

ACADEMIC PROGRAM REVIEW at JOHN CARROLL UNIVERSITY

GUIDELINES FOR SELF-STUDY REPORT FOR DEPARTMENTS IN THE COLLEGE OF ARTS & SCIENCES

The Self-Study Report is the centerpiece of program review. This document should be no longer than 25 pages (plus required attachments and supporting documents as needed) 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 local 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.

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/Objectives
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 Academic Learning Goals.
- D. Contribution to Core Curriculum
Discuss ways that 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
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 or creative work of full-time faculty; any areas of special research emphasis at the program level; the record of the program in obtaining external grants; effectiveness of the program in fostering individual and collaborative scholarship; involvement of students in research or creative projects. 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 various faculty development opportunities and evaluation mechanisms 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. Appendices should include a list of all courses offered in each of the past three years; syllabi for required courses in the major; syllabi for courses offered as part of the University Core Curriculum.
- 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. Be sure to discuss reasons for high or low enrollments.

D. Contribution to Core Curriculum (Optional)

All programs may use this section to more fully discuss their plans to support the development of courses that can be offered in the new Integrative Core Curriculum. Programs whose curricula were highly structured around the outgoing University Core Curriculum may use this section to discuss ways in which Core Courses affected course offerings and curricular structure.

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 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 (money, faculty lines, space, funding opportunities, and other support) 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**
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.

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 external visiting team and others responding to your self-study.

APPENDICES

- A. Program governance documents
- 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 Core Curriculum
- G. Curriculum maps
- H. Reports on assessment of student learning
- I. Assessment Plan
- J. Any other documents that might be useful to the external reviewers
- K. Supporting evidence, tables, charts, etc.

PREFACE MODEL

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

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