

Program Review Report

INSERT DEGREE/PROGRAM NAME HERE

INSERT DIVISION NAME HERE

by

A Self-Study Team

Representing

Faculty of

Rowan College of South Jersey

INSERT DATE HERE

Members of the Self-Study Team:

**INSERT NAME/TITLE OF
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AT THE TIME OF THE EVALUATION

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NOTE: {AREAS WITH GRAY BACKGROUNDS ARE OPTIONAL GUIDED PROMPTS THAT MAY BE UTILIZED BY THE FACULTY AUTHORS AT THEIR DISCRETION IF PERTINENT TO THEIR PARTICULAR PROGRAM AND MAY BE OVERWRITTEN OR DELETED WITHIN THEIR DISCRETION.}

EXECUTIVE SUMMARY

INTRODUCTION

- When was the last program review conducted?
- Review recommendations made in the previous review. What steps were taken to resolve those issues? Document what actions have been taken to address previous recommendations, if any, in Table 1 of the report. Reviewers should review MSCHE annual updates, where available.
- What are the goals of the current review? What specific concerns, problems, and/or opportunities should be addressed in this review?

SECTION I. PROGRAM DESCRIPTION

A. Program History

Prepare a short historical overview of the program. Include when and why the program was begun, as well as any significant programmatic changes since the last review.

B. Program Goals and Contribution to College Mission

- What are the major goals/objectives of the program?
- Describe how the program goals and objectives are related to the college's mission and goals. How do current learning objectives and outcomes fit with the institution's missions and goals?
- What evidence demonstrates that the curriculum and services offered are meeting the intended outcomes of the program?

C. Viability and Capacity.

- Analyze program head-count enrollment data provided and present them in the tables below
- What has the enrollment pattern in terms of fall enrollment been over the last eight years?
- Can fluctuations be explained by the average credit-hours a full-time and part-time student enrolled?
- Can changes in pattern be explained by internal/external events?
- Describe the likely trends or changes you see affecting the program in the future. What could be done to improve enrollment in this program? What are the cost/resource implications if these changes are made?

1. Program Enrollment Trends

The tables below can be filled out by referring to the PRDR Program Worksheet Tab 2.1(Fall) and 2.2 (Spring). These tables are meant to be suggestions for ways to display your data for interpretation. If you would rather copy/paste the table from those tabs into your report, that will also display the information.

Fall Enrollment Trends								
Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change

Table 1: Fall Enrollment Trends

Spring Enrollment Trends							
Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% Change

Table 2: Spring Enrollment Trends

SECTION II. CURRICULUM DESIGN

A. Program Curriculum

- Describe the curriculum design of the program including innovations and revisions made in the past few years. Please provide the rationale for the revisions.
- What are the core program courses? Core program courses are those that directly support the program's learning goals. List the core program courses in the table below, and in the text of the report. Describe each of these courses and indicate their purpose.
- Collect a representative sample of course syllabi used by faculty (the sample should represent all instructional methods offered and full-time/adjunct faculty).
- For each core program course, review the master syllabi. Analyze the syllabi to make sure: (a) content is consistent; (b) curriculum revisions are reflected; (c) textbooks and materials are up-to-date; (d) required college policies are included.
- Does the curriculum adequately support each program and core competency goal? In other words, are course learning goals adequately aligned to and support the program and core competency learning goals? *Reviewers should examine the program learning outcomes mapping when answering this question.
- Are any changes to the curriculum necessary to improve student-learning outcomes?

