Academic Program Review Guidelines

Guidelines as of: 07/10/2020

Schedule as of: 06/18/2020

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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 the department/program. For purposes of this document, program review refers to a holistic examination of all curricular offerings (majors, minors, certificates).

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 department/program contribution to University success
- Assess extent to which curriculum is aligned with its needs and direction of its field
- Examine effectiveness of instructional practices
- Understand student achievement
- Explore faculty expertise, activities, and contributions to the field
- Engage in critical reflection to understand department/program strengths and weaknesses
- Understand resource needs
- Inform five-year action plan development

Process and Timeline

Departments/programs will engage in program review approximately every five years (see Appendix). Program review includes a self-study, external review, and action plan. Opportunities for review and comment by the dean[1] and Provost are included throughout. A summary of the timeline is below; individual components are described in subsequent sections of this document.

Fall Date	Spring Date	Due, Program Review Year
September 1 September 30	January 1 January 30	• Foundational data available through IE dashboards • Dean meets with department/program undergoing review to discuss/answer questions • Department/programs commence work on self-study
October 20	February 20	• Department/program suggestions for external reviewer provided to Dean[2]
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 March 31	June 30 Sept 30	• Reviewer's report provided to dean and department • Department/program response provided to dean
April 10 April 20 April 30	October 10 October 20 October 31	• Dean's comments provided to department/program • Department/program action plan submitted to Dean • Package including any additional comments from Dean submitted to Provost's Office and President's Office
May 20	November 20	• In consultation with President, Provost approves action plan

[1] The term dean is used to refer to either department dean or program liaison

[2] Funding provided by the Office of the Provost

Fall Date	Spring Date	Due, Follow-Up Years
May 20	November 20	• One- and three-year status reports on action plan implementation due to Dean
June 20	December 15	• Dean's response to department/program forwarded to department/program, Provost, and President
June 30	December 24	• Provost comments sent to Dean and department/program

Self-Study Guidance for Departments

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 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 diversity in faculty?
4. What is the full-time to part-time ratio? How does the department identify adjunct faculty? Have pools of potential adjunct faculty been identified?

Teaching, Research, and Service

Guiding Questions:

1. What is the 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?

Data to consider

- 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
- Scholarship for past three years
- External funding sought and received for past three years, by faculty member
- Professional activities of faculty for past three years
- Historical information on faculty teaching
- 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 mode of instruction for programs – face-to-face, blended, online, etc.?
   For accreditation purposes, please also list all programs that are 50% or more online
3. 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?
4. What curricular changes are planned for the future? What is prompting these anticipated changes?
5. What instructional methods are employed by faculty?
6. What are students' and alumni perceptions of the program?
7. 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. If applicable, what is the preparedness of graduate students?
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?
2. What are historical graduation rates for undergraduates?
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?
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?

<u>Data to consider</u>

- 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, current and historical? What does the trend indicate?
2. What are projected expenses for the next two years and how will they be met in context of budget?
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?

<u>Data to consider</u>

- 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. The results of the audit (and any required corrective action) should be included in the program review self-study document.

Self-Study Guidance for Programs

Programs that 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 program and how the program is addressing them.

Mission and Goals

Guiding Questions:

1. What is the program's purpose/mission? How are activities aligned with this purpose?
2. How does the program's purpose/mission align with that of the College/School? Of the University?
3. What are the most salient goals for the program 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. How successful are the strategies that are used to recruit and retain faculty to teach in the program? What refinements are being contemplated/implemented?
2. What are the program's strategies for maintaining/achieving diversity in faculty?
3. What is the full-time to part-time ratio? How does the program identify adjunct faculty? Have pools of potential adjunct faculty been identified?

Teaching, Research, and Service

Guiding Questions:

1. What is the program's interest in and success with obtaining external research grants? What are future plans in this area?
2. Does the program have affiliations with outside organizations? What is their impact?
3. How has faculty scholarship been integrated into the curriculum?
4. How does the program ensure teaching expertise of adjunct faculty?
5. How are data from course evaluations, classroom observations, and the like used to help faculty improve their teaching? What has been their impact?

<u>Data to consider</u>

- Program faculty, by rank and tenure status
- Gender and ethnicity breakdown of faculty
- Information on adjunct faculty
- Scholarship and external funding of program faculty
- Relevant professional activities of faculty member
- Historical information on faculty teaching in the program
- Course evaluation data, classroom observation and similar data

Curriculum and Assessment

Guiding Questions:

1. What are the program-level student learning outcomes for the program?
2. What is the curriculum for the program? How has the discipline changed in the past five years, and how has that been reflected in curriculum renewal?
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 faculty?
5. What are students' perceptions of the program?
6. What are the historical results of the program'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
- Curriculum maps, if relevant
- Syllabi indicating where in the course learning outcomes are met
- Data of student perceptions
- Student learning outcomes assessment data for five years

Enrollment Trends

Guiding Questions:

1. What are historical enrollment trends?
2. What are plans to address enrollment growth or decline?

Data to consider

- Enrollment trend data

Resources

Guiding Questions:

1. What are the historical expenses of the program? What does the trend indicate?
2. What are projected expenses for the next two years? How will anticipated needs be addressed in context of budget?
3. What are the existing physical resources – space, library holdings, technology and equipment? To what extent do they facilitate meeting goals?
4. What are the existing support staff resources? To what extent do they facilitate meeting goals?
5. What revenues exist and what revenues are needed to fulfill plans and goals?

