Overview and Program Review Summary: Please summarize this program’s mission and its relationship to the vision and mission of St. John’s University, and the program’s School/College. Identify similar programs regionally and nationally and distinguish this program from them. In addition, summarize your findings as they relate to (1) program quality, (2) market growth potential, and (3) student learning. Also, summarize any significant changes, achievements (by faculty and students and the program itself), and plans for the future. Finally, based on the information gleaned from the data in the self-study, give an overall rating of the program’s Enrollment/Market Potential by categorizing it as one of the following: (1) Enhance; (2) Maintain; (3) Reduce support, Phase out, Consolidate, or Discontinue.

(Suggested limit 1 page)

St. John’s University’s Strategic Plan for 2009-2015 called for a radical transformation in the way that students are served. Global education is highlighted as a “critical element” and one of the plan’s priorities. The aim is “to further efforts toward global harmony and development,” and “incorporate (in the curriculum) global perspectives and experiences to prepare the students for a rapidly changing environment.” Responding to this mandate and to the national interest for global expertise and competencies, the Center for Global Development created a Master of Arts in Global Development and Social Justice (MA GDSJ) which was approved by NY State in May 2009 and was based upon a previous Master in Liberal Studies with a Concentration in Global Development and Social Justice that began in 2006.

The MA GDSJ, aiming at best practices and leadership in global development, social justice and human rights advocacy, grounded on Catholic Social Teaching, reflects through its online methodology, “innovative application of knowledge,” as it focuses on students around the world, by providing “excellent education, especially to those lacking economic, physical, or social advantages.” Furthermore, through its committed faculty and support staff, the MA GDSJ devotes “intellectual and physical resources to search out the causes of poverty and social injustice” and encourages “solutions which are adaptable, effective and concrete,” while seeking “to further efforts toward global harmony and development” based on Vincentian values.

Although housed in St. John’s College of Liberal Arts & Sciences this innovative multidisciplinary program utilizes faculty from 7 departments across three colleges at the University. It is the only University program that draws from the strength and expertise of faculty across so many units on campus. All full time-faculty who teach in the program are tenured, publish widely and are recognized leaders in their respective fields of development. The program is coordinated by a Steering Committee, chaired by the Director of the MA Program and Center for Global Development. Up until 2012 a seven year partnership with Unicaritas had provided full scholarships annually to from 10-15 applicants from around the world. Based upon this seed funding, since 2013 St. John’s University has supported, as part of a mission-based commitment to the program, up to 10 full scholarships and 15 partial scholarships. While we continue to draw from both broad-based domestic and international markets for our students, the online nature of the program limits the number of students in any cohort to 25, and thus our market potential.

The program is organized with short-term residence-based classroom instruction combined with online learning methodologies to offer students the flexibility to pursue in-depth research in a broad variety of critical areas related to development and social justice around the world. It includes 11 three-credit courses for a total of 33 credits. Three courses are taken at the St. John’s Rome Campus (two at the beginning and one at the end of the program) and the rest via Distance Learning. Students earning the MA GDSJ are educated and trained in areas that are critical to those
preparing for emerging professions in the global market. Our alumni have secured positions in academia, national and international organizations, governmental and non-governmental organizations, agencies of the UN, multinational corporations, the media, law firms, and foundations.

The MA GDSJ degree was developed with the University’s institutional focus in mind, “to transform the institutional culture to one in which the quality of how we serve our students both in and out of the classroom is exceptional.” The program uses the best Distance Learning pedagogy and Information Technology support that a university can offer. Students receive a laptop computer and receive necessary training in online course platforms (Blackboard) while in Rome. In addition, the program focuses on faculty training and offers monthly workshops for the professors. Guest speakers from different fields related to Development participate in the monthly sessions. The aim is to achieve a better prepared and synergistic team who in turn can profoundly affect student learning. The program is also truly interdisciplinary, whereby students are exposed to all the possible aspects of Development by faculty from different departments with specializations in a variety of fields.

The MA GDSJ distinguishes itself from other regional and national programs for its commitment to student learning for the following reasons:

- Its approach is rooted in fundamental Catholic Social Thought on integral and authentic human development that calls for respect and dignity of all human beings, necessary to build a just social order where all receive a share of the world’s common good.
- Its Vincentian nature inspired by the Founder’s compassion and his zeal for service as it is reflected in the program’s organizational structure based on intra-church collaboration for mission.
- An innovative multidisciplinary curriculum with a clearly articulated value system that combines classroom instruction with online methodology is fully supported by the information technology resources of St. John’s University.
- A committed and exceptionally engaged faculty demonstrating high individual performance as recognized experts in international development.
- A diverse student population living around the world in developing countries. Global interaction is provided with students networking from many different societies and countries addressing cultural issues, different community needs, and a wide variety of business and management activities.
- An optional internship program with government agencies, NGOs, nonprofits, research institutes, as well as in the private sector. Our students benefit from our strong affiliations with the global community and can choose to work at a site almost anywhere in the world related to their capstone projects.
- The Rome campus location gives the students the opportunity to interact with one another at the beginning and end of the program. They also are able to capitalize on the European and international development organization based there (e.g., meetings at the FAO, WFP, Italian and European Union government organizations related to Global Development, and NGOs focused on issues of social justice such as Caritas of Rome and St. Egidio.

