of our 16 semester-long programs. The program is now beginning work on site specific learning outcomes and plans to implement an e-portfolio assessment system by fall 2009.

Intercultural competence is also promoted on campus. At the most basic level, proficiency is required in a global language (in both the previous core curriculum and the new common curriculum). Under the previous core curriculum, all students were required to take a course that promoted an awareness of diverse patterns of thought, values, and beliefs (designated as a “Global Flag”). As of May 2008, the faculty Curriculum Committee approved an Intercultural Competence requirement for the common curriculum. This would be comparable to the global flag of the previous core curriculum with the addition of measurable student learning objectives. This proposal was passed by the faculty Curriculum Committee and will be forwarded to the Joint Faculty Assembly for action in fall 2008. The Curriculum Committee has approved the following objectives related to cultural competence for all students who have completed the Intercultural Competence Requirement in the common curriculum. Students will:

- Demonstrate an understanding of their cultural identity;
- Demonstrate an understanding of another culture;
- Engage particular texts, images, artifacts, and/or social practices through critical conversations and analysis that take into account their own cultural context as an interpretive lens as well as those derived from other cultural contexts.

The vast majority of academic departments also include a curricular culture component. A search of submitted course syllabi reveals over 200 courses per semester specifically identifying cultural awareness in the course outcomes. Many of these courses are upper-division courses within the majors, but a significant number are lower-division courses completed by a broad range of students. Exemplar lower-division courses include:

- PSYC 111: Introductory Psychology;
- HIST 152: The American Experience;
- ART 113: Introduction to the 2D Arts;
- CORE 100-50A: Latin American Encounters;
- PHIL 130: Social Philosophy.

Multiple co-curricular activities on campus promote cultural awareness. The Inspiring Leaders Certificate Program (ILCP, discussed above) has a significant leadership component related to Intercultural Awareness and Competence. Through participation, students will:

- Gain awareness of Kouzes and Posner’s “Five Principles of Exemplary Leadership” as well as the corresponding Benedictine values;
- Explore the concept of stereotypes and how they are created;
- Gain understanding of pieces of personal identity, values/values system, and general biases based on experience/values/identity;
- Discover and practice communicating about personal experiences and identity;
- Gain understanding of what messages are being sent about community and aspects of identity;
- Gain understanding of difference through experiences which push/challenge personal comfort zones.



The Global Perspectives Lecture Series has sponsored six or more speakers annually for over 20 years. The Asian Learning Community hosts an annual New Year Festival, conferences, and speakers on the campuses and in the Twin Cities. The annual Festival of Cultures is a program initiated by students a decade ago to feature campus diversity. This program has grown so large and become so popular that it was necessary to add a permanent staff person to coordinate the event. Additionally, institutional funding is now provided. The Intercultural Center is another campus resource that engages students in discussions on intercultural awareness, including the two-and-a-half day Retreat on Race and Ethnicity (RORE). I-LEAD students participate by discussing their cultural identities, many of which are distinct from those of our traditional students.

While the assessment process is in its early stages, evidence suggests that students develop factual knowledge and the motivation to understand cultural issues. According to the 2004 NSSE, our students are witnessing respect for diverse cultures from faculty, staff, and other students at a rate similar to the Catholic Consortium cohort group (86%). The 2007 Senior Survey revealed 74% of students report racial or cultural understanding is valuable. This percentage was even greater (98%) in a 2005-06 survey conducted of 40 students as part of an internship project. This same survey, however, revealed that students appear to conflate study abroad with intercultural competence, and, when asked how they would improve their understanding, one-third of the students felt that studying abroad was sufficient preparation. While only 6% of the new entering students of fall 2002 said that promoting racial understanding was an “essential life objective,” by their senior year, 27% of students who studied abroad identified this as an “essential life objective,” compared to 15% of all other students. Additionally, fewer than half of new entering students indicated improving their understanding of other countries and cultures was a “key life objective.” As seniors, 82% of students who had studied abroad indicated they wished to improve their understanding of others. In the 2007 Senior Survey, 40% of our seniors believed their experience here has significantly increased their understanding of people of a different race/ethnicity. The same question on the 2007 NSSE was supported by 53% of seniors; these results are similar to our Carnegie peer schools.

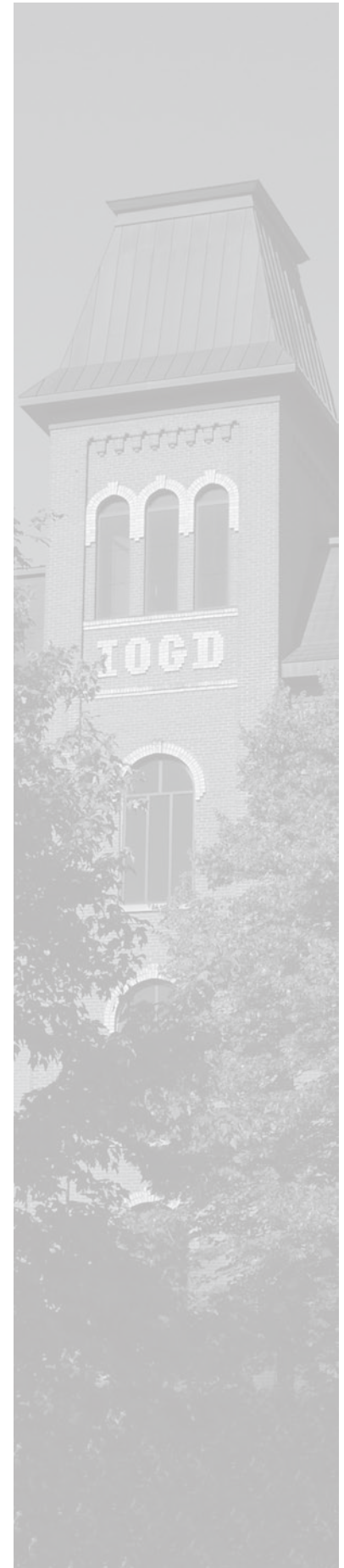
Areas requiring improvement include helping students understand their own cultural identity and encouraging social risk-taking in intercultural contexts. According to the Student Voice Survey, 58% of our students agreed or strongly agreed that living in residence halls facilitated interaction with people from different cultures, but only 36% of 2007 NSSE respondents reported serious conversations with students of a different race or ethnicity often or very often. Our student response is far below the 52% reported for our Carnegie peers. We are challenged by a lack of direct measures for the Undergraduate and Student Development Learning Goals, but significant progress has been made in developing measurable objectives throughout the curricular and co-curricular areas. Current evidence suggests work remains in promoting cultural awareness, sensitivity, and ultimately, intercultural competence.

### **Learning Goal Achievement: Understanding the Role of Gender**

ULG: (7) *Graduates will be able to communicate sensitivity to and understanding of gender ... to improve the human condition;*

SDLG: (5) *Gender awareness.*

As a college for men and a college for women, our understanding of gender has shaped our attention to curricular and co-curricular pursuits. Recent developments include creation of a Gender and Women’s Studies major, a Gender and Women’s Study Learning Community, the SJU Center for Men’s Leadership and Development, the CSB Center for Women, and an endowed professorship in Gender Education and Development. Attention to gender was required in the previous core curriculum (by completing a course with a “Gender Flag”). The new common curriculum continues that practice by requiring at least one course where the exploration of gender is a central theme.





For many years, the Women's Lives Series and the Men's Lives Series have sponsored visiting scholars and linked these presentations to both curricular and co-curricular reading groups. Campus Ministry has sponsored Men's Spirituality Groups that have demonstrated the ability to move participants to a view of masculinity that goes beyond common stereotypes. More recently, the Student Development Division has organized gender initiatives under SJU's Center for Men's Leadership and Service and CSB's Center for Women. Both support student and faculty research on gender and sponsor major programming, such as the Annual Conference on the College Male and Women's Month. Formal and informal programming is also conducted by Student Development staff in the residence halls and through interactions with the sponsoring monastic communities.

Although gender is promoted as a category of analysis across multiple courses, there are limited data on student learning from either the required or other gender-focused courses or co-curricular programming. The Gender and Women's Study program is currently undergoing program review but has not completed a departmental assessment plan since 2002, thereby limiting the available data from that source. While students and faculty involved in the Gender and Women's Studies Learning Community produced multiple papers and presentations, no direct evidence of student learning data were collected.

Although not apparent upon admission to CSB and SJU, students do come to value the impact of gender and recognize the impact it has on their college experience and in their lives. In the 2007 Senior Survey report, "only one-third (35%) of the new entering class in 2003 noted that the single-gender nature of the institutions positively affected their enrollment decisions. Yet, as seniors in fall 2006, more than half of the class (55%) indicated that the opportunity to attend a single-sex college was "very important" or "somewhat important."

Given these learning environments, it is assumed that students will develop a deeper understanding of the impact of gender in their lives. From the 2007 Senior Survey, 58% of seniors reported their understanding of issues related to gender increased significantly because of their experience at CSB and SJU. Very few (less than 15%) indicated the experience here had very little or no effect on their perceptions on the impact of gender. Learning about gender is a critical aspect of both the institutional missions and is reflected clearly in the curricular and co-curricular learning goals. Our gender education requires additional thoughtful consideration, planning, implementation, and evaluation.

### **Core Component 3b: The organization values and supports effective teaching.**

The promotion of student learning through effective teaching is valued and supported at the College of Saint Benedict and Saint John's University. The *Faculty Handbook* section 2.5.1 indicates "excellence in teaching is the most important goal of a faculty member at the college [university]. In all applications for third-year review, tenure, and promotion, teaching effectiveness should be addressed as the most important basis for seeking a positive review of the application." Value and support for teaching are demonstrated through effective recruitment, faculty qualifications and longevity, rewards for teaching excellence, and exemplary learning-enhancement resources.

#### **Valuing Effective Teaching: Recruitment, Hiring, and Retention**

Recruitment and hiring practices seek productive scholars and those involved professionally in their respective fields, but teaching effectiveness is our most important criterion. In the HERI Survey (2004-05), faculty ranked multiple items based on what mattered most. Of these, "being a good teacher" was ranked highest, with 99% of the full-time faculty seeing this as very important or essential. During the interview process, candidates must demonstrate the ability to effectively teach not only in their area of expertise but also in a liberal arts institution that demands higher order thinking and



communicating. Most departments require the interviewee to conduct a sample class session with students present. The evaluation of this session is a critical aspect of the hiring process.

The primacy of teaching effectiveness continues as faculty move toward tenure and promotion. Student evaluations, as well as multiple observations by the department chair and peers are a required part of this process. The third-year review or tenure candidate must demonstrate use of varied feedback to improve teaching and ultimately student learning. At the completion of the third-year review, the faculty member meets with the associate provost/academic dean, the department chair, and the chair of the Rank and Tenure Committee to discuss the committee's evaluation. A substantial portion of this meeting focuses on a discussion of teaching effectiveness.

Beyond tenure, faculty are expected to participate in a post-tenure review process to encourage continued growth as a master teacher. In this process, tenured faculty members meet in small groups with a facilitator in a year-long process of self-examination, reinvigoration, and improvement. The process includes group discussion, peer advising, and personal reflection on each faculty member's plan for professional development. Although no formal evaluation of this program has been completed, participants forward the plan for professional development to the associate provost/academic dean for review and discussion. As a result, CSB and SJU are supported by a highly qualified group of faculty who are excellent teachers with 83% holding doctorates, first professional, or other terminal degrees.

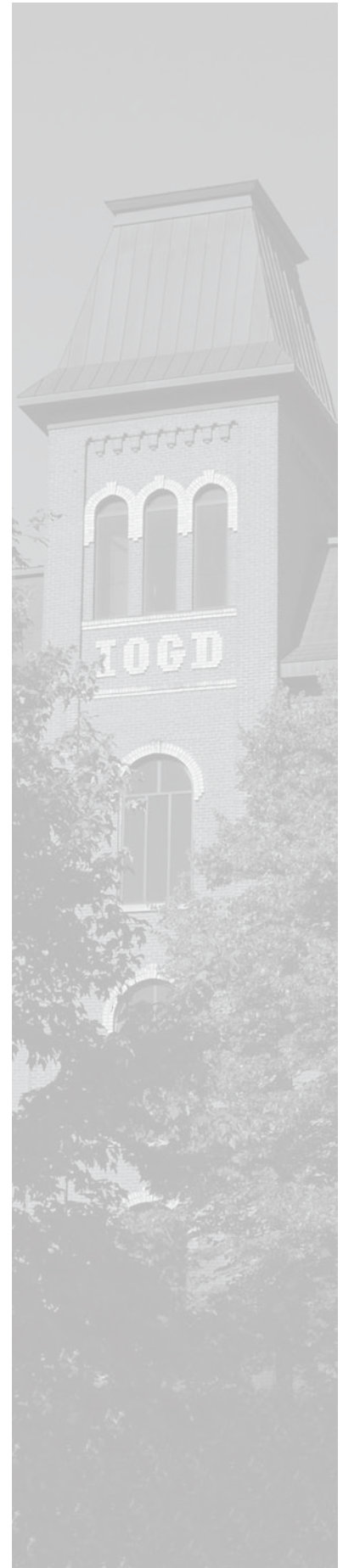
The retention of a stable corps of committed faculty contributes to teaching effectiveness at CSB and SJU. Over 85% of faculty are full time and in non-adjunct positions. In the 2004 National Study of Postsecondary Faculty by the National Center for Educational Statistics of the US Department of Education, CSB and SJU reported 87% full-time faculty. This compared favorably to 73% for private liberal arts nationally and 54% for all institutions. CSB and SJU also reported 93% of credit hours were produced by full-time faculty, versus 85% for private liberal arts and 67% for all institutions.

The commitment to stability and experience as indicators of teaching effectiveness extends to those who teach in non-academic areas. For example, SJU's coaching staff is composed of 11 people who are on full-time (10-month) contracts and five others who are part time. The full-time staff average 23 years of service, while the part-time staff average 8 years of service. CSB's full time coaches average 12 years of service, even though women's sports have been more recently expanded. Retaining successful coaches for this time requires increased fiscal resources, but provides quality teaching through experience.

Staff and faculty members with dual roles also function as effective teachers in academic areas. It is common for librarians, for example, to teach in the first-year seminar program. This duality provides an excellent resource for other faculty and first-year students as they study reading, writing, and information literacy. Monks are often called upon to serve as faculty residents in the SJU residence halls and teachers in the classroom. Student Development staff have been involved in classroom teaching, residence hall discussion groups, and faculty-student research, particularly in the Gender and Women's Studies Program.

### **Valuing and Supporting Teaching Effectiveness: Rewarding Excellence**

Excellent teaching is rewarded through tenure. The colleges only grant tenure to those who successfully demonstrate teaching effectiveness, along with quality scholarship and service. Excellent teaching is also valued and supported through annual teaching and advising awards. The Sister Mary Grell (CSB) and Robert Spaeth (SJU) Teacher of Distinction Awards are presented each year at a festive Academic Affairs awards ceremony. The recipients, who receive a plaque and \$2,000, are chosen based on "excellence in undergraduate teaching ... that is grounded in scholarly activity and creative work and in work that serves the larger community." The recipients are







required to address the full community at the opening convocation on their respective campuses in the following fall semester.

The Linda Mealey Teacher-Scholar Award has been given annually since 2000 (named for Linda Mealey in 2004) to a faculty member who exemplifies demonstrated excellence in scholarship as well as teaching, conducts student/faculty collaborative research or creative work, and excels in the mentoring of students. The Linda Mealey Teacher Scholar Award carries with it a \$1,000 payment. The Tom Creed Award is given in recognition of faculty members who make effective use of electronic pedagogy and also carries a payment. Awards are also given to faculty members who have been exemplary academic advisors in each division, as well as a cross-divisional representative. These awards are generated by student and faculty recommendations. Starting in spring 2009, the new Sister Linda Kulzer Gender Education and Development Award will be given annually to recognize a member of our faculty whose work has been especially important to fulfilling our colleges' gender mission.

We also recognize four administrative or support staff each year through the Extraordinary Performance Awards. Although the criteria for this is not related directly to classroom teaching, the individuals recognized very often teach in a less formal manner as they mentor student employees. The award is based on "commitment to excellence, role model, leadership, community, and Benedictine values," so those recognized exhibit key institutional values that we hope to also impart to our students.

### **Supporting Teaching Effectiveness: Promoting Improvement**

Administrative support through granting sabbaticals and course reassignments is evident. The institutions have devoted substantial resources to assist faculty in the pursuit of excellent teaching. In the last seven years, 45% of the 144 sabbaticals awarded have been entirely or mostly focused on improving undergraduate learning and effective teaching. Over the past three years, a one-course reassignment was allotted to 32 faculty for scholarly projects, with 12% of those entirely focused on improving teaching and learning.

Faculty support in the pursuit of teaching excellence is also facilitated through the Learning Enhancement Service (LES). The mission of LES is to enhance student learning by providing opportunities for improving teaching effectiveness. To that end, LES offers workshops, teaching seminars, individual and departmental consultations, and special programming for new and experienced faculty.

Through LES, new faculty members receive an orientation to the CSB/SJU teaching culture, an established colleague from outside their department as a mentor, and an opportunity to attend a two-day off-campus retreat where they can discuss pedagogical issues. Both new and experienced faculty have access to a dozen or more LES workshops every year. Topics have ranged from improving syllabi to using concept maps, working with international students, and gendered approaches to education. Materials from many of these events are posted on the institutional Web site, so faculty can review missed sessions or search for particular topics of interest. Faculty repeatedly report these sessions have a direct effect on student learning. The LES-sponsored Celebrated Teachers program also seeks to enhance teaching and learning by having past Grell and Spaeth Award winners open their classroom for observation by colleagues.

LES provides direct assistance to individual faculty members in several ways. Most frequently, LES staff members consult with faculty on particular issues, offer advice, or provide resources through the LES library. Consultations range from inquiries on specific pedagogical issues to improvement of student evaluation methods. The LES director also provides in-class observations for faculty at their request. Finally, the LES team completes Small Group Instructional Diagnoses (SGIDs) for faculty. SGIDs provide in-depth student feedback on their learning success at a point early enough in the semester to allow for improvement.

Evaluation of LES events presents consistently positive responses from participants. An LES survey of faculty, conducted in 2002, found 80% had participated in LES activities in the past two years, with a higher rate (100%) for those with less than 10 years of service. Respondents were overwhelmingly pleased with the large group activities such as the teaching seminars, finding them beneficial in promoting active learning and in enhancing collegiality. The respondents were much less likely to have called on LES for individual consultation, including class observation (13%) and small group instructional diagnoses (8%). Again, newer faculty members were somewhat more likely to use these services. Those who had used them commented favorably on their effectiveness. As subsequent reports indicate, LES used the findings of this survey and its program evaluations to make changes to timing, program topics, and collaborative initiatives.

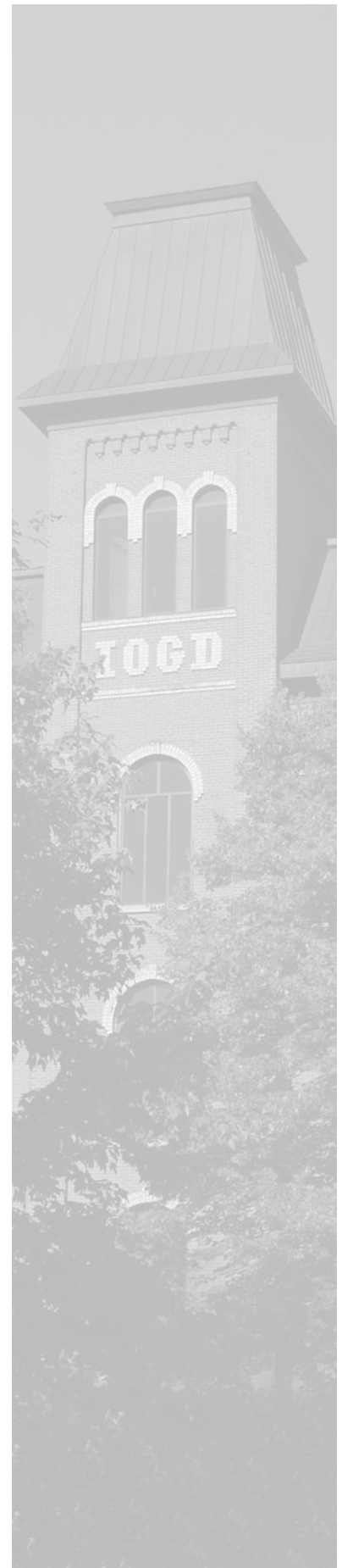
**Table 3.2** Participation in LES Events

|         | Total Attendance |
|---------|------------------|
| 2002-03 | 421              |
| 2003-04 | 569              |
| 2004-05 | 383              |
| 2005-06 | 429              |
| 2006-07 | 602              |

LES administers a long-standing grant program to support faculty travel to pedagogically focused conferences, as well as resources for those who want to work in the area of multicultural pedagogy. More recently, LES has begun to encourage departmental conversations around pedagogical issues within the disciplines, particularly in courses taught by multiple instructors. In 2006-07, the Learning Enhancement Service budget was \$114,000, an admirable commitment to improving teaching effectiveness. Of that total, approximately \$77,000 was staff compensation and the remainder was made available for programming. In fall 2007, the previous LES director took on the role as director of the common curriculum. With that shift, the colleges conducted a needs assessment on how this service should evolve. The program review indicated LES is extensively used and highly valued. There was a clear consensus for continuing with the same basic structure and activities into the future. This report confirmed what most suspected: LES is one of our most successful programs and deserves continued support and enhancement. A new director will be named in summer 2008.

Teaching effectiveness is also served by an annual review process and mentorship provided to probationary faculty by department chairs. The *Faculty Handbook* requires chairs to conduct annual reviews of probationary faculty and this process involves classroom observations and advice. Similarly, the *Department Chair Handbook* directs that “All department members can help with mentoring, but clearly the senior members and chair carry most of the responsibility.”

Anecdotal evidence suggests that department chairs play this mentoring role quite well. Both third-year reviews and rank and tenure evaluations provide numerous testimonies to the support that probationary faculty receive from chairs in their professional development as teachers. Unfortunately, no formal process exists for the evaluation of department chairs and no process exists to ensure that this mentorship is done well. The *Department Chair Handbook* is presently being re-written and it will be crucial that this process of mentoring and evaluating probationary faculty be clarified and developed further in the next iteration. A process for evaluating department chairs is also needed to provide data about the effectiveness of chairs in general, as well as in terms of promoting teaching effectiveness.





### **Core Component 3c: The organization creates effective learning environments.**

Over the past 30 years, the colleges took a number of steps to create more active approaches to student learning, consequently modifying the environments for student learning. This section describes the creation of effective learning environments both inside and outside of the traditional classroom. These changes have been driven by our educational mission and an awareness of research-driven trends in higher education.

#### **Effective Learning Environments: Active Learning in the Classroom**

Students at CSB and SJU are repeatedly challenged to take responsibility for their own intellectual development through active learning strategies in the classroom. Classroom activities were studied in 1997 and 2002 and revealed a 5% decline in time spent lecturing over the five-year interval (43% to 38%), with a corresponding increase in small and large group discussion. Faculty in the Natural Sciences division reported more than half of their class time was spent lecturing (61%), however, there was a substantial increase in the use of interactive computer programs (13%). These data are supported by our students' perceptions; 83% of seniors replied that they either often or very often contributed to class discussions. Since many studies, including Zelda Gamson and Arthur Chickering's classic *Seven Principles for Good Practice in Undergraduate Education* (1987), show a correlation between the use of active learning techniques and student understanding, we believe the emphasis of group discussion and other active learning strategies in the classroom contributes to an effective learning environment at CSB and SJU.

The colleges support faculty and students in active learning strategies and allow the creation of effective learning environments. The earliest effort was the commitment to what is now called the first-year seminar (FYS). This initiative began at Saint John's University in the early 1970s and was instituted on both campuses in the mid-1980s. FYS is a small (16-18 students) year-long course designed to develop writing and discussion skills along with knowledge of a particular content area. Faculty are provided extensive training in effective discussion and other active learning techniques. Since faculty and staff from many areas have taught in the program, it has promoted the use of interactive learning across these campuses. FYS faculty serve as the students' first-year advisor and are supported by a strong Academic Advising network along with faculty residents and Residential Life directors in the respective CSB and SJU residence halls. The attention to continuity of learning, described throughout this self-study, is clearly exhibited through intentional inside and outside the classroom linkages.

In the late 1970s, we also began a senior seminar course that was a required part of the core curriculum. Like FYS, this course was designed to facilitate small group discussion (20 students per section) as the means to wrestle with difficult ethical questions. Faculty were extensively trained in effective pedagogy, as well as in approaches to ethical thinking. Over the years, multiple sections of senior seminar have been offered, and include sections by faculty facilitating study abroad experiences, thereby extending training on active learning strategies to a wide range of disciplines. Due to the expectations of FYS and senior seminar, those trained in active learning in the FYS/senior seminar experience are able to transfer those techniques into other disciplinary courses.

Faculty training in creating effective learning environments is also facilitated through the Learning Enhancement Service, which has served as a conduit for information on pedagogical research and emerging techniques since the 1990s. LES has challenged faculty to realize the effectiveness of active learning, while helping many faculty to develop the skills and confidence necessary to move beyond the traditional lecture format. As further evidence of an ongoing commitment in this area, the colleges applied for and received a grant from the Teagle Foundation in 2006 to conduct research on how to promote student engagement in civil conversations on controversial topics.



Effective learning environments are also facilitated through small class sizes and low student-teacher ratios. A substantial commitment to decreasing maximum class sizes was approved with the core curriculum in 1986 and was reestablished in 2008 during implementation of FYS in the new common curriculum. Currently, approximately 80% of our courses enroll fewer than 30 students. The median class size is 22 students. Current student-teacher ratios compare favorably with peer and aspirant colleges. The most commonly reported student-teacher ratio among these groups was 11:1. In 2006, CSB and SJU had the smallest percentage of classes with 20 or fewer students (41%), compared with an average of 67% of classes under 20 for our peer group, and 66% for our aspirant group. The data clearly indicate a mixed story. We have far fewer small classes (under 20) than our peers or aspirants. On the other hand, we offer few very large classes. The balance between large and small classes is important. If we offered a limited number of very large classes at the introductory level, we could accommodate several very small classes while maintaining our student-to-faculty ratio. Should faculty have the opportunity to teach a very large section occasionally in order to reduce the number of introductory sections thus allowing other very small sections to be taught?

**Table 3.3:** Undergraduate FTE Student to FTE Faculty Ratios, Fall 2002-2006

|   | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|------|------|------|------|------|
| Undergraduate FTE enrollment                | 3862 | 3927 | 3805 | 3865 | 3929 |
| CSB/SJU FTE Faculty                         | 304  | 312  | 308  | 312  | 305  |
| CSB/SJU Student-to-Faculty Ratio            | 12.7 | 12.6 | 12.4 | 12.4 | 12.9 |
| Average of CSB/SJU Peer & Aspirant Colleges |      |      |      |      | 11   |

The facilitation of effective learning environments is also related to the type of faculty member most likely to lead instruction. At the College of Saint Benedict and Saint John's University, a higher percentage of credit hours are assigned to full-time faculty than at many other institutions, including other private liberal arts colleges.

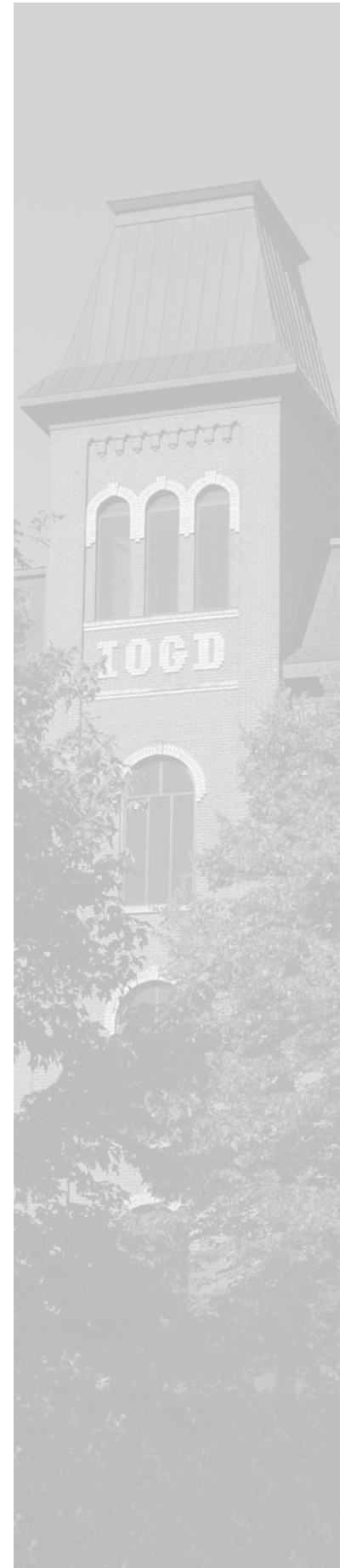
The provost and associate provost/academic dean will work with the Academic Planning and Budget Committee and the Faculty Compensation and Benefits Committee to finalize the Faculty Composition Design. In addition to reviewing upcoming retirements and how we might shift faculty lines to meet our mission and student demands, we will explore the possibility of adjusting the proportion of full-time faculty through attrition to gain flexibility and budget relief in order to sustain our efforts to meet faculty salary goals.

