



April 8, 2010: Drafted by Perry Deess, Fadi Deek, and Norbert Elliot

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## **NJIT Program Review Process: Guidelines**

### Background

The enhanced program review process is responsive to increased demands for accountability. A synthesis of program review guidelines from accreditation agencies such as the Accreditation Board for Engineering and Technology, the Association to Advance Collegiate Schools of Business, the National Architectural Accrediting Board, and the Middle States Commission on Higher Education—as well as university strategic planning initiatives—the program review process allows both transparency and collaboration: In reviewing all NJIT program, the process allows NJIT curriculum directors to learn from each other and to create innovative strategies for achieving enhanced program outcomes.

### Introduction

Beyond a mere audit, the Program Review Process has four innovative objectives: 1) To provide a forum for the assessment and improvement of all degree and university programs; 2) To demonstrate continuous improvement in the delivery of educational curricula; 3) To promote a culture of assessment by building a cohesive assessment strategy; 4) To create a central, web-based repository for assessment design and supporting documents. These four objectives will yield a university-wide forum for the following: 1) collaboration on establishing program vision, strategies, tactics, and metrics; 2) investigation of new ways of understanding student achievement; 3) collaboration on common ways of reporting student outcomes; and 4) creation of a web-based system of promoting program assessment models.

While all degree-granting programs will participate in program review to advance the key objectives, programs accredited through the Accreditation Board for Engineering and

Technology, the Association to Advance Collegiate Schools of Business, and the National Architectural Accrediting Board will not be required to complete a separate program review report. Program directors, working with a review team within their academic units, will be asked to submit their existing accreditation reports with key sections highlighted that address the NJIT Program Review Guidelines. Program directors will also submit a brief cover memo, of no more than 2 pages, identifying the key sections and describing changes made in response to the accreditation self-study. The reason for requesting review of accredited programs is to allow a sense of university-wide collaboration, to study new ways of coming to terms with the complexities of student achievement, to encourage collaboration on strategies of reporting student outcomes, and to create a new model by which we may promote our innovative assessment models.

### Vision

The NJIT Program Review Process will answer the following questions:

- How are degree program and course goals integrated and articulated?
- How are learning outcomes tied to these goals?
- How have planned assessment processes been implemented?
- How do assessment results provide convincing evidence of student learning?
- How do program administrators use assessment in decision making?
- How have actions been taken as a result of assessment?
- How have program assessment results been communicated to a variety of shareholders?
- What is the cohesive framework of program assessment at NJIT?

### Governance and the Program Review Process

The NJIT Program Review Process is governed by a standing university committee reporting to the provost: the Committee for Department and Program Assessment. This committee includes deans (ex officio) from Newark College of Engineering, the College of Architecture and Design, the School of Management, the College of Computing Sciences, the College of Science and Liberal Arts, and the Albert Dorman Honors College. Committee members also include the Dean of Students, identified faculty, identified administrators, and a resource member from Institutional Research and Planning.

The process begins with the selection of the university's 92 degree programs to move through review on a five-year rotating basis. That is, the process calls for some 18 programs to be reviewed each year. Once these programs are identified by the Committee for Department and Program Assessment within the five year cycle, selected programs will work collaboratively with the assessment team in Institutional Research and Planning to add available measures to the existing review strategy.

Program directors will then develop an analysis focusing on student learning outcomes. Directors will include a detailed description of how data have been used to make improvements in the past and how they will use the self-study process to drive future improvements.

Once the report is ready, a Sub-Committee on Assessment will undertake the review on behalf of the Committee for Department and Program Assessment. This subcommittee will consist of associate deans from Newark College of Engineering, the College of Architecture and Design, the School of Management, the College of Computing Sciences, the College of Science and Liberal Arts, and the Albert Dorman Honors College. Subcommittee members will also include a representative from the Dean of Students, identified representatives from the Master Teachers Committee, identified academic administrators, and an Institutional Research and Planning resource.

After the program review is completed, the sub-committee on assessment makes one of three levels of recommendations: an exemplary recommendation; a qualified program recommendation; or review for monitoring. If a program receives an exemplary recommendation, a concerted effort will be made to strengthen other degree programs by advocating process similar to those practiced by the exemplar program. If a program receives a qualified program recommendation, a concerted effort will be made to identify the standards of achievement of the qualified program so that all programs may achieve similar standards; if a program needs further monitoring, the committee will document the case, work with the program director to improve program effectiveness, and report that process to the Committee for Department and Program Assessment. The Committee for Department and Program Assessment may then refer the program to the provost for further action.

### Timeline

The timeline consists of five phases that begin with the agenda established by the Committee for Department and Program Assessment.