Based on the unique nature of this program and its deep commitment to the mission, vision and strategic goals of the university our recommendation it that it be given a rating of (1) Enhance.
STANDARD  1. The purpose of the program reflects and supports the strategic vision and mission of St. John’s University, and the program’s School/College.

1a. What evidence can you provide that demonstrates that the program embodies the Catholic, Vincentian, and metropolitan identity of St. John’s University? www.stjohns.edu/about/out-mission. (Suggested limit 1/3 page)

When the original articulation agreement was signed to create this program in 2005, St. John’s University specifically stated that it entered into an agreement with Unicaritas to create the GDSJ program in order to embrace the Vision Statement’s goal that “As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.” For their part, Unicaritas entered the agreement with an equally strong commitment to the actualization of the teaching of the Catholic Church in matters of Global Development and Social Justice, with special concern for women, young people, and all those who are socially, politically, and economically marginalized. The spirit of this original agreement has continued with the full support for the program now coming from the University since 2013 as a graduate degree that fully embodies the University’s mission. This program presents “the face of the Church that cherishes a feeling of deep solidarity with the human race and its history” (Compendium of the Social Doctrine of the Church).

This program was conceptualized in the framework of Catholic Social Teaching as the venue through which Development should be understood. The specific Catholic Social Teaching course, offered toward the beginning of the program, allows students to:
• Appreciate the understanding of the human person and of the common good that informs Catholic Social Teaching and its perspectives on development.
• Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.
• Define key principles of Catholic Social Teaching and employ those principles as analytical tools in analyzing specific issues and cases.

The entire program is based on Vincentian values and traditions as it prepares students in careers whose purpose is to serve others. Its Vincentian nature is inspired by the Founder’s compassion and his zeal for service as is reflected in the program’s organizational structure based on intra-church collaboration for mission. The Vincentian component is evident in students’ capstone projects that focus on issues of social justice, working with people who are marginalized, underprivileged, poor, or victims of society.

As the word metropolitan relates to diversity, there is no program more diverse than ours. Students with different religious backgrounds come from all over the world to Rome to take the first two courses. In Rome, we provide orientations and workshops on cultural diversity where all have an opportunity to share their stories and their culture, thus learning from one another while building an authentic learning community. Students also meet with their professors as they begin to work together and build a support system which becomes their other global “GDSJ” family.
1b. What evidence can you provide that demonstrates that the program embodies the University’s vision. [www.stjohns.edu/about/out-mission/vision-statement](http://www.stjohns.edu/about/out-mission/vision-statement). (Suggested limit 1/3 page)

Grounded in Catholic Social Teaching, the program seeks “to foster a worldview and to further efforts toward global harmony and development, by creating an atmosphere in which all may understand and embody the spirit of compassionate concern for others- so characteristic of Vincent.”

The program goals are also consistent with the University’s strategic direction and priorities as follows:

Goal 1: Promote graduate program of distinction, targeting focus areas through online methodology based on state of the art information technology.

Goal 2: Prioritize resource allocation to help “especially those lacking economic, physical, or social advantages.”

Goal 3: Aim at building “leadership, training and development.”

Goal 4: Embody fully the University mission as reflected in the nature of curricula

1c. What evidence can you provide that demonstrates that the program embodies the vision and mission of the program’s School/College? (Suggested limit 1/3 page)

The strategic goals of the program include:

1. Understand and identify the phenomenon of underdevelopment, its elements and its causes, from a global standpoint;
2. Demonstrate the ability to articulate a normative vision of human development that is deeply rooted in Catholic Social Thought, and to situate that perspective in relation to other paradigms of development;
3. Identify appropriate resources and assess best practices toward authentic human development; and
4. Construct effective strategies to address emerging forms of poverty, marginalization, and exclusion.

These goals reflect our University and College missions in so far:

• as they exemplify best “commitment to research, rigorous teaching standards, and innovative application of knowledge,” as they provide at no cost to the majority of the students “excellent education for all people, especially those lacking economic, physical, or social advantages,”

• and embody and enhance the spirit of the mission as its curriculum aims to “devote intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete.”

Standard 1. Additional comments if needed. (Suggested limit 1 page)

STANDARD 2. The program attracts, retains, and graduates high quality students.

