Introduction

The College of Saint Benedict and Saint John’s University (CSB/SJU) are committed to supporting high quality academic departments and programs (collectively referred to as “programs”) that provide our students with an excellent liberal arts education. Because we, at both institutional and individual levels, are committed to the integrity of our work and our responsibility to those whom we serve, we must invest in ongoing self-evaluation. The goal of this reflective activity is both to improve the focused learning offered by our departments and to reinvigorate our overall education in the liberal arts. In addition, this reporting is necessary to ensure continued accreditation through the Higher Learning Commission.

To guide our self-assessment, the Academic Policies, Standards, and Assessment Committee (APSAC), in coordination with the Provost, Vice Provost, Director of the Office of Academic Review and Curricular Advancement (OARCA), Director of the Common Curriculum, and the Faculty Senate, has created this Procedure for Systematic Evaluation of Academic Learning (SEAL). This document describes processes involved in recording, sustaining, and improving academic excellence at CSB/SJU.

There are three basic long-term goals served by systematically collecting, evaluating, and reporting descriptions of evidence of student learning and scholarly and creative activities in departments, namely:

- Programs will be able to analyze the effectiveness of their educational activities and formulate strategies for improvement based upon the analysis and interpretation of appropriate information. This is the purview of APSAC and Academic Affairs.
- Our institutions will gain better guidance both for allocating current resources and for targeting advancement efforts to seek new resources. This is the purview of APBC and Academic Affairs.
- Those engaged in the advancement of the academic enterprise at CSB/SJU will have better information available to publicize achievement to a national or international audience. This is the purview of Academic Affairs, Admissions, Communication and Marketing, and Institutional Advancement.

Three regular reports produced by programs form the foundation for the process of continuous improvement:

- The Annual Report (see page 2);
- The Self-Study Report, which is part of the process of Program Review that occurs every 10 years (see page 12);
- The Final Program Review Portfolio, which is also part of the process of Program Review (see page 10).

The remainder of this document describes the content of these three reports.
The Annual Report

**Audience:** Each program should submit its annual report to the Academic Dean. Each program’s annual report will be posted on the OARCA SharePoint Intranet site, where it may be reviewed by any member of the CSB|SJU faculty, staff, and academic affairs administration. Questions about sections 1-3 of the annual report should be directed to a member of APSAC; questions about sections 4-7 should be directed to the Academic Dean.

**Timing:** The annual report is due no later than June 30 unless there is a request for a new hire, in which case the annual report must be submitted by June 10. If there are reportable activities occurring between June 11 and June 30, they may be reported in the following year. APSAC will return a formal response to department chairs and program directors on sections 2-4 by November 1, with copies submitted to Academic Affairs and OARCA.

**Purpose:** The annual report will keep APSAC, academic officers, and other institutional offices apprised of a) the program’s progress toward meeting goals established during the program review process, b) the results of ongoing assessment of student learning, c) whether available resources are appropriate to carry out its activities and meet its goals for improvement, and d) faculty and student achievements. In addition, carefully written annual reports can serve as a useful framework for preparation of future program reviews.

**Format of the Annual Report**

A template for writing the annual report can be found here: [http://www.csbsju.edu/academic-affairs/oarca/program-review-annual-report-resources](http://www.csbsju.edu/academic-affairs/oarca/program-review-annual-report-resources). Successful reports follow the template. Reports that deviate from this template are much more difficult for APSAC and others to read efficiently.

Respond to the information requested by each section within that section—i.e., if at all possible, do not reference other sections or appendices except to assist the reader in locating a full report or additional information that may be useful. For example, if you have a memo or other document which you believe addresses the information requested in a specific section of the annual report, please copy and paste the applicable information in the appropriate section of the annual report or make clear which specific section(s) of the memo address the information requested by the annual report. Please then attach the memo or other document as an appendix after the required appendices (A-F).

1. **Executive Summary** — Here the program has one page to summarize the highlights of its annual report.

2. **Responses to program review and other prior evaluations** — This section of the annual report is dedicated to describing progress the program has made toward addressing action plan items from the last program review and to explaining any changes the program made this year based upon evaluations prior to this year.

   The narrative of this section should be accompanied by Appendix A: List of all action plan items from the latest program review. In this appendix, please indicate which action plan
items have already been addressed or completed in a previous year.

