

ACADEMIC PROGRAM REVIEW at JOHN CARROLL UNIVERSITY

GUIDELINES FOR SELF-STUDY REPORT FOR EDUCATION

The Self-Study Report is the centerpiece of program review. The body of the document should be no longer than 25 pages (not counting appendices containing supporting information and other documents) and is to be submitted to the Dean with copies to the Academic Vice President. To ensure broad participation and support, all full-time faculty members on continuing appointment are expected to participate in the creation, review, and discussion of this document; avenues for the participation of part-time and affiliate faculty, as well as students should be included, with the scope of such participation dependent on their role in the program.

The specific topics, and their specific ordering, will depend on the concerns and situation of the individual program. The Self-Study Report generally includes the following sections; ideas for what to address in each section are suggested along with a recommended outline:

PREFACE

A brief description of CAEP expectations with a link to the previous accreditation materials

I. MISSION AND LEARNING OUTCOMES

- A. Overview of the Unit
- B. Conceptual Framework
- C. Alignment Charts (Candidate Learning)
- D. Contribution to Core Curriculum
Briefly discuss ways the program has contributed to the outgoing University Core Curriculum and its plans to contribute to the new Integrative Core Curriculum.
- E. Other University-wide programs
Briefly discuss the program's contributions to other University programs (e.g. Honors, Interdisciplinary programs, Service Learning).

II. FACULTY

Briefly summarize and update faculty information from the last Institutional Report.

III. CURRICULUM

- A. Course Profile
Briefly summarize and discuss the number of courses offered, class sizes, the percentage of classes taught by full-time and part-time faculty, and other relevant course data for the past three years. Indicate any significant

changes or trends since the last self-study was completed. Include remarks about the quality of particularly noteworthy courses

B. Enrollment Trends

Comment on the enrollment trends of courses: what percent of the course offerings are under-enrolled? Are required courses under-enrolled? Why?

IV. STUDENT LEARNING

A. Pedagogy

Summarize and discuss the kinds of pedagogy used within the program to foster expected learning outcomes; the teaching effectiveness of full-time and part-time faculty as reflected in course evaluations, annual performance reviews, and classroom peer-observations; grade trends and the extent to which the program reflects a “community of reflective practice” in teaching.

B. Advising

Briefly describe the procedures used by the program to advise students (majors, minors, undeclared). Include a discussion of the quality of advising in the program, and reference to any evidence provided in the appendices. Discuss the department’s involvement in cohort advising.

C. Assessment and Outcomes Data Update

Since the previous institutional report

V. UNIVERSITY SUPPORT AND RESOURCES

Summarize and discuss the kinds and sufficiency of College and University resources available to support program activities and student learning.

VI. COMPARATIVE POSITION

A. Comparison with Direct Competitors

Describe the most important similarities and differences between your program and at least three programs at institutions with which the University competes or with which your program directly competes for students.

B. Best Practices in Field

Identify at least three issues, problems, or challenges your program is facing for which it is possible to identify “best practices” in the discipline. Describe those “best practices” and how they can inform your own program improvement efforts. Best practices do not have to be drawn from any of the institutions listed above.

C. Unique Features

Describe any unique features of your program that strengthen its comparative position or represent best practice within the discipline.

VII. CONCLUSION

- A. Summary of Program Strengths and Weaknesses.
Provide an overall evaluation of the program's strengths and weaknesses and identify the two to four most critical issues facing the program.
- B. Strategic Plans
Including Improvements Using Current Resources and Improvements Requiring New Resources

IX. DISCUSSION QUESTIONS

Clearly articulate several questions or concerns on which you would like guidance from the external visiting team and others responding to your self-study.

REQUIRED ATTACHMENTS

- A. One-page overview of campus
- B. Entry for program in Undergraduate Bulletin (and Graduate Bulletin if applicable)
- C. List of courses offered in each of the past three years
- D. Curriculum map
- E. Supporting evidence, tables, charts, etc.

APPENDIX A TEMPLATE

John Carroll University is a Jesuit Catholic university (one of twenty-eight in the United States), founded in 1886, and located in University Heights, Ohio. Our mission is to “inspire individuals to excel in learning, leadership, and service in the region and in the world.” Throughout our 127-year history, we have dedicated ourselves to providing Jesuit education not only to enrich the lives of graduates, but also to challenge them to enrich the lives of others in order to create a more just society. These aspirations are expressed in our shared Jesuit mission of forming “men and women for others.”

We form critical thinkers through a curriculum founded on Ignatian pedagogy. We support our faculty in their roles as scholar-teachers, believing that engaged researchers who invite students into their specialized areas of discovery offer an extraordinary learning experience. We ensure that every student has a faculty advisor and that classroom learning is extended through meaningful co-curricular programs.

Our success is evidenced by extraordinarily strong retention rates, high persistence rates, and enviable four-year graduation rates. Our alumni make a difference, whether they rise to prominence or work with integrity and dedication in their careers and communities.

Operating on a semester calendar, John Carroll University is a four-year, not-for-profit university which offers both undergraduate and graduate degrees through the College of Arts and Sciences and the John M. and Mary Jo Boler School of Business.

[[USE THE CURRENT FACT BOOK QUICK REFERENCE TO BRIEFLY PROVIDE STATISTICS (IN SENTENCES NOT TABLES) ON ENROLLMENT, FACULTY, AND ENDOWMENT]]