2a. Undergraduate SAT and High School Average

N/A

2b. Undergraduate 1st Year Retention Rate

N/A
2c. Undergraduate 6 Year Graduation Rate
N/A

2d. Graduate Standardized Test Scores

**New Graduate Students GRE Verbal**

<table>
<thead>
<tr>
<th>Graduate School</th>
<th>Ir Grev Score</th>
<th>Ir Grev Score</th>
<th>Ir Grev Score</th>
<th>Ir Grev Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sci old</td>
<td>491</td>
<td>500</td>
<td>497</td>
<td>532</td>
</tr>
<tr>
<td>Arts &amp; Sci new</td>
<td></td>
<td></td>
<td>154</td>
<td>153</td>
</tr>
</tbody>
</table>

**New Graduate Students GRE Quantitative**

<table>
<thead>
<tr>
<th>Graduate School</th>
<th>Ir Grev Score</th>
<th>Ir Grev Score</th>
<th>Ir Grev Score</th>
<th>Ir Grev Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sci old</td>
<td>585</td>
<td>566</td>
<td>593</td>
<td>604</td>
</tr>
<tr>
<td>Arts &amp; Sci new</td>
<td></td>
<td></td>
<td>149</td>
<td>150</td>
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</table>

As of August 1, 2011, ETS revised the GRE General Test with a new scoring scale. Prior to 8/1/11 on a scale of 200-800(old) and after 8/1/11 on a scale of 130-170(new)

General test percentage distribution of scores within intended graduate major field that is based on the performance of seniors and non-enrolled college graduates who were tested on the verbal and quantitative examination.

<table>
<thead>
<tr>
<th>GRE</th>
<th>Intended Graduate Major</th>
<th>Test-Takers</th>
<th>Mean Score (Verbal)</th>
<th>Mean Score (Quantitative)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Political Science*</td>
<td>11,323</td>
<td>156</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>Economic</td>
<td>7,973</td>
<td>154</td>
<td>159</td>
</tr>
</tbody>
</table>

Please describe how the program compares with peer and aspirational institutions. 
(Suggested limit 1/2 page)

Is should be made clear that this is a unique program nation-wide making it difficult to compare it to other interdisciplinary development programs at other institutions. Research conducted to establish if any comparable programs were being offered in the tri-state area, revealed the following:

Master of Arts in International Political Economy and Development (Fordham University, NY) The M.A. in International Political Economy and Development at Fordham University is designed for future and present professionals involved with international economic issues as policy analysts and administrators. There are different electives student can select to specialize in: International Banking & Finance, International Development Studies, International & Development Economics, or International Political Analysis. With a team of 29 faculty, the program accepts a maximum of 25 students per academic year.

Master of Arts in Sustainable Development (Columbia University, NY) The M.A. in Sustainable Development focuses on critically important issues. These include: long-term climate change; industrial policy; extreme poverty; public health and infectious disease in a global economy (e.g. SARS, AIDS, etc.); science, technology, and education policy; global demographic change (aging, population growth in poor countries, urbanization, global migration); gender and development; urban growth; the threat of massive species extinction; ecosystem functions (e.g. extreme water stress in the Middle East, or the arsenic in the groundwater of South Asia). Of the 66 faculty members involved, 30 are specific to the degree. The average number of students per academic year totals 19.

Master of Science in Global Affairs (New York University, NY) The M.S in Global Affairs provides an indispensable context for understanding critical issues in international politics, economics, dispute settlement, law, human rights, energy, the environment, and related areas. Knowledge and familiarity in these areas is critical for those preparing for careers in virtually every arena: international or nongovernmental organizations (NGOs), the United Nations and its affiliated agencies, diplomatic missions, foreign offices, government agencies, international business, press and media, law firms, foundations, and a host of allied institutions and professions. With 43 faculty members, the average number of students enrolled per academic year is 25.

Master of Science in International and Development Economics (Yale University) The M.S. in International and Development Economics is offered through the Economic Growth Center (EGC). The program offers an option of a joint program of study with the School of Forestry & Environmental Studies, whose concentrations span a number of fields. A total of 17 new students are admitted each academic year. There are four faculty members in the EGC and there is a wide support group from the other disciplines.

In summary, all of the above programs are characterized by an extremely targeted approach. Some emphasize in their core the economic aspect of development, such as Fordham and Yale. Others, for example Columbia, favor a basic economic approach, combined with courses in natural sciences, while NYU stresses the political implications throughout its core offerings. None of the programs offer a comprehensive, compatible or comparative degree such as ours that exposes the student to all different aspects of development, and none include any core courses related to Social Justice which is the foundation of our program, and permeates the entire master’s degree.

If applicable, describe the program’s student performance over the past five years on licensure or professional certification exams relative to regional and national standards.  
(Suggested limit 1/4 page)

N/A
2g. Number of majors and minors enrolled over the past five years. See table below.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Minors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Majors</th>
<th>2010 Fall</th>
<th>2011 Fall</th>
<th>2012 Fall</th>
<th>2013 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJORS</td>
<td>36</td>
<td>38</td>
<td>37</td>
<td>49</td>
</tr>
<tr>
<td>SJ</td>
<td>GDSJ</td>
<td>SJ</td>
<td>SJ</td>
<td>SJ</td>
</tr>
</tbody>
</table>

2h. Number of degrees granted during the past five years. See table below.