Required Program Courses* *Subject to transfer and articulation policies and procedures	Credits	Course Title
LIST		
COURSES		
HERE		

Table 3: Required Courses and General Education

B. Alignment to Internal and External Standards

- Please review the institutional and state requirements listed below. Are any changes to the curriculum necessary to meet these standards?
 - Carnegie Classification (online programs only)
 - 60 Credits - State Law
 - HPE Requirement
- Describe how each of the core competency goals are incorporated into the curriculum. Fill out the Certification of General Education Compliance table below
- What procedures are followed to ensure that curriculum is current and meets the needs of the local community?
- Are there any specific industry standards for the curriculum recommended by professional organizations? Or are there best practice models of effective programs? If so, please describe and provide a narrative explanation of how the curriculum compares to these standards. Please include a sampling of relevant industry standards)
- Does the program have an advisory board? Please describe the role of the advisory board and summarize major contributions. Please include sampling of advisory board materials as evidence of the advisory board's contributions to the program (meeting minutes, membership directory)

Certification of General Education Compliance:

College	Rowan College of South Jersey
Program Title: Options(s):	
Date:	
Checklist completed by:	
Summary:	<input type="checkbox"/> Program is Gen Ed compliant (i.e., has appropriate number and distribution of Gen Ed credits. <input type="checkbox"/> Program is <u>NOT</u> Gen Ed compliant: <input type="checkbox"/> too few Gen Ed credits <input type="checkbox"/> too many Gen Ed credits <input type="checkbox"/> incorrect distribution of Gen Ed credits Details of non-compliance:

Table 4: General Education Compliance

C. Comparison to State and Regional Peers

- What are the comparative programs in the sector and region?
- How is the curriculum different from or similar to the programs at other institutions in the state and surrounding region?
- What are the major implications of these differences/similarities in terms of strengths/weaknesses and opportunities/threats to the program?

D. Transferability

- What are the primary transfer institutions for the program?
- For the top three (3) transfer institutions, analyze the transferability of the program. How transferable is the program? Are the maximum number of credits accepted?
- Discuss transfer opportunities and success of articulation agreements (if any).
- Are there any changes to the curriculum that would improve transferability of courses/credit hours? Explain.

E. Career Opportunities

- What are the career opportunities for program graduates?
- Are there developments locally, regionally, or nationally which could increase or decrease the demand for graduates of the program? Explain. *Reviewers are encouraged to discuss this with advisory committees, where available.
- What curriculum changes may be required to align to career opportunities and industry demand?
- Does the program offer sufficient opportunities for students to learn relevant disciplinary and professional knowledge skills, competencies, etc. for the type of degree/certificate conferred?

[INSERT Program Control/Program of Study sheet HERE]

SECTION III. PROGRAM ENVIRONMENT

A. Student Profile

- Analyze student demographic data provided in PRDR Program Data Sheets 3.2, 3.4 & 3.5
- Has the student profile changed during the past eight years? Describe.
- For whom is the program specifically designed (market segment).
- How does the curriculum meet the profile of the students?
- Are there any barriers that underrepresented students might face in this program? If so, what does the program do to help students overcome those barriers?

B. Faculty Profile

- List the program's full-time faculty, including title/rank and area of expertise, years of service, tenure status, degrees. CVs may be included in the Appendix (if desired).
- Have the faculty received any significant professional awards/accolades since the last review?
- How many adjunct faculty are associated with the program? PRDR Course Data Sheets 5.1, 5.2 & 5.4]
- Evaluate the extent to which program (%) courses are taught by full-time faculty. Is this ratio a good one for the program?
- Describe the professional/career development activities over the last eight years. What additional training would you recommend to enhance the effectiveness of the program? Are adjunct faculty provided adequate opportunities for professional development?
- Is the current staffing level sufficient for the program's future needs?

C. Course Offerings and Enrollments

- Analyze course offerings and enrollment data provided in PRDR Course Data Sheets 4.1 & 4.2]
- Are enrollments in the program's courses during the past 8 years increasing or decreasing?
- What are the delivery options available to students?
- Are offerings of required courses sufficient to ensure timely degree completion?
- Is the course required in other programs? Is this affecting student's ability to take the course in sequence?

- Is there evidence that warrants an adjustment in course scheduling to support the timely completion of degree requirements? For example, is there a high number of overrides because a particular course is not available? Is a required class frequently canceled because of low enrollment or availability of faculty? Please explain.

