

ACADEMIC PROGRAM REVIEW at JOHN CARROLL UNIVERSITY
GUIDELINES FOR SELF-STUDY REPORT
FOR
HONORS PROGRAM, ARRUPE SCHOLARS PROGRAM, and LEADERSHIP
SCHOLARS PROGRAM

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 appropriate administrator with copies to the Academic Vice President.

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.

I. MISSION AND LEARNING OUTCOMES

- A. Mission and Identity
Include the program's current mission statement (indicate when this mission statement was adopted by the program and approved by the Dean). Describe what makes the program distinctive and identifiable.
- B. Student Learning Goals/Objectives
Include the program's current goals/objectives for student learning.
- C. University and Academic Learning Goals
Discuss how program offerings connect to the University Learning Goals and to the nine Academic Learning Goals.
- D. Relationship to Core Curriculum
Discuss how the program interacts with the new Integrative Core Curriculum
- E. Other Programs
Discuss the program's relationships with other University programs (e.g. each other, individual departments and interdisciplinary programs, Service Learning).

II. FACULTY

- A. Faculty Profiles
Briefly summarize the demographics, credentials, areas of expertise, and teaching loads of the program's core faculty. Include relevant scholarship

or creative work; the record of the program in obtaining external grants; involvement of students in research or creative projects. Mention only particularly noteworthy achievements. Current CV's of all core faculty members are appended to the self-study.

- B. Faculty Development and Evaluation
Omitted for these Programs
- C. Professional Service and Community Engagement
Summarize any relevant contributions the program and its faculty make to the University, the community, or academia more generally. 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 and Program Structure
Summarize and discuss the structure of the program and its curricular and co-curricular offerings; its coherence and sequencing; 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 program; and representative syllabi of optional courses.
- 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.
- D. Contribution to Core Curriculum (Optional)
Omitted for these Programs

IV. STUDENT LEARNING

- A. Pedagogy
Summarize and discuss the kinds of pedagogy used within the program to foster expected learning outcomes; 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. Include a discussion of the quality of advising in the program, and reference to any evidence provided in the appendices.

- 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 (money, faculty lines, space, funding opportunities, and other support) available to support program activities and student learning. Be sure to discuss how the program is marketed and how students are recruited for the program.

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. 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. What evidence beyond satisfaction surveys exists that the program has had an impact on students?

VII. COMPARATIVE POSITION

- A. Comparison with Other Institutions
Describe the most important similarities and differences between your program and at least three programs at institutions which provide a comparable program in a particularly exemplary way.
- 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 this type of program. 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.

REQUIRED ATTACHMENTS

- 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 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.]]

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