**Table 3.4:** Average Percentage of Credit Hours Assigned to Various Types of Staff (Fall 2003)

|                      | Full-time faculty (%) | Part-time faculty (%) | Teaching Assistants (%) | Other (%) |
|----------------------|-----------------------|-----------------------|-------------------------|-----------|
| All Institutions     | 67                    | 31                    | 1                       | 1         |
| Private liberal arts | 85                    | 14                    | <1                      | <1        |
| CSB/SJU              | 93                    | 7                     | <1                      | <1        |

(Source: 2004 National Study of Postsecondary Faculty)

All of these strategies (e.g., active learning, small class sizes, and faculty composition) promote active learning within the classroom and subsequently contribute to effective learning environments at CSB/SJU.





## Effective Learning Environments: Active Learning Outside of the Classroom

CSB and SJU support an impressive array of experiential and co-curricular learning environments, including extensive fine arts studios and stages, residential life, counseling and career services, campus ministry, athletic facilities, health promotion/health education programs, study abroad, student employment, internships, service-learning opportunities, undergraduate research, and events designed to learn about and celebrate scholarship, creativity, and heritage. Some of these events integrate participation with reflection and writing to reinforce learning. Internships, career services, and service-learning are detailed in Criterion Five. Several others are discussed below.

Fine Arts Programming is an important example of an effective learning environment created to expand student artistic and intellectual development. Along with the four-credit fine arts requirement, students must complete the fine arts experience (FAE) during the first two years. To fulfill the FAE, students must attend a mix of eight performance and visual art events out of the approximately 50 available each year on campus. The goal is to build awareness of and exposure to the vast array of fine arts resources on these campuses, and ultimately, to inculcate students with a lifelong appreciation toward the arts. More than half (56%) of responding seniors reportedly gained a significant appreciation of the fine arts as a result of this learning environment.

Experiential learning environments have also been created through undergraduate research. Currently, 40% of majors require independent research or performance, while another 15% provide this as an option. Since the new common curriculum is proposing a Senior Capstone in all majors, these percentages will undoubtedly increase if the requirement is approved. Each spring we celebrate undergraduate research during Scholarship and Creativity Day. This began as a small affair with presentations by students from a few departments but has grown into a daylong event with a featured outside speaker and more than 200 students from 22 departments presenting in 2007. In the last six years, 111 students have presented at conferences of the National Council for Undergraduate Research, while others have appeared at places like the International Conference on Corporate Social Responsibility in Berlin and the American Heart Association Conference. CSB/SJU has also taken the lead in creating the annual Private College Scholars poster sessions at the Minnesota State Capitol. In addition, as part of the Undergraduate Research Program, CSB/SJU sponsors a summer research fellowship each year. This program has grown from 26 students in 2000 to 47 students in 2007. Participation remains strongly centered in the Natural Sciences (76% of students in 2007), but seven departments from outside that area contributed at least one student each. In 2006, an exchange program began with Southwest Normal University (the site of our study abroad program in China) that allowed eight of our students to work with Chinese students and faculty on joint projects both here and in China. To date, 34 students have participated in this endeavor.

Effective learning environments are also evident in the wide range of programs, activities, and events sponsored and organized by Student Development (Residential Life, Campus Ministry, Intercollegiate Athletics, Career Services, Counseling and Health Promotion, Intercultural Center, Student Activities and Leadership Development, Campus Recreation, Life Safety Services, International Student Programs, and Upward Bound). These departments offer a wide variety of programs, services and events that complement and contribute to student learning. There are currently over 90 formally recognized campus clubs and organizations. These groups participate in regular training provided by the Student Activities and Leadership Development. Because the management of the club is intended to be a student learning experience, clubs must contract with an advisor. The advisor, a CSB/SJU faculty or staff member, is chosen by club members.

Creating effective learning environments is also achieved through student employment opportunities. Approximately 65% of students receive a work award as part of their financial aid package, and many others are hired for campus work. Students

are employed in all areas on campus while receiving support and mentorship from experienced college employees. Many student employment positions, such as residence hall assistant, health advocate, writing tutor, math tutor, and teaching or laboratory assistant, involve advanced skill development. Information Technology Services trains students for a number of computer-related positions, does formal performance reviews (as do most other positions), and promotes some students to supervisory positions. These settings and many others provide effective learning environments allowing students to develop and advance leadership and interpersonal skills.

A potential hindrance to the creation of effective learning environments that integrate classroom and experiential learning is the idiosyncratic course schedule, which operates on a 6-day cycle. All courses meet every other day for 70 minutes with a 30-minute passing period to allow bus service between the campuses. This means that students have a class on Monday, Wednesday, and Friday one week and Tuesday and Thursday the next week. Scheduling internships, practicums, and service-learning experiences are difficult given the Monday through Friday work-week expectations of our external constituents. Perennial discussions about modifying this structure have also been driven by issues of classroom space, cost, and convenience, along with compatibility with the outside world. Although there is some evidence that learning in the languages may benefit from daily instruction (versus every other day), the direct effect on student learning in other areas has not yet been fully explored.

### **Core Component 3d: The organization's learning resources support student learning and effective teaching.**

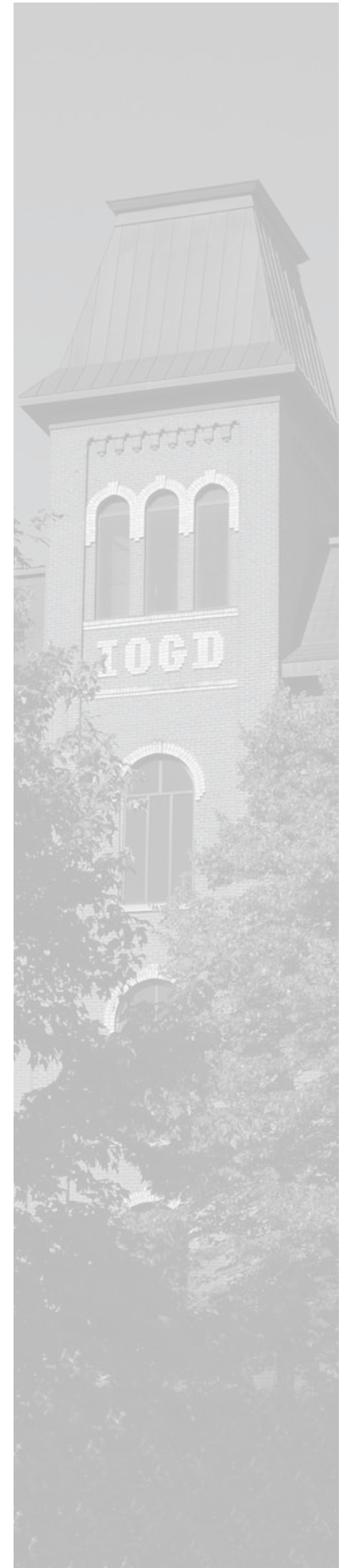
The College of Saint Benedict and Saint John's University provide adequate learning resources designed to promote student learning and teaching. Mechanisms to support effective teaching were described under Core Component 3b. Student learning and teaching resources are plentiful and include sufficient space (with plans for expansion where needed), libraries, technology, and student support services.

#### **Learning Resources: Physical Space and Facilities**

Adequate classroom, laboratory, performance, and studio space are critical ways in which CSB and SJU support student learning and effective teaching. Campus master planning documents (discussed in Criterion Two) address capacities and needs with regard to the physical plant. Both campuses have detailed master planning documents with renovations and new buildings planned to support student learning. In 2004, a classroom survey revealed the vast majority of respondents perceived classroom spaces on both the CSB and SJU campus to be good or very good. Classroom space was considered sufficient and well maintained. However, the emphasis on active learning and complaints about tab-arm desks have led to widespread replacement with larger tables. This has resulted in the realization that some classroom spaces are insufficient for the larger desks because classrooms were designed for a traditional lecture-style classroom experience. One building of concern identified through this process was the Henrita Academic Building (HAB) at the College of Saint Benedict. As the most recent campus master plan notes, "HAB is an inappropriate educational environment for contemporary teaching ... and should be replaced." The replacement of this building and many other improvements are detailed in the campus master planning documents.

The class schedule, discussed under Core Component 3c, has contributed to physical space challenges on these campuses. We have five class periods per day (8:00, 9:40, 11:20, 1:00, and 2:40) and classroom space is at a premium. Laboratory space also is a concern in some areas, particularly in the Psychology Department, and has been addressed through the master planning process.

Learning about the natural environment is supported through the Saint John's Arboretum, composed of 2,500 acres of wetlands, prairie and forest in a program that has been certified by the Forest Stewardship Council as a green operation. SJU also







hosts a Natural History Museum and greenhouse. These exemplary resources are used for class fieldwork and faculty and student research. They also provide educational excursions for hundreds of K-12 students every year. In addition, CSB maintains the 150-acre Linneman Woods and a 2,500-square-foot greenhouse that are used as ecological/biological laboratories. The arboretum and other natural resources are further described in Criterion Five.

Similarly, students and faculty in the fine arts are committed to and enjoy the unique resource of having a potter-in-residence on both campuses. There are two kilns available for student and faculty work at CSB, while SJU is home to the S. Johanna kiln, which is the largest wood-fired kiln in North America. Both operations have long had a commitment to using local materials in an environmentally respectful manner, while sustaining a strong connection to Asian traditions. SJU Pottery has frequently hosted visiting Japanese National Treasure potters.

### **Learning Resources: Libraries**

The library system at CSB and SJU also supports student learning and effective teaching, boasting over 1,000,000 volumes, making us the 11<sup>th</sup> largest library among national liberal arts college libraries. The general collection in the Alcuin Library (at SJU) and the Clemens Library (at CSB) is augmented by a number of more specialized resources. These include Hill Museum and Manuscript Library, Arca Artium, the Clemens Library Artists' Book Collections, Vivarium, and rare book collections and archives on both campuses. Patrons borrow approximately 7,000 items annually through MINITEXT, MnPals, and the Oberlin Group consortia. Like college libraries across the country, CSB and SJU are transitioning from collection-centered to learner-centered libraries. As a result, use of the library as a learning place has increased each of the last five years. This is evidenced by the increasing demand for media and electronic materials with a reduction in the circulation of the print collection.

The libraries also support teaching and learning through the work of their staff (10.83 FTE professional staff and 15.3 FTE support staff). Along with the classic reference support, librarians meet with every section of the first-year seminar at least once to introduce library resources and to provide assistance with information retrieval. Librarians also conduct seminars to train faculty, and several teach in the FYS program. This service continues at the upper division level, as several majors ask librarians to provide specialized help for students in courses focused on research.

In 2005, CSB and SJU participated in the national LibQual+ survey, which measured user perceptions and expectations in the areas of service, information control, and library as place. Patron perceptions of the libraries were more positive than reported for the national sample and the subset of liberal arts colleges participating in the survey. Results for library as a place, however, were below the national mean for both groups. Follow up focus groups were conducted in 2007 and revealed several issues. Both libraries have run out of space for print collections, and neither has adequate space for group study. Changes in traffic patterns in Clemens (CSB) have made it difficult to find a place for quiet, individual work, while the basement of Alcuin (SJU) is dark and uninviting. This information is being used to plan for the future, particularly in the expansion and renovation of Alcuin.

### **Learning Resources: Technology**

Information Technology Services provides computing and network services to students, faculty and staff to facilitate student learning, creative activities, and research. IT Staff (32 FTEs) personalize these services by providing academic technology workshops, individual consultations for faculty, and general training workshops for students, faculty and staff, with extensive help-desk support. Hardware and software needs for the classroom are ascertained through the annual request and allocation system. This process is overseen by the Academic Policies, Standards, and Assessment (APSAC)

Computing Subcommittee; the subcommittee is composed of four faculty members, three staff from IT, and one librarian. For FY 2008, funding and support were provided for 88 academic and discipline-specific software packages. In addition, approximately 180 courses use Course Management Software that is supported and maintained by IT Services.

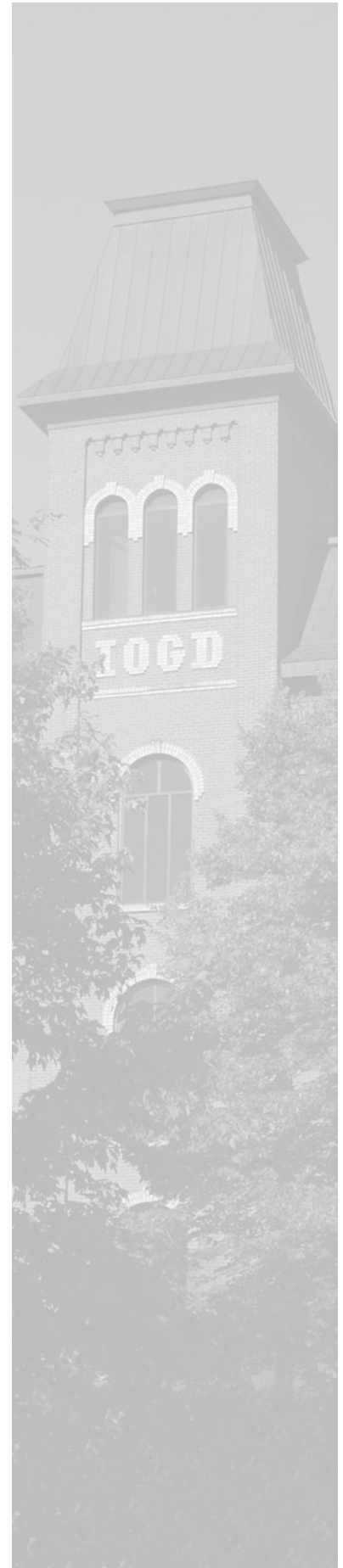
Teaching and learning has been enhanced in recent years by a dramatic increase in the availability of computers in classrooms. In 1999, we had 10 computer-on-wheels (COW) carts that could be transported from place to place, as well as two presentation classrooms. Since then, presentation classrooms have expanded to 75 (73% of regular classrooms) with a significant reduction of reliance on the temperamental COWs. Ten dedicated spaces with 178 computers are available for classes where students need access to individual computers. In addition, there are four mobile carts with 90 wireless computers and accompanying projectors and printers. Finally, student learning is supported with fully-wired residence halls with computer clusters on each floor for those who don't own a computer and seven computer access areas elsewhere that are reserved for individual student use. Students perceive this investment as beneficial. In the 2007 EDUCAUSE Center for Applied Research (ECAR) Survey, seniors reported technology generated more engagement (50% versus 45%) and improved learning (71% versus 64%) compared to the national peer group.

### **Learning Resources: Student Services**

Academic Advising is another area where CSB and SJU have invested significant resources to support student learning and effective teaching. Seven full-time advisors help students to articulate goals and take ownership in pursuing their goals. In recent years, the staff has worked with Career Services to develop Achieving through Learning and Searching (ATLAS) as a tool. Students are introduced to ATLAS in the first-year seminar and encouraged to use it to track their curricular and extracurricular interests and activities throughout their four years. Although all the advising staff deal with a variety of students, there is one advisor specifically assigned to each of the following groups of students: management majors, international students, students with learning disabilities, American students of color, liberal studies majors, and committee (provisionally admitted) students. The office also assists individual faculty by offering workshops to help faculty become advisors that are more effective. The office also maintains electronic and print materials on recommended courses for majors and pre-professional programs. Finally, Academic Advising staff work closely with faculty advisors and Residential Life staff to monitor student progress and to assist students who are having difficulty. All of this work contributes substantially to our high graduation rate: 92% of students who do graduate from CSB or SJU do so in 4 years.

We support student learning and effective teaching for students of diverse race or ethnicity in several ways. International students and American minority students are served by dedicated staff members in both Student Development and in Academic Advising for mentorship and support. The English as a Second Language (ESL) program is available through the Modern and Classical Languages Department. The ESL coordinator provides classroom instruction and individual counseling to approximately 50 students each year. The coordinator also trains tutors in the Writing Center in second-language methods, makes presentations to faculty, and works closely with individual professors when requested.

The CSB/SJU Counseling and Health Promotion (CHP) Department promotes holistic well being through professional and peer programs. Four doctorally prepared psychologists provide education to faculty and staff while assisting students with developmental and psychological concerns to enhance student retention and success. The psychologists also provide clinical supervision to graduate students from counseling or clinical psychology programs in the region; the practicum counselors extend the counseling staff to seven clinicians providing services in the two CHP offices. The increasing use of counseling services, in combination with the elimination of a post-





doctoral intern position, has stretched staff resources. The health promotion arm includes two professional staff members who work with students in the SJU Health Initiative and the CSB Health Advocates to provide educational programming on a wide range of health issues. Much of this work is driven by data from student surveys examining health practices, alcohol use, and other drug use.

Career Services supports student learning by facilitating self-understanding, including an exploration of how a liberal arts education connects with possible careers. The CSB/SJU Career Services Office assists students in translating their liberal arts education into future opportunities for work, graduate school, and volunteering and for acquiring skills necessary to make lifelong career decisions. Staff partner with an array of internal and external audiences to support these endeavors as well as broader mission-related opportunities for students to serve the common good. This is done through individual counseling, class sessions, a Career Exploration Series, and work with employers and alumnae/i. In recent years, over 90% of our new graduates have indicated they used Career Services at least once during college. Students consistently indicate these events enhance their career knowledge and skills. The support for student learning in internships and service-learning is described in detail in Criterion Five.

The Writing Center supports student learning and effective teaching primarily by offering one-on-one tutoring for student writers. In a typical year, the center works with approximately 800 students in over 1,200 individual conferences. Well-trained student tutors help at all stages of the writing process and work with a wide range of students. Besides individual conferences, the Writing Center director and tutors support the first-year seminar program by offering group tutoring for 40 sections of the course to demonstrate effective peer review, conducting grammar diagnostic testing, and providing sessions on research. They also offer grammar workshops for Education majors, help with writing for students preparing to take the MCAT, and support for students working with the Literary Arts Institute and Project Logos (described in Criterion Five). Students report high regard for the service received from the Writing Center. More narrowly, the approximately 25 tutors grow tremendously both through the experience of helping others and because of the training they receive. An ongoing issue is sufficient tutor training time for the director, given teaching and other faculty expectations.

The Math Skills Center supports student learning in two ways. First, the director and student tutors work with the small percentage of each year's entering students who do not meet the CSB/SJU math requirement. Students in this category can use Web-based materials or work individually with Math Center tutors or the director. The director also offers a one-credit course each semester for students who prefer a more extensive and structured review. The center also provides ongoing tutoring for students in any course requiring quantitative thinking, and helps to prepare students for the math sections of standardized tests.

### **Evaluative Summary of Criterion Three**

Student learning and effective teaching are at the heart of CSB and SJU. Student learning goals are clearly stated for both the undergraduate program and the Student Development programs and make assessment of student learning possible. The currently available data suggest students are achieving these goals. Although much work remains, CSB and SJU have made significant progress in program review, disciplinary department assessment, and common curriculum assessment. There is a clear institutional expectation for advancing assessment methods and the evaluation of student learning and linking these data to pedagogical and curricular improvement. CSB and SJU are firmly committed to fostering quality teaching and the necessary resources to enhance student learning.

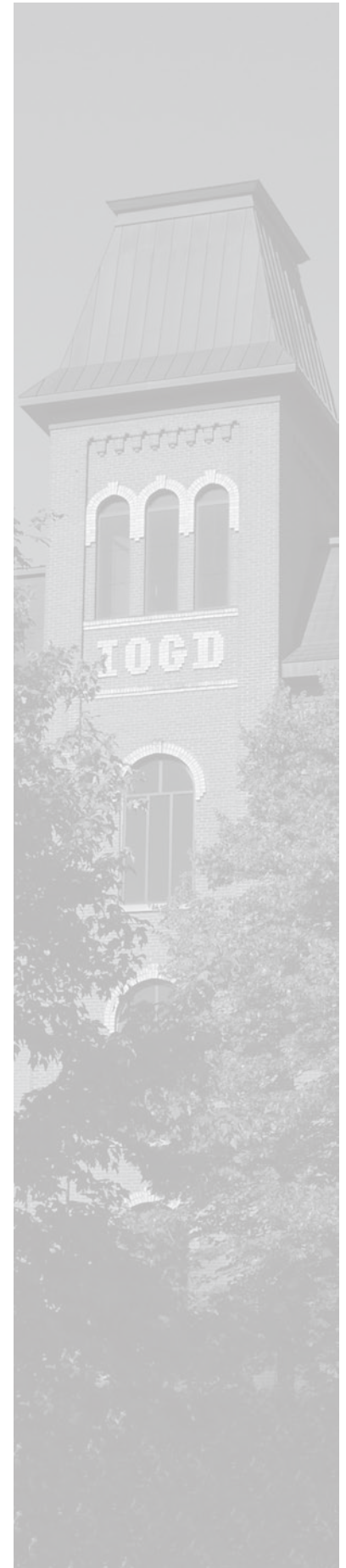


## Strengths

1. There is a clear understanding and commitment to assessment and evaluation of student learning focused on continuous improvement in curricular and co-curricular programs:
  - a. Assessment is now embedded into the curriculum and in co-curricular programs;
  - b. Significant personnel, time, and financial resources have been committed to create, support, evaluate, and improve student learning;
2. Simplification of documentation and reporting of assessment findings are expected with the new online, comprehensive annual reporting system for:
  - a. student outcomes assessment;
  - b. program review;
  - c. annual (non-assessment) department and program reports;
3. The Learning Enhancement Service provides the information and tools necessary to improve teaching and support active learning strategies in the classroom;
4. Student participation in study abroad programs is exceptional with an enhanced capacity to improve and expand international learning environments through the \$5.3 million gift toward the Tom Petters Center for Global Education;
5. There is significant student participation in undergraduate research, including the summer fellowship programs and Scholarship and Creativity Day;
6. We have excellent library facilities, technology, and student services all ready to meet the needs of current and future students.

## Recommendations for Improvement

1. Use assessment data more systematically and comprehensively to improve faculty pedagogy and student learning, including a review of the 6-day cycle;
2. Explore and monitor the balance of teaching, scholarship, and service among faculty given increasing expectations for faculty scholarship and collaborative research with students;
3. Support and enhance teaching that occurs outside of the classroom;
4. Integrate experiences for student intellectual conversations inside and outside of the classroom.





## Criterion Four: Acquisition, Discovery, and Application of Knowledge

*The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

### Introduction

The College of Saint Benedict and Saint John's University communicate the value of learning through the fundamental mission, mission statements, and other mission-driven documents. Acquiring, discovering, and applying knowledge responsibly and promoting a life of learning are inseparable from the fundamental mission to provide the very best, residential, liberal arts education in the Catholic university tradition. The CSB, SJU, and coordinate mission statements further articulate these commitments:

- The *Coordinate Mission and Vision Statement* characterizes the life of learning as an integrative environment for learning which stresses intellectual challenge, open inquiry, collaborative scholarship, and artistic creativity;
- The *College of Saint Benedict Mission and Vision Statement* affirms that the college fosters integrated learning, exceptional leadership for change and wisdom for a lifetime;
- The *Saint John's Mission and Vision Statement* also emphasizes exceptional scholarship, study and outreach in monastic studies, liturgical studies, and lifelong learning for ministers, lay and ordained, women and men, leaders, and committed members of faith communities within the Catholic tradition. The fulfillment of this mission commitment is detailed in the Saint John's University School of Theology • Seminary self-study report presented to ATS.

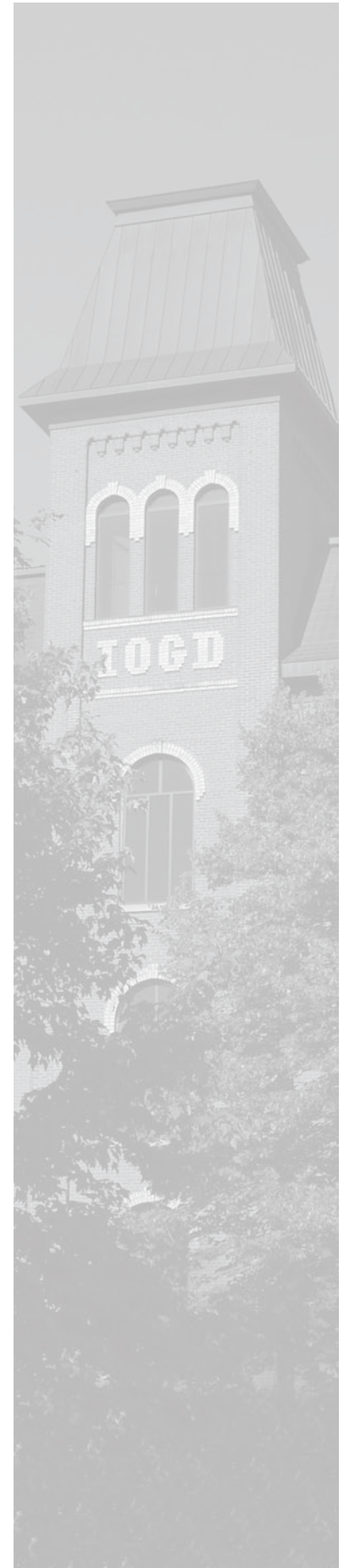
The life of learning evident in the three mission statements is extended through the Undergraduate and Student Development Learning Goals:

- Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition;
- Graduates will be able to establish patterns of lifelong learning to seek and integrate knowledge of self and the world;
- Persistence and Academic Achievement: Academic success, relate knowledge to daily life, pursuit of lifelong learning.

Mission-driven documents, such as *Strategic Directions 2010*, programmatic budgets, facilities master plans, academic catalogs, admission materials, and employee handbooks, as well as programs and student services, reflect institutional support for inquiry, creativity, practice, and social responsibility consistent with the missions. The colleges also emphasize evaluating the life of learning of faculty, administration, staff, and students. The expectation that faculty promote and model a life of learning is found in the *Faculty Handbook*. The *Faculty Handbook* states, "Faculty members are expected to meet these criteria [for evaluation] within an integrated professional identity in which the values of teacher and learner are interwoven into ongoing career development." Life of learning expectations for other employees are less explicit, but may be inferred from Performance Appraisal criteria, such as "exhibits the ability to learn and apply new skills" and "identifies individual developmental goals."

### **Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.**

The actions of campus constituencies demonstrate value is placed on a life of learning. This section looks specifically at actions that support a strong campus intellectual and creative culture, professional development, and learning for and about men and women.







## **Valuing a Life of Learning: Support for a Strong Campus Intellectual and Creative Culture**

As evident in Criterion Three, students at the College of Saint Benedict and Saint John's University take part in many academic and intellectual experiences at about the same rate or at a slightly higher rate than by students at other liberal arts colleges (2004 NSSE). Our students, for example, ask questions in class, prepare multiple drafts of papers, integrate ideas from various sources, include diverse perspectives, and put together ideas from different courses as often as those from other liberal arts colleges and more than the average for all students participating in the 2004 NSSE. Thus, from the perspective of the classroom, our students are well engaged in intellectual inquiry.

The learning culture, facilitated by the boards, administration, faculty, and staff, is also evident in the abundance of opportunities outside of the classroom that support learning. The list of opportunities is extensive. For example, Benedictine Heritage Day and Celebrating Scholarship and Creativity Day (described in Criterion Three) engage all campus constituencies each year in showcasing and discussing topics important to the missions of CSB and SJU. Prominent speakers, authors, scholars, filmmakers, and civic leaders are frequently on campus giving presentations and leading discussions on a wide range of topics. Collegial Conversations and Friday Forums are designated for faculty to present and discuss scholarship and creative projects. The CSB Bookstore frequently hosts "Book Lovers' Night" and at any given time there are several book groups in session, discussing contemporary fiction, spiritual exploration, or current social topics. The CSB Literary Arts Institute (discussed in depth in Criterion Five) partners with Gray Wolf Press to publish award-winning books and sponsors a speaker series. Both campuses host a robust Fine Arts Programming series, which includes regular concerts by the Minnesota Orchestra, as well as other nationally acclaimed performing artists in dance, theater, and music. The extensive list of campus programs are organized by a variety of groups — from academic departments to student development to alumni groups — making it difficult to arrive at a specific dollar amount spent in support of intellectual and creative offerings. Nonetheless, the commitment to generating a stimulating campus environment is clearly considerable and well established. Those investments are intended to yield a campus intellectual climate in which students, faculty, staff, and administrators become habituated to a life of learning.