#### 1. Initiate Process

Operating within the five year cycle, the annual process begins with a review of the yearly roster of the programs to be reviewed in the five year process. Concurrently, the NJIT Office of Institutional Research and Planning plans to provide technical assistance to directors of the programs to be reviewed. The fall process also includes the charge to the subcommittee.

#### 2. Orientation of the Program Directors

Members of the sub-committee orient the identified program director to the review process. The orientation consists of a review of guidelines, a review of procedures, and an overview of resources available to assist the director.

3. Assemble Data

The Office of Institutional Research and Planning provides the program director with the necessary data to needed to complete or enhance the program review document.

4. Submit the Report

With the support of Institutional Research and Planning, the program director submits the report to the subcommittee.

5. Sub-committee on Assessment Review

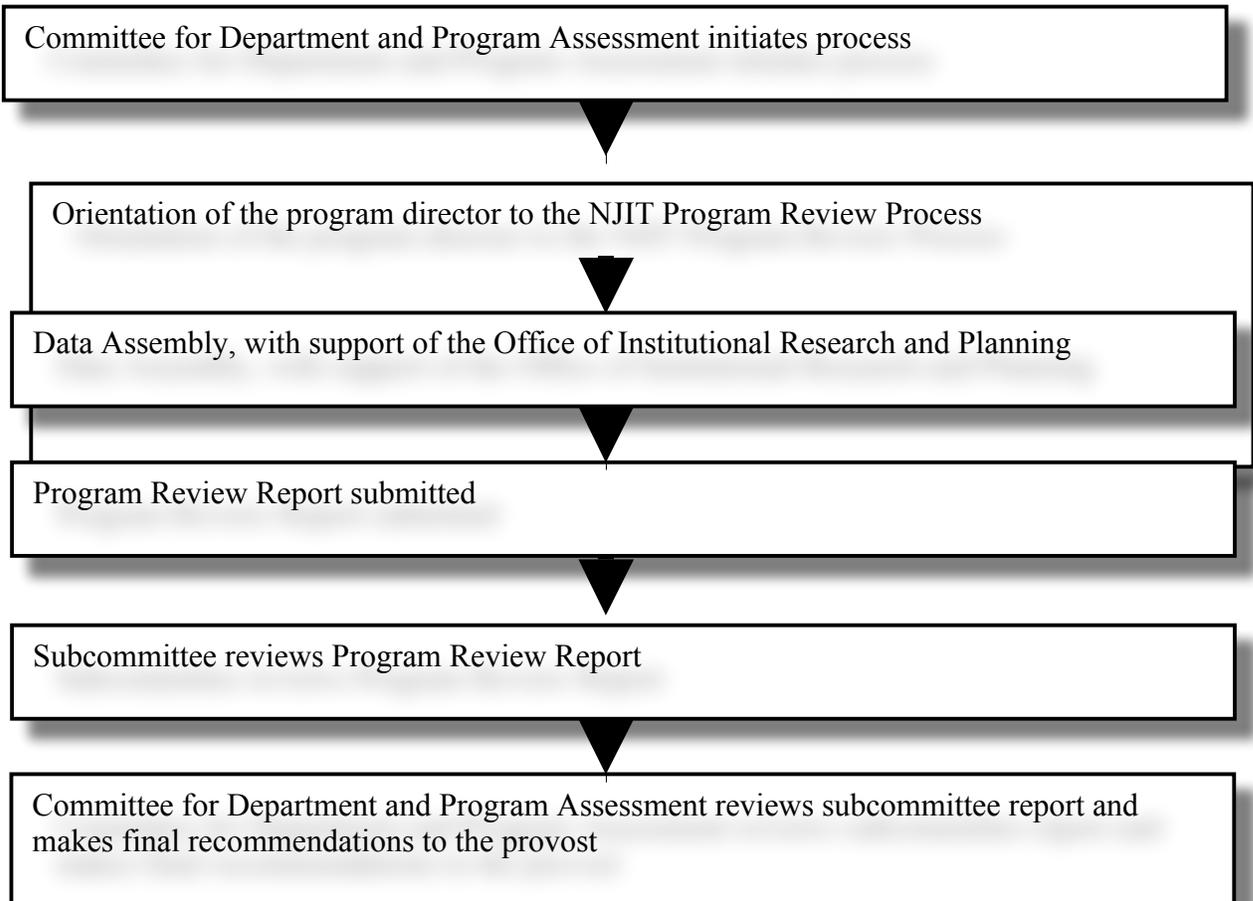
The subcommittee reviews the report and presentation by the self study chair and makes recommendation with a 1 page summary of program strengths and weaknesses to the full committee.

6. The Committee for Department and Program Assessment Makes Final Recommendations

The committee makes final recommendations and issues a brief report citing program strengths and weaknesses to the provost.