<table>
<thead>
<tr>
<th>Degree Conferred</th>
<th>10/12</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJC-GR</td>
<td>14</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>GDSJ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Dev &amp; Social Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is comparison degrees conferred data for local and national institutions based on data retrieved from the IPEDS website. This is based on the Classification of Instructional Program (CIP) Code of 24-Liberal Arts and Sciences, General Studies and Humanities.

<table>
<thead>
<tr>
<th>Degree Conferred</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>18</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>National</td>
<td>6,953</td>
<td>6,727</td>
<td>6,925</td>
</tr>
</tbody>
</table>
Local institution include: Adelphi University, Columbia University, CUNY Queens College, Fordham University, Hofstra University, Iona College, C.W. Post University, Manhattan College, New York University, Pace University, Seton Hall University, Stony Brook University, and Wagner College.

Comments: Based on the data in 2g and 2h, how do these trends compare to institutional, regional and national patterns? (Suggested limit 1/2 page)

The data presented is not comparable or compatible with this program.

2i. What mechanisms are in place to monitor students’ progress toward degree? And, to what extent is there a collaborative effort to provide quality advising and support services to students? (Suggested limit 1/4 page)

Although the program is delivered primarily online, faculty pay particular attention to fostering an environment of student-centered advising and mentorship. They maintain a high degree of availability to our students across many global time zones. In order to monitor student progress toward the degree, the program has specific mechanisms in place such as keeping comprehensive records of the students with whom faculty discuss strategies for advancement through the program and mentorship of their capstone projects. All of the faculty in the program are committed to collaborative efforts to provide quality advising. Faculty also take part in monthly meetings to discuss issues of global development as well as connections and synergism between and across the program’s curriculum to enhance student success.

2j. If available, provide information on the success of graduates in this program as it relates to employment or attending graduate school. (Suggested limit 1/4 page)

Upon completion of the program our graduates have gone on to positions within national and international organizations, and governmental and non-governmental organizations. Several have established their own NGO’s. Graduates are currently employed in, for example, agencies of the United Nations: UNFEM, UNEP, UNICEF, FAO, and others including IMF and the World Bank. They also work within multinational corporations, international media, law firms, emergency relief and development efforts, and diplomatic missions. Students have also gone on to PhD programs.
2k. Please comment on the students’ competencies in the program. Support your response using data provided below and any other data available. (Suggested limit 1/3 page)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SJC Global Dev &amp; Social Justice</td>
<td>MA</td>
<td>3.7</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.7</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>3.7</td>
<td>3.9</td>
<td>3.8</td>
<td>3.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Campus</th>
<th>Spring 2011</th>
<th>Spring 2012</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJC</td>
<td>D</td>
<td></td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Q</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>3.6</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level - all campuses</th>
<th>Spring 2011</th>
<th>Spring 2012</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>3.6</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
</tr>
</tbody>
</table>

*Page 2*  

Being a very competitive program we draw from some of the best students, which is reflected in their GPAs exceeding that of the college. Given the strong reading, writing, and research components of the program’s courses, we think our students are displaying an overall high degree of competence and significant dedication to their studies. In addition, our ongoing assessment of the program’s advisement strategies maintains an open conversation with our students about their overall academic performance.

**Standard 2.** Additional comments if needed: (Suggested limit 1 page)

**Standard 3.** The program engages in ongoing systematic planning that is aligned with the University and School/College planning, direction, and priorities.
3a. How does your program’s strategic goal/objectives link to your School/College plan and the University’s strategic plan? [http://www.stjohns.edu/about/leadership/strategic-planning](http://www.stjohns.edu/about/leadership/strategic-planning)

The strategic goal/objectives of the MA GDSJ link to the School/College plan and the University’s strategic plan in a number of ways. This includes a need to:

1. Understand and identify the phenomenon of underdevelopment, its elements and its causes, from a global standpoint.
   - Articulate key principles and models of development from a variety of disciplinary and interdisciplinary perspectives (including anthropology, economics and political science).
   - Critically examine existing models of development for their achievements and shortcomings in reducing poverty, hunger, human inequality, raising the quality of choices available for human flourishing, and in conserving the environment.

2. Demonstrate the ability to articulate a normative vision of human development that is deeply rooted in Catholic Social Thought, and to situate that perspective in relation to other paradigms of development.
   - Appreciate the understanding of the human person and of the common good that informs Catholic Social Teaching and its perspectives on development.
   - Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.
   - Define key principles of Catholic Social Teaching and employ those principles as analytical tools in examining specific issues and cases. Articulate a well-informed and clear empirical understanding of the concrete issue(s) of development that they plan to analyze ethically and theologically.

3. Identify appropriate resources and assess best practices toward authentic and integral human development.
   - Identify and critically evaluate relevant information resources for investigating issues in development (including, but not restricted to migration, employment, education, communication, food security, and health care).
   - Employ the principles and values of Catholic Social Thought to effectively analyze and assess current efforts (by governments, nongovernmental organizations, and international organizations) that address issues in economic, political, and social development.