Broad indicators of the climate at CSB and SJU reveal that the intellectual ethos needs further examination. In 2007, only 58% of alums characterized the institutions as "intellectual." A 2007 faculty survey determined that only 36% of faculty believed "most students are strongly committed to cultivating intellectual habits of mind." The 2004 National Survey of Student Engagement (NSSE) found CSB and SJU students are less likely than students at peer institutions to have read books on their own for personal enjoyment or academic enrichment. While our first-year students are much more likely than students at other liberal arts colleges to have attended an art exhibit, gallery, play, dance or other theatre performance, our seniors are less likely to take in one of these experiences. December 2004 minutes of the joint Academic Affairs Committee of the boards indicate that the advancement of the campus intellectual climate is a priority. One board member indicated, "Moving more closely toward a 24-7 intellectual environment is essential to becoming more premier liberal arts institutions." A stronger campus intellectual culture is an ongoing area for improvement.

## **Valuing a Life of Learning: Support for Professional Development**

The College of Saint Benedict and Saint John's University demonstrate a strong commitment to a life of learning through the provision of programs and funding for professional development. The *Faculty Handbook* (section 2.9) affirms, "The professional development of faculty members is essential to the curriculum and the vitality of both the individual and the college [university]." In order to maintain that

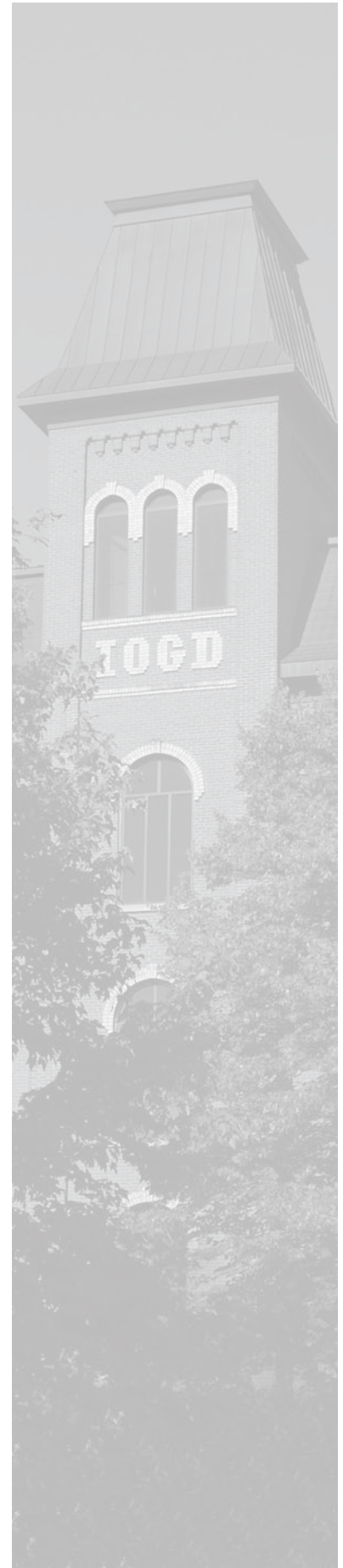
vitality, every faculty member is allocated \$750 per year for travel (increased from \$500/year in 2007), with additional funding available through competitive awards administered by the division heads, the associate provost/academic dean, and the Faculty Development and Research Committee. Over the last six years, an average of \$40,000 has been given each year by a particular member of the SJU Board of Regents to support summer international travel programs for faculty development. Faculty development awards in FY 2007 totaled \$167,890, a slight decline from the FY2006 expenditures of \$180,090 and the FY 2005 expenditures of \$192,098. However, the FY2007 declines are aligned with the corresponding decline in faculty FTEs. Since 2003, the colleges have awarded \$818,000 in faculty development grants. Participation in development programs among faculty is exemplary. In the 2004-05 HERI faculty survey, 83% of CSB/SJU faculty respondents reported that they had participated in a faculty development program.

As mentioned, faculty members can apply to the Faculty Development and Research Committee twice per year to fund professional development or curriculum and program development projects. Professional development funds are available to support individual projects contributing directly to the professional growth of the faculty member. These competitive grants may be used for all phases of research and creative work. Curriculum and program development funds are available for individual, departmental, or group projects aimed at improving curriculum and academic programs. These competitive grants may be used for department curriculum planning or developing new courses or teaching techniques which require time and resources beyond ordinary faculty responsibilities.

Sabbaticals are another important mechanism for promoting a life of learning among faculty. The *Faculty Handbook* articulates, “The many roles and responsibilities of faculty members require that periodically a sustained and uninterrupted time be set aside to acquire new experiences to enrich teaching or to focus on scholarship, creative work, or other accomplishments related to faculty responsibilities. The college [university] endorses the importance of this dimension of faculty development by committing itself to funding sabbatical leaves, professional leaves with pay, ordinarily extending for a semester or for one full academic year.” Tenured CSB/SJU faculty may apply for sabbatical leave after six years of full-time service or its equivalent. Between 2001 and 2006, 94 faculty from 23 academic departments have been granted full-year or half-year sabbaticals.

In March 2006, the joint Academic Affairs Committee of the boards also acknowledged the importance of reassigned time for faculty scholarship. As a result, opportunities have expanded for faculty who choose to integrate research along with the teaching workload within competitive 1/6 reassigned time research awards. The Scholarship and Excellent Pedagogy Sixths (SEPS), initiated during the 2006-07 academic year by the presidents, awards 10 to 12 fellowships of one-sixth teaching reassigned time to full-time tenured or tenure-track faculty for scholarship or teaching projects. These awards are designed to support and encourage faculty members to begin, continue, or complete scholarship or teaching projects. Over the past two years, 32 faculty members from 16 different departments have received scholarship and pedagogy awards (10 in 2006-07, 10 in 2007-08, and 12 in 2008-09).

A life of learning is also facilitated through professional development funding for administrative and support staff through an application and award process. In addition, staff can receive funding for off-campus professional development meetings and conferences through their department budget. Requests are honored to the highest degree possible.





**Table 4.1: Administrative and Support Staff Development Funds, FY 2004-2007**

|  | FY04 (\$) | FY05 (\$) | FY06 (\$) | FY07 (\$) |
|--|-----------|-----------|-----------|-----------|
| Saint John's University Administrative Staff Development   | 13,192    | 16,565    | 15,000    | 10,067    |
| College of Saint Benedict Administrative Staff Development | 13,489    | 10,199    | 13,168    | 13,762    |
| Saint John's University Support Staff Development          | 1,830     | 6,606     | 1,375     | 5,993     |
| College of Saint Benedict Support Staff Development        | 1,560     | 748       | 2,329     | 3,705     |
| College and University Human Resources training budget     | 35,500    | 35,500    | 25,500    | 35,500    |

Internal professional development programming for support staff is also offered through the Human Resources Department. Since 2001, two training cohorts have met once a month during the academic year. The cohort is limited to 20 participants and the programs alternate each year between administrative and support staff employees. The training provided enhances leadership development while integrating Benedictine values. Half-day sessions include topics such as cultural competence, business writing skills, ethics, creative problem solving, and advanced computer training.

Administrative support staff professional development funding is allocated through department budgets. If departmental budgets are unable to completely fund the proposed development activity, CSB employees may apply to the CSB Professional Development Fund and SJU employees may apply to the Lawson Fund for supplemental support. Since 2004, the Lawson Development Fund has provided \$54,824 in grants to administrative employees at SJU. Since 2004, the CSB Professional Development fund has provided \$50,618 in grants to administrative employees.

Total expenditures on professional development at the College of Saint Benedict and Saint John's University have exceeded a million dollars every year for the past three years. More specifically, professional development in the College of Arts and Sciences for CSB and SJU has totaled \$1,087,838 in FY 2005, \$1,128,333 in FY 2006, and \$1,179,440 in FY 2007. Continued funding for professional development indicates a strong commitment from the boards and senior administration to support a life of learning for all employees.

**Valuing a Life of Learning: For and About Women and Men**

As a college for women and a college for men, we have a unique context for promoting a life of learning. The *College of Saint Benedict Mission and Vision Statement* makes a commitment to “provide for women the very best residential liberal arts education in the Catholic university tradition.” Additional mission commitments aspire to promote “leadership in programming for women, complementing a rigorous curriculum with enhanced opportunities for ethical, social, and spiritual development” and to be “known for its unique educational environment, accessible to a diverse community of women.”

The *Saint John's University Mission and Vision Statement* provides for “a unique and accessible educational environment for a diverse community of undergraduate men, as well as a graduate community of male and female students of theology” and an “understanding and cultivation of reflection and prayer, creativity, and self-sacrifice, with a special emphasis on the intellectual, ethical, spiritual, physical, and social development of men.”

The *Coordinate Mission and Vision* of the College of Saint Benedict and Saint John's University asserts we place “an emphasis on the personal growth of women and men, which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses. The colleges will excel, individually and coordinately, in cultivation and reflection on the social, spiritual and physical development of women and men.”



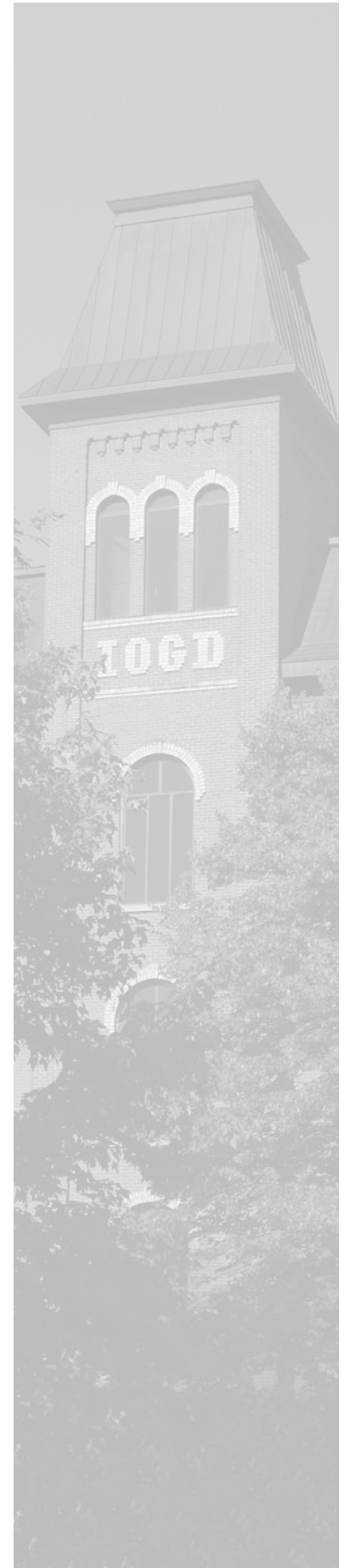
The 2007 *Environmental Scan* utilized by the Strategic Directions Council notes: “women and men expect to have services, amenities, sports, and co-curricular opportunities equally available to them. They expect to have full campus opportunities for leadership and service. Student Development plays an important role educating women and men on major and career options.” However, the recent initiatives taken in support of women’s and men’s development, as noted above, have yet to moderate trends in students’ decisions in this regard. We examined both incoming students’ choice of major and degrees conferred in 2005-06 and do not see that our students choose or receive degrees in areas countervailing traditional gender association. New entering SJU men are more likely to indicate an interest in management than their peers at 4-year private colleges nationally, and new entering CSB women are more likely to indicate an interest in nursing than their peers at four-year private colleges nationally. Of course, programs in management and nursing are not common at liberal arts colleges, so these trends may simply reflect the fact that we have such programs available for students. In addition, CSB/SJU do confer comparable percentages of science and math degrees to women as other top-ranking liberal arts schools, but our young women are not pursuing doctorate degrees at comparable rates.

Thus, our examination of the life of learning at the College of Saint Benedict and Saint John’s University not only encompasses what would be expected at most liberal arts colleges, but extends this by exploring questions central to our unique coordinate relationship. How successful is the coordinate relationship with regard to promoting a life of learning and enhancing the development of women and men? What are we doing to foster a life of learning respectively for women and men and do these activities make a difference?

In the 2007 Mission and Integrity Survey, most campus constituencies (59%) supported continued separate identities for the two institutions, each associated with a specific gender; 26% of respondents disagreed. Of those who disagreed, the vast majority were students. Written explanations submitted in the same survey point to tensions between the benefits and challenges of the coordinate relationship when focusing on learning for and about women and men (see Criterion One). One student respondent noted, “We absolutely should maintain the coordinate relationship because it is so beneficial for both colleges. The women of Saint Ben’s have so many more leadership and classroom opportunities because of this distinction. I love the atmosphere in the residence halls and I take great pride in attending an all-women college.” On the other hand, another respondent observed, “Our students do not experience a single-sex education,” and several indicated a perceived inequity between the two campuses, namely that “SJU is above CSB” or that “CSB tends to be in the background.” Many of our constituents, then, find the coordinate relationship holds promise for fostering a life of learning and enhancing the development of women and men, but we continue to explore how to do this well in the context of the coordinate relationship.

In the past decade, despite tensions inherent with the coordinate relationship, the emphasis on learning for men and learning for women has expanded with the assistance of a grant from the Bush Foundation. This grant has funded the Gender Learning Community (2000), and the now well-established Women’s Lives and Men’s Lives Speaker series. Through the grant, the Gender and Women’s Studies (GWST) Program director retains a one-course reassignment for program administration. Some more recent initiatives include the SJU Center for Men’s Leadership and Service (2003), a presidential Gender Task Force (2003), the CSB Center for Women (2004), establishment of a Professor in Gender Education and Development (2006), a major in Gender and Women’s Studies (2006), and an annual recognition award for gender education (scheduled to begin spring 2009).

Faculty also have demonstrated a significant interest in gender. Over 60% of faculty responding to a 2007 survey agreed, “Gender and sexual diversity should be more strongly reflected in the curriculum.” As a result, the institutions have adopted





curricular requirements for the study of gender (see Criterion Three). Survey results and curricular revision demonstrate a growing faculty interest in gender. In a 2004-05 HERI survey of faculty, 21% of respondents reported they conducted research or writing focused on women and gender issues. A 2007 follow-up survey of faculty revealed that this interest is growing, with 30% of respondents reporting they had conducted scholarship on gender and sexual diversity.

Also noteworthy among the many institutional initiatives revolving around gender is the Controversial Conversations study, supported by the Teagle Foundation. Research began in the 2005-06 academic year in response to controversies about gender and sexuality at the College of Saint Benedict and Saint John's University, as well as at Catholic colleges nationwide. In August 2007, researchers at CSB/SJU issued a white paper (*Controversial Conversations at a Faith Based Liberal Arts College*) describing the study findings. Using a variety of investigative methods, the researchers identified both strengths and weaknesses in our community's ability to engage in productive conversations about gender roles, abortion, sexual orientation, and Catholic teachings. The Controversial Conversations design yielded a useful model of dialogue and a set of recommendations for promoting more and better conversations on these and other controversial topics. Controversial Conversations thus helped many faculty and students move from the already heightened awareness of feminist pedagogy to broader, open dialogue on issues of gender and sexuality.

The institutions' commitment to examine gender issues and focus on the development of women and men at the College of Saint Benedict and Saint John's University is both ambitious and admirable. That commitment is echoed in responses to the 2004 NSSE. In that survey, CSB and SJU students were significantly more likely to report that "social and personal development of students is an important part of the mission at this institution" than were students at other Catholic universities and colleges.

**Table 4.2: 2004 NSSE Gender Results**

| NSSE 2004 Means Comparison, Catholic Colleges and Universities Consortium Questions<br>Scale: 1=strongly disagree through 5=strongly agree | CSB/SJU Mean         | Catholic Colleges & Universities: Mean | CSB/SJU compared with Catholic C&U: Significance | CSB/SJU compared with Catholic C&U: Effect Size |
|--|----------------------|--|--|---|
| Social and personal development of students is an important part of the mission at this institution.                                       | FY: 4.25<br>SR: 4.22 | FY: 4.02<br>SR: 3.95                   | FY: .000<br>SR: .000                             | FY: .29<br>SR: .30                              |

Based on these data, we know the institutional attention to gender is recognized by students. However, the 2005 Presidents' Task Force on Gender Education recommended that CSB and SJU articulate goals for gender development and perform relevant assessment and evaluation in those programs and services. Taking these steps would allow us to truly know which initiatives are really making a difference in the development of our faculty, staff, and students.

In summary, the campuses have a lively environment for learning that includes many opportunities for informal education and for public recognition of intellectual achievement. However, engagement with creative and intellectual inquiry has yet to thoroughly permeate the campus culture. Faculty and staff are supported in their pursuit of a life of learning through a vibrant program of professional development. The College of Saint Benedict and Saint John's University have placed substantial emphasis on the development of women and men that has yielded a heightened awareness of gender. However, that awareness has not carried through to counterbalance prevailing trends for women and men in academic achievement or in career choice; and clear developmental goals related to students and gender are yet to be established.

**Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

At the College of Saint Benedict and Saint John’s University, the acquisition of a breadth of knowledge, skills, and intellectual inquiry are vital components of our expectations for student learning.

**Breadth of Knowledge and Skills is Integral to the Educational Program**

Students acquire a breadth of knowledge and skills through the general education program, previously referred to as the core curriculum and now replaced as the common curriculum and through the 36 majors and 32 minor academic programs. Both the previous core curriculum and the new common curriculum are distributional curricula that provide a broad range of courses to fulfill these requirements. The common curriculum has mission-driven learning goals and assessable objectives linked to each requirement.

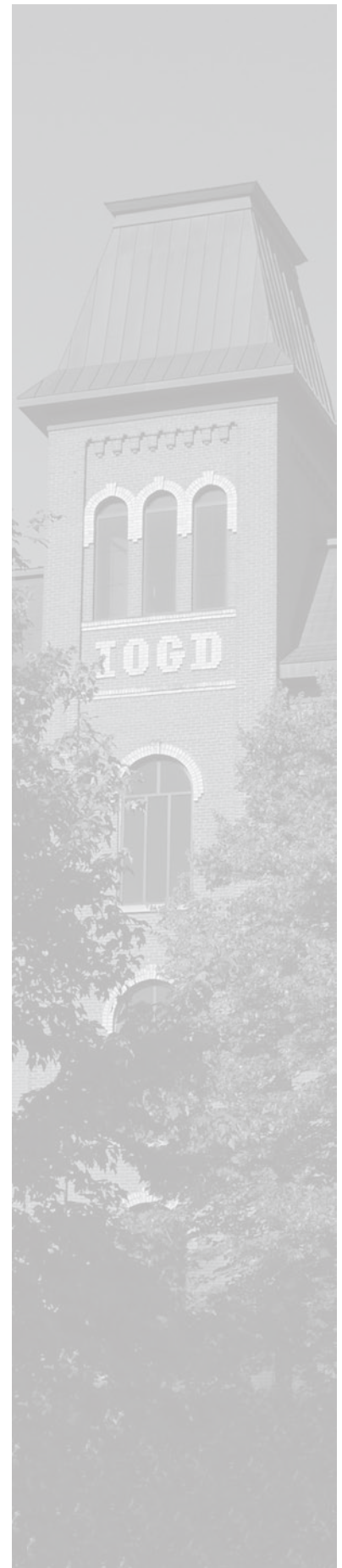
**Table 4.3:** Breadth of Knowledge Required by Core and Common Curriculum

| Core Curriculum  | Common Curriculum                 |
|--|-----------------------------------|
| First-Year Symposium (8 credits)                             | First-Year Seminar (8 credits)    |
| Senior Seminar (4 credits)                                   | Ethics Common Seminar (4 credits) |
| Gender Perspectives*   | Gender (4 credits)                |
| Fine Arts (6 credits)  | Fine Arts (4 credits)             |
| Humanities (12 credits)                                      | Humanities (8 credits)            |
| Mathematics (4 credits)<br>Quantitative Reasoning*           | Mathematics (4 credits)           |
| Natural Sciences (8 credits)                                 | Natural Sciences (4 credits)      |
| Social Sciences (8 credits)                                  | Social Sciences (4 credits)       |
| Theology (4 credits)<br>Judeo-Christian Heritage (4 credits) | Theology (8 credits)              |
| Fine Arts Experience (8 events)                              | Fine Arts Experience (8 events)   |
| Foreign Language proficiency<br>Global Perspective*          | Global Language proficiency       |
|  | Senior Capstone                   |
|  | Experiential Learning             |
| Writing*   |                                   |
| Discussion*  |                                   |

\*These “flag” requirements were courses that focused intensely on the starred topic and could be cross-listed with other core curriculum requirements or within the majors.

In the process of curricular revision, faculty analyzed whether or not the common curriculum is better than the previous core curriculum at facilitating the breadth of knowledge and skills demanded of a liberal arts education. With regard to curricular revision and impressions of the final product, faculty opinions have ranged from “complete enthusiasm to frustration.” The additions of the proposed Senior Capstone and the Experiential Learning component are viewed as vital improvements. The reductions in Social Science and Natural Science credits are concerning to some. The final comparison report noted the following strengths with the common curriculum:

- The curriculum follows a traditional distributional framework covering a range of disciplines;
- The curriculum is clearly aligned with the missions and learning goals;
- The learning goals and objectives are relevant and important to a liberal arts education;







- The curriculum has an embedded plan for assessment;
- Consistency in course expectations are now being addressed through measurable outcomes;
- The new common curriculum has fewer credits than the previous core curriculum, allowing for greater choice outside of the requirements;

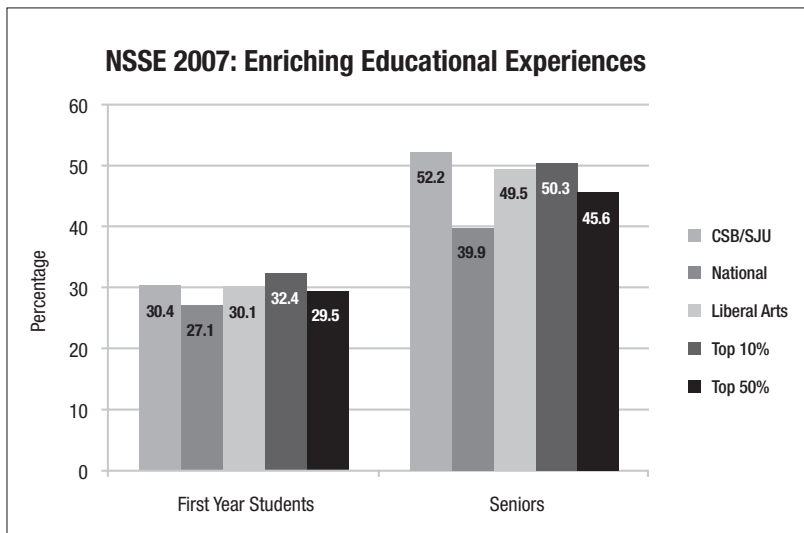
It is a rare institution that would find unanimous agreement on the value and innovation of its general education program. The faculty at CSB and SJU are no exception; the following points of concern remain:

- A unifying thesis statement about the new common curriculum has not been written so the vision behind it has not been expressed. As of now, the theme “Exploring the Human Condition” from the previous core curriculum remains despite the stronger yet unstated emphasis on “Promoting the Common Good” as a unifying theme for the new common curriculum;
- The Undergraduate Learning Goals, our institutional level goals, have remained untouched throughout the process of curricular revision and should be further examined to determine any needed improvements;
- There is no evidence that a smaller curriculum is a better curriculum. For example, removing a natural science requirement or the writing flag will certainly not improve the scientific ways of knowing or the writing abilities of our graduates and may, in fact, weaken those skills;
- The curriculum is not viewed as innovative by many faculty members; in the process of curricular revision, there was not a clear emphasis on soliciting creative ideas from faculty as a whole;
- Four of the nine faculty motions of August 24, 2005, designed to provide guidance to curricular development, have been implemented. The rest have been revised significantly as a result of faculty task force/committee discussions;
- The previous process for storing formal records of the JFA, noted through the analysis of the curricular revision, was unacceptable. Outlook public folders are completely inadequate for this important record-keeping function.

The subcommittee working on Criterion Four found that these recommendations deserved attention from faculty governance leaders and, consequently, forwarded the report to the chair of the Joint Faculty Assembly in fall 2007. Several of the recommendations, including those that address record-keeping and tracking motions approved by the Joint Faculty Assembly, have since been adopted. This is a significant example of how, through the process of self-study, continuous improvement measures have already been implemented.

### **Breadth of Knowledge and Skills is Integral to Experiential Learning**

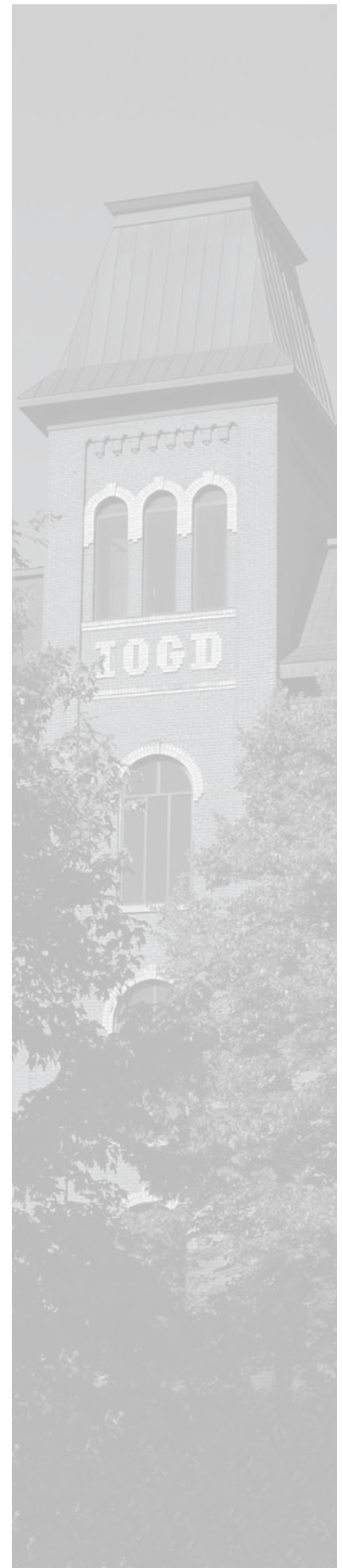
Students also demonstrate a breadth of knowledge and skills through one of the many enriching educational experiences offered at the College of Saint Benedict and Saint John’s University. NSSE defines an enriching educational experience as a learning opportunity that complements the academic program. Examples include participating in internships or field experiences, service-learning, and studying abroad. By the time they are seniors, CSB and SJU students have engaged in enriching educational experiences at levels significantly higher than students at comparison schools in the NSSE 2007 survey. There is a large favorable effect size between CSB/SJU seniors and the national pool and a small positive effect size between CSB/SJU and our Carnegie class of liberal arts colleges and the top 50% of institutions participating in the survey.

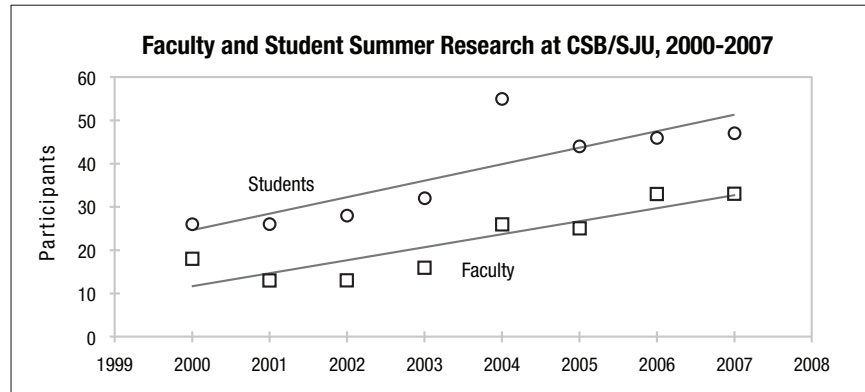


The College of Saint Benedict and Saint John's University recognize the value of undergraduate research as an effective enrichment experience by which students can practice intellectual inquiry. Responding to the 2007 NSSE report, 30% of students reported they had done or planned to do "a research project with a faculty member outside of course or program requirements." Of course, undergraduate research sometimes occurs within a course, especially as a senior project or thesis. Although it is not possible to determine what percentage engaged in research per se, 79% of seniors reported they had done or planned to do a culminating senior experience such as a capstone course, senior project or thesis, or comprehensive exam.

We have additional evidence that the practice of engaging undergraduates in research is well-integrated in the educational environment of the College of Saint Benedict and Saint John's University. In a 2004-05 Higher Education Research Institute (HERI) survey of our faculty, 75% reported they had worked with undergraduates on a research project during the previous two years. While 40% said they had taught a research class, 70% reported that they had supervised student research. Of those supervising research, over half said they spent more than three hours a week doing so. By 2007, we found that while the number of faculty teaching a research class stayed about the same (39%), the percentage reporting they had supervised some student research had grown to 77%, and over two-thirds spent more than three hours a week doing so. All faculty respondents, whether they sponsored undergraduate research or not, reported that time was by far the most significant constraint on their ability to undertake, continue, or increase their involvement with student research.

