



# Johnson C. Smith University Academic Program Review Guidelines

Office of Accreditation, Data Analytics, Research, and Transformation

## Table of Contents

Purpose of Program Reviews .....	3
Academic Review Process .....	3
Program Self-Study .....	3
External Review.....	4
Reviewer Recommendations .....	5
Action Plan .....	5
Supporting Documentation .....	5
Roles and Responsibilities.....	6
College Deans.....	6
Department Chairs.....	6
Program Faculty .....	6
External Reviewers.....	7
Appendices.....	8
Appendix A: Program Review Timeline.....	8
Appendix B: Curriculum Mapping.....	11
Appendix C: External Reviewer Guide .....	15
Appendix D: Action Plan Template .....	17
Appendix E: Program Review Glossary .....	18
Resources .....	<b>Error! Bookmark not defined.</b>

## Purpose of Program Reviews

The Johnson C. Smith University Program Review is intended to improve the quality and effectiveness of all academic programs. The program review answers the following questions:

- How is the program improving or advancing regarding the program profession?
- Are the program goals consistent with the institutional strategic goals?
- Does the program promote fairness and efficiency for academic resources?
- How does the program plan to implement the desired changes? (Action Plan)
- How well does the program assess student learning outcomes?

The academic program reviews will be administered and completed every 5-7 years and no later than 10 years. Delays to the academic program review cycle may be considered due to changes in leadership, organizational structure, or programmatic accreditation timelines. The Office of Accreditation, Data Analytics, and Transformation will offer consultation and assistance during the program reviews.

## Academic Review Process



## Program Self-Study

The Program Self-Study should provide a comprehensive evaluation of the academic program's effectiveness and quality. The approach from each academic program may vary, but should identify the strengths, weaknesses, opportunities, and impact on the campus community. The descriptions for each of the self-study components will be provided on page 4.

## The Self Study Components

### **A. Program Overview**

The self-study will begin with an overall description to highlight the program's primary purpose, functions, size, and resources. This will include:

- Narrative: a brief description of the program
- Program Mission Statement and Alignment with Institutional Strategic Goals
- Department/Program Structure (List Deans, Department Chairs, and Program Coordinators)
- Program Viability
  - Program Cost
  - Market demand for program
  - Competition in the Market
  - Cost comparisons to peer institutions
  - Discuss faculty and personnel (*Supporting Data Provided by Data Analytics and Management*)
- Facilities and Resources
  - Designated space(s) used by the program
  - Lacking Resources in the Program

### **B. Program Curriculum**

- Degrees Offered
- Curriculum Mapping
- Describe student opportunities for research
- Online instruction of degree programs (If applicable)
- Program advising and mentoring initiatives to enhance student success
- Discuss high impact practices for students
- Discuss the student data (*Supporting Data Provided by Data Analytics and Management*)

### **C. Faculty and Teaching**

- Minimum credentials needed to teach (part-time and full-time)
- Describe specializations and achievements of the current faculty (should include publications, presentations, research, grants, awards)
- Service activities completed by the program faculty

### **D. Stakeholder Feedback**

Discuss any feedback the program has received from stakeholders. This includes any feedback from faculty, staff, students, or the campus community.

## **External Review**

Within the program review process, the program will solicit feedback from external reviewers. External reviewers should be outside constituencies (faculty, staff, community members, etc.) who the program believes will contribute useful feedback for the continuous improvement of the program (***See Appendix C: External Reviewer Guide***). The selection of the external reviewers will be the responsibility of the College Dean (***See Roles and Responsibilities: College Deans***). The report from the external reviewers will include the program's strengths and weaknesses, improvement areas, and recommendations.

