Program review is an important component of student learning, pedagogy, and scholarship. The five-year review of major and minor programs at Ramapo College serves to reaffirm that commitment of faculty and staff to the improvement of teaching and learning and to the mission of the College. It is also critical to maintaining a curriculum which is current, meaningful, and which provides the learning experiences necessary for students to achieve the stated learning outcomes of the program.

The convening group of any major or minor under review will examine one or more of the following: the issue of connected learning (see below), the relationship between the structure of the curriculum and the mission of the college (which will now be appended to the guideline), pedagogy, and scholarship. In addition, faculty may want to discuss the following: ways of knowing (the epistemological debates); praxis and experiential learning; community and curriculum. Every self-study will describe and review student learning outcomes, provide assessment data, and summarize and modifications in curriculum or stated outcomes made in response to the assessments.

The program review being with a statement about intended student learning outcome and other goals of the program. Convening group might want to use the portfolio assessment method in order to develop indicators for the achievement of goals and outcome. The Office of Institutional Research maintains a collection of materials useful for the development and evaluation of learning outcome.

The program review consists of four phases and is a year long process.

1. In order to facilitate the self-study process and to provide a context for the report, each convening group will select one faculty member whose expense to the annual professional meetings will be met by the Office of the Provost. This person will be responsible for the section of the self-study that discusses the state of the discipline or program and current curricular and assessment initiative.

2. A self-study by faculty and staff.

3. A discussion of the self-study by the convenor, dean and the Provost, or his/her designee, to select (where appropriate) external evaluators.

4. A review by an academic and non-academic evaluator who will examine the self-study and conduct a sit visit. (do we always have two evaluators?)
5. The convening group responses to the review and a determination of next steps. The dean and Provost’s designee 1/22/2007 will work closely with the Convenor and the Convening Group throughout this process.

Learning Outcomes

“(T)he assessment of student learning has become an essential requirement for colleges and universities (Ewell, 1998).” Those programs (social work and nursing for example) accredited by an external organization are already engaged in systematic evaluation on learning outcomes. Public institutions are increasingly being held accountable for the quality of the service they provided. Funding is now tied to specific indicators (such as graduation rates). “(A)ssessment provides a vehicle to ensure that core instructional processes remain aligned with established academic standards and values, and to inform any needed improvements (Ewell, 1998).” In lieu of standardized instrument, faculty are currently creating multifaceted assessment tools which tend to focus on qualitative, rather than quantitative indicators.

The following nine experiences, which the American Association of Colleges and Universities suggests are vital to any major (and I would suggest to any minor and/or concentration), should be considered (AAC 1985, pp. 14-26) in the convening group’s opening states stating the goals and objective of the program.

What are we discussing when we use the term objective?

1. Inquiry: abstract logical thinking, critical analysis.
2. Literacy: writing, reading, thinking, speaking, listening.
3. Understanding numerical data and technological literacy.
4. Historical consciousness.
5. Science.
6. Values.
7. Art.
8. International and intercultural experiences.
9. Study in-depth.

Will we change these to reflect the new GE? Reflect the 4 pillars? We should list whatever we finally adopt as learning goals for all Ramapo students.

Connected Learning

In another report, The Challenges of Connected Learning, the AAC&U explores the nature of a meaningful curriculum.

There are two ways, by no means unrelated in which the term “connected learning” may be employed. The first relates to the capacity for constructing relationships among various modes of knowledge and curricular experiences, the capacity for applying learning from one context to another. The second refers to the capacity for relating academic learning to the wider world, to
public issues and personal experience. In either case, connected learning means generalizing learning: learning that extends beyond the necessary boundaries of any major and takes seriously its potential translation beyond the limits of a course or a program (AAC, 1991 p.14).

Connected learning is also defined as the interactive relationship between teacher and student. “Learner outcomes cannot be separated from teacher pedagogy (Musil, 1992 p.34). In addition, goals and objectives of the program should be related to student outcomes and to pedagogy. Because teaching and learning are central to the mission of the college, a concern with effective teaching, teaching that facilitates student learning, should occupy a central component of the self-study.

While this section is very important to the goals of Ramapo College, it is not intergraded into this discussion. It appears to stand alone. Agreed, if we move to Ramapo College Learning Goals, (as discussed above), this will become a very different discussion.