Another measure of our ongoing interest in undergraduate research has been student attendance at the National Conference on Undergraduate Research, with a growing number of students making presentations. Increased participation in undergraduate research has been paralleled with growth in honors thesis completion over the past nine years, from 24 students in 12 departments in 1999 to 37 students in 30 departments in 2007. Since 1996, grant funding has been provided for travel and other costs associated with honors theses work in the summer; four were funded in 2007. Despite this institutional support, the number of students completing honors theses is relatively small; the 37 in 2007 represents less than 5% of CSB and SJU graduates. In addition, there has been an increase in the number of students and faculty involved in summer research. While these numbers involve a small percentage of the total student body, they demonstrate the potential such research holds for extending students' learning opportunities and advancing intellectual inquiry in breadth and depth.





Ideally, undergraduate research opportunities would be required of all students. The intent of the proposed senior capstone experience is to encourage movement in that direction. In fall 2008, the Curriculum Committee is scheduled to conclude its deliberations on a proposal to require a Capstone experience for every major. As presently described, this experience will require all students to integrate their major curriculum by conducting an independent project and presenting the results of this project to their peers and their faculty. The Joint Faculty Assembly endorsed that requirement and charged the Curriculum Committee with developing the student learning objectives.

There is, however, currently a potential for uneven capstone experiences. Majors within the professions promote a practicum rather than independent research as the culminating experience for their students. Likewise, the largest major (Management) requires a comprehensive team project, but not a classic undergraduate independent research opportunity. Two other larger majors (Biology, Communication) do not currently require independent research, and it is one option among several in our fourth largest major (Psychology). These four majors accounted for 37% of graduates in 2006-07, so how we address the issue in these areas will determine whether we make significant progress in ensuring an independent research experience for more of our students. Since independent research requires close student-faculty contact, staffing is a significant barrier to change, particularly in larger departments. With strong support from the provost and associate provost/academic dean, however, departments are moving forward.

### **Exercise of Intellectual Inquiry is Integral to the Educational Program**

Learning is at the forefront of student experience from the moment prospective students receive the CSB/SJU admissions view book, titled *Experience Learning*. High school students considering CSB/SJU are told through the view book that, “real learning is an experience that requires your active involvement. For this reason, a real college experience is a full-time undertaking . . . . We’ve made a commitment to providing our students with opportunities to embrace their college experience and to have students become fully immersed in their education. Our classrooms are interactive places where professors challenge students to be critical thinkers. Our students are the types that are busy learning from early in the morning until late at night — and they wouldn’t want it any other way.”

The liberal arts are described in the view book as “the center of disciplined inquiry” and the academic majors as offering “the opportunity to develop analytical thinking, intellectual creativity and the discipline of specialization.” When students have matriculated and begin to register for classes, consider majors, and develop four-year plans, they become engaged with the undergraduate learning goals and objectives (described in Criterion Three). These goals express both the acquisition of a breadth of knowledge and the exercise of intellectual curiosity. Additionally, the tag line “Inspired



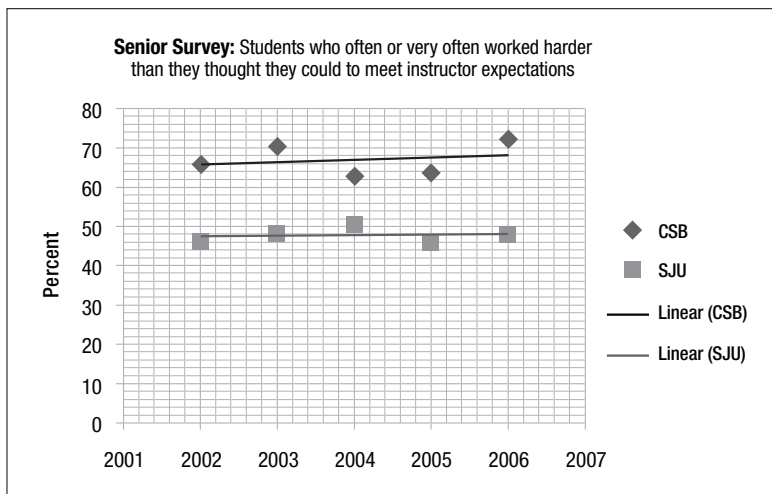
Learning, Inspiring Lives” is used on virtually every publication the two colleges produce together, including admission and alumnae/i materials, the Web site, and advertisements. From every angle, the institutions demonstrate high expectations for students to exercise intellectual inquiry.

Students perceive a high level of intellectual inquiry and challenge characterizes the experience at CSB and SJU. In general, CSB and SJU students report a higher level of academic challenge than do students in the national (61% vs. 56%) and the top 50% groups (61% versus 59%), according to the 2007 NSSE survey, and about the same level of academic challenge as students in institutions sharing our Carnegie classification. These data demonstrate an ongoing reputation of high expectations for student learning. The 2007 Senior Survey also indicates that a great majority of students (88%) perceive they were challenged by their classes and exceeded their own expectations in order to meet goals set by their instructor. However, a closer look shows different responses about being challenged as experienced by women and men.

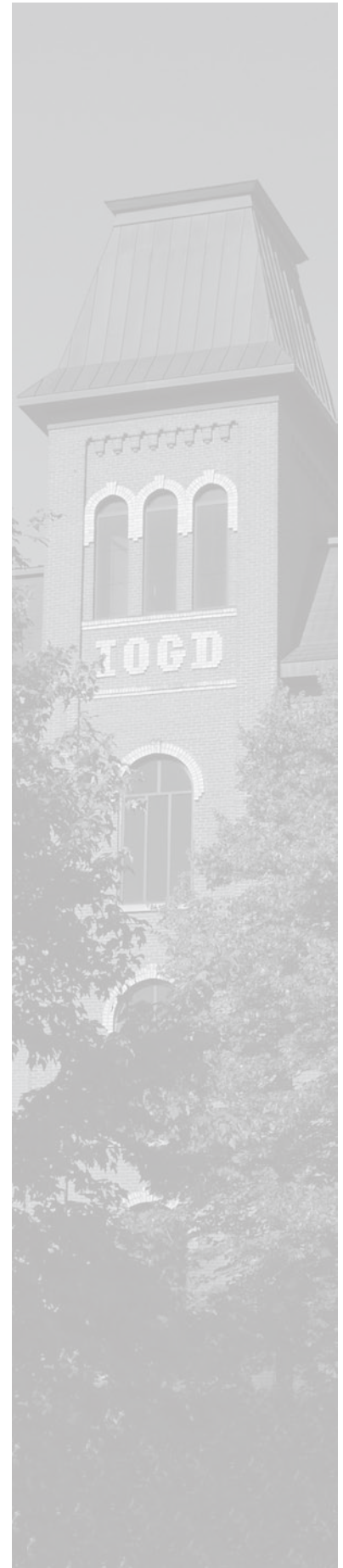
**Table 4.4:** 2007 Senior Survey Intellectual Challenge Results

| In your experience at CSB/SJU, about how often have you done each of the following? |            |      |     |      |     |      |     |      |     |      |     |
|---|------------|------|-----|------|-----|------|-----|------|-----|------|-----|
|   |            | 2002 |     | 2003 |     | 2004 |     | 2005 |     | 2006 |     |
|   |            | CSB  | SJU | CSB  | SJU | CSB  | SJU | CSB  | SJU | CSB  | SJU |
| Felt challenged in your classes   | Very Often | 40%  | 30% | 36%  | 32% | 39%  | 29% | 38%  | 25% | 39%  | 28% |
|   | Often      | 55%  | 57% | 59%  | 51% | 53%  | 58% | 51%  | 62% | 52%  | 55% |
|   | Sometimes  | 7%   | 13% | 5%   | 15% | 8%   | 13% | 11%  | 14% | 8%   | 16% |
|   | Never      | 0%   | 1%  | 0%   | 1%  | 0%   | 1%  | 0%   | 0%  | 0%   | 1%  |

This gap is also evident when students are asked if they worked harder than they thought they could to meet faculty expectations. Fewer than half of the men report working beyond their expectations often or very often, but the trend for women has reached more than 72%.



In a January 2007 report titled *Engagement, Experiences, and Expectations*, the Institutional Planning and Research Office at the College of Saint Benedict and Saint John’s University analyzed student time spent preparing for class. Their findings indicate that, while our students spend more time studying than do most students nationally, they still spend less time preparing for class than the two hours homework per hour of class recommended by our Academic Advising office. Nearly 14% of Saint Benedict seniors and nearly 26% of Saint John’s seniors only study 10 hours per week or less. At CSB/SJU and nationally, women spent more hours per week preparing for classes than do men.





Students' expectations of intellectual inquiry are, of course, related to the campus intellectual climate. Here we see again that the exercise of intellectual inquiry is evident in the overall academic challenge our students' experience, but there are signs that the out-of-class practice of intellectual inquiry among our students is less than expected. The difference between women and men students is particularly noteworthy. Overall, we fair well when compared to national and peer institutions with regard to student perception of expectations for intellectual inquiry; but on closer analysis, our expectations for time spent in academic endeavors, particularly for men, have yet to be met.

#### **Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

##### **Effectiveness of Program Review in Determining Curricular Usefulness**

While assessment of student learning helps us evaluate the achievement of students, program review is the primary mechanism for evaluating the usefulness of the curricula. As indicated in the March 2004 minutes of the joint Academic Affairs Committee of the boards, "program review deals with whether we have the appropriate curriculum for a more national liberal arts college and the resources to deliver that curriculum . . . . It is a board expectation for the program review system to engage faculty peer reviewers from the best liberal arts colleges nationally in conversations with our faculty about program quality." Naturally, the focus of every academic program is different, but it is through program review, including review of the general education program, that we address quality assurance and ongoing institutional improvement with regard to the curriculum.

Academic programs at the College of Saint Benedict and Saint John's University have undertaken program review following guidelines established by the faculty Academic Policies, Standards and Assessment Committee (formerly Committee on Academic Policies and Standards), with the latest Policy for Periodic Review of Academic Departments and Programs issued in 2003. Current practice calls for both a departmental self-study and a site visit by an external reviewer or by reviewers to provide an independent assessment. Examination of sample program review documents shows this process does lead to consideration of the curriculum's utility in meeting institutional goals, including those related to diversity, globalism, and technology, as appropriate. The History Department review (2002), for example, set a goal for students "to understand the lives of people different from themselves," evaluate their success in meeting that goal, and identify for future development a "focus on improving our students' critical thinking, their writing, and their understanding of the historical meaning of gender." In addition, the History Department program review found three gaps in the curriculum — Pre-1500 History, Islamic History, and African/African-Caribbean History — and recommended actions to address those gaps. The Education Department review (concomitant with NCATE, 2005) likewise shows careful attention to evaluating how well its curriculum supports program goals, including a substantial assessment of how the Education Department prepares students to teach in diverse environments and a progress report on its diversity plan. Following up on established diversity goals, the Education Department found that "individual faculty members have made substantial changes to their course requirements to ensure that diversity is addressed in every segment of the curriculum (foundations, methods, and capstone experiences). Our student teachers, for example, must now reveal how they have planned and integrated support for their learner's diversity within the design and delivery of their instructional units as documented in their portfolios. Building on their experiences, we will explore how our graduates in their first years of practice respond to the challenge of teaching diverse learners."

During the academic year 2006-07, the provost announced a hiatus from departmental program reviews so that a campus-wide review of program review could be conducted. As part of that process, a spring 2007 Program Review Survey of faculty showed that the majority (71%) of faculty employed at CSB/SJU during their department's last program review found the recommendations resulting from the program review (pedagogical, curricular, and hiring procedure changes) were useful and that actions recommended by the program review were implemented (59.8%). Nearly 60% of those who had been through the process said the results of the program review positively impacted departmental decisions and strategic planning. Of the 135 respondents, 29 had not previously participated in a program review at CSB/SJU. Newer faculty demonstrated little understanding about program review at CSB/SJU, answering "unknown" to most questions at a rate of 75% or higher. The faculty with program review experience had a range of opinion about the provost's response to program review, but the largest response choice, even from those who had the experience, was "unknown" (25.3%). In fact, the relatively high rate of "unknown" responses to several survey questions, as well as comments submitted in the survey short-answer questions, suggest that the purpose, process, and consequences of program review need to be communicated more clearly.

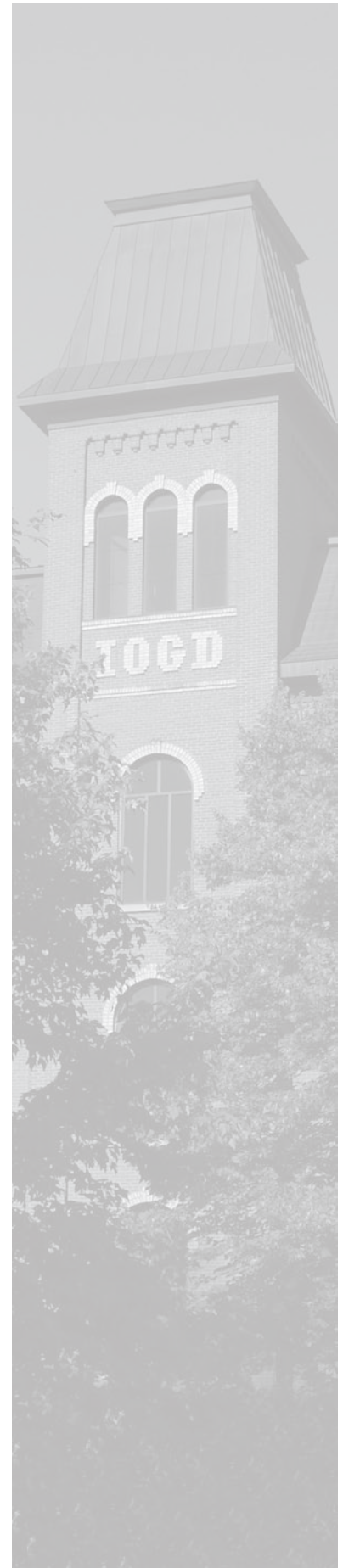
To that end, the Academic Policies, Standards, and Assessment Committee (APSAC) began a major revision of the program review policy during 2007-08. Working closely with the associate provost/academic dean and the director of academic assessment, APSAC has developed an integrated on-line reporting system that brings together departmental annual reports, assessment reports, and program review updates and working plans. This reporting system was piloted during the summer of 2008 and is scheduled for full implementation during 2008-09.

#### **Curricular Utility: Preparing Students to Live in a Diverse Society**

Multiple initiatives provide evidence of our attention to preparing students to live in a diverse society. A 2005 summary from the Office of the President at Saint John's University lists many of the initiatives, including addressing diversity initiatives through recruitment programs, support services, curricular enhancement, and co-curricular offerings. The 2004-05 HERI survey indicated that 92% of the faculty agree strongly with the statement that "a racially/ethnically diverse student body enhances the educational experience of all"; 67% believed it was very important or essential to enhance students' knowledge of and appreciation for other racial/ethnic groups; and 60% said an important personal goal of helping to promote racial understanding. Since the majority of CSB/SJU students are very homogeneous with respect to race, religion, country of origin, ethnicity, and socioeconomic status, the I-LEAD program and other deliberate efforts to create a diverse campus environment are important efforts to meet our commitment to prepare students for living and working in a diverse environment.

Curricular initiatives are also critical in preparing students for a diverse society. Criterion Three (see the "Learning Goal Achievement: Intercultural Competence" section) provides evidence of student achievement with regard to diversity. The 2004-05 HERI survey found 75% of faculty respondents agreed racial and ethnic diversity should be more strongly reflected in the curriculum. In 2007, a faculty survey showed a persistence of that opinion, with 76% agreeing that racial and ethnic diversity should be more strongly reflected in the curriculum.

Late in the spring semester 2008, the Curriculum Committee unanimously approved a new curricular requirement to promote intercultural competence. First proposed by the Intercultural Directions Council, it is expected the Faculty Senate will vote on this proposed requirement early in fall 2008. As described in Criterion Three, this proposal has three basic learning goals: students will demonstrate an understanding of their own culture, of a culture different from their own, and will bring these understandings into conversation. This requirement could be fulfilled as part of a study abroad experience or as an on-campus course with a primary focus on issues of domestic diversity.







The faculty interest in promoting an understanding of diversity is evident in students' classroom experiences. In the 2004 NSSE, both first year and senior CSB and SJU students were asked a series of questions that pointed to their experience of a diverse society. CSB and SJU students were more likely than students at other institutions to have discussed or written about diverse perspectives in the classroom setting. Responding to the 2007 NSSE survey, 71% of seniors said discussions or writing assignments often or very often "included diverse perspectives (e.g., different races, religions, genders, or political beliefs)." Thus, most students have opportunity to consider issues of diversity, despite the fact that only 23% of the 2004-05 HERI faculty respondents said they use readings on racial or gender issues in their classroom.

Curricular efforts to enlarge students' capacity to live and work in a diverse society will gain conviction when we achieve such a capacity on our own campuses. One of the tasks of the Intercultural Directions Council (IDC) has been to inventory departments and identify initiatives directed toward improving cultural competency. A 2007 survey of faculty revealed divided opinions on the campus climate for diversity, with 49% disagreeing strongly or somewhat disagreeing and 51% agreeing strongly or somewhat with the statement "the environment at CSB/SJU encourages students to develop an appreciation of diversity." By engaging numerous aspects of institutional life, the IDC expects to invite and maximize participation in programs that improve the campus climate and advance intercultural competence at the College of Saint Benedict and Saint John's University.

We have identified indirect measures that suggest our intentions to create a campus environment embracing diversity have not been fully realized. Just half the faculty (51%), responding to a 2007 survey, agreed, "The environment at CSB/SJU encourages students to develop an appreciation of diversity." Only 36% of seniors responding to the 2007 NSSE said they often or very often "had serious conversations with students of a different race or ethnicity than your own." This is consistent with previous findings in the 2004 NSSE, where students reported that they had little opportunity to have a serious conversation with a student of a different race or ethnicity. Students at other Catholic colleges and universities responding to the same survey report a similar lack of interaction while students from a broader selection of liberal arts colleges are much more likely to have had serious conversations with culturally-diverse students. CSB and SJU first-year students were more likely than students at other Catholic colleges and universities responding to the 2004 NSSE to find that the faculty and staff are respectful of people of different races, cultures, and religions and that the environment promotes an appreciation of diversity. However, the seniors at CSB and SJU were less likely than students at other Catholic schools to find the campus environment respectful of difference. It is unclear whether this change is an indicator that students' sensitivity to more subtle forms of discrimination has increased because of their learning experience or whether it indicates that campus diversity initiatives have begun to alter students' experience. These divergent data may be explained by the fact that CSB and SJU students' backgrounds are very homogeneous, as noted above, and as first-year students they have not had much previous opportunity to interact with students that are different from them in any way. It is encouraging to consider that, by the time they are seniors, they have developed an understanding of the insularity of their personal experience.

Analysis of the 2007 Senior Survey also yields insights into students' experience of diversity. While only a small percentage of seniors report having "frequent" conversations with people of different beliefs (22%), or with people of a different race or ethnicity (14%), three-quarters of the students say that they will "sometimes" or "regularly" have conversations with people that are different from themselves. When asked if CSB/SJU emphasized interactions among students of different race, ethnicity, or socioeconomic status, 14% of students agreed that this value was emphasized very often and believed that their experience at CSB/SJU contributed to their personal development in understanding people of different races or ethnicities; over 60%

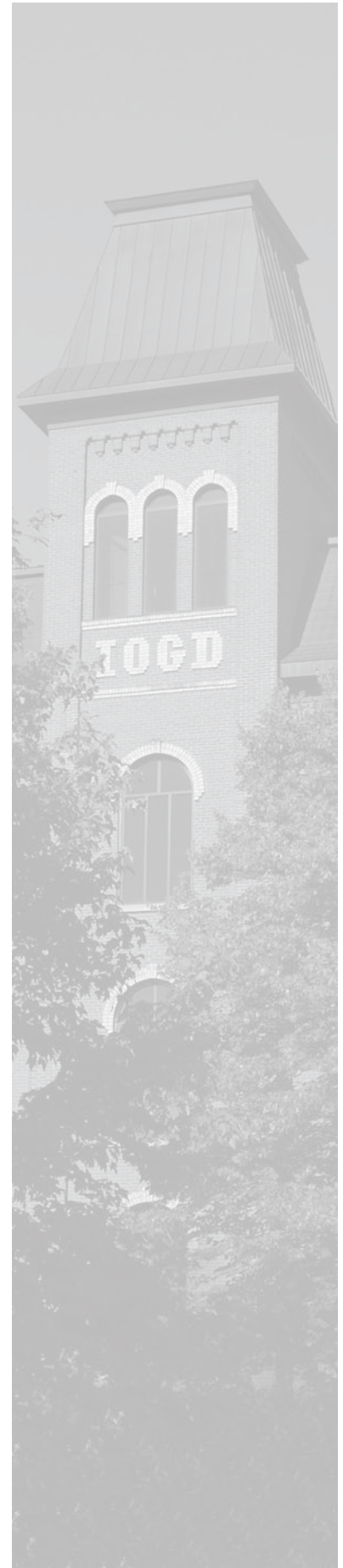
thought there was some emphasis and some contribution to their understanding of diversity. When asked to indicate the importance of promoting racial and ethnic understanding as a life objective, 32% felt it was essential and 42% felt it was an essential life objective to improve his/her understanding of other countries or cultures. The Senior Survey echoes the conclusions from the NSSE data; CSB/SJU students are learning to appreciate differences and the necessity of understanding people of different genders, races, or cultures but have not had enough opportunity to interact with people who are different from themselves.

### **Curricular Utility: Preparing Students to Function in a Global Society**

International and global learning is an increasingly important expectation of a liberal arts education. In November 2005, international education was named as one of Saint Benedict and Saint John's first signature academic programs. Signature status is designed to strategically strengthen this interdisciplinary program that enhances student learning inside and outside of the classroom. In 2007, the College of Saint Benedict announced receipt of a \$5.3 million gift for the establishment of the Petters Center for Global Education. The Petters Center will offer enhanced international scholarship, intercultural experiential learning, global academic partnering, and international recruitment. The center also will sponsor panel discussions, visiting scholars and lecturers, conferences, and workshops to be held on campus that will be open to the public and address important global issues. While it is too soon to measure the effectiveness of this particular global education initiative, it demonstrates the commitment of the institutions and their constituencies to helping students look outside the United States to understand the global nature of citizenship in our world. One of the most meaningful ways CSB/SJU promotes international education is through robust study abroad programs. For years, the College of Saint Benedict and Saint John's University have been among the leading baccalaureate institutions in the nation in the number and percentage of students who study internationally. We are now ranked number one nationally among baccalaureate institutions because of the high number of our students who take part in semester-long study abroad programs, according to the annual report on international education, *Open Doors 2007*, published by the Institute of International Education (IIE). In the graduating class of 2007, 62% of CSB students and 59% of SJU students studied abroad. Interest in international education remains strong, with 71% of 2007 entering students indicating they plan to study abroad. Faculty interest in globalism is also pervasive, with nearly half of the faculty responding to a 2007 survey (43%) reporting they conducted scholarship on global or international issues, a substantial increase from the 22% who said they had done so in the 2004-05 HERI survey.

As indicated in Criterion Three, the Office for Education Abroad is just beginning to define and assess more specific student learning outcomes for study abroad programs. However, we already have evidence that study abroad makes a profound impact. Ninety-five percent (95%) of students who studied abroad in 2004-05 agreed that their study abroad program helped them gain insight into another culture, and seven in 10 said their international study abroad experiences caused them to become more involved in global issues. According to these same surveys, students who studied abroad reported a significantly different view of the schools and the schools' impact on their development:

- Students studying abroad were more likely than other students to say CSB/SJU had "very much" contributed to their social and political awareness (23% vs. 16%);
- Students studying abroad were more likely than those who did not study abroad to select "Global" as a school descriptor (33% vs. 11%);
- Nearly half (49%) of all students who studied abroad "strongly agreed" their experience enhanced the quality of their academic experience, compared to 40% of all other students.







Students responding to a spring 2007 survey of those who had studied abroad reported an average score of 9.1 on a scale of 10 that “my study abroad program helped me gain significant insight into another culture.” And students confirmed with an average score of 9 out of 10 that “study for a semester abroad encouraged my intellectual growth.”

In addition to study abroad, the College of Saint Benedict and Saint John’s University have addressed globalism in other areas of the curriculum. For example, global language proficiency is required in the common curriculum, as described in Criterion Three. Prior to 2007, the general education program also included a requirement for students to take a course with a global perspectives “flag.” Global perspectives flagged courses were devoted to issues with global significance, regardless of the discipline. That requirement has been eliminated in the new common curriculum with the understanding that global perspectives are now included in the global language courses as reflected in the course outcomes and embedded into all departmental curricula.

### **Curricular Utility: Preparing Students to Live in a Technological Society**

As noted throughout this self-study, the College of Saint Benedict and Saint John’s University have a robust information technology environment that supports teaching and learning. There are no common undergraduate learning goals related specifically to technology. Instead, we have a learning environment where the use of technology is so ubiquitous it is incorporated into virtually every course and shaped to the particular needs and preferences of the faculty working in each discipline. The adoption of technology ranges from routine use of electronic library resources to intensive multi-media authoring to software applications used with laboratory instrumentation. Several departments have specific technology-related learning goals, and program review documents indicate curricular initiatives and assessments for those specific goals. For example, the Accounting and Finance comprehensive program review (2004) calls for the use of spreadsheet applications in homework assignments for all accounting classes; the introduction of database analysis in the accounting information systems course; and the use of professional pronouncement databases in accounting and auditing research. The Communication Department (2000) requires that students understand the relationship between communication and technology. The Art Department (2004) has a digital media program that promotes proficiency in editing and distributing digital video.

Since 2005, the College of Saint Benedict and Saint John’s University have participated in the EDUCAUSE Center for Applied Research (ECAR) study of students and information technology. That study provides evidence of student perceptions in utilizing technology for learning. In 2007, the majority of CSB/SJU respondents owned a laptop computer (67%), with first-year students most likely to have a laptop (83%). Still, ownership of laptops here is slightly lower than the national rates found by ECAR, wherein nearly three-quarters (74%) of students report owning a laptop, including 85% of first-year students nationally. The ECAR study found that half of students with laptops nationally (52%) never bring them to class; CSB/SJU students are even less likely to bring a computer to class, with 92% reporting they never do so. It is likely the specific situation of CSB/SJU students, who are often moving between two campuses on a bus, contributes to their reluctance to bring a computer to class. It is also likely that both students and faculty do not want technology to intrude on the valuable face-to-face time that is so characteristic of liberal arts colleges. Most students (69%) report they prefer classes that make only moderate use of information technology. While this percentage has grown over time, the percentage of students who say they prefer extensive use of technology has stayed consistently below that of students at other four-year institutions.



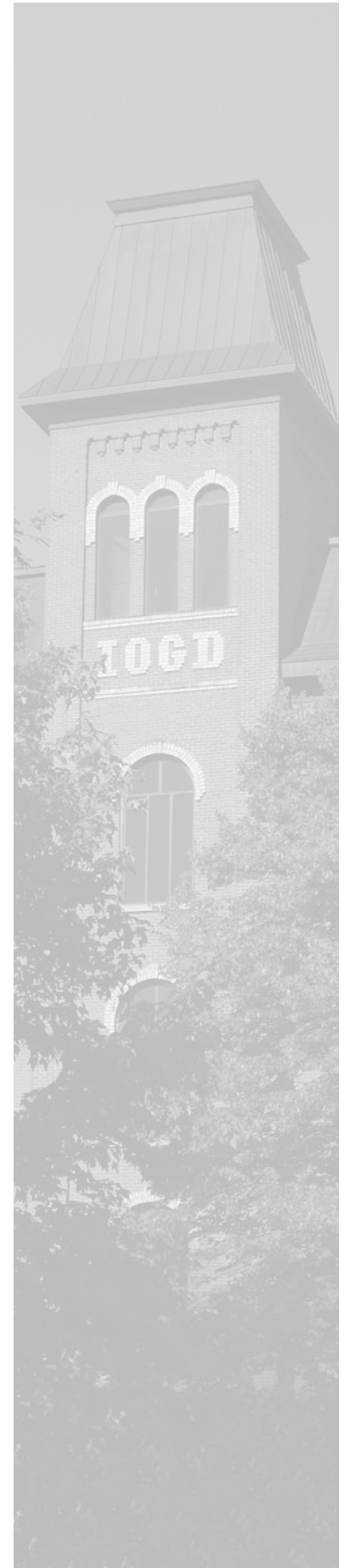
**Table 4.5: ECAR Survey Results**

| ECAR SURVEY                           | CSB/SJU<br>2005 | CSB/SJU<br>2006 | CSB/SJU<br>2007 | Other 4-yr<br>2007 |
|---------------------------------------|-----------------|-----------------|-----------------|--------------------|
| Prefer Moderate use of IT in courses  | 52%             | 66%             | 69%             | 59%                |
| Prefer Extensive use of IT in courses | 15%             | 12%             | 19%             | 21%                |

The ECAR report demonstrates we have a broad adoption of productivity tools, including e-mail (99%), presentation software (85%), spreadsheets (68%), and course management systems (66%). Students are much less likely to use newer technologies, such as instant messaging (10%), podcasting (3%), webcasting (4%), blogs (7%), online social networks (18%), or e-portfolios (8%). Nineteen percent (19%) report using discipline-specific technologies and programming languages, about the same as other students nationally. Our students use graphics (11%) and audio/visual software (6%) at a slightly lower rate than students nationally. These ECAR findings are consistent with student reports on the 2004 NSSE. In that survey, students reported using an electronic medium to discuss or complete an assignment at about the same rate as students at other liberal arts colleges, and they use e-mail to communicate with instructors at rates higher than liberal arts students. Despite the fact that students don't take their computers to class, in the 2004 NSSE they reported using computers in academic work "quite a bit" or "very much," significantly more so than students at other liberal arts colleges. A Technology Task Force (2003-04), in examining academic computing, found "our current operations are well-guided, cost-effective, and meet most of the technology needs of faculty and students." Nearly half the faculty responding to a 2007 survey (45%) reported they taught a course with a technology component that required more than productivity software. Not surprisingly, students report that the College of Saint Benedict and Saint John's University contribute to their skill development in using computing and information technology at rates higher than students at other liberal arts colleges.

