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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

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 dean¹ and Provost are included throughout

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 Prep9A.7 (vod)-0.8 (e)]JET

7. How are data from course evaluations,

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?

Data to consider

- 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-

- 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 <u>Academic Issues Committee (AIC)</u> of the New Jersey Presidents' Counsel to determine conflict of interest. Per the <u>AIC Manual</u>, 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 professio

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)
	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
Health Sciences	plan, respectively.
Nursing	Commission on Collegiate Nursing Education (CCNE)