4. Construct effective strategies to address emerging forms of poverty, marginalization, and exclusion.
   - Engage in critical interdisciplinary thinking about complex interrelationships involved in development by linking concerns considered by ethicists, social scientists, demographers, economists, policy makers, human rights activists, and development practitioners.
   - Examine the status of women worldwide in regard to finance, health, violence, the environment, education, family, and decision making, and articulate an understanding of the structural forces involved.
   - Prepare and present position papers, research studies, and other written and oral presentations that identify and propose solutions regarding specific instances of poverty, marginalization, and exclusion.

Overall, we stress the importance of an exceptional education that is more than just career preparation. We truly believe that our students will graduate from the program with an additional skills set to make a difference in the world through their commitment to future leadership and service. This is met in part by focusing on strategic program goals and objectives that require our students to demonstrate an understanding of the applied aspect of the program. This is accomplished by preparing them to analyze major development issues from the perspective of the “other,” through the lens of Catholic Social Teaching that identifies viewpoints and concepts useful for an applied critical analysis of social justice issues.
3b. What is the evidence of monitoring the external and internal environments, specifically what are the strengths, weaknesses, opportunities and threats facing the program? How were they identified? What actions have been taken in response to these findings? What characteristics of the program suggest a competitive edge against other programs regionally and nationally?

Strengths of the Master of Arts in Global Development and Social Justice include:

- Its approach is rooted in fundamental Catholic Social Thought on integral and authentic development that calls for respect and dignity of all human beings, necessary to build a just social order where all receive a share of the world’s common good.
- Its Vincentian nature inspired by the Founder’s compassion and his zeal for service as it is reflected in the program’s organizational structure based on intra-church collaboration for mission.
- An innovative multidisciplinary curriculum with a clearly articulated value system that combines classroom instruction with online methodology supported by the information technology resources of St. John’s University.
- Distance learning gives students from numerous countries the opportunity and means to participate in a graduate degree program that they would not otherwise have the resources to enroll in a fully residence-based program. It also provides the flexibility for full-time development professionals and others to obtain an advanced degree.
- A committed and highly engaged faculty demonstrating high individual performance as recognized experts in international development.
- A diverse student population living around the world in developing countries. Global interaction is provided with students networking from many different cultures and countries addressing cultural issues, different community needs, and a wide variety of business and management activities.
- An optional internship program with government agencies, NGOs, nonprofits, research institutes, as well as in the private sector. Our students benefit from our strong affiliations with the global community and can choose to work at a site in the world related to their capstone projects.
- The short-term Rome-based portions of the program give students the opportunity to interact with one another to develop an active learning community. They can also capitalize on additional resources available there by way of field trips to FAO, government organization related to Global Development, and NGOs related to issues of social justice such as Caritas of Rome and St. Egidio.

Weaknesses of the program are:

- Relying on University sponsorship for scholarships needs to be strengthened by a capital campaign fund that better secures the viability of funding of students from the global south.
- Having Distance Learning policies that set a cap of 25 students per course limits our ability to grow the program unless we offer the program on-campus, too.
- Although the development of interdisciplinary programs has been a standard practice for several decades at other institutions, the inter-departmental and inter-college disciplinary borders that exist at SJU often create and foster a hostile environment toward multi-interdisciplinary programs.
- Along those same lines, the refusal of other colleges within the University to have their faculty teach one course a year in the program as part of their normal course load is an ongoing challenge. This undermines the future of any interdisciplinary program across the campus. The system thus requires the program to pay out of its operating budgets overload compensations to have other faculty teach in the program from other colleges. This ultimately hurts the financial cost-benefit accounting of the program. A simple administrative budgetary fix could remedy this situation.
Threats to the program are:

- Given the unique nature of this program there are few threats from other programs. Its fills an important niche in the training of development professions that others do not.
- Potential competition with campus-based programs at other institutions can be seen as a threat. Students completing this program need to be highly motivated and focused to complete a mostly online degree program. Thus we expect a certain rate of attrition. However our residential component at the beginning of the program has been a very effective strategy for developing a support network of peers.
- Students coming from such diverse backgrounds from around the world are a high risk group that are more likely to be exposed to a host of threats that can impact their ability to continue in the program.
- For U.S. based students several states have laws that do not allow us to offer an online degree program to student residents of those states. This issue is slowly being resolved, but each year we have to turn away highly qualified students.

Opportunities of the program are:

- This is a very attractive master’s degree for people working in the field of development and so far it is the only one that provides fully in-depth knowledge in various fields and prepares students for careers in the next millennium.
- The market growth potential reflects today’s need for Global Development & Social Justice careers that are critical in virtually every field: academic; national and international organizations; governmental and non-governmental organizations; multinational corporations; media; law firms; foundations; emergency relief; and diplomatic missions.
- This program offers the University the opportunity to become a serious player in the field of Development and opens up future partnerships at the national and international level.
- The high success rate of the program over 10 years speaks to the potential development of parallel on-campus degree program, as well as linking a new BA program in Global Development and Sustainability through a BA/MA sequence.

