



Self-Study Report Clafin University

The Self-Study Report focuses on the following areas:

1. Program Overview
 - a. Mission Statement
 - b. Relationship to School's and University's Mission and Strategic Plan
 - c. Program Description: All Majors, Classification, Concentrations, Total Number of Credit Hours Required for Graduation, etc.
 - d. Demand for Graduation, Preparation for Employment, Enrollment and Graduates over time, Program History, Comparative Data with Department-identified Peers
2. Student Learning
 - a. Curriculum Development (submit copies of curriculum to external reviewers)
 - b. Curriculum Impact on Student
 - c. Assessment for Student Learning
3. Personnel
 - a. Faculty
 - i. Description of the Unit Faculty: Full-Time, Part-Time, Adjunct, Visiting Faculty, and Instructors
 - ii. Scholarly Activities: Publication, Conference Presentation, External Funding, Professional Activities
 - iii. Faculty Development
4. Conclusion and Recommendation
 - a. Strengths, Weaknesses, Opportunities and Challenges for Program Improvement
 - b. Specific Goals and Objectives
5. Graduate Programs
 - a. Contributions to Faculty and Student Scholarly Productivity
 - b. Success of program graduates
 - c. Trends and approaches in allocation of fiscal resources

Note: You will be provided a secure online link to complete self-study and upload documents. The link will also be provided to external reviewers. The documents to be uploaded are: curriculum; faculty CV's; syllabi of representative core courses. External reviewers may ask to review additional documents such as: results or/and copies of senior exit exams, annual reports, etc.



CLAFLIN UNIVERSITY

ACADEMIC PROGRAM REVIEW REPORT

Provost Recommendation:

Continue

Modify

Eliminate

Program Name:	
Academic Year:	
Program Type (B.A., B.S., M.S.):	
Program Coordinator (If applicable)	
Program Implementation Date:	
Department Chair:	
Dean:	
Submission Date:	

Claflin University Mission Statement

Claflin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black university founded in 1869, Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin seeks to foster a rich community comprised of students, faculty, staff and administrators who work to nurture and develop the skills and character needed for engaged citizenship and visionary and effective leadership.

In its undergraduate programs, Claflin provides students with the essential foundation of a liberal arts education. Emphasizing critical and analytic thinking, independent research, and oral and written communication skills, the University invites students to use disciplined study to explore and confront the substantive challenges facing the global society. Claflin’s graduate programs provide opportunities for advanced students to increase their specialization in particular fields of study oriented toward professional enhancement and academic growth. Its continuing education programs provide students with expanded avenues for professional development and personal fulfillment.

A. Centrality to the institutional mission and consistency with Claflin University's strategic goals
A.1 What is the Mission statement of the unit?
<i>{Enter description here add additional lines as needed.}</i>
A.2 Describe how the programs support the Universities mission and how the participating departments collaborate to achieve the mission of the program.
<i>{Enter description here add additional lines as needed.}</i>

B. Program Quality					
B.1 Provide data on student enrollment (breakdown by classification) and number of graduates at the program level over the review period. Fall Data Only. Note: Letticia Ramlal from Institutional Assessment can assist if needed.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of enrollments	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=
Number of graduates					
B.2 Are there similar programs at other institutions in South Carolina or region?					
B.2a If yes, explain how the curriculum of this program provides superior value with respect to existing programs at other institutions. If no, advance to B.3.					
<i>{Enter explanation here and add additional lines as needed}</i>					
B.2b Indicate the benchmark (or peer) programs and institutions.					
<i>{Enter explanation here and add additional lines as needed}</i>					
B.2c Provide a five-year enrollment, graduation projection.					
Academic Year:	2013-14	2014-15	2015-16	2016-17	2017-18
Number of enrollments					

Number of graduates					
B.3 Why was the program originally developed?					
<i>{Enter remarks here and add additional lines as needed}</i>					
B.4 How has the program evolved or adapted to changes in the discipline, field, profession or paradigm?					
<i>{Enter remarks here and add additional lines as needed}</i>					

C. Program Demand, Status and Potential					
C.1 Provide information on the success of program graduates.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought employment:					
Percentage of students who sought employment:					
Number of graduating students who gained employment:					
Percentage of students who gained employment:					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought graduate/professional school admission:					
Percentage of students who sought graduate/professional school admission:					
Number of graduating students who attained graduate/professional school admission:					
Percentage of students who attained graduate/professional school admission:					

For School of Education					
C.2 If program leads to licensure or certification, provide data on students' pass rates on relevant exam(s) if applicable.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Exam Name	Pass rate				
<i>(Add additional lines as necessary)</i>					

D. Student Learning					
D.1 Evidence of Ongoing Assessment and Improvement of Program Academic Quality					
List program student learning outcomes.					
Student Learning Outcomes:					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Learning Outcomes <i>(for example) By the end of this course, students will be able to:</i>					
<ul style="list-style-type: none"> <i>identify and describe the major literary movements of the 20th century</i> 					
Assessment Tools (Measures)					
Result(s)					
Action(s) Taken (or Planned)					
D.2 Identify the status of the program with respect to any relevant external accreditations in the field. If accredited, what was the date of the most recent review?					

{Enter documentation here and add additional lines as needed}

D.3 If not nationally accredited, is there a national accrediting body/association for the program? If so, are there plans to subject the program for national accreditation?

{Enter documentation here and add additional lines as needed}

E. Personnel: Adequacy, Credentials and Load of Program Faculty

E.1. List current number and Full Time Equivalence (FTE) of faculty contributing to the program, by type of credential.
Note: Office of the Provost can assist if needed.