It is apparent that academic technology use at the College of Saint Benedict and Saint John's University revolves around e-mail, course management systems or Web sites, and basic office applications. This emerged in both the ECAR Surveys and the 2003-04 Technology Task Force report, which documented the most important IT tools for faculty as those providing e-mail, word processing, and online information access. Despite the fact that 68% of students agreed that IT in their courses improved their learning, the low adoption rate for learning technologies such as podcasting and electronic media authoring indicates we have just begun to explore the potential of IT for learning. Some of the difficulty in moving forward is revealed in the 2004 HERI faculty survey, where only 12% of faculty reported that they perceive that faculty are rewarded for their efforts to use instructional technology. In addition, 57% reported that "keeping up with information technology" is a source of stress in their work life. As recommended by the Technology Task Force:

The next evolutionary step in faculty IT development should move from common applications — which most faculty know and use regularly — toward introducing new or existing technologies to faculty whose teaching and/or research might benefit from the introduction of new tools. Such workshops are occurring more frequently at professional meetings, and could play a useful role within the new divisional structure here. Financial support for faculty development in IT could also help encourage the adoption of new technologies, perhaps by providing summer stipends to faculty learning new applications or providing alternative support for new hardware, software, or datasets needed to better integrate IT into individual teaching and research programs.





In 2007, the Committee on Academic Computing conducted a survey to determine how to improve alignment of Information Technology Services with faculty needs and interests. While those data have not yet been fully analyzed, this survey is an indication of an ongoing intention to support instructional technologies at CSB/SJU.

While students receive adequate instruction or support for the use of computers and other information technologies, we have not yet systematically addressed broader questions of what it means to live and work in a technological society. Within the information literacy goals for the first-year seminar, librarians and faculty do raise awareness of problems associated with plagiarism and academic dishonesty. However, technology-related social and ethical issues such as privacy, surveillance, security, intellectual property rights, the digital divide, and biotechnology receive scant attention in the curriculum as a whole. Furthermore, we have not examined the less productive side of technology, including students spending excessive time on such activities as Internet “surfing,” computer games, and social networking.

The institutions have an established program review process that is the primary method for analyzing the effectiveness of the curriculum in preparing students to live and work in a global, diverse, and technological society. Program review data are extended and confirmed with direct and indirect measures from other evaluative sources. Taken together, these show that the institutions have an exemplary program of study abroad, complemented by growing on-campus initiatives, both curricular and co-curricular, in global education and diversity. Students receive adequate exposure to a range of technology but we need to further investigate the full impact of that technology.

**Core Component 4d. The organization provides support to ensure that faculty, students, and staff members acquire, discover and apply knowledge responsibly.**

Responsible acquisition, discovery, and application of knowledge at the College of Saint Benedict and Saint John’s University are derived from an institutional culture that promotes ethical conduct and respect for others. The institutions go beyond redressing human rights grievances and seek to create an environment that upholds human dignity. Our founding monastic communities have an extensive history of serving the common good through such activities as founding schools, hospitals, and retirement homes. This long heritage remains alive in our present institutional culture. As a result, policies and practices reflect the support for faculty, students, and staff in acquiring, discovering, and applying knowledge ethically and responsibly.

**Institutional Culture**

Support for the responsible use of knowledge by all campus constituencies is a natural outgrowth of an institutional culture dedicated to improving the human condition. The institutional cultures of the College of Saint Benedict and Saint John’s University are inspired by the Benedictine values of their sponsoring monastic communities. Benedictine values are the core values of the two institutions that ground the *Coordinate Mission and Vision* as well as the respective missions of the College of Saint Benedict and Saint John’s University. Benedictine values shape the way we understand responsibility in our academic community.

The core curriculum required every student to take a Senior Seminar class that sought to help students develop the ability to make sound moral judgments. This curricular requirement has been replaced in the new common curriculum with a strengthened Ethics Common Seminar, with embedded, assessable learning goals. In addition, in spring 2008, the institutions provided \$50,000 for an 18-month program to support faculty and curricular development in the area of ethics. An additional \$35,000 will be targeted for faculty and curricular development to better integrate Catholic and Benedictine themes into the life of the campus community.

Civic engagement and service learning, both in and outside of the classroom, also serve the goals of acquiring and applying knowledge responsibly. Criterion Five documents many of these opportunities more fully. The College of Saint Benedict recently received a gift to support civic engagement fellowships for students engaged in summer long service-based internships. After a successful pilot period, it is expected that the donor will endow this program in perpetuity. The work of the Fellows is in concert with the Eugene McCarthy Center for Public Policy and Civic Engagement (see Criterion Five), serving both institutions, and funded by a \$5 million dollar gift to Saint John's University.

Institutional culture refers to the standards for behavior that are upheld within our institutions. For the College of Saint Benedict and Saint John's University, an important reflection of our cultural integrity and mission effectiveness can be found in the ways our students come to think about their personal goals. In particular, the changes in the ways students identify their personal goals from the time they matriculate as first-year students to the time they graduate serve as important indicators of how students have been supported by the institutional culture in the shaping of their ethical thinking.

Within the Incoming Student and Senior Surveys, students are asked to rank the personal importance of various life objectives, seven of which are aligned to Benedictine values. A comparison of the three most recent cohorts shows a significant increase from the first year to senior year on the following life objectives:

1. Helping others in need;
2. Promoting racial and ethnic understanding;
3. Developing a meaningful life philosophy;
4. Becoming a community leader (data available from two cohorts);
5. Improving my understanding of other countries and cultures (data available from two cohorts).

Likewise, a comparison of the last three cohorts of senior rankings with their respective first-year rankings shows a significant decrease from first year to senior year in the ranked personal importance of being very well off financially. This decrease is highly consistent with the Benedictine value of stewardship and moderation.

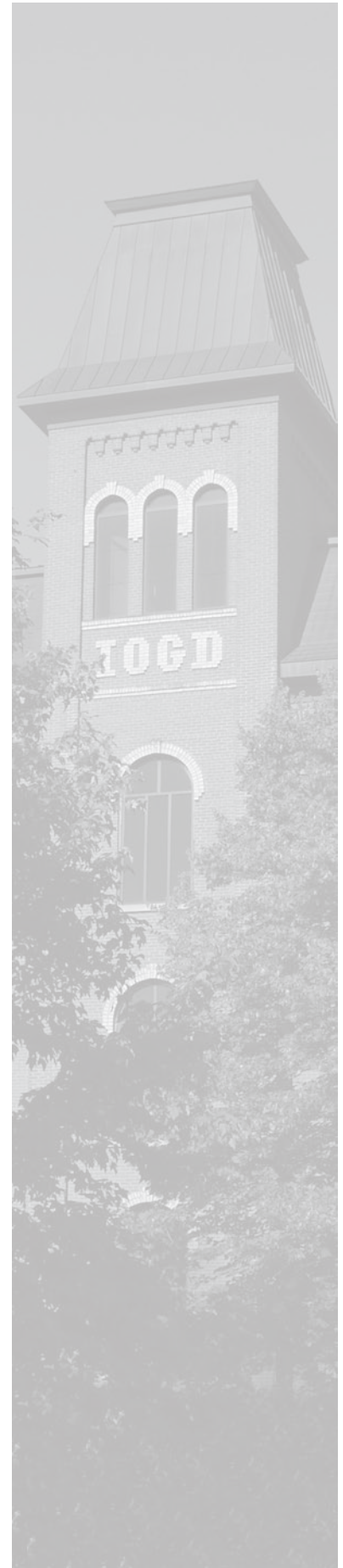
Overall, the cultures of the College of Saint Benedict and Saint John's University support students in developing and sustaining attitudes toward using knowledge to meet life goals in ways consistent with our understanding of what it means to act responsibly according to Benedictine values.

### **Policies and Programs**

Grounded within Benedictine values and supported by ethical and responsible institutional cultures, all programs and policies are consistent with acquiring, discovering, and applying knowledge responsibly. The Joint Human Rights Policy of CSB/SJU is a fundamental articulation of the institutions' commitment toward "creating and maintaining an environment in which all members of the community are aware of and respect the rights and human dignity of every other member." The responsible learning and application of knowledge first and foremost requires respect for others. Two human rights officers, one dedicated to employees and one dedicated to students, administer the Joint Human Rights Policy (JHRP).

The JHRP is promulgated among faculty and staff in orientation and is reinforced through programs of faculty and staff development that are sponsored by the Joint Office of Human Resources. Examples of such development programs offered over the past few years include:

- The Web-based tutorial: "Preventing Sexual Harassment" (2006-07). 72% of faculty and staff completed the web-based tutorials. This program was also made available to students but utilization rates were not recorded;







- “The Signature Project” presented by Patrick Dunning in April 2006. Dunning’s presentation used a digital tapestry showing individuals are more alike than they are different. The presentation was held at the Stephen B. Humphrey with approximately 80 employees attending;
- Hearing Panel member training of students and employees by outside legal counsel in March 2005;
- A theatrical depiction was presented in February 2005 by the Sane and Sober Theater Company Communication Group on Sexual Harassment. Four presentations were held, two on each campus with 180 employees attending.

The JHRP is promulgated among students initially in the orientation for first-year students and is then reinforced through student development programming. Examples of such programming over the past year include:

- Safe Space training addressed human rights and sexual offenses. Eight trainings were offered on campus. In addition, there was a focused training for the SJU Resident Assistants;
- The Joint Events Council offered a lecture on social dating, which included information on treating one another with respect;
- The Pinestock “Responsibility” campaign focused on creating a culture of responsible behavior;
- A nationally known speaker addressed Saint John’s University first-year students at the 2006 fall orientation on boundary setting and preventing sexual assault;
- The Human Rights Officer reviewed the Human Rights Policy with Human Rights Resident Assistant during a fall training session in 2006;
- All new students at the 2006 fall orientation viewed Sex Signals, an interactive presentation;
- A nationally known speaker presented three programs during 2006-2007: two programs were focused trainings for student leaders and one was a presentation open to the entire campus. The theme of these programs was based on consent and healthy relationships;
- The Health Initiative student group created a male-to-male poster campaign on asking for consent.

The College of Saint Benedict and Saint John’s University investigate all human rights violations claims. The following tables show the annual number of complaints alleging violations of the Joint Human Rights Policy by CSB/SJU faculty and staff and by CSB/SJU students:

**Table 4.6:** Annual Number of Complaints Alleging JHRP Violations by CSB/SJU Faculty/Staff

| Categories of Alleged Violation | 2003-04  | 2004-05  | 2005-06  | 2006-07   |
|---------------------------------|----------|----------|----------|-----------|
| Sexual Harassment               | 2        | 1        | 0        | 2         |
| Sex Discrimination (Gender)     | 0        | 0        | 3        | 1         |
| Race/National Origin            | 0        | 1        | 0        | 1         |
| Sexual Assault                  | 0        | 0        | 0        | 4         |
| Disability                      | 1        | 0        | 1        | 0         |
| Sexual Orientation              | 1        | 1        | 0        | 4         |
| Age                             | 0        | 0        | 0        | 0         |
| Religion                        | 0        | 0        | 0        | 0         |
| Other                           | 0        | 0        | 0        | 1         |
| <b>TOTAL</b>                    | <b>4</b> | <b>3</b> | <b>4</b> | <b>13</b> |

**Table 4.7: Annual Number of Complaints Alleging JHRP Violations by CSB/SJU Students**

| Categories of Alleged Violation | 2003-04    | 2004-05   | 2005-06   |
|---------------------------------|------------|-----------|-----------|
| Sexual Harassment               | 3          | 3         | 1         |
| Sex Discrimination              | 3          | 2         | 0         |
| Race/National Origin            | 5          | 2         | 0         |
| Sexual Assault                  | 2          | 5         | 3         |
| Disability                      | 0          | 0         | 0         |
| Sexual Orientation              | 5          | 2         | 0         |
| Age                             | 0          | 0         | 0         |
| Religion                        | 0          | 0         | 0         |
| Other                           | 9          | 11        | 8         |
| <b>TOTAL</b>                    | <b>27*</b> | <b>25</b> | <b>12</b> |

\*Two of the university student cases involved allegations in two separate categories; i.e., there were 27 total cases, but 29 areas of alleged discrimination.

While the institutions have procedures in place to address violations, the primary goal of the CSB/SJU human rights educational programming is to reduce the number of complaints each year by eliminating the causes of complaints through increased understanding and respect of human differences. CSB and SJU continue to make progress toward this goal by assessing problem areas and responding to trends through strategic program planning.

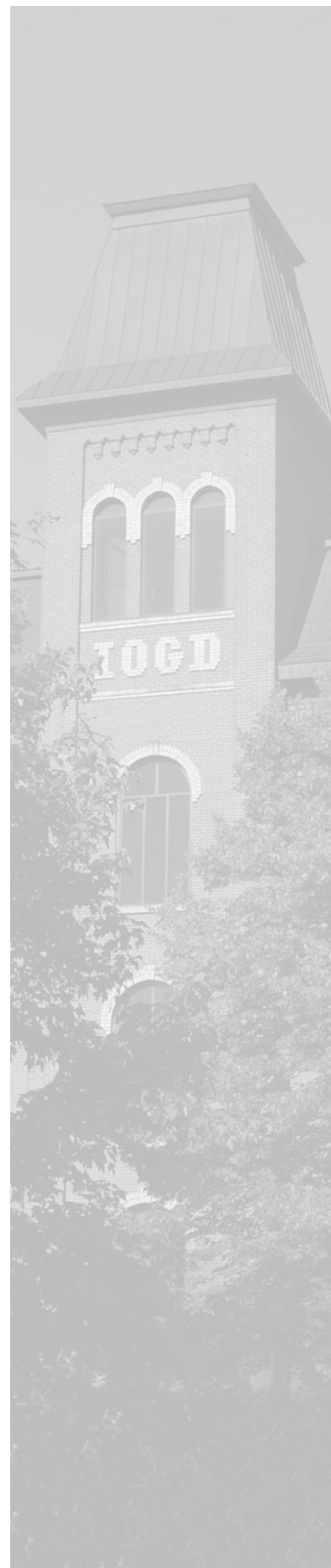
The Institutional Review Board (IRB) is charged with protecting the dignity and rights of participants in research conducted either on or by members of the CSB and SJU communities. This responsibility derives not only from legal obligations, but also from the particular call to respect individual persons in our mission. The IRB is composed of nine members from a range of academic disciplines, including those in non-scientific fields and a representative from the community. Faculty members, administrators, staff members, or students must submit an application to the IRB and receive written approval before recruiting human subjects for research. IRB policies and procedures, forms, committee members, and meeting dates are updated annually.

As indicated in the table below, the volume of proposals reviewed has remained steady since 2004. An expedited review tier was implemented in 2005 to address federal regulations, which allow research considered “minimal risk” to be reviewed by a subset of the full IRB. The majority of studies are eventually approved; this includes studies approved once modifications have been reviewed. Approval is by consensus. IRB processes are utilized effectively within the institution.

**Table 4.8: Summary of IRB Activities**

| Year      | Full | Expedited* | Exempt | Extensions | Total | Approved | Approved with modification | Not approved |
|-----------|------|------------|--------|------------|-------|----------|----------------------------|--------------|
| 2004-2005 | 19   | 0          | 21     | 3          | 43    | 27       | 13                         | 3            |
| 2005-2006 | 1    | 10         | 17     | 3          | 31    | 20       | 11                         | 0            |
| 2006-2007 | 3    | 25         | 12     | 3          | 43    | 21       | 17                         | 5            |
| 2007-2008 | 7    | 12         | 10     | 3          | 32    | 18       | 10                         | 4            |

The Institutional Animal Care and Use Committee (IACUC) is charged with evaluating research proposals involving animal subjects. The committee seeks to ensure that research that is conducted with animals is humane as well as scientifically and/or educationally valuable. In addition, the committee inspects animal housing facilities to ensure that they meet federal standards. The IACUC meets once each





semester. The committee is comprised of four faculty members, as well as a community representative, and a Doctor of Veterinary Medicine. In 2006-2007, the committee reviewed three research proposals, all of which involved mice and all of which were approved. The committee also inspected animal facilities and found no deficiencies.

The College of Saint Benedict and Saint John's University also promote and support the responsible acquisition, discovery, and application of knowledge through policies on Academic Honesty and Plagiarism. These policies were developed and approved by the Joint Faculty Assembly and are promulgated among students as a particular topic in their first-year seminar course, as well as through other courses by statements included by instructors on syllabi. Oversight for the implementation of these policies is the charge of the director of Academic Advising/Assistant dean.

From spring 2000 through spring 2007, a total of 60 cases of academic honesty/plagiarism violations were documented for SJU students and 36 for CSB students. Of these cases, one involved a student with a second documented offense. No student during this time period has been documented with more than two offenses.

A fall 2007 survey of faculty found that 69% of respondents believe the established process for addressing incidents of academic dishonesty prove effective in most cases. Most respondents (62%) reported they had encountered between one and five instances of confirmed academic dishonesty in the past two years, and many (34%) had no instances of academic dishonesty. While the CSB/SJU policy focuses on plagiarism, comments on the survey suggest that other forms of cheating are equally problematic and that sanctions against violators are inconsistently applied. Several faculty respondents called for an honor code. The potential for an honor code has surfaced in the past at CSB/SJU [see for example JFA minutes of February 12, 1998 and Committee on Academic Policy minutes of November 18, 2005] but none has been formally proposed by either faculty or student governance bodies.

Maintaining respect for academic integrity is a serious concern of the colleges. It is important that our policies supporting academic integrity be clear and applied both fairly and consistently. While it is unlikely that all infringements on academic integrity will ever be identified, much less documented, it is critical that faculty, staff, and students are regularly encouraged to uphold high standards by maintaining vigilance about addressing these issues fairly and consistently. It is recommended that the faculty regularly review and revise as appropriate established policies on academic integrity and the effectiveness of their implementation.



## Evaluative Summary of Criterion Four

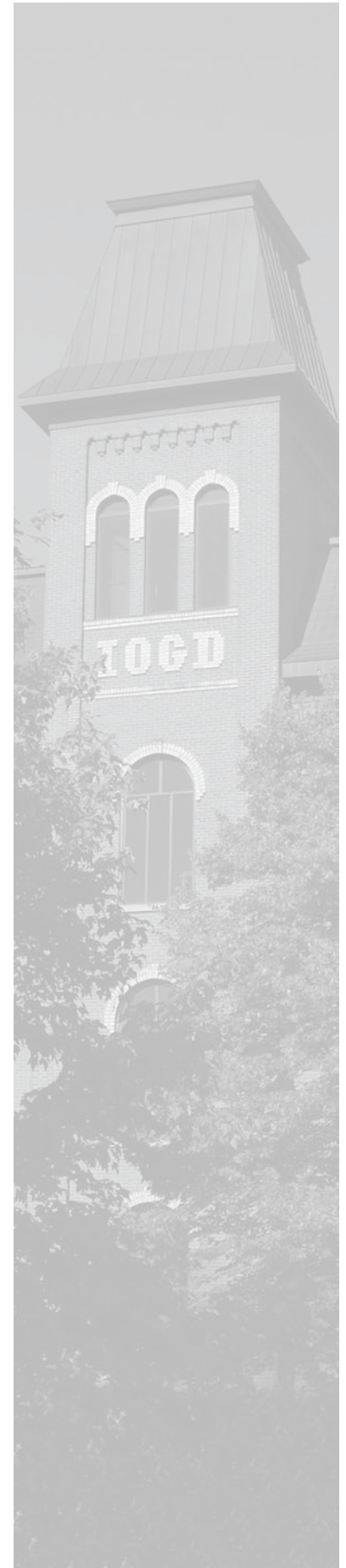
The College of Saint Benedict and Saint John's University are deeply committed to promoting a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with our fundamental, separate, and coordinate missions. Value for a life of learning is demonstrated through policies, practices, and budget allocations consistent with effective programs for professional development and intense consideration of the role of gender and learning. The curriculum, major and minor programs, and experiential learning opportunities provide a breadth of knowledge and skills characteristic of liberal arts institutions. We have exemplary study abroad programs and access to technology that contribute to the life of learning and preparing students to live and work in a diverse, global, and technological society.

### Strengths

1. The mission documents, policies, and practices support a life of learning;
2. The institutions' commitment to examine gender issues and focus on the development of young women and men at the College of Saint Benedict and Saint John's University are both ambitious and admirable;
3. From every angle, the institutions demonstrate high expectations for students to exercise intellectual inquiry;
4. By the time they are seniors, CSB and SJU students have engaged in enriching educational experiences at levels significantly higher than comparative schools, most notably in the study abroad programs;
5. There is suitable professional development funding and participation for faculty, staff, and administration;
6. We have an institutional culture that promotes ethical conduct and respect for others.

### Recommendations for Improvement

1. Engage faculty and staff in regular conversation about advancing academic rigor and further improving the intellectual climate;
2. Address differences in academic aspirations and development between women and men, particularly in choosing fields where males and females are traditionally underrepresented;
3. Expand and support experiential learning and study abroad opportunities;
4. Complete a systematic analysis of diversity initiatives and ensure that intercultural competence is more strongly and prominently reflected in the curriculum;
5. Examine best practices in human rights administration. Simplify reporting mechanisms for human rights violations.





## Criterion Five: Engagement and Service

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

### Introduction

Engagement and service are inseparable from the very best liberal arts education in the Catholic university tradition. The terms “service,” “community,” “hospitality,” “stability,” “justice,” and “stewardship” have a long tradition in Benedictine monasticism and Catholic social teachings and provide a rich context for engagement, service, and learning at these institutions. The emphasis on engagement and service stems clearly from our separate and coordinate mission statements:

### Commitment to Accessibility for a Diverse Community

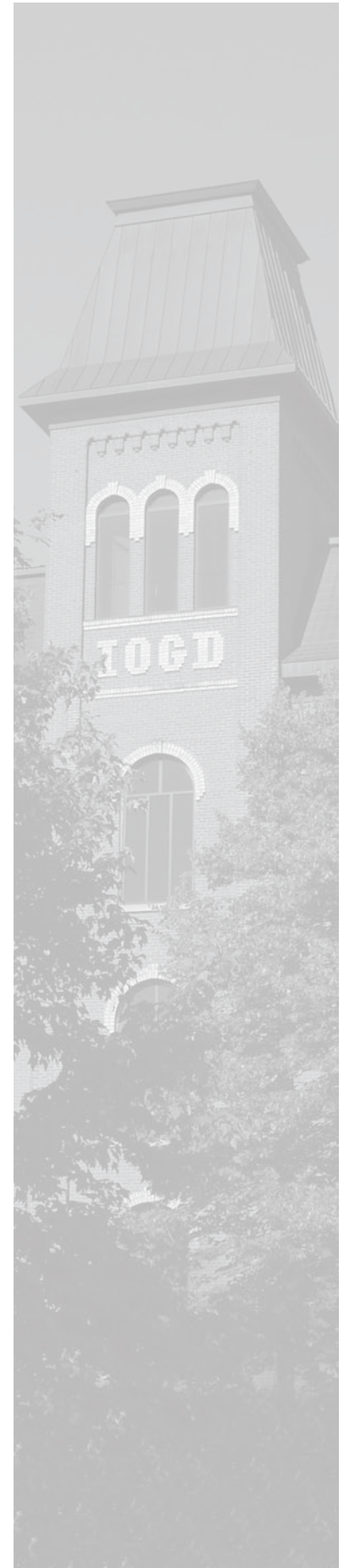
- *A Commitment to Accessibility and Excellence.* CSB will be known for its unique educational environment, accessible to a diverse community of women who are among the nation’s academically elite but reflect a broad range of socio-economic backgrounds;
- *Commitment to Accessibility and Aspiration.* Saint John’s will excel in providing a unique and accessible educational environment for a diverse community of undergraduate men, as well as a graduate community of male and female students of theology, drawn from a broad range of socio-economic and cultural backgrounds and showing evidence of the capacity to pursue, respectively, liberal arts studies and graduate theological education with distinction.

### Commitment to the Fine and Literary Arts

- *A Commitment to the Fine and Literary Arts.* The heritage of Benedictine humanism will continue to shape the character of the College of Saint Benedict, distinguished as a prominent venue for Fine Arts programming and highly regarded for its Literary Arts Institute;
- Saint John's strives to relate teaching, learning, and scholarship to the residential life of the campus, community worship, the practice of the arts, and programs of service.

### Commitment to Preservation of Knowledge and Culture

- *Stewardship of Knowledge and Culture.* Saint John’s will excel in the preservation and transmission of knowledge and culture, with special emphasis on unique and threatened religious and cultural resources, the natural environment, and artistic creativity;
- *A Commitment to the Catholic Benedictine Tradition.* The College of Saint Benedict will promote women’s leadership within the Church by an expanded and broadened theological curriculum, by increased dialogue with local faith communities, and through outreach activities for women, sponsored by the college and the Sisters of the Order of Saint Benedict.







- *Service to Church.* Saint John's will excel at fostering exceptional scholarship, study and outreach in monastic studies, liturgical studies, and lifelong learning for ministers, lay and ordained, women and men, leaders, and committed members of faith communities within the Catholic tradition, the broader ecumenical Church, and the multi-religious landscape of the contemporary world. (Fulfillment of this mission commitment is detailed in the School of Theology • Seminary 2008 self-study report presented to the Association of Theological Schools).

### **Commitment to Promoting the Common Good**

- CSB and SJU together will cultivate the habit of *promoting the common good* which is formed by knowledge, faith, and an open-hearted response to the needs of others. The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the underserved, enhance overall community life, and protect the environment.

CSB/SJU's commitment to engage and serve is also easily identified through our Undergraduate and Student Development Learning Goals:

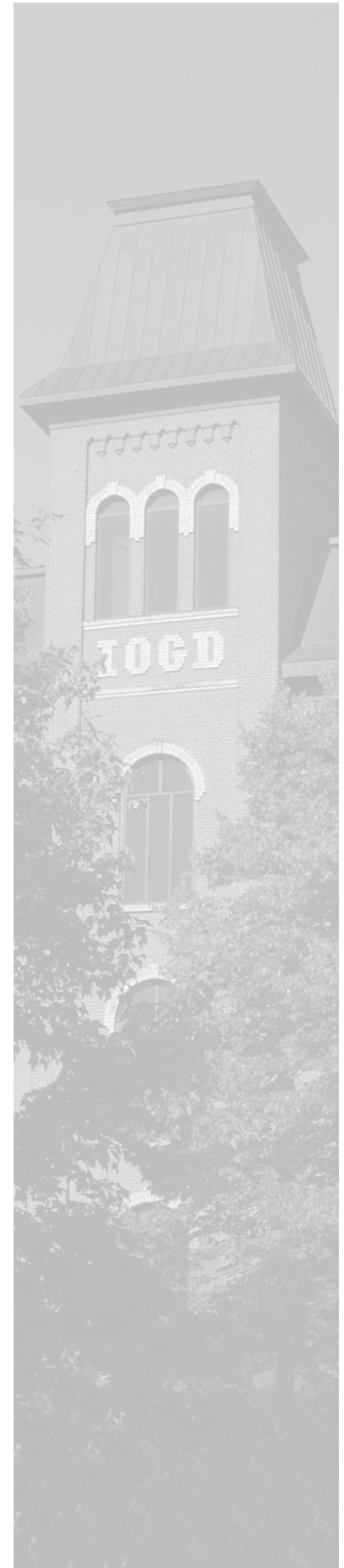
- Graduates will be able to provide leadership and service in community to improve the human condition;
- Graduates will develop the ability to engage, learn from and work with people whose cultural identity is different from one's own, understanding and appreciating human differences, social responsibility, and identity development;
- Graduates will develop a sense of responsibility, commitment to community, engagement in principled dissent, and effective leadership.