3c. What is the current and future market demand for the program? Support your response using the data provided below or any other internal or external sources to justify your response.

As stated above, we continue to target both a broad-based domestic and international market for our students. The online nature of the program however limits the number of students in any cohort to 25, and thus limits our market potential. The market growth potential in term of applicants is very high. Each year we have to turn away a number of very qualified candidates. As the reputation of the program continues to grow, one solution for not turning away so many qualified candidates, is to offer the master’s degree in the traditional format on-campus. The market growth potential reflects today’s need for Global Development & Social Justice careers that are critical in virtually every field. In fact, according to the latest projections of the Bureau of Labor Statistics, employment in these fields and in service occupations are expected to increase the fastest and add more jobs. Implementing an undergraduate program in Global Development and Sustainability, already approved by the SJC LAFC would automatically reinforce the graduate program as many undergraduate majors in this program would decide to continue their studies in the same field. This could even include the development of a 5 year BA/MA program.

Standard 3. Additional comments if needed: (Suggested limit 1 page)
STANDARD 4. The program provides a high quality curriculum that emphasizes and assesses student learning and engagement.

4a. Please indicate how the program curriculum is in alignment with the following three items:
(Suggested limit 1/2 page for each of the three categories below)

Standards within the discipline
Curriculum integrity, coherence, academic internships, teaching excellence, teaching vibrancy, and study abroad experiences.
The University Core competencies

The curricular offerings adhere to the highest disciplinary standards of the university and the field of global development. The curriculum best exemplify “commitment to research, rigorous teaching standards, and innovative application of knowledge,” and embodies and enhances the spirit of the mission as it aims to “devote intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete.” Grounded in Catholic Social Teaching, the curriculum seeks “to foster a worldview and to further efforts toward global harmony and development, by creating an atmosphere in which all may understand and embody the spirit of compassionate concern for others-so characteristic of Vincent.”

Engagement and program coherence begins very early in the program and continues throughout the process. As the students arrive in Rome they experience engagement through intensive orientations, workshops, and pro-seminars for each course they will take over the next two years. Here they learn how to be engaged with their professors who establish a climate of teaching excellence and vibrancy that is carried into the online courses once everyone has returned to their home countries. Students also begin to engage each other while sharing their own stories and experience in their country of origin. This creates a dynamic learning community that develops over the next two years culminating in a capstone seminar experience back in Rome at the end of the program. Many of our students are already professionals in the field of Development (some have worked in the United Nations, others are involved in NGOs or governmental agencies, some are missionaries, and others are religious and clergy) and the MA GDSJ curriculum helps redirect their engagement in a more constructive way while, simultaneously, their prior experiences become a source of inspiration their peers.

The curriculum is focused on both global issues and the concept of globalization. Since high percentage of our students hail from some of the world’s poorest countries in the global south, each course is an international classroom. Through academic internship, students can choose to undertake service-learning activities through the opportunities provided by several partner organizations.

Core Competencies:
The Core Competencies are reflected in the goals and objectives of the curriculum and the program. The goals of the MA GDSJ program reflect our university mission as it prepares the students to:

1. Understand and identify the phenomenon of underdevelopment, its elements and its causes, from a global standpoint.
2. Demonstrate the ability to articulate a normative vision of human development that is deeply rooted in Catholic Social Thought, and to situate that perspective in relation to other paradigms of development.
3. Identify appropriate resources and assess best practices toward authentic human development.
4. Construct effective strategies to address emerging forms of poverty, marginalization, and exclusion.
4b. The syllabi for the courses within this program incorporate the suggested elements of a syllabus – an example of which can be found at the following St. John’s University Center for Teaching and Learning link. *(Suggested limit 1/3 page)* [http://stjohns.campusguides.com/content.php?pid=71651&sid=984766](http://stjohns.campusguides.com/content.php?pid=71651&sid=984766)

Course syllabi are available on the shared drive. Course outlines are posted and discussed by faculty each semester. The Program recently updated course goals and outcomes in alignment with the standards of the discipline and the University.

4c. Describe the assessment model currently in place for the program and indicate the extent to which disciplinary and core knowledge, competence, and values are met, as well as findings and action plans for improvement. For reference, visit WeaveOnline – [https://app.weaveonline.com//login.aspx](https://app.weaveonline.com/login.aspx); Digication – [https://stjohns.digication.com](https://stjohns.digication.com) *(Suggested limit 1/2 page)*

As is the case for all St. John’s College programs, the program employs WEAVE to conduct annual assessments in which data is gathered using program-specific measures to ascertain the effectiveness of each program vis-à-vis student learning. This quantitatively collected data facilitates SJC practices in which many programs analyze the data and use them to determine whether or not stated standards are met. In the eventuality that our program falls short of its stated standards, which do date has not been the case, we develop a plan of action for meeting our program and disciplinary/course-based standards.