## Reviewer Recommendations

Within the self-study, there should be comprehensible and specific recommendations for the programs to implement within the action plan. The recommendations will highlight the programs strengths and pinpoint weaknesses that should be minimized. The reviewer recommendations and feedback will provide an opportunity for programs to think strategically about the goals and actions needed to continuously improve. The reviewers should incorporate short term (1 year) and long term (5-10 years) recommendations. Additionally, recommendations should include the following:

- Actions that need to occur regarding the program, faculty, students, stakeholders, or any financial/personnel resources
- Benchmarks/indicators that can be employed to assess the program effectiveness and efficiency
- Recommendations within the control of the program, which includes existing resources or one-time funding for needed resources, that require further action at higher levels (Deans, Provost)

## Action Plan

To conclude the program review process, the respective program will develop an action plan after evaluating the reviewer recommendations. The action plan will include program improvement goals, objectives, specific actions to achieve the program goals, performance measures and outcomes, cost, and a timeline for implementation. (*See Appendix D*)

- **Measures:** Describe the data used to determine the level of achievement
- **Performance Outcomes:** Identify who is expected to demonstrate achievement, when, a measurable degree of completion, and the conditions. (Example: The program should raise 60% of the scholarship funds by Fall 2027 with the current trends and support.)

## Supporting Documentation

The supporting documentation and data (provided by the department of Institutional Research) will need to be included in the program's self-study. The data provided by the Department of Institutional Research will include the following: undergraduate headcount, student demographics, retention rates, degrees awarded, and faculty demographics. These data will reflect the last five years. Any program files or supporting documents such as surveys assessing stakeholder satisfaction should be included.

The final copy of the program review should be submitted to the Office of Accreditation, Data Analytics, Research, and Transformation. The documents should include:

- Self-Study
- External Reviewer Feedback
- Action Plan



## Roles and Responsibilities

### College Deans

College Deans play a crucial leadership role within program reviews, such as overseeing the assessment and improvement of the academic programs. Some of the responsibilities include:

- Formation of Review Committees/External Reviewers
- Working with department chairs and program faculty to establish the program goals
- Designate resources to complete the program review
- Communicate the importance of the program review process
- Communicate the importance of compliance with accreditation standards
- Collaborate with department chairs and program faculty to develop action plans
- Encourage a culture of continuous improvement for the program and college

### Department Chairs

Department Chairs collaborate with the program faculty and play a pivotal role in contributing to the assessment and improvement of the respective program. Some of the responsibilities include:

- Collaborating with program faculty to facilitate and guide the self-study process
- Work with the program faculty to reflect curriculum design and methodology
- Verify that the program review process is well-documented
- Monitor the progress of the program goals
- Oversee the completion of the program review process

### Program Faculty

Program Faculty possess a firsthand experience within the program curriculum and methodology. The active role of program faculty is essential for successful completion of the program review process. Some of the responsibilities include:

- Prepare and provide relevant data/documentation for the program review
- Collect evidence of the program's achievements such as student achievements, projects, internships, etc.
- Analyze feedback from students or stakeholders
- Communicate with department chairs and deans to enhance the program including strengths and weaknesses
- Collaborate with deans, department chairs, and other program faculty members for a thorough self-study

## External Reviewers

A crucial part of the self-study process is receiving feedback from external reviewers. External reviewers will provide an unbiased perspective of the respective program reviews. Some of the responsibilities include:

- Conduct a thorough and unbiased review of the respective program
- Analyze the data related to the program
- Provide constructive feedback for the continuous improvement of the program
- Maintain and handle sensitive information regarding the program review process (confidentiality within ethical standards)
- Complete the external review process in a timely manner
- Maintain a level of professional during the program review process

