APPENDIX
FORMAT AND GUIDELINES
FOR PROGRAM SELF-STUDY REVIEW
AT SETON HALL UNIVERSITY

I. Goals and Objectives

A.   What is the mission of the program?

B.   What are the program's goals and objectives for the next five years? Have they changed since the last program review? If so, how and why?

C.   Place the program within an institutional context. How do the mission, goals and objectives relate to those of Seton Hall University? (See Table #1)

D.   Place the program within a national context. How do the goals and objectives relate to disciplinary norms (e.g. those provided by accrediting agencies, discipline-specific professional associations, comparable programs, elite programs, etc)?

E.   Additional comments.

II. Curriculum

A.   Describe the program's curriculum. Provide a list or table that clearly outlines the structure of requirements and electives in the curriculum.

B.   How coherent is the curriculum? What is the rationale for the selection and organization of courses in the curriculum?

C.   Place the curriculum within an institutional context. How does it reflect the mission of the university?

D.   How do the program's course offerings serve the needs of students from other programs and the college/university core?

E.   Place the curriculum within a national context. Provide an explanation and a table to show how the curriculum relates to discipline-specific norms, as compared with at least three, and no more than five, peer institutions.

III.   Faculty

A. What is the academic and experiential background of the faculty? In a three-column chart, list the Name, Degree, and Teaching/Research Specialization of each faculty member in the program.

B. Are the faculty sufficient in number and expertise to meet the teaching and advising needs of the program? If so, provide a rationale for maintaining, or if not, for increasing the size and composition of the program faculty.

C. What is the extent of reliance upon adjunct faculty? Give the percentage of adjunct faculty employed in the program for each academic year since the last program review or over the last five years. How do the adjunct faculty compare with full-time faculty in terms of educational and experiential backgrounds?

D. How stable is the faculty? If there has been recent or repeated turnover of faculty, why has this occurred?

E. Place the faculty productivity within an institutional and national context. What are the norms for the distribution of teaching, scholarship and service for similar programs? How does this program compare with the norms?

F. Describe the mentoring available to probationary faculty within the program and its effectiveness in helping junior faculty prepare for tenure. If better mentoring is needed, describe what changes are being made.

G.   Provide a list (in the citation format specific to your discipline) showing each tenure-track and tenured faculty members' scholarly production since the last program review or over the last five years. Include ONLY publications and grants awarded. Faculty Associate production may be included, but is not required.

H. How does the faculty composition reflect the diversity goals of the university? If it does not, what recommendations can be made for improvement?

I. Attach a current curriculum vita for each full-time faculty member in the program. Make sure all CVs conform to the style required (see Table #2)

IV. Students

A.   Provide a chart that tracks the number of graduating majors (growth/decline) from the program since the last program review or for the last five years. Provide a similar chart for minors or for graduate students if applicable. Give a rationale/explanation for the data provided, including comparison with peer institutions and/or

national trends.

B.   Are optimal class sizes maintained for the program course offerings? If not, give a rationale for recommended course enrollments, including reference to discipline-specific norms or peer institutions if available.

C.   What are the academic qualifications for admittance of students into the program? (as indicated by SAT, GRE scores, GPA and/or other qualifications). What is the average GPA in the major for graduating students for each year since the last program review or over the last five years?

D.   Provide quantitative and qualitative data based upon student interviews, polls, questionnaires, and/or course evaluations, to show student satisfaction/ dissatisfaction with the program. Describe which aspects or areas of the program students are <u>most</u> satisfied with, and which aspects or areas of the program students are <u>least</u> satisfied with, including any plans for addressing areas of student concern. <u>Data should be gathered from current students as well as alumni.</u>

E.   Describe current and graduating student plans regarding graduate education and career choices. (Data may be solicited through the interviews, polls, and questionnaires described above.)

F.   Describe the student advisement process. Do students perceive this process as being appropriate to their needs? (Data may be solicited through the interviews, polls, and questionnaires described above.)