Within the context of the mission, the program has identified and articulated learning goals and outcomes for student learning. The measures we use in WEAVE are there to assess how well our students reach our learning goals and outcomes. The logical disciple-specific relationship we have constructed between the mission, the learning goals and outcomes, and the measures used in WEAVE closes the loop and ensures validity in our model.

In addition, capstone project mentors provide continual assessment feedback throughout the process. As a follow-up, the faculty members teaching the Final Integrating Seminar (MGD 200) provides summative feedback during the summer course in Rome. The Director of the MA program and the Steering Committee also provide an assessment of the final capstone project.

Assessments data is also obtained through systematic input regarding course level and quality as well as program effectiveness and satisfaction obtained from students through interviews at significant intervals during students’ progress through the program and at the point of graduation.

4d. What, if any, external validations, e.g. specialized accreditations, external awards, other validations of quality has the program received? *(Suggested limit 1/3 page)*

See student success in item 2j.

**Standard 4.** Additional comments if needed. *(Suggested limit 1 page)*

**STANDARD 5.** The program has the faculty resources required to meet its mission and goals.

5a. Below you will find the number of students enrolled as majors and minors in the program. Please complete the table by adding the number of full-time faculty assigned to the program. Then calculate the student to full-time faculty ratio.
<table>
<thead>
<tr>
<th>Majors/FT Faculty</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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<td>Minors</td>
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<td>Majors &amp; Minors</td>
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<td># of FTE Students (Majors &amp; Minors)</td>
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<td># of FTE Faculty assigned to the program</td>
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<td>FTE Student/FTE Faculty Ratio</td>
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<th>Fall 2010</th>
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<td>Majors</td>
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<th>Fall 2010</th>
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<td>Total FTE MAJORS</td>
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<td>Fall 2010</td>
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<td># of FTE faculty assigned to the program</td>
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<td>FTE Student/FTE Faculty Ratio</td>
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Important Notes:
FTE Students = Number of FT Students + (number of PT Students/3)
FTE Faculty = Number of FT Faculty + (number of PT Faculty/3)
This methodology is used by STJ for all external reporting.

5b. Below you will find the credit hours the department has delivered by full-time faculty and part-time faculty (including administrators) and the total credit hours consumed by non-majors.

Data not available or applicable to this multi-dept/multi-college interdisciplinary program.

5c. Below you will find the number of courses the department has delivered by full-time faculty and part-time faculty (including administrators).

Data not available or applicable to this multi-dept/multi-college interdisciplinary program.

5d. What is the representative nature of faculty in terms of demographics, tenure and diversity? (See departmental information on next page). How well does this support the program? (Suggested limit 1/2 page)

Data not available or applicable to this multi-dept/multi-college interdisciplinary program.
However, it is known that all full time faculty who teach in the program are tenured.

5e. What evidence exists that the program’s faculty have engaged in research and scholarship on teaching and/or learning in the program’s field of study? (Suggested limit 1/2 page)

All faculty are recognized experts in the field of global development as seen in the numerous publications and professional presentations they take part in.

5f. What initiatives have been taken in the past five years to promote faculty development in support of the program? (Suggested limit 1/2 page)

Through the Center for Global Development program faculty have taken part in monthly seminars and workshops with leading experts in the field of global development. In addition they have attended national and international meetings related to issues of global development. Many of the faculty have also been involved with the Catholic Relief Services Scholars in Global Solidarity Program. They also serve as Faculty Experts for the Holy See Mission to the United Nations. In addition, annual development training workshops are held in Rome that the faculty attend.
5g. The table below shows the amount of external funding received by the department. If available, please provide the dollar amount of externally funded research for full-time faculty supporting the program under review. (Program dollar amounts are available through departmental records.)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>5/06</th>
<th>6/07</th>
<th>7/08</th>
<th>8/09</th>
<th>09/1</th>
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<td>$ Amount Department</td>
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5h. Please comment on the table below that shows trends in overall course evaluation and instructional vibrancy for your program (if available), your college and the university. *(Suggested limit ½ page)*

<table>
<thead>
<tr>
<th></th>
<th>Overall Evaluation (Spring)</th>
<th>Instructional Vibrancy (Spring)</th>
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<td>20</td>
<td>20</td>
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<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Global Development &amp; Social Justice (Q)</td>
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<td>12</td>
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<tr>
<td>Saint John’s College</td>
<td>-</td>
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<tr>
<td>Total Graduate</td>
<td>23</td>
<td>26</td>
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<td></td>
<td>4.23</td>
<td>4.26</td>
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</table>

Note: *Institutional Vibrancy* is the average of the first 14 questions on the course evaluation, with questions pertaining to course organization, communication, faculty-student interaction, and assignments/grading. All course evaluation questions range from 1 (Strongly Disagree) to 5 (Strongly Agree).