## Appendices

### Appendix A: Program Review Timeline

Spring 2024			
Start Date: March 2024			
<u>Step/Process</u>	<u>Due Dates</u>	<u>Responsible</u>	<u>Comments/Specific Tasks</u>
<b>Program Review Information Session</b>	<i>March 18, 2024</i>	Assessment Coordinator Chief Strategist Dean Department Chair	Discussion of Template and Guidelines
<b>Program gathers Self-study Information</b>	<i>April 2, 2024- April 30, 2024</i>	Department Chair Program Faculty	Gather all items needed for self-study. (Reference Guidelines)
<b>Conduct Follow-up Program Meeting</b>	<i>May 13, 2023</i>	Dean Department Chair Program Faculty	Discuss additional data the program will need to collect
<b>Conduct Self-study</b>	<i>August 13, 2024-October 1, 2024</i>	Dean Department Chair Program Faculty	Assessment Coordinator will check in periodically to answer any questions
<b>Feedback from External Reviewers</b>	<i>November 11, 2024</i>	Dean Department Chair Program Faculty	Receive feedback from external reviewers
<b>Recommendations Meeting</b>	<i>November 18 – 22, 2024</i>	Dean Department Chair Program Faculty	Meet to discuss feedback from external reviewers and discuss any recommendations
<b>Action Plan</b>	<i>December 17, 2024</i>	Dean Department Chair	The action plan will include: <ul style="list-style-type: none"> <li>• Program Improvement Goals</li> <li>• Specific actions to achieve the goals</li> <li>• Performance measures that will be used to meet goals</li> <li>• Timeline for implementations</li> </ul>
<b>Submit Completed Program Review to Office of Accreditation, Data Analytics, and Transformation (Self-Study, Reviewer Recommendations, Action Steps)</b>	<i>December 20, 2024</i>	Dean Department Chair	



Fall 2024			
Start Date: August 2024			
Step/Process	Due Dates	Responsible	Comments/Specific Tasks
Program Review Information Session	August 2024	Assessment Coordinator Chief Strategist Dean Department Chair	Discussion of Template and Guidelines
Program gathers Self-study Information	Sept. 3, 2024- Oct. 15, 2024	Department Chair Program Faculty	Gather all items needed for self-study. (Reference Guidelines)
Conduct Follow-up Program Meeting	November 22, 2024	Dean Department Chair Program Faculty	Discuss additional data the program will need to collect
Conduct Self-Study	January 8, 2025- March 5, 2025	Department Chair Program Faculty	Assessment Coordinator will check in periodically to answer any questions
Receive Feedback from External Reviewers	April 10, 2025	Dean Department Chair Program Faculty	Receive feedback from external reviewers
Recommendations Meeting	April 22-25, 2025	Dean Department Chair Program Faculty	Meet to discuss feedback from external reviewers and discuss any recommendations
Action Plan	May 16, 2025	Dean Department Chair	The action plan will include:
Submit Completed Program Review to Office of Accreditation, Data Analytics, and Transformation (Self-study, Reviewer Recommendations, Action Steps)	May 18, 2025	Dean Department Chair	<ul style="list-style-type: none"> <li>• Program Improvement Goals</li> <li>• Specific actions to achieve the goals</li> <li>• Performance measures that will be used to meet goals</li> <li>• Timeline for implementations</li> </ul>

Spring 2025			
<u>Start Date: March 2025</u>			
<u>Step/Process</u>	<u>Due Dates</u>	<u>Responsible</u>	<u>Comments/Specific Tasks</u>
<b>Program Review Information Session</b>	<i>March 18, 2025</i>	Assessment Coordinator Chief Strategist Dean Department Chair	Discussion of Template and Guidelines
<b>Program gathers self-study information</b>	<i>March 25, 2025- April 25, 2025</i>	Department Chair Program Faculty	Gather all items needed for self-study. (Reference Guidelines)
<b>Conduct Follow-up Program Meeting</b>	<i>May 13, 2025</i>	Dean Department Chair Program Faculty	Discuss additional data the program will need to collect
<b>Conduct Self-Study</b>	<i>August 13, 2025-October 1, 2025</i>	Dean Department Chair Program Faculty	Assessment Coordinator will check in periodically to answer any questions
<b>Feedback from External Reviewers</b>	<i>November 11, 2025</i>	Dean Department Chair Program Faculty	Receive feedback from external reviewers
<b>Recommendations Meeting</b>	<i>November 19 – 24, 2025</i>	Dean Department Chair Program Faculty	Meet to discuss feedback from external reviewers and discuss any recommendations
<b>Action Plan</b>	<i>December 16, 2025</i>	Dean Department Chair	The action plan will include: <ul style="list-style-type: none"> <li>• Program Improvement Goals</li> <li>• Specific actions to achieve the goals</li> <li>• Performance measures that will be used to meet goals</li> <li>• Timeline for implementations</li> </ul>
<b>Submit Completed Program Review to Office of Accreditation, Data Analytics, and Transformation (Self-study, Reviewer Recommendations, Action Steps)</b>	<i>December 19, 2025</i>	Dean Department Chair	

## Appendix B: Curriculum Mapping

Curriculum mapping is a method to align teaching and learning. It can also be used to explore what courses are taught and how. The map:(1) reveals gaps in the curriculum and (2) helps design an assessment plan.

