

ACADEMIC PROGRAM REVIEW at JOHN CARROLL UNIVERSITY

GUIDELINES FOR SELF-STUDY REPORT FOR MAJOR PROGRAMS IN THE BOLER SCHOOL OF BUSINESS

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

One-page overview of the University and the program's place within it—size, character, organization, structural location of the program. This overview will help off-campus reviewers understand the institutional context of the program. The attached template provides a model.

I. MISSION AND LEARNING OUTCOMES

- A. Mission Statement
Include the program's current mission statement (indicate when this mission statement was adopted by the program and approved by the Dean).
- B. Student Learning Goals
Include the program's current goals for student learning.
- C. University and Academic Learning Goals
Discuss how department offerings connect to the University Learning Goals and to the nine Institutional Academic Learning Goals.
- D. Contribution to Boler Core
Briefly discuss ways the program contributes to the Boler Core.
- E. Other University-wide programs
Briefly discuss the program's contributions to other University programs (e.g. Honors, Interdisciplinary programs, Service Learning).

II. FACULTY

- A. Faculty Profiles

Briefly summarize the demographics, credentials, areas of expertise, and teaching loads of full-time and part-time faculty. Summarize and discuss the scholarship, impact, and engagement of full-time faculty. Mention only particularly noteworthy achievements. Current CV's of all full-time faculty members are appended to the self-study.

- B. **Faculty Development and Evaluation**
Explain the program-level faculty development opportunities and evaluation mechanisms, if any, and the degree to which program faculty participate. Include pedagogical development and evaluation, efforts to create scholarly and creative community, mentoring practices, etc.
- C. **Professional Service and Community Engagement**
Summarize any notable contributions the program and its faculty make to the discipline or profession. Also summarize notable contributions to the University through leadership and service. Include contributions of faculty to community life, the public sector, or non-profit organizations and via service learning courses.

III. CURRICULUM

- A. **Curriculum**
Summarize and discuss the breadth and depth of the curriculum; its coherence and sequencing; its reflection of major areas and issues in the discipline; its contribution to University and College goals; and its alignment with the program's own goals and objectives for student learning.
- B. **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
- C. **Enrollment Trends**
Comment on the enrollment trends of courses: what percent of the course offerings are under-enrolled? Are required courses under-enrolled? Why?
- D. **Contribution to Core Curriculum (Optional)**
Section omitted for Boler Majors

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. Student Scholarship, Internships, Experiential Learning, Creative Work and Volunteerism
Briefly describe and discuss student scholarship, internships, experiential learning and creative work beyond classroom assignments. Discuss efforts and outcomes of any special seminars or workshops, speakers or events, and other ways the program offers opportunities for experiential learning. Include particularly noteworthy student achievements.
- D. Professional Development, Post-Graduation, and Alumni Outcomes
Describe program efforts to prepare students for post-graduation employment and graduate study. Summarize and discuss any data available to the program about alumni satisfaction, graduate/professional program admission and completion, and employment after graduation.

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. STUDENT LEARNING ASSESSMENT

Summarize and discuss how the program displays intentionality about its learning outcomes/goals/objectives, including ways in which it makes these program-level outcomes/goals/objectives known to students and understood by them. Present evidence of actual student learning outcomes. A selection of appropriate university and program-specific outcomes for core courses, major courses, co-curricular learning opportunities, and program-as-a-whole should be included. This section should address as many of the stated outcomes as possible in an analytical and reflective manner. Emphasis of data reported and reflections on the data may vary depending on the program’s phase in its assessment plan. Append your current Assessment Plan as well as all reports of specific assessments the program has conducted in the past three years. Indicate any significant changes or trends since the last self-study was completed.

VII. COMPARATIVE POSITION

- A. Comparison with Direct Competitors
Section omitted for Boler Majors
- B. Comparison with Exemplars

Describe the most important similarities and differences between your program and three to five top-ranked national programs.

C. Unique Features

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

VIII. 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. Action Plan

Based on your evaluation of the program's strengths and weaknesses, discuss where you want your program to go and what resources you need to get there. As well, the self-study must work self-consciously to give the Dean information that fulfills and advances the goals for the College, and assurances that the program is cost-effective. This section includes:

1. Vision Statement

Articulate a vision for your program that is both aspirational and achievable. This vision should guide the program in its improvement efforts over the next several years. It should be no more than three or four sentences.

2. Improvements Using Current Resources

Describe specific actions the program will take to improve its quality by building on identified strengths and correcting identified weaknesses. These actions might entail the addition, elimination, or refocusing of program priorities or activities. Explain how the program will deploy its existing resources to carry out this plan.

3. Improvements Requiring New Resources

Describe improvements that are important to the program but that require additional resources. Explain how the program would obtain these resources and what help, if any, it would need from the College and/or the University.

IX. DISCUSSION QUESTIONS

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

REQUIRED ATTACHMENTS

A. Program governance documents (if any)

B. Entry for program in Bulletins

- C. CV's of full-time faculty
- D. List of courses offered in each of the past three years
- E. Syllabi for required courses in major
- F. Syllabi for courses offered as part of the Boler Core
- G. Curriculum maps
- H. Reports on assessment of student learning
- I. Assessment Plan
- J. Any other documents that might be useful to the consulting team
- K. Supporting evidence, tables, charts, etc.

PREFACE 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.” 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 page to briefly provide statistics (in sentences not tables) on enrollment, faculty, and endowment]]

Because of its dual AACSB accreditation, the programs of the John M. and Mary Jo Boler School of Business rank among the world’s best. Because of our mission and vision, our graduates go into the business world with a different attitude than those that graduate elsewhere. The Boler School of Business’s mission is to develop and inspire tomorrow’s leaders through educational excellence in the Jesuit tradition. Our vision is to be recognized as one of the best Catholic business schools in the country through developing outstanding socially responsible leaders.

The Boler School’s reach stretches far beyond John Carroll’s campus. More than 500 companies in Northeast Ohio are owned or operated by John Carroll alumni, providing a significant economic impact in the area. Additionally, Boler alumni lead organizational efforts nationally and internationally, ranging from Fortune 500 companies employing thousands of people to non-profit NGO’s that are improving the lives of people all over the world. Many of our students are involved in on-going community service projects in the Cleveland area that have a consistent, positive impact, including Boler Community Day, during which Boler students, faculty, and staff come together to give back to the Greater Cleveland community. Our efforts have affected hundreds of Cleveland area residents. In addition, Boler students work to impact those beyond our borders by both helping with Medwish, a non-profit organization committed to the recovery and recycling of donated medical supplies, and participating in immersion trips to Mexico, Honduras, and Costa Rica.

[[In one or two paragraphs describe your program’s location, structure, size, and offerings]]