D. Student Assessment of Program Courses

- Analyze student satisfaction ratings of program courses
- Have ratings increased or decreased over the last eight (8) years?
- Are there courses where ratings are different than expected? How are response rates and participation rates?
- What strategies will the program employ to improve response rates and/or satisfaction ratings where applicable?

E. Faculty Assessment of Program Environment

Analyze results of the faculty assessment survey. Summarize the results in Table 5 below and go into greater detail in the text of the following sections of the report and add a link in the Appendix.

Assessment of Program Resources

Resource	Assessment (Adequate, Needs Improvement)
Space Utilization	
Instructional Technology	
Laboratory or studio equipment or supplies	
Library Resources	
Program Marketing	
Institutional Support	
External Funding Levels (grants, etc.) where applicable	

Table 5: Assessment of Resources

2. *Instructional Space*

- Describe classroom scheduling.
- Are program courses scheduled in classrooms that maximize space utilization? Is there adequate classroom technology for the course?
- Does the instructional space adequately support learning goals?

3. *Instructional Technology*

- Describe instructional technology used to support program goals.
- Is the instructional technology necessary to support learning available?
- Is there adequate support provided to faculty?

4. *Instructional Supplies*

- Describe instructional supplies necessary to support program goals.
(Note: Instructional supplies include laboratory and studio equipment).
- Are the instructional supplies necessary to support learning available?

5. *Library Resources*

- Describe the library resources available to support the program learning goals.
- Are the library resources necessary to support learning available?
- Is there adequate support provided to faculty and students?

6. *External Funding*

- Does the program receive any external funding support?
- If yes, please describe external funding received and comment on how the funding is used to improve/support the program.
- Are there additional grant funding opportunities available to support the program? If so, what are the programs?
- What benefit would the funding bring to the program students? What resources are required for the application? What is the probability that the application would be selected for funding?

7. *Program Marketing*

- Describe the program's marketing materials including the college website and printed program materials (catalog, control sheets, flyers, etc.) Include a sampling in the Appendix.
- How is the program currently being marketed?
- Is the content clear and accurately described?
- If the program has articulation agreements, how and where are these communicated to students?
- What procedures are in place to ensure timely dissemination of program changes/updates to current and prospective students?

- Do you have any recommendations to improve program-marketing materials? How effective are recruitment efforts for your program? Is the program non-traditional?

SECTION IV. STUDENT ACHIEVEMENT AND PROGRAM OUTCOMES

A. Student Achievement

1. *Student Learning Outcomes Plan*

Describe the program's program-learning outcomes assessment plan.

- What assessment method(s) are used?
- What are the criteria for success? Please reference the rubric(s) used in assessment.
- What teaching strategies/methods do faculty generally use to address multiple learning styles?
- How is the teaching pedagogy linked to program goals?
- What is the status of the program's student learning assessment plan? Does the plan provide sufficient information to evaluate student-learning goals at the course, program, and institutional level?
- Describe how assessment data in non-program related courses (i.e. Gen. Ed. Courses) is considered.
- What changes would you make to the assessment process that can assist in preparing for the next Program Review?

2. *Student Learning Outcome Results*

Please use the course information provided by the Office of Academic Compliance, with the prompts below, to analyze the course information to provide a robust review of course assessments.

Analyze the student learning outcomes data and briefly summarize the program's learning outcome results.

- Are there any areas where outcomes are different than expected? Explain.
- What strategies have been implemented to improve learning outcomes? How well does the course align with program outcomes?

- Is the course required in another program? Has there been consultation with faculty in other divisions who use this course?
- Does it meet the needs of the program and students in those divisions? Describe how assessment data is shared and communicated.
- Summarize your findings. What have you learned about your students' learning? Provide supporting course level assessment in the Appendix.