2.1. Please list the action plan items the program has addressed this year, and please summarize the progress made this year towards their completion. If no action plan items were addressed this year, please state “No action plan items were addressed this year.”

2.2. Please describe actions that were not a result of program review action items. Please provide a clear rationale for any changes described in this section. If there were no such actions, please state “No such actions were addressed this year.”

3. **Program Assessment** — This section of the annual report should describe the program’s assessment activities for this year and what these activities have revealed about the program’s success at meeting its student learning goals or outcomes. Each program must have an assessment plan (to be described in Appendix B). IMPORTANT: Programs are not expected to assess each goal and objective every year, but instead should plan to assess all their goals and objectives over a period of 3 – 5 years.

The narrative of this section should be accompanied by **Appendix B: Goals, objectives, and assessment of student learning outcomes.** This appendix should include:

- The program’s goals and objectives for student learning;
- Brief descriptions of the direct or indirect measures the program uses to assess its goals and objectives;
- An assessment schedule listing the year each goal or objective will be (or has last been) assessed. This schedule should show a full cycle of assessment, covering each and every goal or objective.

3.1. Please follow the format described below for presenting the narrative of this section, and repeat the format as needed to accommodate all items the program assessed this year. Please keep in mind that raw data or unanalyzed results are generally not helpful to include in the annual report.

- **Item assessed** — State the specific learning goal or objective being evaluated.
- **Summary of assessment results** — Briefly describe the results obtained from the assessment activity related to this item. Please highlight the major findings in a cogent narrative, and include any tables or figures needed to understand and provide a context for the findings (e.g., illustrate how this year’s results compare to those obtained other times when the item was assessed).
- **Analysis** — Please evaluate the assessment results for those reading the annual report. Do the results meet your program’s expectations? Why or why not? How do you explain any trends (or lack thereof)? Did any idiosyncratic factors affect your results?
- **Recommendations** — After the program has presented its evaluation of the assessment items above, it should describe any adjustments to its curriculum, pedagogy, or assessment practices that it anticipates making based upon its analyses. Please explain clearly how any anticipated changes will address the issues raised in your evaluations. If no changes are anticipated, please state “We do not currently anticipate any adjustments to our curriculum, pedagogy, or assessment practices.”
3.2. If your program has altered its assessment plan since its last annual report, please explain how and why it was changed. If no changes were made, please state “No changes have been made to our assessment plan since our last annual report.”

4. **Common Curriculum Assessment** — This section of the annual report should describe the program’s Common Curriculum assessment activities for this year and what these activities have revealed about the program’s success at meeting the Common Curriculum learning goals. Each program is responsible for assessing its contributions to divisional goals of the Common Curriculum, i.e., HM, NS, SS, FA, MT, GL, TH, and TU. Because Gender, Intercultural Competence, and Experiential Learning designations normally adhere to individual instructor rather than program courses, those faculty ordinarily submit materials to the offices performing the assessment review, currently the Director of the Common Curriculum. APSAC, CCC, JFS and Academic Affairs will discuss how best to assess the GN, IC, and EL during the 2015-2016 academic year, which will be a time of transition and revision within Academic Affairs.

The narrative of this section should be accompanied by **Appendix C: Common Curriculum courses and credits taught by the program’s faculty members.** This information will be provided each spring semester by the Registrar’s Office to the chair of each program in a standard format.

In addition, the narrative of this section should be accompanied by **Appendix D: Goals, objectives, and assessment of student learning outcomes for the Common Curriculum.** This appendix should include:

- The specific Common Curriculum learning goals assessed by the program (available at [http://www.csbsju.edu/Common-Curriculum/Common-Curriculum-Learning-Goals.htm](http://www.csbsju.edu/Common-Curriculum/Common-Curriculum-Learning-Goals.htm));
- Brief descriptions of the direct or indirect measures the program uses to assess the Common Curriculum learning goals;
- An assessment schedule listing the year each Common Curriculum learning goal will be (or has last been) assessed. This schedule should show a full cycle of assessment, covering each and every goal or objective.

4.1. Please follow the format described below for presenting the narrative of this section, and repeat the format as needed to accommodate all items the program assessed this year. Please keep in mind that raw data or unanalyzed results are generally not helpful to include in the annual report.