Data to consider

- Historical budget allotments and expenses
- Revenue
- Physical and staff resources

External Review

External review is designed to provide an unbiased, expert feedback on the department/program 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 department/program faculty. In general, reviewers should be from academia. Reviewers should have experience in comparable institutions. Departments/programs should submit the following information on each nominee:

1. Name, title, department, and institution

2. Contact information including mailing address, email, and telephone
3. Current curriculum vitae
4. Summary of area of teaching, scholarship and contribution to the field
5. Affirmation from nominee of interest in and availability to serve and of the absence of any potential conflict of interest

In addition, reviewers must not have a conflict of interest or appearance of a conflict of interest with NJCU. NJCU uses the criteria of the Academic Issues Committee (AIC) of the New Jersey Presidents' Counsel to determine conflict of interest. Per the AIC Manual, a conflict of interest exist if the reviewer:

- Is a current employee, student, member of the Board of Trustees, Foundation Board, or consultant to NJCU. Or, is a *former* employee, student, member of the Board of Trustees, Foundation Board, or consultant to NJCU whose relationship ended less than five years prior.
- Is a spouse, parent, child, or sibling of a current employee, student, member of the Board of Trustees, Foundation Board, or consultant to NJCU. Or, is a spouse, parent, child, or sibling of a *former* employee, student, member of the Board of Trustees, Foundation Board, or consultant to NJCU whose relationship ended less than five years prior.
- Is pursuing employment or being considered for employment by NJCU.
- Has a personal or professional relationship with NJCU that could compromise objectivity.
- Has a competitive relationship with NJCU that could compromise objectivity.

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. A tentative budget should be approved by the Office of Provost before the site visit.

Guidelines for Reviewer Report

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

The reviewer's report should address the following:

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

Action Plan

Upon receipt of comments from the Dean and Provost Office, the department/program 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 (see Guidelines for Administrative Leadership).

Review and Comment

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

- The department/program 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 there are 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 response, the Dean develops written feedback to the department/program. The feedback is intended to assist faculty develop the action plan. As appropriate, the Dean can meet with faculty prior to crafting his or her feedback.
- Upon receipt of the program review package (self-study, external reviewer's curriculum vitae, external reviewer's report, departmental/program response, and Dean's feedback) and discussion with the Dean, the Provost's Office provides comment.

One- and Three-Year Status Reports

The department/program 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

Departments and programs engaging in program review

	Round 1					Round 2			
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
African Afro-American Studies			SP19					SP24	
Biology			FA18					FA23	
Chemistry				FA19					FA24
Computer Science			FA18					FA23	
Earth & Environmental Science				SP20					SP25
English		FA17					FA22		
ESL			FA18					FA23	
History		FA17					FA22		
Latin American Studies					FA20			SP24	
Mathematics				FA19					FA24
Modern Languages		SP18					SP23		
Philosophy and Religion				FA19					FA24
Physics				FA19					FA24
Political Science	FA16					FA21			
Psychology	SP17					SP22			
Sociology and Anthropology	SP17					SP22			
Women's and Gender Studies			SP19						
Accounting			FA18					FA23	
Economics		SP18					SP23		
Finance		SP18					SP23		
Management	SP17					SP22			
Marketing		SP18					SP23		
Criminal Justice		SP18					SP23		
Fire Science	SP17					SP22			
Fitness Exercise & Sports	NA	NA	NA	NA	NA			SP24	
Professional Security Studies			FA18					FA23	
General Education					FA20				SP25
Honors					FA20				SP25

Departments and programs exempt from program review

Department/Program	Accrediting Body
Art	National Association of Schools of Art and Design (NASAD)
Media Arts	National Association of Schools of Art and Design (NASAD)
Music, Dance, and Theatre	National Association of Schools of Music (NASM)
School Psychology	National Association of School Psychologists (NASP)
Counseling Program	Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Department/Program	Accrediting Body
Early Childhood Education	Council for the Accreditation of Educator Preparation (CAEP)
Educational Leadership	Council for the Accreditation of Educator Preparation (CAEP)
Educational Technology	Council for the Accreditation of Educator Preparation (CAEP)
Elementary/Secondary Education	Council for the Accreditation of Educator Preparation (CAEP)
Literacy Education	Council for the Accreditation of Educator Preparation (CAEP)
Multicultural Education	Council for the Accreditation of Educator Preparation (CAEP)
Special Education	Council for the Accreditation of Educator Preparation (CAEP)
Health Sciences	On hold pending outcome of pursuit of Council on Education for Public Health (CEPH) accreditation. During this time, department is utilizing proposals and feedback from consultants as program review and action plan, respectively.
Nursing	Commission on Collegiate Nursing Education (CCNE)