The timeline is described in the figure below:

**Program Review Process: Timeline of Annual Activities**



### Charge to Program Directors

In preparing the self-study, the program and the academic unit's program review team director should keep two goals of this process in mind:

1. To ensure that NJIT is offering quality academic programs (e.g. has appropriate educational objectives, and is accomplishing those objectives as evidenced by student learning outcomes assessment)
2. To demonstrate continuous improvement in the delivery of the educational curriculum.

In preparation for the review, the program director should review the following:

- Program oversight and management
- Program objectives
- Course objectives
- Relationship between curriculum and objectives
- Resources—human, physical, financial—required to support the curriculum
- Evaluation student learning outcomes according to a previously established assessment plan
  - Measurement of student performance in courses
  - Measurement of student performance across courses
  - General measurement of student learning outcomes
  - Measurement of student attitudes
- Obstacles to meeting objectives
- Continuous Curricular improvement
- Signature features, such as undergraduate research experience
- Submission of the *Institute Information Literacy Report*
- If eLearning Involved, submission of the *Institute eLearning Quality Assurance Report*

### Charge to Institutional Research and Planning

The Office of Institutional Research and Planning will provide each director with the following information:

- Graduation rate
- Retention rate
- Time to degree
- Five year enrollment
- Most recent diversity measures
- Average GPA by student level

## Collaboration on the NJIT Program Reporting Process

Program directors, members of the academic unit review team, and representatives from Institutional Research and Planning will work together to assemble the following evidence related to program review.

- Describe relationship of program outcomes and educational objectives;
- Describe the processes used to assure that graduates have achieved the program outcomes: identify direct and indirect measures of the learning outcomes.
- Provide qualitative and quantitative data to demonstrate that graduates satisfy planned program outcomes;
- Describe how the assessment results are implemented to improve the program.

## The NJIT Program Report Document

(For externally accredited programs: ONLY reference applicable sections in existing documents.)

The NJIT Program Report provides an overview of the program in general and its educational curriculum in particular. It directly addresses the twin objectives of assessment and continuous improvement by demonstrating how the program meets its own educational objectives and how it has made changes to improve the program. Below is the Table of Contents.

### Table of Contents

- I. General program information (3 page)
  - A. Program background information:
  - B. Specify program title(s): all degrees awarded for the program under review, including options, as specified in transcripts;
  - C. Indicate program mode: (e.g., day, night, off-campus, distanced).
  - D. Describe student evaluation, document advising, and direct measures of learning
  - E. Program details discuss metrics
    - 1. Graduation rate
    - 2. Retention rate
    - 3. Time to degree
    - 4. Five year enrollment
    - 5. Most recent diversity measures
    - 6. Average GPA by student level
  
- II Program mission and goals (1 page)
  - A. Describe mission and goals
  - B. Provide a matrix showing how the Institutional Level Learning Goals are mapped to the Program Goals (See Table 1)

- C. Provide a matrix showing how the Program Level Goals are mapped to the Core Course Goals (See Table 2)

Table 1. Matrix of Institutional Level Learning Goals and Program Goals

	Institutional Learning Goal 1: Researched-based Inquiry	Institutional Learning Goal 2: Ethical Conduct	Institutional Learning Goal 3: Economic Opportunity	Institutional Learning Goal 4: Collaboration	Institutional Learning Goal 5: Engagement
Program Level Learning Goal:1					
Program Level Learning Goal: 2					
Program Level Learning Goal: ETC.					

Table 2. Matrix of Program Level Learning Goals to Core Course Goals

	Program Level Learning Goal:1	Program Level Learning Goal:3	Program Level Learning Goal: ETC.
Core Course 1			
Core Course 2			
Core Course ETC.			

III Learning outcomes (4 pages)

- A. Identify and number program learning outcomes
- B. Discuss how learning outcomes are assessed
  - i. Describe the assessment plan

- ii. Describe actual practice to date (For undergraduate programs include a discussion of information literacy)
- iii. If the program can be delivered entirely in a distance learning format include a completed NJIT Quality in eLearning Rubric [www.njit.edu/tlt/quality-assurance/quality-assurance.pdf](http://www.njit.edu/tlt/quality-assurance/quality-assurance.pdf)

IV Using student learning assessment (2 pages)

- A. Discuss how assessment is being designed and implemented
- B. Discuss the results of the assessment and to what extent these results provide evidence that learning goals have been assessed
- C. Show how the assessment results are being used to implement change
- D. Show that the assessment process is designed for long term use

V. Conclusion (1 page)

- A. Summary
- B. Future improvements

Appendices—Supporting Documents (possible examples shown below)

- A) Program assessment supporting data including rubrics;
- B) Summary of ETS test results;
- C) Presentations and publications associated with student learning assessment;
- D) Summary of other student learning outcomes assessment tool(s).

Implementation

The guidelines described in this document are effective for program review reports written after Fall 2010 and will remain in effect until superseded by a new set of guidelines.