3. *Evidence of Use of Assessment Results to Student Achievement*

- Describe the positives and areas that needed improvement.
- Based on data, did your program achieve its standards for success?
- Are the program outcomes appropriate and relevant to current practice in the field? For transfer students, do the program outcomes represent a depth of learning that is appropriate for a baccalaureate degree in this major?
- Is there a clear pathway described for students to complete the program in a timely fashion?
- What strategies have been implemented to improve program outcomes? How do the program goals link with the Core Competency goals? Summarize your findings.
- Does it reflect your program's goals for general education? Do you intend on making any changes to your program as a result? Explain.

B. Program Outcomes

This section seeks to evaluate key measures of student success.

1. *Success Rates in Program Courses*

- Analyze course success rate data.
- What is the criteria for success?
- Have success rates changed (increased/decreased) over the last eight years?
- Are there courses where success rates are different from expected? Explain why.
- Do students take courses in the recommended sequence? Does scheduling allow this to happen?
- What is the success rate for students taking sequential courses?
- Are these rates what you would expect?
- Is class size a factor in course outcomes?
- Recommend strategies to improve course success rates where applicable.

2. *Fall-to-Fall Retention Rates*

Review retention data provided in the PRDR Program Data Sheets 8.1 - 8.5

- Have retention rates improved or declined over the last few years?
- Is the fall-to-fall retention rate of new program students higher or lower than the overall college average? (See Optional Table 6a below that you may choose to include in your report) Explain.
- What are the reasons for students withdrawing from the program?
- What strategies will the program employ to improve retention rates

Degree Seeking, New Student Retention Rates by Student Enrollment Status for Entire RCSJ – (Gloucester/Cumberland) Campus

Fall Cohort	# Enrolled	# Enrolled Next Fall	% Retained
Fall 2012			
- Full-Time			
- Part-Time			
Fall 2013			
- Full-Time			
- Part-Time			
Fall 2014			
- Full-Time			
- Part-Time			
Fall 2015			
- Full-Time			
- Part-Time			
Fall 2016			
- Full-Time			
- Part-Time			
Fall 2017			
- Full-Time			
- Part-Time			
Fall 2018			
- Full-Time			
- Part-Time			
Fall 2019			
- Full-Time			

- Part-Time	326	139	42.77%
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Table 6a: RCSJ-Gloucester Campus Retention by Student Enrollment Status

The PRDR Program Data Workbook (8.1 Retention Rates of New Students by FT/PT status has the information that can populate the table below.) You may choose to copy and paste that table into your report directly. (The Returned Next Term and % Retention Next Term columns can be removed if you choose to only focus on fall to fall retention).

New Student Program Retention Rates by Student Enrollment Status

Fall Cohort	# Enrolled	# Enrolled Next Fall	% Retained
Semester			
- Full-Time			
- Part-Time			
Semester			
- Full-Time			
- Part-Time			
Semester			
- Full-Time			
- Part-Time			

Table 6: Program Retention by Student Enrollment Status

3. *Graduation and Transfer-Out Rates*

Review PRDR Program Data Sheets 9.1 – 9.4, Six Semester Outcomes Reports, and College Transfer Reports

- Describe the program's overall success rate in terms of graduation rates, transfer-out rates, and persistence rates.
- Are rates lower or higher than the overall college rates? Explain.
- Recommend improvement strategies where applicable.

4. *Degrees Awarded*

Review PRDR Program Data Sheets 9.1 & 9.2

- Describe trends in the number of degrees conferred in the program
- Has the number increased or decreased over the last eight years?
- Are there any barriers to the completion

For table 7 below, you will find the data needed in Tab 9.1 of the PRDR Program Data Workbook. You may choose to copy and paste the table from the PRDR Program Data file.

Degrees Conferred Long Term Trends Academic Years _____							
AY14	AY15	AY16	AY17	AY18	AY19	AY20	% Change

Table 7: Long-Term Trend of Degrees Conferred

5. *Graduate Transfer*

Review available data.