V. Assessment

Assessment applies to two related areas: (1) assessment of student outcomes; (2) assessment of program success. The first is related to the second and data should be provided to address both areas, as follows:

A. Other than course grades, describe what student assessment protocols or mechanisms are in place to establish whether student outcomes show achievement of stated program goals. Provide the data yielded by such mechanisms (i.e., student exit exams, capstone projects, senior theses, portfolios, self-assessments, etc.) in a clear format.

B. Describe what mechanisms for program evaluation are in place to apply student outcomes to stated program goals and to make any necessary adjustments. Have any program or curricular changes been made since the last program review, or within the last five years, to insure that student outcomes are successful and program goals are achieved?

C. How cost effective is the program? Quantitative data regarding credits

generated and expenditures on faculty for each program is available in the Annual Reports and in the University Fact Book and should be provided in a clear format and analyzed to show cost effectiveness of the program since the last program review or over the last five years.

D. Describe alumni patterns regarding graduate education and career choices. If possible, provide quantitative and qualitative data to show how successful the program is as measured by alumni academic achievement, alumni career achievement, standardized test results (e.g. GREs), non-standardized test results, capstone projects, portfolios, and interviews.

VI. Program Support

A. Are the facilities adequate for the program? Please address each of the following: office space, classrooms, laboratory space and equipment, computers/technology, library resources, and media.

B. Is sufficient support staff available to the program? Please address each of the following: secretarial, technical, graduate assistants, and federally-funded work/study students and departmentally-funded assistants.

C. Do existing departmental structures and procedures support the goals and needs of the program? If applicable, is the program supported by and coordinated with other programs in the department or unit?

D. List the duties of the program administrator, program chair, or director. Is sufficient support available, such as stipend and/or release time, to administer the program responsibly?

E. What are reasonable and realistic expectations for faculty teaching, scholarship, and service, given the present resources and responsibilities? Is sufficient support available to enable faculty research, such as release time, travel/conference funds, faculty development funds? What can be done to further support individual and program teaching, scholarship, and service?

VII. Challenges and Proposed Solutions (Including Time-Frame)

A. Based upon all the information provided in this self-study, identify the major challenge (s) faced by the program at the present time.

B. For each problem:
1. What can the program do to solve the challenge without additional resources?
2. What additional resources might be needed to address this challenge?
3. If these solutions cannot be provided now, what is the proposed time-frame for considering the challenge and finding the solutions?

VIII. Summary

A.	How successful is the program in achieving its objectives?

B.	How successful is the program in achieving institutional objectives?

TABLE #1

COMPARISON OF THE PROGRAM'S GOALS AND OBJECTIVES WITH THOSE OF SETON HALL UNIVERSITY	
Program's Goals, Objectives	Seton Hall's Goals, Objectives
l. 2., etc.	l. 2., etc.

TABLE #2
CURRICULUM VITAE

(for each faculty member)

Name _____	Date of Appointment:_____

Rank:	____ Professor	Appointment:	____Tenured
____ Associate Professor	____Probationary
____ Assistant Professor	____Term
____ Instructor	____ Faculty Associate

Education:
Degree/ Date Awarded	Institution	Major Area of Study
(Begin with highest degree)

Teaching Responsibilities:
(List courses by number and title for the past two years.)

Scholarship:

Publications (list articles, books and other scholarly works <u>for the past five years</u>)
Presentations (list presentations to professional and learned groups <u>for the past five years</u>)
Grants (list title, amount, and source of funding <u>for the past five years</u>)
Ongoing Research (list title or subject <u>for the past five years</u>)

Service to the Department, College, and University:
 (List membership on departmental, college and university committees, task forces, governmental bodies; offices held; and extra-academic activities with students <u>for the past five years</u>)

Service to the Profession:
 (List membership and offices held in professional organizations; contributing, consultative, advisory or editorial service in a professional capacity <u>for the past five years</u>.)

Service to the Community:
 (List lectures, panel discussions, membership on advisory boards or civic committees; involvement in community, political, or charitable organizations; services to religious bodies or to government <u>for the past five years</u>.)