We have a clear sense of our constituencies and have identified these groups through the major elements of the mission statements (see Criterion One). Students are the major constituency served by these institutions. Other constituencies include prospective students, parents, alumnae/i, administrators, board members, faculty, staff members, sponsoring monastic community members, donors, employers, and the local and global communities that support student engagement and service. The primary service we provide is the very best residential liberal arts education in the Catholic university tradition. Benedictine values are integral to fulfilling that mission commitment. Table 5.1 demonstrates the connections between Benedictine values and the Criterion Five Core Components. Through serving to learn, our students engage readily with the identified constituencies in ways both value.

**Table 5.1:** Comparison of Criterion Five Core Components and Select Benedictine Values

| Core Component   | Benedictine Value   |
|--|---|
| <p>Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.</p> | <p><b>Listening:</b> Benedict offers a particular way of listening that informs our understanding of service and engagement. He encourages us to “Listen with the ear of the heart” (R.B. Prologue 1). The practice of listening holistically requires the listener to “hear” the other as a whole person, to recognize the other’s perspective, to see the fullness of the other’s need.</p>   |
| <p>Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.</p>         | <p><b>Stability:</b> As articulated in the communal listing of Benedictine Values, stability means, “to cultivate rootedness and a shared sense of mission.” This understanding of stability serves as an appropriate guide as we investigate our capacity and commitment to engage our constituents. Knowing who we are and what we have to offer allows us “to stand firm in our promises” (cf. R.B. 58.9, 11, 13), as Benedict would indicate.</p> |
| <p>Core Component 5c: The organization demonstrates its responsiveness to those constituents that depend on it for service.</p>                      | <p><b>Hospitality:</b> According to the communal listing of Benedictine Values, hospitality means “to offer warmth, acceptance, and joy in welcoming others.” Good hospitality exudes responsiveness to the needs of others. The sheer number of opportunities for service and engagement on our campuses speaks to our ability to respond to the needs of our constituencies and the desire to be hospitable places.</p>                             |
| <p>Core Component 5d: Internal and external constituencies value the services the organization provides.</p>   | <p><b>Justice:</b> The communal listing of shared Benedictine Values defines justice as “to work toward a just order in our immediate environment and in the larger society.” This value is about doing and working in a way that attends to the common good of all persons and things. Benedict was very practical in his Rule about how to get the works of the monastic community accomplished in a way valued by others.</p>                      |

We have integrated these four Core Components to provide evidence of fulfillment of our engagement and service missions: 1) commitment to accessibility, 2) commitment to the fine and literary arts, 3) commitment to the preservation of knowledge and culture, and 4) commitment to promoting the common good. This chapter provides a sample of the extensive engagement and service initiatives at CSB/SJU through the use of exemplars. Each exemplar shows how we: 5a) learn from constituencies served, 5b) demonstrate a capacity and commitment to engage with constituencies, 5c) show responsiveness to the needs of the constituencies, and 5d) provide services valued by those constituencies.





## **Mission Fulfillment: Commitment to Accessibility**

A critical aspect of engagement and service for the College of Saint Benedict and Saint John's University is the accessibility of these colleges to qualified students representing a diverse community of men and women through financial aid, articulation agreements, and outreach to local high schools. Multiple initiatives have been successful in increasing accessibility for diverse students, and we continue to listen to the needs of prospective students and parents regarding improving accessibility and support once these students arrive on campus. After students have been admitted, the Internship Office, Centers of Excellence, Athletics, and Career Services promote engagement with the local community, to provide numerous learning experiences, and job, graduate school, and volunteer placement for future graduates. The following programs demonstrate achievement of the four aforementioned Core Components related to our commitment to accessibility and excellence.

### **Admissions and Financial Aid**

The College of Saint Benedict and Saint John's University make a strong financial commitment to assist students from all socio-economic backgrounds to enroll and graduate. Our commitment to accessibility is evidenced by an increased effort to offering students institutional grants and scholarships. In 2003-04, CSB and SJU together committed \$28 million in institutional grants and scholarships, an amount equivalent to approximately 36% of the posted (pre-financial aid) price of tuition at each institution. By 2007-08, this commitment had grown to \$42.5 million, representing approximately 43% of tuition. The vast majority of our institutional financial aid is not funded through private gifts or endowment.

The cornerstone of the financial aid programs at CSB and SJU is a moderately aggressive merit-based scholarship program (no single award exceeds half of the student's tuition) designed to help us meet our academic profile goals. Yet, over 70% of our merit-based aid is awarded to students who demonstrate financial need. In total, between two-thirds and three-quarters of our students apply for need-based financial aid each year. The average need-based aid applicant is able to pay approximately 45% of the total cost of attendance. In FY 2007, institutionally awarded grants and scholarships comprised 55% of all of the financial aid awarded to CSB and SJU students — this is inclusive of all grants, loans, and work-study and is by far the single largest source of aid. In addition to our regular financial aid practices, we also have employed a financial aid strategy for low-income students of color that limits the amount of loans offered in the financial aid package (typically \$4,000 per year). The I-LEAD program, aimed at first generation low-income students, provides scholarship assistance, minimal loans (\$3,000 per year) and programming.

The effectiveness of our admissions and financial aid practices in promoting accessibility is supported by our long standing (20 year) relationship with Applied Policy Research (APR) of Minneapolis, Minnesota, an outside consulting firm. With the support and assistance of APR, we are able to effectively attract and retain students of all incomes.

### **Articulation Agreements**

The College of Saint Benedict and Saint John's University are committed to promoting college accessibility for transfer students. CSB and SJU have articulation agreements with all of the community colleges in the state of Minnesota. These formalized agreements, updated annually and posted on the Registrar's webpage, serve numerous students transferring to our institutions. Approximately 60 students transfer each fall and an additional 25 transfer to CSB/SJU in the spring. Transfer students comprise about 2-3% of the CSB/SJU student body.



Through the tri-college exchange, students enrolled in 12 or more credits at CSB/SJU can elect to enroll in a course at Saint Cloud State University (space permitting) at no extra charge. Sixty-three students have taken advantage of this service since fall 2004. Students enrolled full-time at Saint Cloud State University may also enroll in a course at CSB/SJU.

Both the Registrar and Academic Advising devote substantial time to the review of every prospective and/or incoming student's transcripts. These offices field over 100 calls each summer concerning the acceptance of transfer Post-Secondary Enrollment Option (PSEO), College in the Schools, or Advanced Placement (AP) credits earned during high school. Close to half of all incoming students at CSB/SJU bring some type of transfer coursework with them. This work is evaluated on a course by course basis, and time is taken to award appropriate credit for coursework completed elsewhere.

CSB/SJU engineering students also have access to a 3/2 program with the University of Minnesota. Students complete three years of coursework at CSB/SJU and then transfer to the University of Minnesota for the remaining two years. The student is then awarded a baccalaureate degree in a natural science, typically physics, from CSB/SJU along with a baccalaureate degree in engineering from the University of Minnesota. Since fall 2003, 14 students have graduated from CSB/SJU, completed coursework at the University of Minnesota, and submitted paperwork to CSB/SJU as part of the 3/2 program. Student data are difficult to track with the 3/2 program as some students go on to complete the engineering requirements but have not sent back paperwork to complete their CSB/SJU degree. Therefore, the actual number of participants likely is greater than what is reflected in our current records.

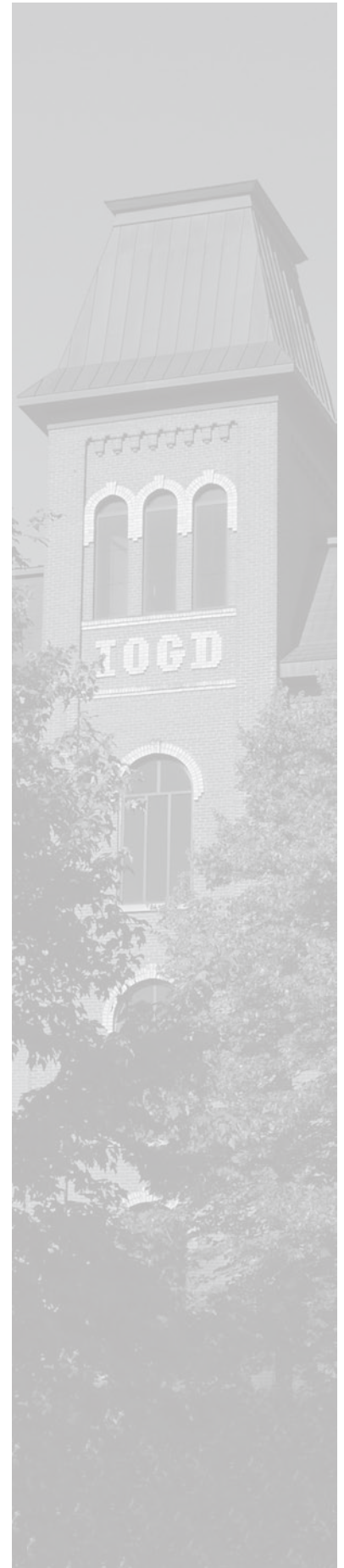
At the international level, CSB/SJU has agreements with higher education institutions in South Africa, Ireland, and Australia. Students directly enroll in annually reviewed and approved courses that transfer back to CSB/SJU. Also, 10-15 students each semester study abroad through consortium agreements with different higher education institutions. These students are able to gain preapproval for both general and major required coursework.

In reaction to the increasing number of students who are enrolling in online courses, the Academic Advisors at CSB/SJU are familiar with the courses that fulfill general and major requirements at several institutions. Academic Advising also proctors exams for online courses for no charge to CSB/SJU students. All of these services speak to the focus on accessibility and individualized attention students receive before and after attending CSB/SJU.

## **Upward Bound**

The College of Saint Benedict and Saint John's University are committed to promoting college accessibility for low-income and/or prospective first generation college students. Conversations with our local middle school and high school communities have revealed that insufficient student preparation for college-level academics and lack of familiarity with the college environment are important barriers to these students, preventing many from accessing a college education. In 1995, we were awarded an Upward Bound (TRIO) grant. We are one of 20 Upward Bound programs in Minnesota; the federal grant supports 700 programs nationwide. Each year, Upward Bound at CSB and SJU provides after-school tutoring for up to 60 low-income and/or first generation students (60% of the students must meet both criteria) at four local high schools. Upward Bound also runs a Saturday field trip program once a month and a 6-week summer academic camp on the College of Saint Benedict campus. The goals of the program are to facilitate college readiness and enrollment. The following is a list of the specific CSB/SJU Upward Bound objectives:

1. 95% of participants will pass the Minnesota Basic Standards Test by the beginning of their junior high school year (actual results from 2006-07 found a 93% pass rate among participants);





2. 75% of participants will increase their high school GPA each year by at least 0.25 (actual results from 2006-07 showed an increase of at least 0.25 by 32% of participants);
3. 75% of participants will be retained in the program through high school graduation (actual results found 83% had persisted in the program);
4. 90% of graduating high school seniors in the program will enroll in a postsecondary program within one year of graduation (actual results from 2006-07 found 67% were enrolled; since 2001, 85% have gone on to college);
5. 50% of participants enrolling in a postsecondary program will graduate within six years (actual results from 2006-07 found 75% had met this objective).

An added benefit of the program is the tutoring offered to Upward Bound participants by CSB and SJU students. Currently, there are six paid tutors (two from SJU and four from CSB), five enrolled in a service-learning course (EDUC 111), and one volunteer tutor. The service time provided to these eligible high school students is exemplary. Each week, 90 hours of tutoring time is designated for the Upward Bound participants, of which 80-85% is directly utilized by current student participants. Over the course of the academic year, 2700 hours of tutoring is accessible; the majority of that time is fully utilized by the 60 Upward Bound participants.

The program is highly valued by the participants and their parents. In 2006-07, 92% of participants indicated the tutors were helpful; and over 80% stated that the individual counseling was helpful. The hospitality experienced by Upward Bound participants while on campus was also chronicled through participant surveys. In the summer of 2007, 100% of the Upward Bound participants felt welcome while on campus. The ultimate success of the program is best determined through successful college application, admission, and retention. Retention in the program is exemplary. In 2006-07, the program boasted an 83% retention rate to graduation. Since 2001, 85% of Upward Bound participants went on to college immediately following high school; and 81% of those students have completed or are still enrolled in college.

Ongoing conversations with Upward Bound staff, student volunteers, local high school administrators, high school students, and parents continue in order to match the needs of our Upward Bound students and to improve the program. Recently, we discovered students needed more contact with staff than one time per week they received at regular tutoring sessions. In response, staff members instituted more one-on-one advising and have a designated office in each of the four high schools. Currently, students in the program are scheduled one time per week during the regular school day to meet with a counselor for one-on-one advising.

### **Fast Forward Youth Program (FFYP)**

The College of Saint Benedict and Saint John's University are committed to promoting college accessibility for underrepresented students. The Fast Forward Youth Program (FFYP) brings college student mentors from CSB and SJU together with senior high school students of color. Similar to Upward Bound, the purpose of FFYP is to provide the guidance and tools to encourage students to apply and enroll in institutions of higher education. The focus has been on connecting with 7th-12th grade Latino youth, members of an underrepresented population in Minnesota higher education, and providing multiple services including tutoring, mentoring, college preparation, and life skill development. The program was founded by one Latino student from SJU and has focused specifically on mentoring Latino high school youth. FFYP is fully funded by the colleges. The development of FFYP provides an example of our ability to listen to the needs of the community (in this case, identified by one of our own students).

The number of students served through FFYP has steadily increased over the past 10 years from 12 students in 1997 to 82 students in 2007. In 1997, there was one site in Willmar, MN. Today, there are four sites throughout Central Minnesota. A total of 500



students have participated in FFYP since its inception. The numbers of tutor-mentors from CSB and SJU has also steadily increased from 25 in 1998 to 118 in 2007. FFYP is one of largest single department volunteer opportunities available to CSB/SJU students.

The services provided by FFYP are highly valued. The program staff administers pre and post evaluations for its youth participants to assess the impact of the services provided. The high school youth have reported they were satisfied not only with the opportunity to form relationships with college student mentors but also with the availability of college access and preparation tools. For the CSB and SJU tutor-mentors, evaluation of the FFYP participant occurs after each session, and immediate feedback is provided on participant learning. Additionally, two in-depth reflection sessions occur twice a semester for tutor-mentors through focus groups to determine satisfaction of the tutor-mentors with the FFYP. Not surprisingly, satisfaction of tutor-mentors is high. The retention rate for tutor-mentors is 30-50% per semester indicating that almost half of the students choose to continue to tutor and mentor youth throughout their years at CSB and SJU. This is a testament to the increasing interest in serving and supporting racially or ethnically diverse youth in the pursuit of a college education.

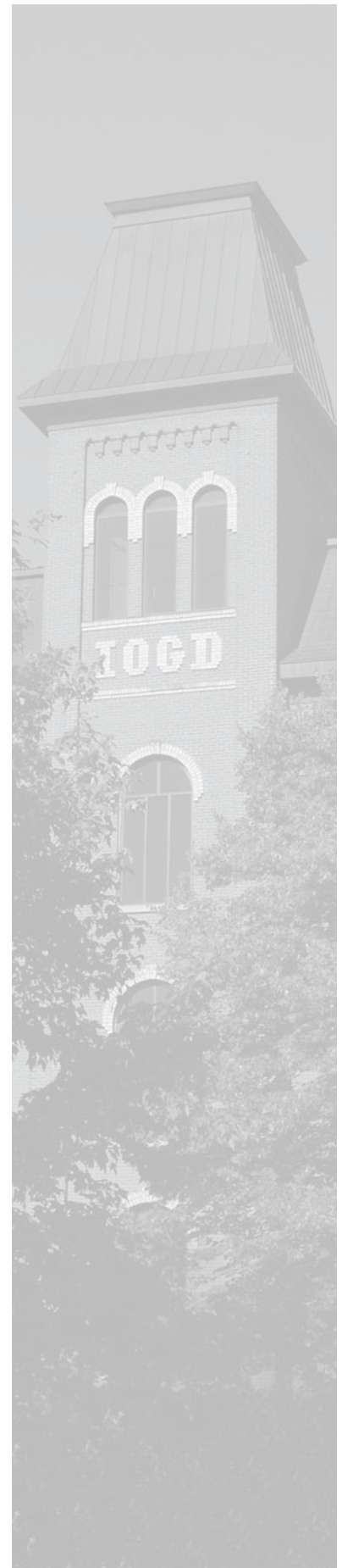
Despite high participation and satisfaction rates, two issues have warranted reconceptualizing this program: 1) few participants (15 of 500) have persisted in FFYP through 12<sup>th</sup> grade and 2) although a major goal of the program is to promote college admissions, the actual enrollment rates in a college are low (10 out of 500). Notably, however, 10 out of 15 students (67%) persisting with FFYP through their senior year in high school have enrolled in various institutions of higher education. In other words, the overall proportion of students enrolling in higher education is low, but if students persist in the program through 12<sup>th</sup> grade, the proportion enrolling is quite high.

The Fast Forward Youth Program is currently evolving to better meet the needs of our local community. After analyzing national demographic and college enrollment trends and listening to the local community about college access for underserved populations, the program has begun to shift its focus. Rather than attempt to do a little bit of everything — tutoring, mentoring, combating dropout rates, and exposing students to the idea of college — the program will focus solely on assisting underrepresented Central Minnesota students in grades 10-12 to gain admission to college. A former SJU Regent has pledged \$1 million toward FFYP, to be fulfilled by 2009 and used to form an endowment to ensure program sustainability. So far this year, two of four (50%) of the current 12<sup>th</sup> grade students in the program have been accepted into a college. Ongoing program evaluation will continue to focus on the effectiveness of assisting racially or ethnically diverse youth in applying to and enrolling in institutions of higher education.

### **Internship Program**

Established in 1987, the Internship Program is a joint endeavor between the College of Saint Benedict and Saint John's University. Students are required to design individual learning goals tied to specific tasks and responsibilities at the internship site. As a result, students have access to experience that builds on classroom learning and exposure to the future workforce. The colleges gain integrative student learning opportunities, community partners, and the opportunity to showcase the excellent liberal arts education provided at CSB and SJU.

In the 2006 New Entering Student Survey, the opportunity to participate in an internship, practicum, or field experience was an important factor in incoming students' decisions to attend CSB/SJU. The ability to participate in these experiences was seen as one of the strengths of the institution. Not surprisingly, over the past 12 years, the Internship Program has shown significant growth in the number of student participants (172% increase), academic department participants (91% increase), and students earning academic credit for an internship. In the past two years alone,







the program has increased from 158 to 288 interns; this is now about 8% of our total student body. In 2006-07, 27% of internship experiences were taken for one to three credits, 45% for four credits, and 28% for five or more credits. Overall, twenty departments awarded credit for internships in 2006-07. Volunteer and service-related internships with nonprofit organizations are sought out by students nearly as often (47%) as those involving experiences with the private sector. Currently, students have access to experiences with 85 established sites, both on-campus and off-campus, primarily in the Saint Cloud area and the Minneapolis/Saint Paul metropolitan area. The internship coordinator continuously works with students and community partners to expand internship sites across the state of Minnesota and beyond.

Student, internship site, and program evaluations are an integral part of the success of the Internship Program and contribute to our commitment and responsiveness to our community partners. Written learning goals for the program have been developed and a formal plan for the assessment of student learning is underway. Part of the assessment plan includes site visits by the faculty and/or internship coordinator to monitor student achievement of the designated learning goals and to facilitate three-way conversations. Additional information on internship learning outcomes and program satisfaction is gathered from supervisor evaluations and student self-evaluations, including the annual Senior Survey. These data are reviewed by the faculty member and internship coordinator upon receipt. Feedback is provided immediately to students, and the program is adjusted as needed to meet the needs of the students and the internship sites.

Students and site supervisors alike testify to the value of internships and their relationship with CSB/SJU in their final evaluations. The vast majority of written comments related to program effectiveness and needed improvements are represented by this statement: "I think you all understand what it takes to make a program like this valuable to the student. I am very impressed with the quality of student you have provided us. I think your program is empowering for the student. You are focused on quality outcomes which is imperative for a launching professional."

The interest in international internships and the expectations for expanded local internships on the part of students, parents, and faculty are growing. Nine CSB/SJU students completed global internships in 2007. There is institutional support for expanding global internships. However, global connections have yet to be fully developed. Through recent funding of the Petters Center for Global Education, we are starting to identify internship partners in Asia, South America, and Great Britain. We have begun conversations about how both stand-alone internships and internships as part of the study abroad experience might be developed. Expanded international opportunities and the experiential learning requirements pose challenges to the current staffing in the Internship Office. After a workload analysis, a request to increase the support staff hours from 0.65 FTE to 0.88 FTE for 2007-08 was submitted to the Strategic Directions Council. A decision was recently made in support of this change.

### **Career Services**

Career Services demonstrates a commitment to accessibility and excellence through multiple services designed to prepare students for job, graduate school, and post-graduation volunteer opportunities. Ninety percent of 2007 seniors report having used Career Services at least once during their time at CSB/SJU. Graduate surveys conducted annually by Career Services reveal that 70-80% of students achieve full-time employment, 15-20% of CSB/SJU students begin graduate school, and 6-10% volunteer full-time immediately upon graduation. Career Services continuously scans the environment to determine the needs of future employers, graduate schools, and service organizations and coordinates efforts with the Internship Office, Campus Ministry, Service-Learning, and the Office for Education Abroad. Communication with all constituencies demonstrates responsiveness to the needs of the community

through extensive networking with current and future employers, alumnae/i, graduate schools, and service organizations.

Numerous services are provided by Career Services. Annual reports over the last three years indicate thousands of internal and external constituent contacts are made each year as a result of the extensive list of services provided. The largest single event is the annual CSB/SJU Career Fair. Approximately 600 employers and 500 students participate annually. Career Services also provides group and individual counseling to help students develop self-awareness, explore and research academic majors, careers, graduate schools, post-graduation volunteer options, set goals, and determine a plan for achieving those goals. Results of surveys and community conversations indicate that the students and external constituencies utilize and value Career Services. In 1997, 95% of seniors reported discussing career plans with at least one CSB/SJU faculty or staff member (2007 NSSE). In that same survey, 78% attributed CSB/SJU with facilitating the necessary job or work-related knowledge and skills. Partnering organizations consistently comment on the importance of CSB/SJU's contributions preparing students for employment and service.

### **Centers of Excellence**

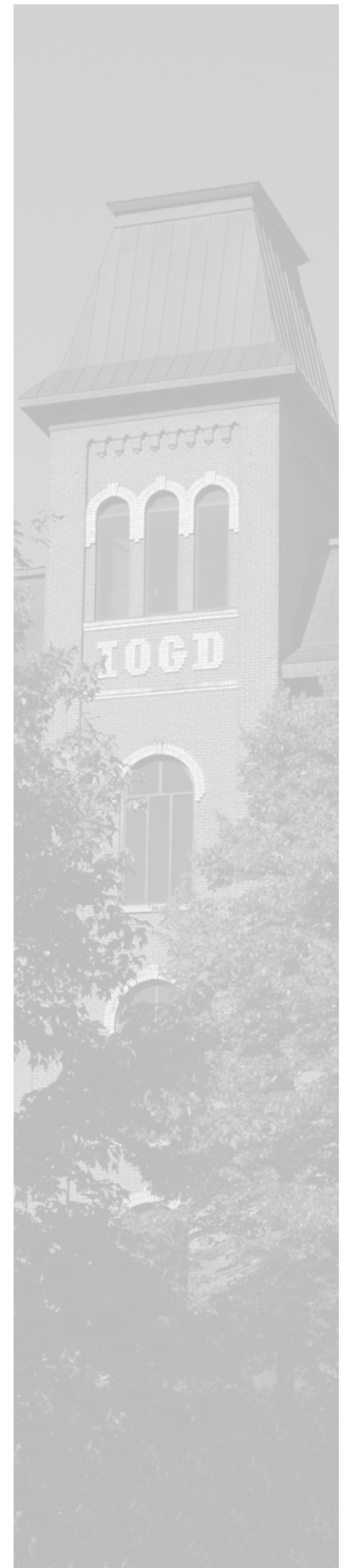
Internal and external constituencies are provided access to mission-driven opportunities through the implementation of Centers of Excellence. Current centers include the Jay Phillips Center for Interfaith Learning, Donald McNeely Center for Entrepreneurship, Eugene J. McCarthy Center for Public Policy & Civic Engagement, and the Petters Center for Global Education. The colleges also provide access to multiple opportunities through chairs, such as the Myers Chair in Management, the Virgil Michel Chair in Rural Social Ministry, the University Chair in Critical Thinking, and the Koch Chair for Catholic Thought and Culture. All of these centers or chairs have recently received or are seeking expanded funding support. The development of centers around key areas of community interest provides a structure enabling more effective communication, not only internally among community members, but externally with outside community constituents. Current strategic planning includes proposed centers in the areas of the environment, ethical leadership, scientific inquiry, and gender. Three of these centers/chairs are discussed in detail below.

#### **The Donald McNeely Center for Entrepreneurship**

Building on a strong history of entrepreneurship at CSB/SJU, the Donald McNeely Center for Entrepreneurship began in 2004 as a resource and partner for students, faculty, alumnae/i, and community members who sought entrepreneurial solutions to today's issues. Currently, services include educational and research opportunities, scholarships, mentorships, internships, a speaker series, and entrepreneurial training. Since 2004, the center has been a successful resource broker and partner to more than 85 students, 30 faculty, 300 alumnae/i and four community organizations.

Alumnae/i volunteers provide consultation in their professional areas of expertise to students, faculty, alumnae/i, or friends of CSB/SJU actively pursuing the design and implementation of a new enterprise. The center maintains a list of advisors willing to share their expertise with individuals developing an entrepreneurial endeavor in either the business or nonprofit sector. The Clemens Perk, a coffee shop located in the Clemens Library at CSB, utilized extensively by members of the CSB/SJU community, is an example of an entrepreneurial endeavor managed by undergraduate interns with supervision and mentoring by Management Department faculty and the center's director.

Each year the McNeely Center's Entrepreneurial Scholars Program selects 12 students (E-Scholars) who are given the opportunity to pursue their interest in entrepreneurship





through a three-course sequence in entrepreneurial studies. From 2004-07, 37 students, 16 from College of Saint Benedict and 21 from Saint John's University, participated in the program. E-Scholars are provided access to mentors through the center and meet periodically with successful entrepreneurs to learn about the best practices of entrepreneurship. Student scholars also travel both nationally and internationally — most recently to Shanghai, China — to learn from successful entrepreneurs and to establish business relationships for the future.

Annual fundraising for operations and the E-Scholars programs pose a significant challenge. Donald McNeely's funding pays for student scholarships and faculty teaching entrepreneurship, but the center is not endowed and is not included in the operating budget of the colleges. The director is working with Institutional Advancement at both colleges to build endowment support. The McNeely Center also is seeking opportunities to expand connections to students in non-Management majors, especially to students with interests in addressing needs locally and globally as social entrepreneurs.

### **Eugene J. McCarthy Center for Public Policy & Civic Engagement**

The Eugene J. McCarthy Center for Public Policy & Civic Engagement is a recent development at CSB and SJU. The mission of the center is to “cultivate the habit of promoting the common good through an integrative environment for learning and to promote the value of politics, our shared identity as citizens, and our engagement in public work.” The McCarthy Center facilitates civic engagement and expects students to become active, influential members of society. The center also links extensively with alumnae/i and has recently developed an alumnae/i chapter for graduates working in politics and public policy.

Academic departments most actively engaged with the McCarthy Center include Political Science, Economics, Sociology and Peace Studies, although dozens of departments and programs have collaborated with the center. Key activities of the center include the Eugene McCarthy Lecture series (the inaugural speaker in 2007 was E.J. Dionne), Congressman Kennedy's “Frontiers in Freedom” lecture series, and hosting a McCarthy Scholar-in-Residence. Center staff have conducted study tours to the immigrant communities of Minneapolis, sustainable green space projects in Chicago, the Iron Range, a local correctional facility, and the university powerhouse. The center places summer interns in Washington, D.C. with resident faculty and training to supplement the internship experience. In response to an anonymous gift (\$1 million to CSB), the McCarthy Center also will now offer nine full-time summer fellowships starting in 2008 at \$4,000 each for students to conduct civic engagement projects. The civic engagement project must relate to public policy, politics, and/or community service in partnership with an off-campus organization in Minnesota.

### **Myers Chair in Management**

The Myers Chair in Management was initiated in 1978 and focuses on: 1) teaching and mentoring students, 2) fostering community outreach through education, programming, and resources, and 3) developing corporate internship and career opportunities for students. The emphasis is on engaging and serving constituencies with regard to fostering relationships with alumnae/i, corporate and small businesses, and internal partners to enhance the educational opportunities for management majors.

The Myers Chair has collaborated extensively with Institutional Advancement at CSB and SJU to develop connections with the external community. It also has begun to involve alumnae/i in on-campus activities that support the management curriculum and undergraduate career development built on the foundation of Catholic and Benedictine values.



While the Myers Chair in Management has laid the groundwork for developing alumnae/i partnerships, corporate internships, and career opportunities, much work needs to be done to identify and develop opportunities that meet the needs of our students. Assessment has so far been limited to student feedback and will soon be expanded to include CSB/SJU faculty and staff, alumnae/i, and corporate partners.