- Describe the transfer rate of program graduates.
- Has the number increased or decreased. What are the top transfer choices of program graduates? Has this changed over the last 8 years?
- Explain. Recommend improvement strategies where applicable.

6. *Graduate Assessment of Program*

Review available data. Describe graduate satisfaction levels. Are the ratings lower or higher than expected? Explain. How satisfied are students with the curriculum, faculty, learning environment, and facilities? Recommend strategies to improve satisfaction ratings where applicable.

7. *Graduate Licensure and Placement Rates (where applicable)*

Review available data. Describe the extent to which graduates are employed after graduation. Have placement rates increased or decreased over the last 8 years? Explain. Recommend improvement strategies where applicable.

8. *Employer Assessment of Program Students (where applicable)*

Program Success Data: (look at 6 Semester Outcomes Report PDF for additions to this table)

Degree Cohort From (year) to (year)						
Number of first-time degree seeking students in (year)	Number who earned a degree	Number who transferred to a 4-year institution without a degree	Number who earned 30 credits with a 2.0 or higher GPA	Total % success for degree/transfer/earned 30 credits successfully	Number who transferred to another 2-year institution without a degree	Total % success for degree/transfer (2- or 4-yr.)/earned 30 credits successfully

Table 8: Program Success Data

SECTION V: SIGNIFICANT ACCOMPLISHMENTS AND PROGRAM FUTURE

A. Major Findings

Please summarize major findings and significant accomplishments. Also, please discuss whether the review identified opportunities for any of the following:¹

1. Assist students in improving their learning?
2. Improve pedagogy and curriculum?
3. Revision of academic program and/or support services?
4. Support professional development activities?
5. Division planning and budget?
6. Methods and/or opportunities for informing appropriate constituents about the institution and its programs.
7. Improving key indicators of student success (retention, graduation, transfer, placement, etc.)
8. Implementing other processes and procedures designed to improve educational programs and services.

¹ MSCHE Standard V – Educational Effectiveness

B. Recommendations and Action Plan

Each program review should result in recommendations to improve/sustain program viability and capacity, student achievement and program outcomes. An action plan specifying the activities and action steps necessary to achieve/complete the recommendation should be clearly documented in the Program's Action Plan in Table 10 below. The template above is provided to include the following:

- **Person(s) Responsible:** Who will take primary responsibility for the oversight of implementation of this recommendation?
- **Activity/Action Step(s):** What specific activities/action steps must occur to fully implement this recommendation?
- **Resources Required:** What resources are necessary to fully implement this recommendation. Resources include human, capital as well as time (e.g. release time to accomplish goals), space (reallocation of space), etc.
- **Completion Timeline:** What is the anticipated completion date of the recommendation? Please indicate by academic year (e.g. academic year 2021-2022)
- **Priority Level:** What is the priority level for the recommendation? High, Medium, Low
- **Criteria for Success:** What criteria or benchmark has been established to demonstrate that the recommendation and related activities/action steps were fully implemented as desired? Be specific.

Recommendation	Actions	Status	Carry Over Into New Plan?

Table 9: Summary of recommendations from Previous Program Review

Status:	Continued with improvements	Discontinued/eliminated/inactivated
	Continued, no improvement	Schedule - for additional review
	Significantly modified (how)	Other - please specify

Eight-Year Action Plan

Eight-Year Action Plan							
IMPLEMENTATION						EVALUATION	
Recommendation	Action Steps	Resource Allocation	Person(s) Responsible	Timeline	Priority	Performance Goal	How and When Evidence is Gathered
Items developed from unit discussion and evaluator's report.	Breakdown of tasks required to implement recommendation	Time, faculty and other staff needed, equipment, technology, instructional materials, facilities, financial considerations		Term/Year estimated completion date	High, Medium, Low	Evaluation of Progress	

Table 10: Eight-Year Action Plan