

Academic Program Review Guidelines



Guidelines as of: 02/20/2016

Schedule as of: 11/17/2017

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Purpose of Program Review

Program Review is designed to support continuous improvement of academic programs and departments at the University. Program review is a collaborative process involving faculty, students, administrators, and the external community in analyzing the past, present, and future of departmental offerings. For purposes of this document, program review refers to a holistic examination of all curricular offerings (majors, minors, certificates) in a department/area (referred to generally as department).

Program review provides a framework to assist departments:

- Explore alignment with the University's mission
- Refine and articulate goals and objectives in relation to NJCU's strategic direction
- Assess the department's contribution to University success
- Assess extent to which curriculum is aligned with its needs and direction of its field(s)
- Examine effectiveness of instructional practices
- Understand student achievement and departmental effectiveness in preparing students for success after graduation
- Explore faculty expertise, activities, and contributions to the field
- Engage in critical reflection to understand department's strengths and weaknesses
- Understand resource needs
- Inform five-year action plan development

Process and Schedule¹

Departments will engage in program review every five to seven years (see Appendix). Program review includes a self-study, external review, and action plan. Opportunities for review and comment by department, dean, and Provost are included throughout. A summary of the schedule is below; individual components are described in subsequent sections of this document.

Fall Date	Spring Date	Due, Program Review Year
September 20	January 20	• Foundational data provided to dean and department
September 30	January 30	• Dean meets with departments undergoing review to discuss/answer questions
		• Departments commence work on self-study
October 20	February 20	• Departmental suggestions for external reviewer provided to Dean
November 15	March 15	• Reviewer confirmed
January 20	May 20	• Self-study due to reviewer and Dean
February 10	June 10	• Site visit completed
February 28	June 30	• Reviewer's report provided to dean and department
March 31	Sept 30	• Department's response provided to dean
April 10	October 10	• Dean's comments provided to department
April 20	October 20	• Department's action plan submitted to Dean
April 30	October 31	• Package including any additional comments from Dean submitted to Provost's Office

¹ Funding provided by the Office of the Provost

Fall Date	Spring Date	Due, Program Review Year
May 20	November 20	<ul style="list-style-type: none"> Provost approves action plan

Fall Date	Spring Date	Due, Follow-Up Years
May 20	November 20	<ul style="list-style-type: none"> One- and three-year status reports on action plan implementation due to Dean
June 20	December 15	<ul style="list-style-type: none"> Dean's response to department
June 30	December 24	<ul style="list-style-type: none"> Provost comments

Self-Study

Departments undergoing program review will submit a self-study document to their dean and the external reviewer. The self-study document should comport with the following content requirements:

Executive Summary

Based on the totality of the report, describe the strengths, weaknesses, opportunities, and challenges for the department and how the department is addressing them.

Mission and Goals

Guiding Questions:

1. What is the department's purpose/mission? How are departmental activities aligned with this purpose?
2. How does the department's purpose/mission align with that of the College/School? of the University?
3. What are the most salient goals for the department for the next five years? What actions will be taken to meet each goal? What is the schedule for implementation of actions? How will effectiveness be measured?

Faculty

Faculty Profile

Guiding Questions:

1. What is the department's experience in retaining and recruiting faculty?
2. What anticipated faculty retirements and desired new hires are projected over the next five years?
3. What are the department's strategies for maintaining/achieving faculty gender, racial, and ethnic diversity?
4. How does the department identify adjunct faculty? Have pools of potential adjunct faculty been identified? What is the full-time to part-time ratio?

Teaching, Research, and Service

Guiding Questions:

1. What is the current and historical extent of scholarship in the department? (Examples should be provided.)
2. To what extent does the department collaborate with other units on campus? What are the effects of these collaborations?
3. What is the department's interest in and success with obtaining external research grants? What are future plans in this area?

4. Does the department have affiliations with outside organizations? What is their impact?
5. How has faculty scholarship been integrated into the curriculum?
6. How does the department ensure teaching expertise of adjunct faculty?
7. How are data from course evaluations, classroom observations, and the like used to help faculty improve their teaching? What has been their impact?

