

ADMINISTRATIVE PROGRAM REVIEW at JOHN CARROLL UNIVERSITY

GUIDELINES FOR SELF-STUDY REPORT

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).

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. This section may not be needed if the program is using UCAP in lieu of a Review Team.

I. MISSION

- A. Mission Statement
Include the program's current mission statement. Indicate when and how this mission statement was developed. Describe how the mission statement is publically communicated and any procedures governing its review and/or evaluation.
- B. Relationship to University Mission
Describe how the unit's mission relates to the University's mission
- C. Relationship to Program Operations
Briefly describe how the unit's mission related to the unit's programs and services.
- D. Relationship to Diversity and Inclusion
Briefly reflect on how the units' processes and activities articulated in the mission statement reflect attention to diversity and inclusion for the constituencies it serves.
- E. Evaluation of Mission
Describe any procedures governing review and/or evaluation of the unit's mission.

II. STAFF

- A. Personnel Profiles
List all persons by job title (including budgeted vacant positions) and briefly summarize their functions, qualifications (including relevant degrees and experience, certifications and other credentials, and areas of

expertise), and noteworthy achievements (conference presentations, shows/exhibits, grants, professional and organizations). Current position descriptions and CVs or resumes should be included in an appendix.

- B. **Staff Development and Evaluation**
Explain the various staff development opportunities and evaluation mechanisms and the degree to which program staff participate.
- C. **Professional Service and Community Engagement**
Summarize any notable contributions the unit and its staff make to the discipline/profession/field. Also summarize notable contributions to the University through leadership and service. Include contributions of staff to community life, the public sector, or non-profit organizations.

III. STRUCTURE AND SERVICES

- A. **Unit Organization**
Briefly describe how your unit is organized (larger units may want to append or include an organizational chart).
- B. **Services and Programs**
Briefly summarize and discuss the services and programs provided by your unit.
- C. **Metrics and Measures**
Discuss the metrics and measures the unit tracks in order to measure its effectiveness and efficiency. Discuss the trends in those metrics over the period since the last review.

IV. STUDENT LEARNING AND SUCCESS

Broadly speaking, this section is an opportunity to discuss how the unit contributes to student learning (particularly as described in the University Learning Goals) and student success. How do services or skills learned through interaction with your unit enable students to live and work in a global, diverse, and technological society?

For units which more directly touch student learning (by providing curricular and co-curricular programs and/or student support), this is also the opportunity to discuss assessment of student learning. Discuss the program's learning goals, how they align with the University Learning Goals, how they are assessed, and how the program uses student learning assessment data to improve student learning and unit operations.

V. UNIVERSITY SUPPORT AND RESOURCES

Summarize and discuss the kinds and sufficiency of University resources (budget, staffing, space, funding opportunities, and other support) available to support

program activities and student learning.

VI. PROGRAM EVALUATION

The effectiveness of any administrative unit is evaluated by determining the extent to which the unit is achieving its goals. List the program's goals and for each goal (briefly) describe or discuss the following

- how the goal aligns with the University's strategic plan and any divisional initiatives
- how the goal is measured
- the unit's progress toward meeting or exceeding the goal

Also, in this section, discuss important relevant benchmarks or indicators of effectiveness that inform the goals (CAS Standards, association standards, best practices) and formal and informal program evaluations (satisfaction surveys, etc.).

Finally, consider the unit's efficiency: could operations be more efficient without sacrificing effectiveness? If so, how?

VII. COMPARATIVE POSITION

- A. Comparison with Direct Competitors
Describe the most important similarities and differences between your program and programs at institutions with which the University 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 field. 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 field.

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 administration information that fulfills and advances the goals for the

University, 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 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 documents
- B. Staff position descriptions
- C. Staff achievements
- D. Assessment Plan
- E. Evaluations and assessment reports
- F. Any other documents that might be useful to the reviewers
- G. 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]]