No Data available. However, a survey of graduating students each year reflects a high level of satisfaction with the program and their courses.

5i. What percentage of full time faculty assigned to this program have terminal degrees or industry certifications renewed within the past 2 years? Comment. *(Suggested limit 1/3 page)*

All full time SJU faculty who teach in the program have a PhD and are tenured in their respective departments and colleges.

**Standard 5.** Comments: Indicate to what extent the program has the faculty resources required to meet its mission and goals. Include references from 5a – 5i. *(Suggested limit 1 page)*
Standard 5. Additional comments if needed. (Suggested limit 1 page)

STANDARD 6. The program has adequate resources to meet its goals and objectives. And, it is cost-effective.

6a. Narrative/Supportive Technological Environment - Comment on classrooms and labs meeting industry-standards for quality and availability of hardware, software, and peripherals; library space, holdings and services; science laboratories, TV studios, art/computer graphic labs; etc. (Suggested limit 1 page)

IT continues to support the platforms for online learning in the program and for facilitating the roll out of new laptops to each incoming student into the program. Glitches in Blackboard still do arise from time to time limiting student access to course material. In various instances tech support has been difficult for students in other countries. On numerous occasions students have been told to bring their laptops to campus for repairs which clearly is not possible.

6b. Narrative/ Supportive Physical Environment - Comment on level of faculty and student satisfaction with HVAC; faculty and student satisfaction with classroom lighting, crowdedness, and acoustics; flexible teaching environments, and faculty offices, etc.. (Suggested limit 1 page)

N/A This is primarily a Distance Learning Program

6c. To what extent has the University funded major capital projects, e.g., renovations, which are linked directly to the program during the past five years? (Bulleted list)

N/A This is primarily a Distance Learning Program

6d. If external data that describes the cost effectiveness of the program has been provided by your School/College Dean, please comment on the program’s cost-effectiveness. (Suggest limit 1 page)

Based on the data provided it appears that the MA in Global Development and Social Justice is cost effective. The program provides a total revenue of $412,415, which after calculating its costs, leaves a Contribution Margin of $249,466.
Standard 6. Additional comments if needed. *(Suggested limit 1 page)*

Standard 7. Effective actions have been taken based on the findings of the last program review and plans have been initiated for the future.

Comments: *(Suggested limit 1 page)*

The MA program in Global Development and Social Justice has responded quite effectively to the findings of the 2009-2010 program review. Since the last program review two major transitions took place that have led to the continued success of the program: 1) the smooth transition from scholarship seed funding from Unicaritas to St. John’s University support; and 2) fully establishing the program as Master of Arts from previously being a track in the Masters in Liberal Studies.

In response to best practices in development, student outcomes, and benchmarking development professionals, new and revised courses were developed to better educate and serve our diverse student body. To add additional skills for the development professional a new course was created: MGD 172 Project Management & NGO’s. Other course that were substantially revised and renamed include the following:

MGD 110 Catholic Social Thought and Practices of Integral Human Development and Solidarity
MGD 130 Impact of International Organizations in Global Development
MGD 150 Sustainable Food Systems, Water and the Environment
MGD 160 Migration and Refugees in Development: Humanitarianism, Gender and Inequities
MGD 180 Media Strategy and the Politics of Peace Building

As we continue to revise our program goals, objectives and outcomes, our approach to assessing the program incorporates the following:

**Goal 1: Understand Global Development Issues**
- Objective 1: Articulate key principles & models of development
  - Articulate key principles and models of development from a variety of disciplinary and interdisciplinary perspectives (including economics, political science)
- Objective 2: Critically examine existing models of development
  - Critically examine existing models of development for their achievements and shortcomings in reducing poverty, hunger and human inequality, in raising the quality of choices available for human flourishing and in conserving the environment.

**Goal 2: Relate Development to Catholic Social Teaching**
- Objective 1: Understand perspective of Catholic social teaching Demonstrate understanding of the human person and of the common good that inform Catholic social teaching and its perspectives on development.
- Objective 2: Analyze the principles of Catholic Social Teaching
  - Analyze critically the usefulness of the principles of Catholic Social Teaching (the common good, universal human dignity, etc.) for developing public policies that address economic justice and globalization.
- Objective 3: Define key principles of Catholic Social Teaching
  - Define key principles of Catholic Social Teaching and employ those principles as analytical tools in analyzing specific issues and cases.
Objective 4: Articulate a well-informed understanding of issues
  o Articulate a well-informed and clear empirical understanding of the concrete issue(s) of development that they plan to analyze ethically and theologically.

Goal 3: Identify Development Best Practices and Solutions
- Objective 1: Evaluate information resources
  o Identify and critically evaluate relevant information resources for investigating issues in development (including, but not restricted to migration, employment, education, communication, and health care)
- Objective 2: Employ principles of Catholic Social Thought
  o Employ the principles and values of Catholic Social Thought to effectively analyze and assess current efforts (by governments, nongovernmental organizations)