Data to consider

- List of full-time faculty by rank and tenure status
- Gender and ethnicity breakdown of faculty
- Information on faculty hires, resignations, terminations, and retirements
- Information on adjunct faculty
- List scholarship, by full-time faculty member, for past three years
- List external funding sought and received for past three years, by faculty member
- List professional activities for past three years, by faculty member
- Historical information on faculty teaching, with course enrollment
- Course evaluation data, classroom observation and similar data

Curriculum and Assessment

Guiding Questions:

1. What programs are currently offered in the department? What are the program-level student learning outcomes for each program?
2. What is the curriculum for each program? How has the discipline changed in the past five years, and how has that been reflected in curriculum renewal? For instance, what has changed in degree requirements, course offerings, course sequencing, and/or internship opportunities?
3. What curricular changes are planned for the future? How do these changes meet the needs of the discipline? How do these changes support the university's strategic plan and mission?
4. What instructional methods are employed by full-time and adjunct faculty? How do these reflect best practices for teaching and learning?
5. What are students' and alumni perceptions of the program?
6. What are the historical results of the department's program-level student learning outcomes assessment? How successful are students in achieving student learning outcomes? How have assessment results guided changed in curriculum and instruction?

Data to consider

- Program-level student learning outcomes for all programs, including minors
- Curriculum maps for all programs
- Syllabi indicating where in the course learning outcomes are met
- Data of student/alumni perceptions
- Student learning outcomes assessment data for five years

Enrollment Trends

Guiding Questions:

1. What are historical enrollment trends? Are they consistent with the department's goals/expectations?
2. What are the department's plans to address enrollment growth or decline?
3. What is the overall quality of graduate students? Is this consistent with the department's goals/expectations? What are plans to increase quality?

4. What are student/faculty ratios over time?

Data to consider

- Enrollment trend data
- Graduate student quality

Student Success: Retention, Graduation, Post-Graduation

Guiding Questions:

1. What are the historical retention rates for undergraduates? Are they consistent with the department's goals/expectations?
2. What are historical graduation rates for undergraduates? Are they consistent with the department's goals/expectations?
3. What are the department's plans (including timeline and success measures) for improving retention and graduation rates?
4. As appropriate, what is the time-to-degree for graduate-level students? What is the attrition rate for graduate-level students?
5. To what extent do undergraduate alumni find employment related to their major? To what extent do undergraduate alumni attend graduate school (and where do they attend)?
6. What are the department's plans (including timeline and success measures) for improving post-graduation outcomes?
7. What are alumni ratings of NJCU education? How has/will the department address any noted deficiencies in alumni ratings?
8. What is the post-graduation success of Master and Doctoral students?

Data to consider

- Historical retention and graduation data for undergraduates
- Historical attrition and time-to-degree data for graduate programs
- Post-graduation outcomes

Resources

Guiding Questions:

1. What are the expenses of the department for the current year (to date) and last two years? What does the trend indicate?
2. What are projected expenses for the next two years? How will anticipated decreases/increases will be addressed?
3. How is the department organized for securing grant and other external funding? How successful is the department in these endeavors? What are plans for progression, if necessary?
4. To what extent are department resources used to support students?
5. What are the existing physical resources – space, library holdings, technology and equipment? To what extent do they facilitate meeting goals?
6. What are the existing support staff resources? To what extent do they facilitate meeting goals?
7. What revenues are needed to fulfill departmental plans and goals?

Data to consider

- Historical budget allotments and expenses
- External funding

- Physical and staff resources

Credit Hours

Departments will engage in an audit process to verify compliance with the University's [credit hour policy](#).

External Review

External review is designed to provide an unbiased, expert feedback on the department and its contribution to its field as evidenced by faculty teaching, scholarship, and service, and by student learning.

Selection of Reviewer

The external reviewer is selected by the Dean and Provost in consultation with departmental faculty. Criteria for selection shall be established. The Department submits to the Dean a list of three to seven potential reviewers. Individuals nominated as reviewers should be part of a program/department that is recognized in the field. In general, reviewers should be from academia. Reviewers may not be related to or involved with research or grants with departmental faculty. Reviewers should have experience in comparable institutions.