### Key

“I” = Introduced; “P” = opportunity to develop and practice; “D” = demonstrate mastery at the senior or exit level; “A” = **assessment evidence collected in the major and for liberal studies**

Program Outcomes	PLO #1:	PLO #2:	PLO #3:	PLO #4	PLO #5
Linkage to the Liberal Studies Outcomes (General Education)	<input type="checkbox"/> Written Communication <input type="checkbox"/> Oral Communication <input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Written Communication <input type="checkbox"/> Oral Communication <input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Written Communication <input type="checkbox"/> Oral Communication <input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Written Communication <input type="checkbox"/> Oral Communication <input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Written Communication <input type="checkbox"/> Oral Communication <input type="checkbox"/> Critical Thinking
<b>Required Courses</b>					


## Sample Curriculum Map

### CURRICULUM MAP

#### Academic Program: Biology

Curriculum mapping is a method to align teaching and learning. It can also be used to explore what courses are taught and how. The map 1) reveals gaps in the curriculum and (2) helps design an assessment plan.

KEY: "I"= Introduced; "P"= opportunity to develop and practice; "D"= demonstrate mastery at the senior or exit level; "A"= **assessment evidence collected in the major and for liberal studies.**

<b>Program Outcomes</b>	<b>PLO #1: Foundations</b>  Students will understand the fundamental foundations of Biology.	<b>PLO #2: Communication</b>  Student will develop crucial skills to communicate science effectively.	<b>PLO #3: Laboratory</b>  Students will be able to demonstrate proficient laboratory techniques.
Linkage to the Liberal Studies Outcomes (General Education)	<input checked="" type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Critical Thinking	<input checked="" type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Critical Thinking	<input checked="" type="checkbox"/> Written Communication <input type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Critical Thinking
<b>Required Courses</b>			
BIO 101	I, A	I	
BIO 102	I	I, A	I, A

BIO 202	P		P
BIO 203		P	
BIO 204		P	P, A
BIO 220			P
BIO 225	P, A		P
BIO 240	P		
BIO 241	P	P	
BIO 300	D, A	D, A	D, A



## Appendix C: External Reviewer Guide

The following questions are used to guide and assist external reviewers' pinpoint key elements within the program reviews.

### **Questions to guide the analysis of the program overview:**

1. Is the program's mission statement in alignment with the institutional strategic goals?
2. Does the program's mission clearly define the primary purpose, primary functions/services, and stakeholders?
3. Does the program's mission contribute to the institution's mission or vision? How?
4. How does the program define the mission? (What is the primary purpose and who does it serve?)

### **Questions to guide the analysis of program viability:**

1. How does the program compare to other peer institutions? (Cost and market demands)
2. Does the program have adequate designated space(s)?
3. Should any program resources be reallocated? Are the current resources allocated appropriately?
4. Does the program strive for a diverse faculty?
5. Does the program have an appropriate number of faculty for the program curriculum?
6. Is the ratio of part-time and full-time faculty adequate for the program curriculum?
7. How is the review of faculty conducted?

### **Questions to guide the analysis of the program curriculum:**

1. Is the program curriculum well-articulated from the introductory to the senior level?
2. Does the program provide an adequate amount of student success opportunities?
3. How is student advising organized and distributed throughout the program faculty?
4. Does the program provide student's the opportunity to conduct research? How? Could the level of opportunity for student research be increased?
5. Are the different deliveries of courses curriculum well-documented?
6. How does the program provide opportunities for students to experience diverse learning communities?