## **Athletics**

CSB and SJU recognize that access to athletics complements a liberal arts education. Athletic competition promotes institutional identity and visibility, attracts prospective students, promotes academic achievement, contributes to student satisfaction and retention, and provides a forum for engaging students, alumnae/i, parents, faculty, staff, and the local community. Through athletics, the colleges promote the development of life-long recreational interests, involvement in community activities, and awareness of teamwork, leadership skills, and concern for physical and emotional health.

CSB and SJU are members of the National Collegiate Athletic Association (NCAA), Division III, and the Minnesota Intercollegiate Athletic Conference (MIAC). Both colleges support the policies of the MIAC and NCAA regarding student recruitment, academic achievement, course selection, accommodations, and financial aid. Up to 10,000 people attend CSB home athletic events annually, and, at SJU, attendance has reached 90,000 at home athletic events per year. Ten times in the last 14 years, Saint John's University was the top-ranked institution in NCAA Division III home football game attendance.

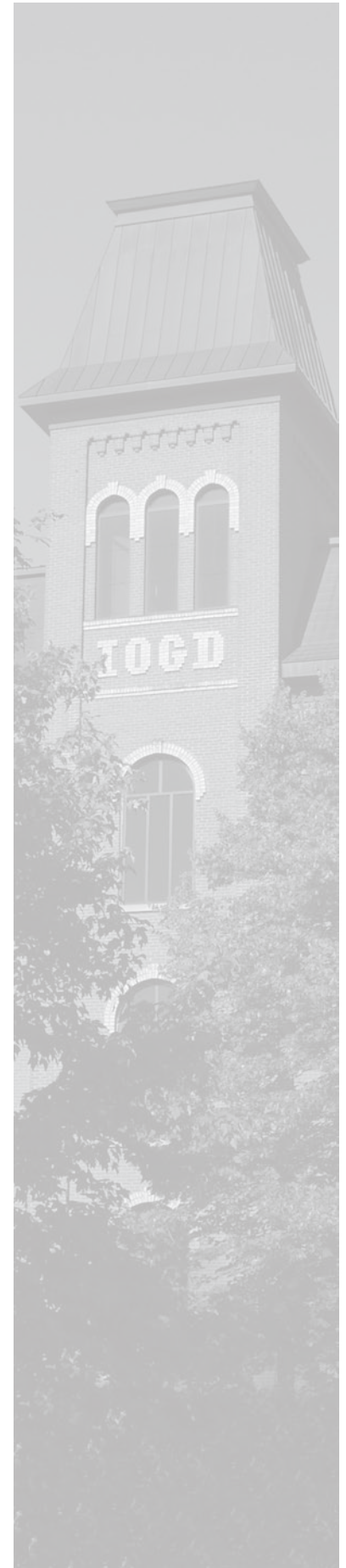
Both CSB and SJU strive to provide modern fitness facilities available to everyone on campus and to the public. At CSB, the Haehn Campus Center is used extensively by students from both campuses and the local community. The indoor track, newly renovated weight room, and swimming pool were the most used athletic facilities. There are outdoor tennis and volleyball courts and a soccer field. Night classes in yoga, strength-training, modern dance, and ballet, also are popular. Through these classes, the college supports the development of community among faculty, staff, and students. At SJU, athletic facilities are also used extensively by students, faculty, and staff. They include an indoor track, swimming pool, basketball courts, weight room, wrestling rooms, climbing wall, and racquetball courts. Similar to CSB, there also are outdoor tennis and volleyball courts, and soccer fields. Club and intramural sports at SJU include hockey, rugby, lacrosse, baseball, soccer, basketball, and water polo.

## **Mission Fulfillment: Commitment to the Fine and Literary Arts**

### **Fine Arts Programming**

The College of Saint Benedict and Saint John's University are committed to engaging and serving our constituencies through the fine and literary arts. Both campuses are centers for Fine Arts Programming in the region with a mission "to foster an artistic environment of creativity that provides transformational experiences connecting our community to the world around us." In addition, Fine Arts Programming at CSB and SJU strives to:

- curate a series of arts events that bring the finest regional and national artists to our community;
- support and enhance the coordinate mission and undergraduate learning goals of CSB/SJU through programming, resources, and personnel;
- create institutional visibility and recognition through active leadership in local, state, and national arts organizations;
- provide responsible fiscal management of resources and generate revenue through grants, sponsorships, and ticket sales;



- create lifelong learning initiatives to encourage participation in the arts by "students" of all ages;
- strengthen community resources in the arts through professional support of regional arts organizations that produce and present in our Fine Arts facilities;
- provide professional development opportunities for educators to promote interdisciplinary teaching through the arts.

Prior to the 1998-99 season, the College of Saint Benedict and Saint John's University presented two separate seasons of performing and visual arts events. Each institution had a long history of presenting quality performances and exhibitions in their venues. In 1998-99, the first joint CSB/SJU "Partners in the Arts" season was presented by the newly organized joint Fine Arts Programming department. For the first time all performances and exhibitions were marketed as one season. The change generated an enthusiastic response from the community.

Since 1998-99, Fine Arts Programming has attracted between 28,523 and 40,204 patrons to the campuses each year for fine arts performances, exhibits, and residencies. The Benedicta Arts Center (BAC) of the College of Saint Benedict has received three awards for architectural and interior design excellence since its renovation and expansion in September 2006. The expansion has allowed for extended residencies with visiting artists in dance and theater and year-round programming in multiple theater spaces. In addition to classes, lessons and student performances, the BAC hosts 200 public events each year, including the Minnesota Orchestra. We are the only venue outside of the Minneapolis/Saint Paul area offering this series. The Stephen B. Humphrey Theater at SJU also hosts 114 public events each year. The annual "Christmas at Saint John's" includes more than 200 musicians from various groups, including the CSB Campus Singers, SJU Men's Choir, Saint John's Boys' Choir, CSB/SJU Chamber Choir, and the CSB/SJU Brass Choir to name a few. CSB/SJU musical groups tour extensively and perform on National Public Radio. In addition, the world renowned Saint John's Boys Choir, a Saint John's University sponsored program, has toured both nationally and internationally since 1982.

### **Literary Arts Institute**

Founded in 1996, to foster creative writing, publishing, and interaction between students and writers, the Literary Arts Institute (LAI) of the College of Saint Benedict is a unique organization. The LAI began as a means to make books and writing come alive for students. In 1999, a \$325,000 Teagle grant allowed the program to expand to include a writer residence program, a publishing workshop, the Sister Mariella Gable Prize, a book arts studio, and a readers' theater program. The LAI brings nationally recognized authors to the college, promotes literary events, holds conferences, supports publications, and encourages the artistry of fine letterpress. With its local and national partners, including the St. Paul-based Gray Wolf Press, the LAI is able to bring writers and their work together with readers on campus and beyond.

Writing is central to a liberal arts education and the LAI is an important way to open our doors to the community. Because the project has always been linked to the English Department and currently the Art Department (book arts studio), it has proven to be an effective way to deepen the study of literature and the humanities. Writer's residencies offer students opportunities for serious discussions with poets, fiction writers, and essayists about the writing process. Students ask questions about the writers' work in classroom settings, workshops, and public readings. In these ways, the current LAI programs coordinate with and complement the curriculum. Often, the writers' responses bring to light the choices that writers make as they define the purpose of a work and as they develop and revise the work. Faculty and students draw on these discussions later in their courses as students develop and revise their own essays, stories, and poems. Annual reports demonstrate an impressive list of writer residents

and student participation and satisfaction with this program. The program director currently is applying for a National Endowment for the Humanities (NEH) grant to further explore the future of the book. If funded, the program will complement the current work of the LAI.

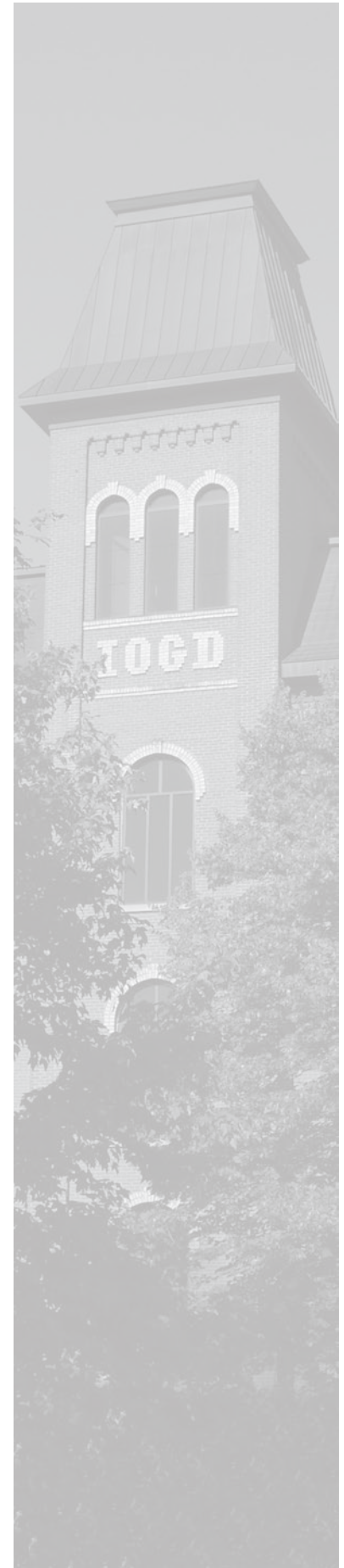
### **Project Logos: The Center for Creative Writing**

Project Logos: The Center for Creative Writing began in 2000 as a way to support the creation of new and innovative written work by encouraging dialogue across the disciplines. Project Logos focuses its efforts in four interrelated ways:

- **Collaboration:** This area includes projects designed to create a focal point or common goal for a group of writers, artists, scholars, and community members;
- **Environmental Studies:** By its nature, environmental studies encourages writers to cross numerous disciplinary boundaries, bringing together geography, physiology, political science, medicine, theology, anthropology, psychology, and other disciplines relevant to this emerging field;
- **Translation:** Translation is the metaphor to describe the transporting of the strengths, methodologies, and vocabularies of one discipline, medium, or genre into the strengths, methodologies, and vocabularies of another discipline, medium, or genre;
- **Spirituality:** Our emphasis in this area will focus on spirituality as forms of practice and experience that make testimony. Projects in this area encourage writers to ponder the transcendent or the holy as both experience and as impetus toward action in the world.

The conferences, “The State We’re In: Creative and Critical Approaches to Minnesota History at 150” and “MN150: A Writing Retreat” took place respectively between May 28-30 and May 30-June 1, 2008 on the campus of Saint John’s University. The conferences were co-sponsored by Project Logos, the College of Saint Benedict, the Stearns History Museum, the Minnesota Historical Society, and the Minnesota State Sesquicentennial Commission. Attendance exceeded the conference planners’ expectations; approximately 100 people were expected and 160 attended. Of those, nearly 60 individuals presented papers, talks, demonstrations, exhibits, or keynote addresses. In addition to the scholars, five professional writers gave formal readings; two on one evening and three on another. At the conclusion of the conference, ten writers stayed on for the retreat.

Conference and retreat evaluations are being analyzed. A final report will be available in summer 2008. In addition to publishing the proceedings from this conference and hosting a second Project Logos conference/retreat in the future, the conferences generated interest in another collaborative Minnesota History meeting to be scheduled in 2010.







## **Mission Fulfillment: Commitment to Preservation of Knowledge and Culture within the Catholic and Benedictine Traditions**

The College of Saint Benedict and Saint John's University are committed to engaging and serving our constituencies through the preservation of knowledge and culture, particularly within the Catholic and Benedictine traditions.

### **Campus Ministry**

CSB and SJU Campus Ministries preserve knowledge and tradition within the scope of Catholic culture by offering vibrant worship and sacramental opportunities. The Campus Ministry Offices on each campus are committed to serving the spiritual needs of students, focusing in particular on respect, appropriateness, and dignity. Whether the people on campus are of the Catholic faith or of another faith, Campus Ministry (as a cornerstone of a Catholic institution), is committed to enhancing and nourishing the spiritual journey of everyone. Everyone is welcomed, served, and educated without distinction of race, religion, ethnicity, or sexual orientation. This is expressly done through four key programs: Liturgy, Spirituality and Social Justice, Alternative Break Experiences, and the Fully Aware Catholic programs.

Many pressing social questions in the world today relate to religious identity and pluralism. The College of Saint Benedict and Saint John's University continue to grapple with the tension that comes from trying to deepen faith identity and expand religious pluralism, particularly in relation to our commitment to increase the racial and ethnic diversity of faculty, staff, and students. Campus Ministry is a key program that aims to engage and serve internal and external constituencies by promoting conversations around such issues. For example, both offices actively participated in the recent Teagle grant that assessed and addressed engaging in difficult dialogue on campus. CSB and SJU are home to two separate offices of Student Campus Ministry. Each Campus Ministry office provides weekly worship services, conducts retreats, enhances spirituality, and sponsors service and justice initiatives. Each has its own approach to liturgy and service, allowing for a variety of choices for students to engage in and express their faith. CSB Campus Ministry, for instance, has responded to student interest in the exploration of Catholic identity and belief through the development and support of programs like Faith Communities, Why Catholic?, and *Fides et Ratio* (Faith and Reason). In recent years, SJU Campus Ministry has created the Benedictine Action Team (BAT) to focus on justice and poverty issues. We are seeing growing numbers of students, especially at the CSB Liturgy (SJU has a long tradition of well-attended student Masses). More students are seeking out and journaling about their service experiences, and we see increasing numbers of students attending the Fully Aware Catholic Series. Assessment (data) demonstrates students appreciate the opportunity to dialogue and learn more about church teaching.

Separate Campus Ministry offices honor the distinct identities of CSB and SJU. However, the separation of offices has led to concerns about communication between the two campuses. Historically, the two Campus Ministry offices have evenly distributed the opportunities available in areas related to service and justice. For example, the College of Saint Benedict Campus Ministry leads domestic Alternative Break Experience (ABE) opportunities, while Saint John's University Campus Ministry administers Volunteers in Service to Others (VISTO), the latter a conglomeration of twenty-two smaller volunteer clubs. In recent years, however, the SJU Campus Ministry office has offered additional and separate domestic and international ABE opportunities. This has led to confusion for those inquiring about ABE opportunities. Furthermore, duplication has occurred, such as offering two events or information sessions simultaneously. Such duplication hinders the overall effectiveness of programming as financial and human support resources overlap.

In response, both Campus Ministries engaged in an external assessment review in 2005-06. After a series of meetings, the two departments chose to remain separate and distinct offices. Structurally, some ambiguity remains about the effectiveness of the current organizational structures and processes when it comes to engaging the spiritual and faith needs of the student body. However, there is no question that students have ample worship and service opportunities.

### **The Theological Exploration of Vocation**

Funded by the Lilly Endowment, the Programs for the Theological Exploration of Vocation reveal how the College of Saint Benedict and Saint John's University are responding to national concerns related to authentic and moral civic and religious leadership. The goal is the formation of leaders in church and society. The grants (one at CSB called Companions on a Journey and one at SJU called the Vocation Project) provide funding for the fulfillment of mission and goals related to liberal arts formation within the Catholic and Benedictine university tradition.

An extensive list of programs has been sponsored through these grants in an effort to fulfill the liberal arts and Catholic/Benedictine missions through personal and communal activities. Heritage Day, a day set aside in the fall of each year to explore and celebrate our heritage, is organized through the Programs for the Theological Exploration of Vocation. The annual Changing Faces conference, also facilitated by the programs, focuses on ethnic and racial diversity among young people. There was an emphasis on Latino youth in 2007. In 2008, we will invite theologians, ministers, and current students, faculty, and staff to engage pressing issues with regard to U.S. Black theologies.

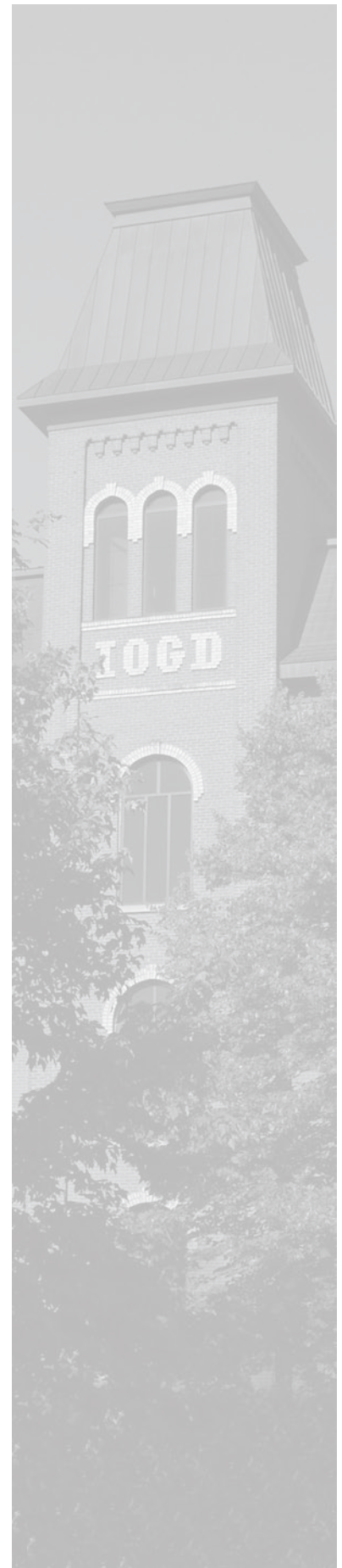
Those activities specific to the CSB Companions on a Journey program include:

- Journey Groups, which are small spirituality-focused groups designed for an array of constituencies including students, faculty, staff, alumnae, local Latina women, GLBT members, and students returning from study abroad experiences. There are approximately 31 internal constituent groups and 18 external constituent groups, a total of just under 50 groups in operation;
- Communal book conversations related to vocation and spirituality;
- A Summer Institute for faculty and staff for reflection of vocation and identification of gifts and passions related to work and service;
- Annual Women's Spirituality Conference open to the public (200 participants in 2007).

Vocation Project program offerings include:

- Community Conversations, which are community speaker and lunch events for faculty and staff that focus on Benedictine topics;
- Food for Thought student speaker/meal events that focus on student-initiated topics related to spirituality, faith, and vocation;
- Development and distribution of Catholic/Benedictine publications.

Assessment and evaluation of the programs have demonstrated significant increases in faculty, staff, and student understanding of Catholic and Benedictine traditions and the concept of vocation. These programs have contributed extensively to the coordination and advancement of the Catholic and Benedictine mission of CSB and SJU.





## **Koch Chair in Catholic Thought and Culture**

In 2001, the College of Saint Benedict received a financial commitment to establish its first academic chair: the Koch Chair in Catholic Thought and Culture. The gift was made by a member of the board of trustees and reached full endowment status in 2007, at which time the first chair was appointed. The Koch Chair in Catholic Thought and Culture provides additional evidence of the fulfillment of our engagement and service missions related to preservation of Catholic and Benedictine knowledge and culture.

The Koch Chair in Catholic Thought and Culture supports a professor distinguished by his or her knowledge and commitment to advance the Catholic mission in bringing faith and reason into dialogue with culture. The professor is responsible for collaborating with other initiatives and assisting the campus community in understanding Catholicism's contribution to the liberal arts and academic disciplines.

The Koch Chair sponsors an annual lecture series and periodic discussion sessions aimed at engaging members of the campus community in dialogue about Catholic thought in relationship to current issues. Visiting scholars are selected according to their interest in exploring the connections between the Catholic intellectual and cultural tradition, the academic disciplines in their historical and cultural contexts, and the institutional mission.

The two lecturers for 2007-08 explored the current status of the Catholic-Muslim dialogue and the myth and mystery of vocation. Major discussion topics in that same year included the Benedictine wisdom tradition and the Catholic intellectual tradition. Of the 28 participants in the fall discussion series on the Benedictine wisdom tradition, one-half were faculty, one-fourth were staff, and the remainder represented higher-level administration and the monastic communities; no students attended. In the spring discussion on the Catholic intellectual tradition, 14 were members of the monastic community, five were faculty, three were staff, and three students attended. Given that 67% of current students identify themselves as Catholic, the Koch Chair discussion series serves as a natural avenue for academic and personal exploration of issues related to the Benedictine wisdom and Catholic intellectual traditions.

Such conversations ignite a broad perspective and lively discourse within our communities related to our Catholic, Benedictine identity. Tensions arise as we explore the ways in which we both affirm our Catholic, Benedictine heritage and promote inclusion for non-Catholic and non-Christian members of our communities. This tension is explicitly addressed in the public statements we make about our Catholic and Benedictine traditions and identity. The Koch Chair in Catholic Thought and Culture, still in its early stage of development, holds the promise of an ever-widening engagement with and service to the spectrum of campus constituencies.

## **Collegeville Institute for Ecumenical and Cultural Research**

Founded by the monks of Saint John's in 1967 as an independent corporation, the Collegeville Institute links the Benedictine traditions of scholarship and hospitality with the openness of Christians to one another and to the world, at large, expressed by the World Council of Churches (founded 1948) and the Second Vatican Council (1962-1965) and many other subsequent local, regional, national, and international ecumenical initiatives. The Institute — residential centers to which men and women from many religious traditions come to do research and writing for a semester or a year — is committed to supporting careful thought for the sake of mutual understanding and a more widespread, meaningful articulation of faith.



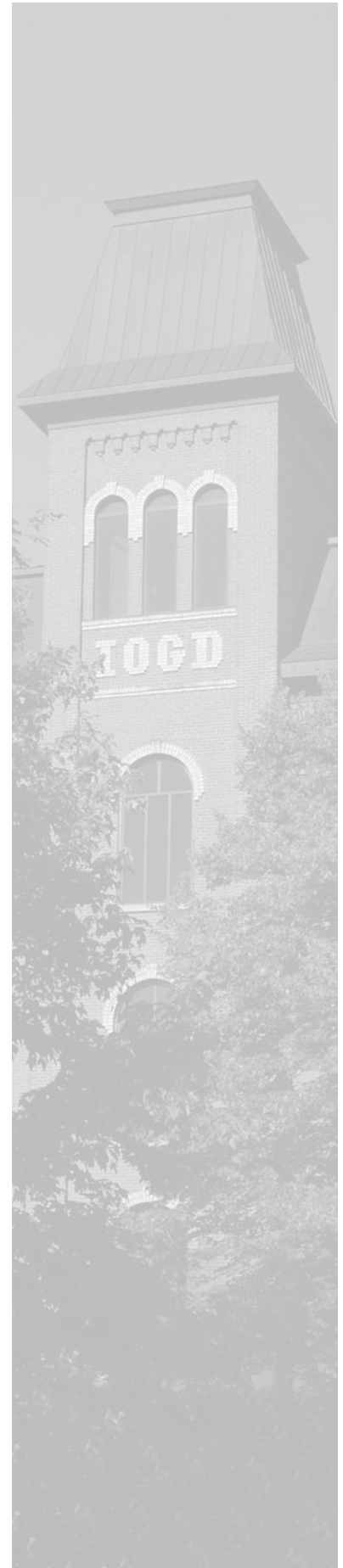
## Hill Museum and Manuscript Library (HMML)

The Hill Museum & Manuscript Library (HMML) at Saint John's University is the home of the world's largest collection of manuscript images as well as *The Saint John's Bible*, a handwritten, illuminated Bible in modern English. HMML's collections reveal how various cultures express their religious, artistic, and intellectual experiences. HMML makes these resources available to students, researchers, and visitors through advanced technology for imaging, cataloging, and teaching.

HMML's holdings of manuscript images fall into two broad categories: Western manuscripts and Eastern Christian manuscripts. HMML has its own collection of significant manuscripts, rare books, and art objects related to the Benedictine and Catholic identity of Saint John's and Saint Benedict (the Arca Artium collection). The photographic preservation of manuscripts has been HMML's core mission since its founding in 1965. HMML has preserved almost 100,000 manuscripts on microfilm and in digital form. Now, HMML has more than 20 active digitization projects in Lebanon, Syria, Turkey, Ukraine, India, Italy, and Malta. Since 2003, HMML has been capturing manuscript images through high-resolution color digital photography. In spring 2007, HMML achieved a preservation milestone with its digital collection surpassing one million image files. All of the photographed manuscripts are accessible through OLIVER, a web-accessible electronic catalogue, with sample images of many of them displayed on *Vivarium*, HMML's online image delivery system. HMML also has an outstanding reference library for the study of manuscripts, printed books, and book arts.

HMML serves an international audience of scholars who visit for research, use the electronic resources, order copies of manuscripts, or seek information about the collections from the curators. HMML serves the on-campus communities by hosting 27 different undergraduate courses in history, humanities, theology, art, first-year seminar, and teacher education. All of these courses are related to the collections. HMML also sponsors lectures and other events, presents continual exhibitions of *The Saint John's Bible*, rare books, and art, and offers an undergraduate course taught by HMML staff on the History of the Book entitled "From Books to Bytes." Twelve students were enrolled in fall 2007. HMML serves the general public through its exhibitions, presentations on the collections to visiting groups, and its gift shop. HMML also manages the international exhibition tour of *The Saint John's Bible*. Utilization of the HMML services by the community over the past year is evidenced by:

- 6000 attended presentations of HMML's work, collections, and The Saint John's Bible;
- 4000 visited The Saint John's Bible galleries;
- 8 classes (18-22 students per class) from Saint John's Preparatory School participated in HMML coursework;
- 7 undergraduate classes from outside institutions accessed the HMML services;
- 10 students attended a two-week residential workshop for undergraduate and graduate students;
- 35 scholars-in-residence utilized the HMML collections;
- 400 orders for digital or microfilm copies of HMML manuscripts were processed.





## **Mission Fulfillment: Commitment to Promoting the Common Good**

Promoting the common good through engaging and serving others is an integral part of the student experience at CSB and SJU. Of respondents to the 2004 National Survey of Student Engagement (NSSE), 93% of students agreed or strongly agreed that service opportunities were abundant, compared to 82% at other Catholic Colleges and Universities. The 2007 Senior Survey confirmed these findings. Approximately 71% of senior students participated in community service or volunteer programs while at CSB and SJU. Not only are the opportunities plentiful, students also frequently take advantage of these opportunities. Of seniors in the 2004 NSSE survey, 74% reportedly engaged in community service or volunteer work (as compared to 58% for all Catholic Colleges and Universities). Perhaps more impressive is the persistence and regular participation in service activities on and off campus. In the 2007 Senior Survey, 65% of respondents indicated they spent time every week on volunteer activities or community service. Service also continues after graduation. From the class of 2006, 6% of the graduates from each campus were doing volunteer work during their first year after college. Furthermore, 89% of the respondents to the Alumnae/i Survey ranked “helping others in need” as very important or essential life objectives, which was the highest among all of the options.

Multiple initiatives have been successful in fostering this commitment. The College of Saint Benedict and Saint John’s University are tightly connected to their surrounding communities. We also have established numerous connections nationally and globally. We learn by establishing intentional connections with these communities, by participating in them, and by inviting them into dialogue about the needs of the community and the services we can provide.

### **Engaging and Serving our Local Communities: Collegetown**

Saint John’s University is located six miles north-west of Saint Joseph, Minnesota in rural Collegetown Township. The university occupies an 80-acre campus in the midst of 2,700 acres of grasslands, woods, and lakes owned (since the 1860s) by the Saint John’s Abbey. The Benedictine monks who settled this land over 150 years ago have exemplified the Benedictine traditions of land stewardship, education, and respect for the environment. The land was dedicated as a natural arboretum in 1997.

The Saint John’s Arboretum celebrates and preserves the unique beauty and richness of God’s creation in Central Minnesota and fosters the Benedictine tradition of land stewardship, education, and environmental respect. The director of Land Management for Saint John’s Abbey is also director of the Saint John’s University Arboretum. The director has an integral role in listening and responding to the local community of Collegetown Township as well as the commissioners and zoning authorities of Stearns County. Through open conversations with the local community, the Saint John’s Arboretum aspires to:

- Preserve native and historical plant and wildlife communities of the arboretum lands;
- Model practices of sustainable land use;
- Provide opportunities for education and research;
- Make accessible a natural environment that invites spiritual renewal.