Personnel Type	Terminally Degreed	Master's with 18 Hours in Discipline	Alternatively Qualified
FT, tenure eligible faculty			
FT, non-tenure eligible faculty			
PT and adjunct faculty			
Other staff resources, e.g., lab assistants, coordinators, staff.			

E.2 Indicate the allocation of faculty teaching resources over the review period by the percentage of program courses taught by full-time, part-time faculty, and by terminally-degreed faculty. Fall data only!
Note: Letticia Ramlal from Institutional Assessment can assist if needed.

Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Percentage of program courses taught by FT faculty					
Percentage of program courses taught by PT faculty.					
Percentage of program courses taught by terminally-degreed faculty.					

E.3 Indicate the number of faculty supported through external grants and

contracts. <i>Note: Sponsored Programs Office can assist if needed.</i>					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
No. of faculty supported through external grants and contracts					
Percentage of faculty supported through external grants and contracts					

F. Personnel: Scholarly Activity					
F.1 Five year faculty activity summaries (scholarly and service citations, etc.)					
	2008-9	2009-10	2010-11	2011-12	2012-13
Number of full-time faculty					
Published Books					
Published Works (not including books)					
Performances & Exhibits					
Presentations					
Boards (National, Regional, State, Local)					
Awards					
Extramural Funds/Grants					
Others					

F.2 Scholarship, research, and creative activity
F.2a What are the scholarship, research, and creative activity strengths of the unit? Are there special emphases that make a unique contribution to the program? What impediments to faculty productivity exist and in what ways can these be reduced?

<i>{Enter remarks here and add additional lines as needed}</i>
F.2b How does the unit's scholarship, research, and creative activity strengths support its mission and the curriculum? What are the expectations for faculty research/artistic creation/performance in terms of quality and quantity? Are they being met, and if not, why not?
<i>{Enter remarks here and add additional lines as needed}</i>
F.2c How do faculty engage students in the unit's scholarship, research, and creative activities? How do you assess the results?
<i>{Enter remarks here and add additional lines as needed}</i>
F.2d Do faculty actively seek scholarship, research, and creative activity partnerships with faculty in other programs at Claflin or elsewhere? And, are there strategic partnerships that should be pursued? If so, please provide a description of partnerships.
<i>{Enter remarks here and add additional lines as needed}</i>
F.2e Are sources of scholarship, research, and creative activity funding increasing or decreasing? Is the current level of research administrative support adequate to manage grant funding?
<i>{Enter remarks here and add additional lines as needed}</i>

G.SWOT Analysis: Analyze the programs strengths, weaknesses as well as the opportunity and threats you face.
G.1 What do you see as particular strengths of the program, and why? And, are the unit's strengths aligned to its aspirations?
<i>{Enter remarks here and add additional lines as needed}</i>
G.2 What are perceived to be weaknesses in the program?
<i>{Enter remarks here and add additional lines as needed }</i>
G.3 Where do you see opportunities for growth and/or improvement in the program in the near term? What would be required to realize these opportunities?
<i>{Enter remarks here and add additional lines as needed}</i>
G.4 What (if any) are the potential threats to program viability or quality in the future? What needs to be addressed in the near term to mitigate these threats?
<i>{Enter remarks here and add additional lines as needed}</i>

<i>{Enter remarks here and add additional lines as needed}</i>
G.5 What are the national enrollment trends in the discipline (if applicable)? (NB: Report authors should visit these sites: http://nces.ed.gov/datalab/)
<i>{Enter remarks here and add additional lines as needed}</i>
G.6 How has the program responded to these trends?
<i>{Enter remarks here and add additional lines as needed}</i>

H. List the goals for continued program improvement over the next five years (prior to the next program review). What implementation steps will need to occur for these goals to be met?	
Goals:	Implementation Steps:
1.	
2.	
3.	<i>(add additional lines as needed)</i>

Graduate Programs					
I. Contributions to Faculty and Student Scholarly Productivity					
I.1 Summarize the contribution of faculty to the output and success of students over the review period.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Average program faculty total course load (credit hrs./semester):					
Average number of graduate advisees per program faculty:					
Average thesis/ advising load per program faculty:					
I.2 Summarize trends in student support and collaborative scholarship					

over the review period.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of students supported by institutional assistantships:					
Number of students supported by external grants and contracts:					
Average total value of graduate assistantships:					
I.3 Provide information on the success of program graduates one year after graduation.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought employment:					
Percentage of students who sought employment:					
Number of graduating students who gained employment:					
Percentage of students who gained employment:					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought further graduate/professional school admission:					
Percentage of students who sought further graduate/professional school admission:					
Number of graduating students who attained further/professional school admission:					
Percentage of students who attained further/professional school admission:					
I.4 Describe the extent of student scholarly productivity over the review					

period.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of student refereed publications, juried exhibitions or recitals, etc.:					
Number of non-refereed presentations, exhibitions, technical reports, etc.:					
Number of theses submitted:					
<p>I.5 Discuss the relationship between allocation of program personnel and fiscal resources, classroom facilities, library and information resources, and student scholarly productivity summarized in I.1., I.2, and I.3 above. Include, as applicable, specific reference to trends and approaches in allocation of graduate assistantships, selection of graduate assistants, and the strategic use of graduate assistantships to student scholarly outcomes.</p>					
<p><i>{Enter discussion here and add additional lines as needed}</i></p>					