Preface:

Effective Spring 2017, Loyola’s Annual Report System (http://ar.loyno.edu), will serve as the official repository for the SCAP Self Study. The following outline should guide the development of the annual report / self-study document. The narrative should be written easily within twenty pages. (This does not include the director’s explanation of workload distribution and appendices.) If you have any questions about this process or the AR system, please contact Dr. Brad Petitfils in the Provost’s Office (bpetit@loyno.edu). The report will be organized around the following headings:

Section 1: Mission of the Program/Unit

Please include the distinctive mission or purpose statement of the department and academic programs. Include a brief overview of the history of the program including such things as changes in administrative organization; dates new programs were established; significant additions to the staff and major changes in the program over the prior academic year. Clearly indicate your Classification of Instructional Programs (CIP) Code in this section (you can find your CIP code(s) on the OIRE website by clicking here). If applicable, please include previous SCAP Report Results/Recommendations as supporting documents and describe actions/outcomes completed to address previous recommendations. Clearly indicate your Classification of Instructional Programs (CIP) Code in this section (you can find your CIP code(s) on the OIRE website by clicking here).

Section 2: Student Data

In the AR system, you will be provided with the following data. It is important that you review these data and provide a brief explanation regarding any trends, discrepancies or anomalies. Consider what data or areas may require context, description, or explanation.

Some notes on student data:

1. The source of student major and minor headcounts (5-year trend data) is Official Stats files.

2. Persistence is measured in Fall-to-Fall data (1st year to 2nd year), and includes all concentrations and tracks offered by a department. These numbers will only reflect students who started in a concentration/track in Fall, and persisted in that same concentration/track in Fall. The source of persistence rates is Official Stats file.

3. Graduation headcount numbers include graduates from Summer, Fall, and Spring. The list of degrees for each department corresponds with IPEDS CIP codes (updated January 2016). The source of graduating senior headcounts is SIS (as reported to IPEDS-Summer, Fall, Spring).

4. Graduation rates measure students by entering cohort who completed a department program (major, concentration, track) within 6 years of entering. Overall university graduation rate available in University Fact Book on the Office of Institutional Research & Effectiveness website (http://academicaffairs.loyno.edu/research/data-resources). The source data used to calculate graduate rates is SIS.

5. Marketing - Describe the department’s marketing and recruitment plan, including a description of work done with the admissions and recruitment and marketing departments. Describe how effectiveness is/will be measured.
Section 3: Faculty and Staff Data

In the AR system, you will be provided with the following data. It is important that you review these data and provide a brief explanation regarding any trends, discrepancies or anomalies. Consider what data or areas may require context, description, or explanation.

Some notes on faculty and staff data:

1. The source of faculty headcounts (5-year trend data) is the Delaware Study data. These headcounts only reflect faculty headcounts for fall semesters. Full-Time Equivalent (FTE) headcounts are based on SCAP count methodology: Full-time faculty count as 1 regardless of regular teaching load. Part-time faculty teach 1-4 hours count as .33, 5-7 hours count as .67 and 8 or more hours count as 1.

2. The source of staff headcount numbers is HRS. These data are verified by the Office of Institutional Research and Effectiveness for the annual submission of the IPEDS Staff Headcount Report.

3. The source of the Student Course Credit Hour (SCCH) Report is the Delaware Study data. Figures are based upon the student course credit hours (SCCH) taught by faculty within the college, department, or program. For this methodology, the course follows the faculty member (the department that pays a faculty member’s salary gets credit for the SCCHs taught regardless of the department in which the course is taught). Department SCCH include majors and non-majors (whoever is enrolled in a course in the department). The calculation also includes independent study courses. For example, if an undergraduate course carries 3 credit hours and there are 20 students enrolled, and the course is team taught (50/50), there is a total of 60 SCCH for that course; however, each faculty member receives credit for 30 SCCH.

4. The source of the student to faculty ratios is the Delaware Study data (collected and verified by deans and department chairs each fall and spring semester). The ratio is calculated as follows: Total SCCH / Faculty FTE.

5. Discuss current faculty & staff levels and future needs of the department. Include a rationale.

Section 4: Strategic Planning

Provide a general description of the department’s goals developed for the previous academic year. Department goals should align with college-level strategic plans and goals. Summarize activities, key enhancement efforts, progress achieved, and actions implemented. Please include any departmental collaborations across campus units and describe efforts made toward the following:

- Community Engagement – collaboration between the institution and community for the mutually beneficial exchange of knowledge and resources in a context of partnership or reciprocity.

- Loyola Core (Undergraduate programs only) – course offerings or changes; use of assessment data to improve student learning.

- Quality Enhancement Plan (Undergraduate programs only) – experiential learning via collaborative research, scholarship, and creative activities; internships; service learning; and study abroad.
• Sustainability (if applicable) – list degree programs and program/course student learning outcomes related to environmental sustainability.

Section 5: Budget

In the AR system, you will be provided with 5-year trend data for operating budgets only (available in early August each year). Please review data and provide description of any important details/concerns, including an assessment of the adequacy of the budget to support the strategic goals/initiatives of the department. The source of budget data is FRS (year-end actuals run on or just after July 31).

Section 6: Assessment of Major Student Learning Outcomes

Include the information below to demonstrate the process of continual improvement, both formative and summative. Though not comprehensive, this window into each program will show data driven-decision making related to student learning outcomes. Remember to consider: major student learning outcomes, assessment method(s) used to measure each SLO, summary of results, and department action plan to address results.

For more detailed guidance and to see examples of completed tables, please refer to the Institutional Effectiveness Handout and the Institutional Effectiveness Presentation on the OIRE website.

Section 7: Supporting Documents

Please supply all source documentation referenced in your report. Examples can include, but are not limited to: department meeting minutes, surveys, exit interviews, test or portfolio evaluation rubrics, department generated reports, proposals for new/revised courses/programs, etc. Examples of full-circle planning, assessment, reflection and action are most useful.