Departments should submit the following information on each nominee:

1. Name, title, department, and institution
2. Contact information including mailing address, email, and telephone
3. Summary of area of teaching, scholarship and contribution to the field
4. Affirmation from nominee of interest in and availability to serve and of the absence of any potential conflict of interest
5. Rank order of preference of nominee as a reviewer

Site Visit

Reviewers will engage in a one- to two-day site visit to meet with faculty, students, staff, administrators and other relevant constituents. The visit will occur after the reviewer has received the self-study document. Funds to cover site visit expenses will be allocated from the Office of the Provost.

Guidelines for Reviewer Report

Following the site visit, reviewers will submit his or her report to the Dean and Department. The reviewer also has the option of providing a separate, confidential brief, to the Dean.

The reviewer's report should address the following:

- Overall strengths, weaknesses, opportunities and threats related to the department and its programs
- Expertise of faculty and contribution to the field
- Relevance of curriculum to the field and appropriateness of instructional methods
- Retention and graduation rates
- Department resources
- Department plans for future

Review and Comment

Review and comment is included throughout the program review process, as follows:

- The department provides written response on the external reviewer's report. This response is forwarded to the Dean. The response should be brief. It should describe any areas of disagreement, and/or indicate activities underway to address any identified needs. If the department has no disagreements or activities on which to report, it should simply provide a response indicating it accepts the reviewer's report.
- Upon review of the self-study, the external reviewer's report, and the departmental response, the Dean develops written feedback to the department. The feedback is intended to assist the department develop its action plan. As appropriate, the Dean can meet with department faculty prior to crafting his or her feedback.
- Upon receipt of the complete program review package and discussion with the Dean, the Provost's Office provides comment.

Action Plan

Upon receipt of the Dean's comments, the department develops an action plan to capitalize on strengths and opportunities and address weaknesses and challenges. The plan will include specific timelines and measures of success for action items. The final plan must be approved by the Dean and Provost.

One- and Three-Year Status Reports

The department submits one-year and three-year status reports to its Dean regarding implementation of the action plan. The reports should include data related to success of implementation and attainment of desired outcomes. The Dean may provide additional guidance on elements for the status reports.

Appendix - Schedule

	15-16	16-17	17-18	18-19	19-20
African Afro-American Studies				SP19	
Art	Exempt; NASAD requirements address program review components				
Biology				FA18	
Chemistry					FA19
Computer Science				FA18	
Earth and Environmental Science			FA17		
English			FA17		
ESL				FA18	
History			FA17		
Latin American Studies				SP19	
Mathematics					FA19
Media Arts	Exempt; NASAD requirements address program review components				
Modern Languages			SP18		
Music, Dance and Theatre	Exempt; NASM requirements address program review components				
Philosophy and Religion					FA19
Physics					FA19
Political Science		FA16			
Psychology*		SP17			
Sociology and Anthropology		SP17			
Women's and Gender Studies				SP19	
Accounting			FA17		
Economics			FA17		
Finance			FA17		
Management		SP17			
Marketing			FA17		
<i>Specific Instructional and Leadership Program under CAEP are exempt (see crosswalk documentation). Departments will conduct program review for programs not under CAEP, per schedule below</i>					
Counseling Program	Exempt; CACREP requirements address program review components				
Early Childhood Education	All programs exempt; CAEP requirements address program review components				
Educational Leadership				FA18	
Educational Technology				FA18	
Elementary/Secondary Education				FA18	
Literacy Education				FA18	
Multicultural Education				FA18	
Special Education				FA18	
Criminal Justice	Preparing for certification; exempt pending outcome				
Fire Science		SP17			
Fitness Exercise & Sports				SP19	
Health Science			FA17		
Nursing	Exempt; CCNE requirements address program review components				
Professional Security Studies				FA18	
General Education				FA18	

*School Psychology exempt; NASP requirements address program review components