*Item assessed* — State the specific learning goal or objective being evaluated.

*Summary of assessment results* — Briefly describe the results obtained from the assessment activity related to this item. Please highlight the major findings in a cogent narrative, and include any tables or figures needed to understand and provide a context for the findings (e.g., illustrate how this year’s results compare to those obtained other times when the item was assessed).

*Analysis* — Please evaluate the assessment results for those reading the annual report.
Do the results meet your program’s expectations? Why or why not? How do you explain any trends (or lack thereof)? Did any idiosyncratic factors affect your results?

Recommendations - After the program has presented its evaluation of the assessment items above, it should describe any adjustments to its curriculum, pedagogy, or assessment practices that it anticipates making based upon its analyses. Please explain clearly how any anticipated changes will address the issues raised in your evaluations. If no changes are anticipated, please state “We do not currently anticipate any adjustments to our curriculum, pedagogy, or assessment practices.”

4.2. If your program has altered its assessment plan for the Common Curriculum since its last annual report, then please explain how and why it was changed. If no changes were made, please state “No changes have been made to our assessment plan for the Common Curriculum since our last annual report.”

5. Resources — This section of the annual report is used to document the resources available to the program and whether the availability of resources is sufficient for the program to carry out its educational mission.

The narrative of this section should be accompanied by Appendix E: Enrollment and FTE data. This will indicate the course-by-course enrollment for the program and fall, spring, and summer (if applicable) FTEs. This information will be provided each spring semester by the Registrar’s Office to the chair of each program in a standard format.

In addition, the narrative of this section should be accompanied by Appendix F: Budget allocations and final balances. This will indicate the total funds allocated to the program for budget lines not associated with faculty or staff salaries, and the remaining balance for each of those lines.

5.1. Please discuss briefly any staffing challenges that your program experienced this year. In your discussion, please be sure to indicate whether these challenges were acute or chronic. In addition, if you anticipate any changes affecting your program that you believe will impact your future staffing status, then please explain them.

5.2. Please discuss briefly any budgetary challenges that your program experienced this year. In your discussion, please be sure to indicate whether these challenges were acute or chronic. In addition, please explain any anticipated changes affecting your program that you believe will impact your future budgetary status.

5.3. Please discuss briefly any other resource-related concerns that impacted your program this year. Examples of such concerns might be a) the quantity or quality of space for classes, labs, or other activities; b) the quantity or quality of equipment, instrumentation, or technology; c) concerns with safety equipment or protocols; d) number of student workers; etc. In your discussion, please be sure to indicate whether these concerns were acute or chronic. In addition, please explain any anticipated changes affecting your program that you believe will impact its future resource status.
6. **Mentoring of faculty** — Our faculty is our institutions’ greatest resource. All faculty members have a responsibility to assist their colleagues to deliver the finest education possible and to help each other to develop as educators. This responsibility is especially strong for those members of our faculty who are probationary or employed on a term-contract basis. We want our untenured faculty members to succeed in their endeavors and earn tenure, and we also want those who are on term contracts to develop professionally so as to enhance their chances of long-term employment. This section of the annual report should discuss the steps that a program has taken to develop its faculty, particularly those who are untenured or term-contract hires.

6.1. Discuss briefly how the program’s chair or other faculty members have assisted in the mentorship of their colleagues, particularly those who are untenured or on term-contract hires. Please discuss the types of faculty development activities in which the program or its faculty engaged. **Please do not include any discussion of the evaluations of individual members of your program’s faculty.**

7. **Scholarship, creative activity, and service** — This section of the annual report should list or summarize the scholarship, creative activities, and service performed by the program, members of the program’s faculty, or the program’s students during the last year. Program chairs are strongly encouraged to have their faculty members use the online faculty CV database <https://apps.csbsju.edu/faculty/data/> to record these activities and those of their students. Using this resource will allow program chairs or faculty members to easily retrieve a list of their activities for the current year for inclusion in this report.

7.1. List or summarize the scholarship or creative activities of the program or its faculty members this year.

7.2. List or summarize the scholarship or creative activities of the program’s students this year. When doing so, please acknowledge faculty mentorship of these activities.

7.3. List or summarize the service performed by the program or its faculty members this year.

7.4. List the grant applications made by the program’s faculty and grant awards received this year.