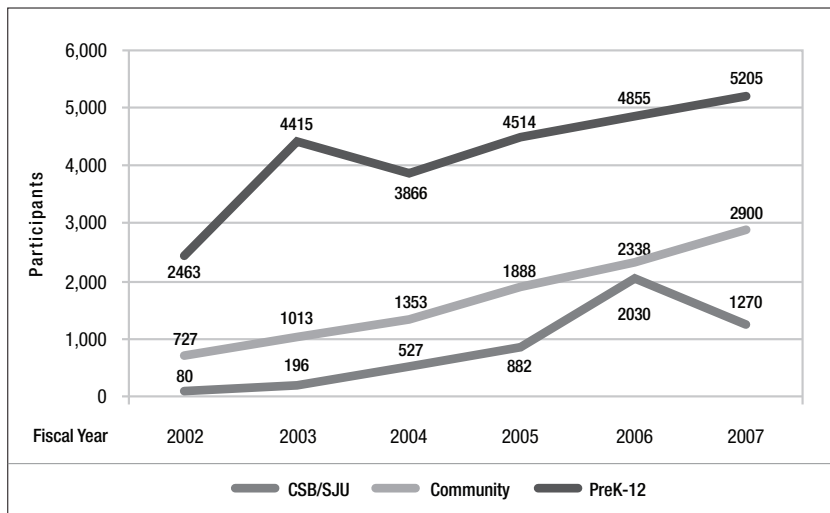
The land supports a wide variety of native wildlife and plants through restoration, sustainable use, and preservation. The land also serves as a state game refuge. Trails through these diverse native habitats provide quiet, natural areas for visitors of all ages. Saint John’s Arboretum offers a variety of community events every season, including maple syrup demonstrations, a spring birding day, plant earth showings, and watercolor exploration classes taught by local artists. Stewardship is demonstrated through habitat

restoration efforts such as sustainable logging, tree planting, prairie burns, and a controlled deer hunt for population control.

The Arboretum maximizes the opportunity to bring a diverse community of learners together around the educational and social concerns related to the environment and sustainability. In 1987, a coalition of faculty formed the Environmental Coordinating Organization to examine campus energy and recycling practices and to begin the process of building an Environmental Studies curriculum. About that same time, the 150-acre Habitat Restoration Project began. The project raised visibility of environmental stewardship, gave students and faculty a research focus, and became the basis for the land's designation as a natural arboretum 10 years later. By 1994, a minor in Environmental Studies was in place. In fall 2002, the program was designated an academic department and is currently offering both an undergraduate major and minor. The Arboretum functions in conjunction with a degree-granting program in Environmental Studies.

CSB/SJU students, faculty, and staff are prominent among the Arboretum's patrons. But as the figure below indicates, the Arboretum also is a community education resource visited each year by thousands of children and other members of the surrounding community.

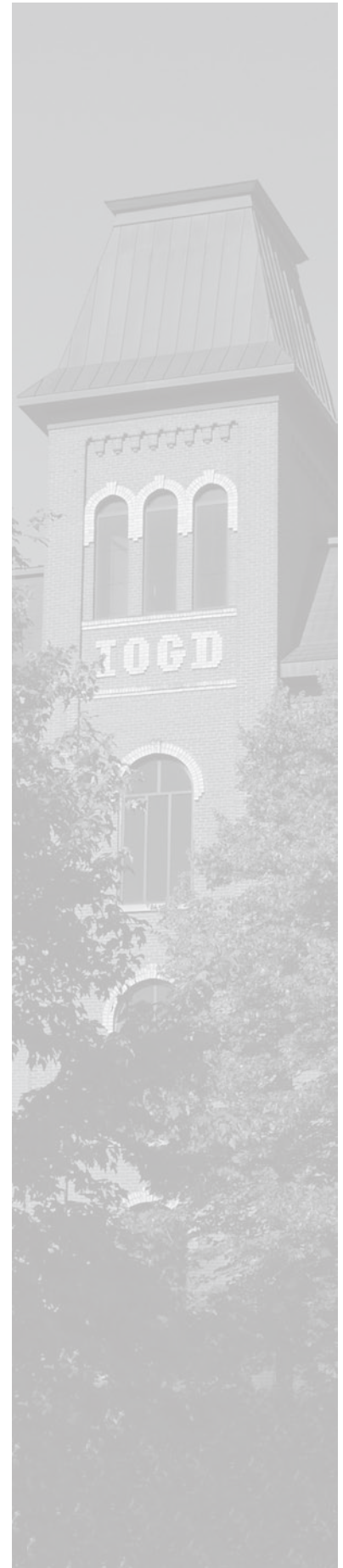
**Figure 5.1: Persons served by Saint John's Arboretum, 2002-2007**



Source: Saint John's Arboretum 2007 Annual Report, Part 1, p. 2.

Continuing the momentum of successes in the Arboretum and the Environmental Studies Department, Saint John's and the Nature Conservancy pooled \$5,000 of seed money each and began the Avon Hills Initiative in 2002-03. Initially invitations were sent out to 15 key local leaders to join Saint John's staff in a discernment process aimed at discovering interest in preserving the rural character of the landscape, conserving natural habitat, and protecting landowner rights. It turned out that many people shared those interests. There are now 300 families on the Avon Hills Initiative's mailing list. Official non-voting Saint John's representatives remain active on the Avon Hills Team. The representatives engage and serve fellow team members by encouraging them to be a moderate voice in the ongoing debates about balancing private property rights against the collective goods of ecological responsibility and sustainable economic development.

The leadership of the Avon Hills Initiative has made significant progress in promoting the designation of an Avon Hills Overlay District within the Stearns County Comprehensive Plan. The Overlay District would impose an extra layer of zoning regulations, but also would provide bonuses regarding how much green space must be







preserved by housing developers, and how many dwellings may be built in a housing cluster per 40-acre plot. The proposed Overlay awaits final action by the Stearns County Commission. In summary, Saint John's University is fulfilling its mission to engage and serve its local community through enhancing overall community life and protecting the environment.

Saint John's University also strives to engage and serve the local community through events and programming on campus. Each summer, the Saint John's University Special Events office hosts more than 20,000 guests from nearly 150 groups for day-long events, week-long events, or longer. Examples of activities include group conferences and retreats, professional development courses, meetings, rallies, camps, and performances.

### **Engaging and Serving our Local Communities: The City of Saint Joseph**

The 229-acre College of Saint Benedict campus is situated near the center of the City of Saint Joseph, Minnesota (population 5,800). The environment and community needs are quite different from those at Saint John's University. However, as with SJU, the ability to effectively engage and serve is dependent on a strong connection with the leaders and residents of the local community. The special assistant to the president for College Relations is the principal liaison between the College and the City of Saint Joseph and has been an active member of the Saint Joseph Chamber of Commerce for several years. The special assistant also represents the college on the Saint Cloud Hospital Board (a regional health care facility) and on the Saint Cloud Chamber of Commerce. Several other CSB representatives also are actively engaged in community development initiatives and committees. For example, the College of Saint Benedict vice president for institutional advancement represents the colleges on the board of the Saint Cloud Area Economic Development Partnership, the Science Initiative of Central Minnesota, and the Lake Wobegon Trails System. The president of the College of Saint Benedict communicates weekly regarding college activities with the residents of Saint Joseph through a column in the local newspaper.

CSB has a vested interest in the Saint Joseph downtown revitalization project and has actively supported the development of the new Mill Stream Shops and Lofts at the intersection of Minnesota Street and College Avenue in downtown Saint Joseph. This development is designed to create an urban sense of place by offering street level retail and commercial shops with residential loft condominiums. The College of Saint Benedict also has been an active advocate of a Collegeville Communities, LLC, project in Saint Joseph. This project will result in construction of a multi-generational, multiple-housing-type development near the college campus for active retired persons, faculty, and anyone else who wishes to live close to the many resources of the college.

For students, the promotion of a mutually beneficial living environment within the local community is advanced through publication and enforcement of the "Good Neighbor Policy" published in the SJU *J-Book* and the CSB *Bennie Book*. We continuously strive to promote relationships between students and the residents of the City of Saint Joseph through effective policies and procedures that promote the Benedictine values of hospitality and community.

The college also openly invites members of the local community to benefit from our campus resources. A vast array of events is publicized in the local media. The number of events and participants from external constituent groups has increased significantly in the past few years. In FY 2006, CSB hosted 962 events (68 of these to off-campus groups). In FY 2007, the number of events increased to 1,333 (213 of these to off-campus groups). The College of Saint Benedict Events and Conferences brought 104,749 event attendees to campus during FY 2007. Of those attendees, 42,472 were registered as part of an off-campus group.

Community members from Saint Joseph and the surrounding Saint Cloud area may purchase a pass for use of recreational facilities on the College of Saint Benedict campus. In 2007-08, 22 community members purchased recreation facility passes. There is no charge for public use of either Clemens or Alcuin libraries beyond a \$1.00 fee for registration. Currently, 142 community members are registered as library patrons. Community patrons may borrow materials under our existing policies. At the request of local community members, the College assumed leadership of a popular local bike tour, the Tour of Saints. Under the College's administration, the tour has become immensely popular.

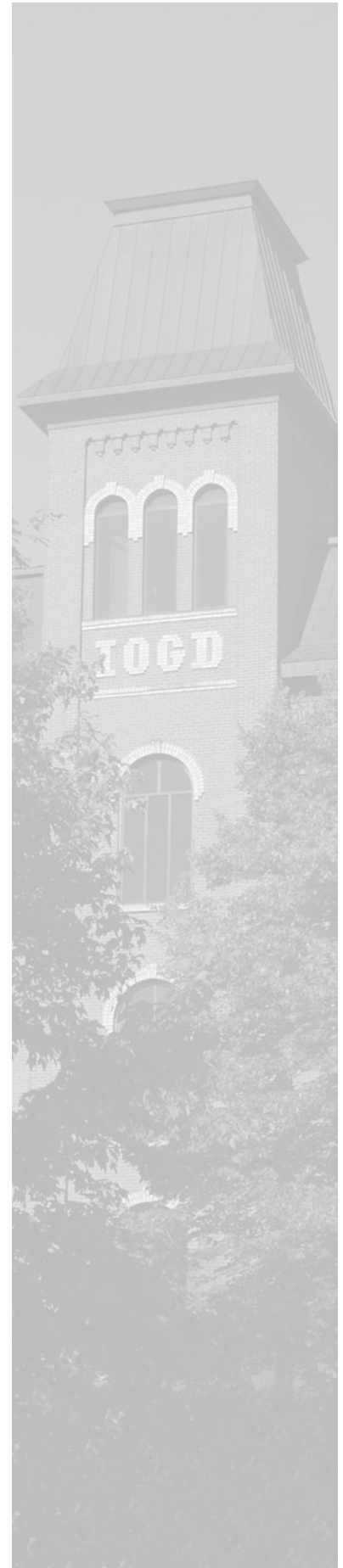
Another way in which the fruits of the College's relationship with the City can be seen is through a recent Habitat for Humanity project, which built a home for a family in need in Saint Joseph. Not only have the colleges and the monastery made financial contributions (at least \$5,000 each), but students, faculty, and staff also donated their labor toward building the home. The local Habitat Chapter coordinator is a College of Saint Benedict alumna. Her work in reaching back to her alma mater through Habitat for Humanity is another example of the way the college's commitment to service takes shape in the local community.

### **Engaging and Serving our Local and Global Communities: Service-Learning**

Developing effective community partnerships is a major goal of the Liemandt Family Service-Learning Program. The Service-Learning staff is committed to staying current with the needs of our local and global communities through statewide memberships, conference attendance, service on local education boards and coalitions, and constantly listening to the diverse needs of our local communities. By working closely with faculty, students, and community partners, Service-Learning staff members exemplify listening, responsiveness, capacity, and commitment to meet the needs of the students and the community. Open communication honors the reciprocal relationship that must occur between the community partner and the student, where the student receives an opportunity for an integrative learning experience and the community partner receives a needed service. A recently formed Advisory Council, including local community partners, faculty members, and students, is an important conduit for listening to our various constituencies.

The Service-Learning Program facilitates multiple opportunities for students to integrate service and academic coursework and has partnered with over 130 community organizations, agencies, and schools over the past ten years. More than 4,500 students have provided over 100,000 hours of service at these sites. Community partnership sites include Anna Marie's (a shelter for battered women and their children), Habitat for Humanity, and the Minnesota Correctional Facility. Each semester, Service-Learning staff collaborates with about 15 different faculty members from different disciplines to integrate service and reflective learning into their respective courses.

The Education Department at CSB/SJU also has a formal partnership with local K-12 schools. All students in EDUC 111 must complete a 30-hour service-learning requirement. More than 150 education students per year are placed at 30 sustained sites, including Saint Joseph Lab School, Kennedy Elementary, and Southside Boys & Girls Club. These sites rely on this established service-learning partnership to effectively serve their clients. The coordinator of the Boys & Girls Club attributes much of the club's success to service-learning involvement: "the kids look forward to when the CSB/SJU students come. I think this shows the positive level of commitment students at CSB/SJU place at our site." Indeed, Service-Learning is a key campus structure that enables effective and meaningful connections with the surrounding communities. For example, a CSB student at Anna Marie's shelter noted, "overall, I feel the experience opened my eyes to a new way of thinking. It has helped me to see how other people live and how I can better my life. I feel as though I have accomplished something. I feel like I have helped some people see that there is hope for a better life .... I plan







on continuing my service in the future and am hopeful that I will be able to change the system in some way, shape or form.”

The Service-Learning coordinator consistently receives requests from community organizations that have heard from others in the community about the success and value of service-learning students at CSB and SJU. Students express high satisfaction rates with the services and engagement opportunities offered. In spring 2007, a student satisfaction survey found that 76% received an adequate site orientation, 75% received enough service-learning experiences to meet course goals, 73% applied what they had learned from their service-learning experience to the classroom, 72% found the service-learning project enhanced leadership skills, and 62% stated that more courses should include a service-learning component. Such high levels of engagement in service-learning are consistent with the tradition of service at CSB/SJU.

### **Engaging and Serving our Local and Global Communities: Student Activities and Leadership Development**

Student Activities and Leadership Development (SALD) promotes student engagement and service on and off campus. The department’s mission is to enhance the quality of campus life through services and facilitation of integrated learning opportunities. These coordinated opportunities foster social, educational, cultural, and leadership development in collaboration with institutional initiatives. Core values of SALD include learning, service, advocacy, balance, ethical decision-making, stewardship, and community.

According to the 2007 NSSE Survey, CSB and SJU students invest many hours in co-curricular activities. Forty-six percent (46%) of seniors spend one to five hours per week, and 36% spend six or more hours per week in co-curricular activities. Many of these activities are coordinated via the more than 90 clubs and organizations under the SALD umbrella. CSB and SJU athletic teams also provide students with opportunities to learn through experience and to develop skills such as leading, communicating, and organizing. Student Activities and Leadership Development also hosts a first-year orientation program designed to answer any questions that new students might have about the College of Saint Benedict and Saint John’s University and to help familiarize incoming students with the campuses and campus life. Incoming students get to know other CSB and SJU students, become acquainted with the campuses, and attend programs that help them prepare for their first year at CSB and SJU.

All of the clubs and organizations engage local and international constituents through direct service, fundraising/donations of monetary funds or goods to organizations, hosting speakers, and raising awareness on important issues. For example, the Asian Club, Cultural Affairs Board, Cultural Fusion, PRiSM, and the Joint Events Council have hosted speakers and sponsored programs to raise awareness and educate the community about multiculturalism. The CSB and SJU Student-Athletic Advisory Committees (SAAC), with a grant from the National Collegiate Athletic Association and Minnesota Intercollegiate Athletic Conference, are hosting a dramatic dialogue titled, *Strange like Me: Racism, Sexism, & Homophobia*. Several clubs raise awareness of important issues such as the Green Party (e.g., sponsored a biodiesel van on campus), Echo (Campus Climate Wars), and CSB Health Advocates and Saint John’s Health Initiative (Sleepless in Saint Joe – an alcohol alternative event). Safe Space Training is also provided through SALD as a way for faculty and staff to learn how to become allies for GLBT students and colleagues. A critical aspect of SALD is the Inspiring Leaders Certificate Program (discussed in Criterion Three), that seeks to prepare students for authentic leadership roles grounded in Benedictine values.

Through SALD, students identify community needs and organize groups to provide valuable services within an integrative learning environment supported by faculty or staff advisors. Improvement is needed in the areas of assessment and evaluation to further document actual program effectiveness and to further coordinate the multitude of activities occurring under the SALD umbrella.



## **Engaging and Serving our Global Communities:**

### **Office for Education Abroad**

Engaging and serving through effective global partnerships is a major goal of our study abroad experiences. The Office of Education Abroad is committed to developing service and community outreach experiences at every opportunity to facilitate student learning and an understanding of culture. Although multiple examples are evident at CSB and SJU, a few are selected to demonstrate our attention to listening, responding, and evaluating the ongoing needs of our global communities.

### **South America Study Abroad Program**

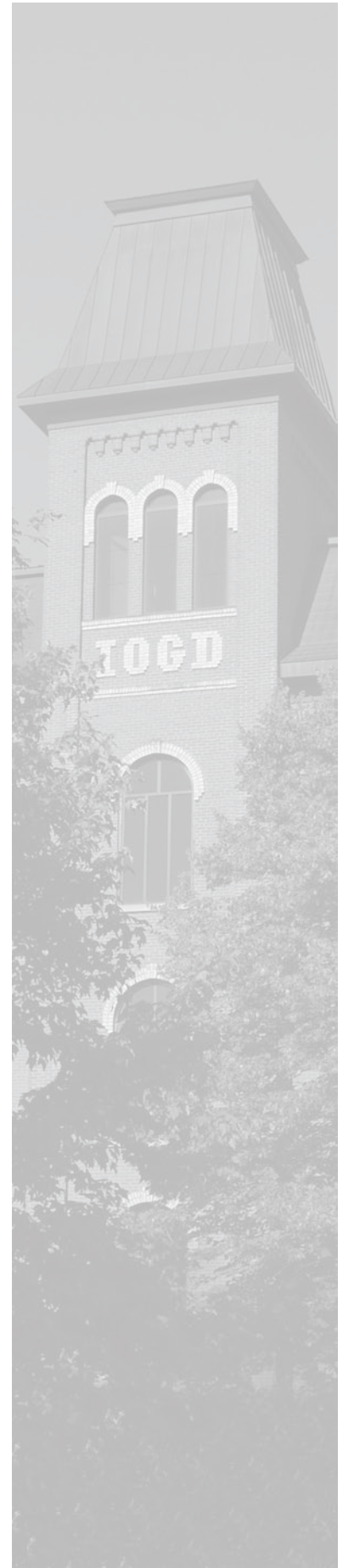
In 2003, the Joint Faculty Assembly voted to approve a minor in Latino/Latin American studies. As a result, two faculty members from the Hispanic Studies Department identified a need to create a new semester program in South America, a geographical area not represented in our current study abroad experiences. The faculty members interviewed eight universities in Chile, contacted the Chilean Embassy in Washington, and contacted multiple private and public organizations to determine perceived need and our capacity to fill that need. The experience was envisioned with a strong service component, combining hands-on service while increasing language and cultural proficiency. This was to occur in conjunction with interdisciplinary coursework and was to include a meaningful field experience, where students could apply what they were learning in class, help the community, and do further research in their area of interest.

This program currently takes place in the Chilean city of Vina del Mar. In fall 2005, 20 of 24 students in the program worked a minimum of 30 hours each (many of them worked more than 50 hours) in schools and other service organizations. In fall 2006, 10 of 25 students worked a similar amount of time. The percentage of students completing service hours while taking courses increased in fall 2007 to 93% out of 28 students.

In addition, students in the 2007 program worked to create a micro-loan program (“Banco Mariposa”) — lending money to poor single women who are self-employed entrepreneurs. Efforts have attracted funds for implementation in 2008. As part of their re-entry program, all students are expected to complete a research manuscript based on their field experience and present the project when they return to campus. In 2005, the Chilean community recognized some students’ efforts by awarding them special diplomas for their service. These diplomas were distributed by the Mayor of Valparaíso in a public ceremony.

### **China Study Abroad Program**

Southwest University in Beibei, Chongqing, China has obligations to many Chongqing-area middle and high schools for supplying instructors to teach various subjects, including English. As the demand for English teachers has exploded over the last 20 years, so have Southwest’s challenges in meeting the needs of their partner middle and high schools. Several years ago, Southwest University staff approached our study abroad faculty and students with the prospect of making regular visits to these partner schools to help the teachers and students by providing opportunities to listen to native speakers. Nearly all of our students on our China study abroad program now fulfill this need. In return, the students learn more about the education system in China, get a chance to build confidence by leading classroom discussions where they might be as many as 50 students, and immerse themselves more fully in the Chinese culture. Many of our study abroad students return to Southwest after graduation to teach English at the university level and/or the middle and high school level. There are at least 15 CSB/SJU graduates currently teaching English at Southwest through this partnership. Southwest University has been our host institution for more than 20 years.





As noted in several places in the self-study, the College of Saint Benedict received a major gift in 2007 to endow the Thomas J. Petters Center for Global Education. The center will build on our nationally recognized study abroad program and global curriculum. The center also will sponsor panel discussions, visiting scholars and lecturers, conferences, and workshops to be held on campus that will be open to the public and address important global issues.

### **Engaging and Serving Local and Global Communities: Campus-Ministry Sponsored Volunteer Activities**

Alternative Break Experiences (ABE) and other volunteer opportunities, sponsored through CSB and SJU Campus Ministries, respond to identified local, domestic, and international needs. The ABEs are a part of Campus Ministry's commitment to spirituality and social justice, sharing in that mission by seeking to help students learn to live in solidarity with people throughout the world who may be socially, economically, culturally, and/or politically marginalized. Campus Ministry at the College of Saint Benedict provides both CSB and SJU students with 12 domestic and international trips for Alternative Break Experiences during the winter, spring, and summer breaks. The trips are divided in the following areas:

#### Spanish Immersion and Cultural Diversity:

- San Lucas Mission- San Lucas Tóliman, Guatemala;
- Working Boys Center- Quito , Ecuador;
- Foundation Mahatma Gandhi- Dominican Republic;
- Understanding Peruvians: Quechua and Aymara in the global context- Peru.

#### Educational and Justice Issues:

- Operation Breakthrough-Kansas City, MO;
- Reservation Experience-White Earth Reservation, MN;
- Jonah House-Baltimore, Maryland.

#### Environmental Issues:

- Cumberland Trail Conference-Crossville, TN;
- Ghost Ranch- Abiquiu, NM;
- Hurricane Relief-Louisiana;
- Women's Issues and Femicide;
- Border Trip-Juarez, Mexico, Anthony, New Mexico and El Paso.

ABE programs began in 1984 with 24 participants on one domestic trip. Participation rates have steadily increased and peaked in 2001 with 24 domestic trips comprised of 261 participants. Since then, ABE has seen a steady decline with 112 participants on 10 trips in 2007. As a result of the decline, CSB Campus Ministry offered fewer but more focused site opportunities. A portion of the participation decline may be attributed to the increase in other volunteer and study abroad opportunities that have become available throughout the colleges. In response to student requests for more international volunteer opportunities, both the College of Saint Benedict and Saint John's University Campus Ministries now sponsor a larger number of international ABE opportunities. Assessment measures, including surveys and focus groups, are completed on a regular basis with the student participants, co-leaders of the trips, site coordinators, and student employee staff. These annual evaluations confirm that ABEs provide meaningful service trips, both nationally and now internationally.

Saint John's University Campus Ministry also sponsors volunteer opportunities based on identified constituent needs. SJU is leading efforts to understand the under-representation of men in service activities. Campus Ministry at Saint John's University sponsored a men's service trip to the Bahamas during spring break 2008 in response to these gender concerns. In 2007, Saint John's University Campus Ministry sponsored a hurricane relief service opportunity in response to the New Orleans disaster. In

addition, SJU Campus Ministry offers International Service/Immersion Trips to Jerusalem, Tanzania, Uganda (since 2005), Peru (since 2003), Guatemala, and the Bahamas. The success of SJU Campus Ministry volunteer opportunities is determined through evaluations of student participants. Evaluations of site coordinators are informal and anecdotal but demonstrate services provided are highly valued.

Locally, both Campus Ministry offices sponsor weekend service plunges, which allow students to engage and serve the needs of the Saint Cloud and Minneapolis/Saint Paul communities. Domestic service trips travel to Memphis, Tenn.; Mobile, Ala.; Denver, Colo.; and a men's retreat trip to the Red Lake Reservation in northern Minnesota. Evaluations of these experiences are collected and used to improve the experiences each year. The office also partners with the Saint John's Abbey to enroll graduates in the Benedictine Volunteer Corps, providing nearly a dozen graduates this year with a yearlong service experience. Four students who have experienced this program have returned to work in campus ministry or student development. Students address issues of homelessness, poverty, and AIDS. Sites from CSB Campus Ministry include Place of Hope in Saint Cloud (attending issues of homelessness and children), Martin Luther King Day of Service in Casa Guadalupana in the Twin Cities (attending issues of immigration), and other social justice issues in sites such as Feed My Starving Children and People Serving People in the Twin Cities.

### **Evaluative Summary for Criterion Five**

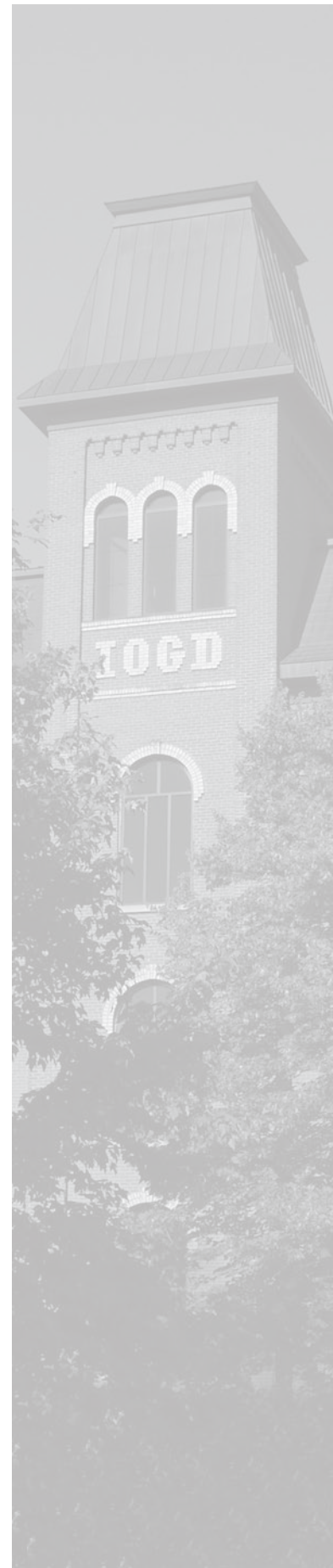
This chapter provides substantial evidence that CSB and SJU engage and serve through our commitments to accessibility, the fine and literary arts, the preservation of knowledge and culture within the Catholic and Benedictine traditions, and promotion of the common good. CSB and SJU are well positioned through mission, strategic planning, and budgeting to engage and serve within our local and global communities. Through listening and learning, students, faculty, staff and administrators serve in ways valued by others.

### **Strengths**

1. The colleges are becoming increasingly accessible to underrepresented students;
2. Numerous student services on campus promote engagement with the local community and provide experiences that support job, graduate school, and volunteer placement for future graduates;
3. The development of centers around key areas of community interest provides a structure enabling more effective communication, not only internally among community members, but externally with outside community constituents.
4. Engagement and service is mission, vision, and value-driven;
5. We engage and serve constituent groups in numerous ways locally and globally;
6. Engagement and service activities are valued by our constituencies.

### **Recommendations for Improvement**

1. We need to more effectively coordinate our broad range of mission-driven engagement and service initiatives;
2. A continued emphasis on assessment and evaluation is needed to further document actual program effectiveness for engagement and service initiatives.



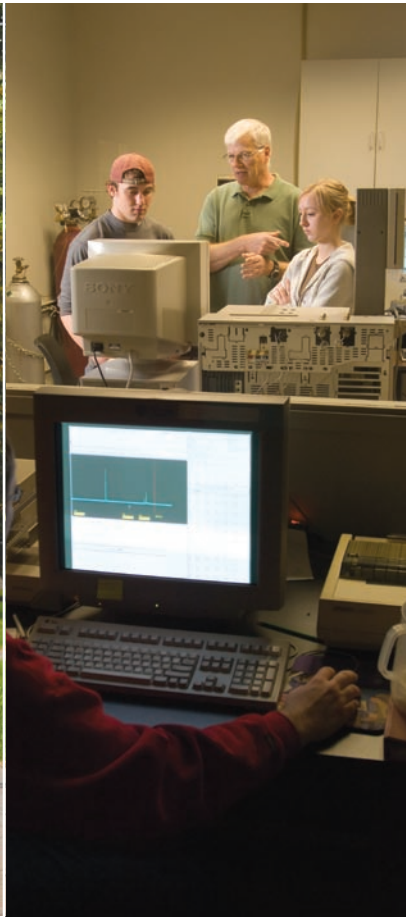




## Conclusion

The College of Saint Benedict and Saint John's University present this self-study for continued accreditation through the Higher Learning Commission's North Central Association of Colleges and Schools. We believe that we have provided sufficient evidence to support continued accreditation by satisfying the Core Components and, ultimately, the five Criteria. The process has sharpened our attention to our strengths and areas for improvement. Recommendations from this self-study will be referred to the colleges' Strategic Directions Council for integration into *Strategic Directions 2015*. Through this forum, we demonstrate attention to continuous quality improvement as we fulfill our fundamental mission to provide the very best liberal arts residential education in the Catholic university tradition.





**Inspired Learning. *Inspiring Lives.***