7. Are there opportunities for improvement you see within the current curriculum? Strengths?  
Weaknesses?
8. Does the current program curriculum address the following?
  - a. The needs of program graduates
  - b. Prospects for student employment
  - c. The instruction needs of the students
9. Based on student feedback, is the curriculum helping students to improve the skills needed within the field?
10. Based on student feedback, what does the program consider the main successes?

#### **Faculty and Teaching**

1. Are the faculty demonstrating a commitment to the community outside of the institution?
2. Is the current number of faculty and other personnel appropriate for the program?
3. Are the program faculty receiving the appropriate amount of support and professional development for research/achievement opportunities?
4. Does the program plan to increase the level of support for faculty members to participate in research opportunities?

## Appendix D: Action Plan Template

<u>Program</u>	<u>Department</u>	<u>College</u>	<u>Date</u>

Describe 3-5 improvement goals the program plans to implement over the next five years based on the reviewer recommendations. Provide details regarding the implementation of the improvement goals. (Evidence of Improvement will be completed 2 years after the program review.)

<u>Improvement Objectives</u>	<u>Detailed Implementation</u>	<u>Measure</u>	<u>Performance Outcomes</u>	<u>Person(s) Responsible</u>	<u>Timeframe</u>	<u>Cost</u>	<u>Evidence of Improvement</u>
<i>Program Improvement Goal 1:</i>							
<i>Program Improvement Goal 2:</i>							
<i>Program Improvement Goal 3:</i>							
<i>Program Improvement Goal 4:</i>							
<i>Program Improvement Goal 5:</i>							

## Appendix E: Program Review Glossary

**Action Plan:** A detailed document that outlines the next steps and tasks in response to external reviewer recommendations

**Continuous Improvement:** The continued process of improvement or advancement of an academic program over time

**Curriculum Mapping:** the process of visually representing the sequence and scope the program curriculum to provide a comprehensive overview of how the courses being taught align with program outcomes

**External Reviewer:** Outside constituencies (faculty, staff, community members, etc.) who the program believes will contribute useful and unbiased feedback for the continuous improvement of the program

**Objective:** Comprehensive and measurable goals that the program plans to achieve

**Program Review:** An assessment and evaluation of a program's efficiency, effectiveness, and impact

**Stakeholder:** An individual, group, or cohort that has interest or investment within the program and is directly impacted by the program's actions or decisions

**Viability:** Refers to the sustainability and efficiency of an academic program

## Resources

Arizona Western College Curriculum, Assessment, and Scheduling Office: Academic Review Template

Retrieved from: <https://www.azwestern.edu/instruction/assessment/program-reviews-timeline>

East Carolina University Institutional Planning, Research, and Assessment: Academic Program Review Guidelines Retrieved from: <https://ipar.ecu.edu/assessment/asmnt-program-review/asmnt-academic-program-review/>

Hanover Research (2012). Best Practices in Program Review. Retrieved from:

[https://www.asanet.org/wp-content/uploads/hanoverresearch\\_bestpractices\\_programreview.pdf](https://www.asanet.org/wp-content/uploads/hanoverresearch_bestpractices_programreview.pdf)

Johns Hopkins University Office of the Provost: Academic Program Review Guiding Template Retrieved from: <https://provost.jhu.edu/education/institutional-assessment/assessment-at-jhu/assessment-cycle/program-review-template/>

University of North Carolina at Charlotte Office of Assessment and Accreditation: Academic Program Review Template and Guidelines Retrieved from: <https://assessment.charlotte.edu/strategic-planning-and-program-reviews/program-review/>

University of North Carolina at Chapel Hill Office of the Provost and Graduate School: Program Review Overview Retrieved from: <https://gradschool.unc.edu/facultystaff/program-review/overview.html>

### **Program Review Contact:**

Kaleigh Montgomery, Assessment Coordinator

Office of Accreditation, Data Analytics, Research, and Transformation

Faculty House, 205

(704) 378-1288

[kmontgomery@jcsu.edu](mailto:kmontgomery@jcsu.edu)

### **Data Request Contact:**

Data Management and Analytics

Faculty House (Building 36)

[ir@jcsu.edu](mailto:ir@jcsu.edu)