**Models for the Self-Study**

The following outline is intended as a general model for the review of minors and majors and concentrations. Each convening group may choose to alter this model. In addition, convening groups in consultation with the dean and the Office of the Provost, may focus on a particular issue or set of issues in the self-study. Suggested areas, include, but are not limited to integration of new technologies, course sequencing, development of new capstone and/or introductory courses, diversity within the major, new pedagogical models (e.g. replacing the lecture with student focused, small group discussion format), rethinking advisement, changes in the disciplinary/interdisciplinary paradigm. Syllabi and vitae should be appended to each self-study. Each self-study should include a section on learning outcomes for the program as well as for each course offered, therefore, section I and VI (below) should be included in every report.

**I. Goals and Objective**

This title is confusing. Are we looking for goal, objectives and outcome?

A. Program/Course Outcomes

1. What are the intended outcomes of the program?
2. How are these outcomes related to the mission of Ramapo College?
   a. intercultural
   b. internationalism
   c. interdisciplinary
   d. experiential learning
3. How are goals and outcomes assessed? What actions have been taken as a result of these assessments?
4. How have intended outcomes changed (been modified) over the course of the last five years. To what do you attribute these changes.
5. How are these reflected in the syllabi?

B. Student Outcomes
1. What are the learning goals and outcomes for students enrolled in the program?
2. Do the syllabi as a group reinforce the student learning goals and outcome of the program?
3. What are the goals and outcome, for student taking a course but not enrolled (nonmajors, nonminor, non concentrates) in the program?
4. What assessment instruments are used?
5. What mechanisms are available for student to actively participate in the program? Is this a learning goal or a program goal?
6. Is diversity among student acknowledged and addressed? Again, as a learning outcome or program goal/outcome?
7. What is expected of student at different stages in their involvement with the program?
8. What capstone experiences are students exposed to?

C. Curriculum/Pedagogical Outcomes

1. What do student evaluations reveal about the effectiveness of course offering and course content?
2. What do evaluations reveal about pedagogy and the quality of instruction?
3. What do syllabi reveal about pedagogy?
4. What mechanisms exist for updating and evaluating syllabi?
5. Are different learning styles acknowledged and addressed? How is this accomplished?
6. How is the curriculum evaluated?

As we progress on assessment, we need to think about language. The use of goals and outcomes across different contexts (student learning outcomes and program outcomes) may confuse faculty/the reader. While the literature is not consistent, we can agree upon usage on this campus so we are speaking a common language. Agreed.

II. Curriculum, Scheduling and Enrollment

1. Provide a curriculum map (four-year model program) and a rationale for the structure of the program.
2. What prerequisites are required for upper division courses? Why?
3. What is the relationship between the courses offered in the program and the General Education Program? The School Core?
4. Do course reflects the range of current theoretical perspective?
5. Where does the curriculum reflect the commitment to the mission?
   a. multiculturalism
   b. internationalism
   c. interdisciplinary
   d. experiential learning
6. Are required/core courses scheduled frequently enough to meet student needs?
7. Discuss enrollment patterns in the program.
8. Discuss enrollment patterns in courses.
9. Provide a sample sequence of course offering, projecting ut at least four years.

III. Faculty Recruitment and Development

1. What are the strengths and weaknesses of faculty participating in the program?
2. What is the average adjunct rate?
3. What procedures exist for mentoring new faculty? Are they effective?
4. What provisions exist for faculty development? Are the adequate? How are they utilized? Have these been appropriate and valuable?
5. Discuss the professional, scholarly and public service activities in which faculty are involved?
6. How are full-time faculty reviewed? How are adjunct faculty reviewed? Are the review procedures used to improve teaching?
7. What guidelines are used for peer observations?
8. What is the convening groups’ assessment of how well the faculty are able to meet the needs of gifted, remedial, and disabled student?

IV. Student Advisement, Recruitment and Involvement

1. How are students recruited to the program?
2. Describe and discuss student involvement with the program and with members of the convening group.
3. Describe and discuss the advisement process.
4. How are students advised about graduate school and/or future employment? Is the Cahill Center for Experiential Learning and Career Services involved in this process?

V. Program Support: Academic and Administrative Resources

1. Describe and evaluate the services and support available to students and faculty from the Media Center, ITC, and ITS. Are these adequate for the general needs of the program? Do these fulfill the scholarly and teaching needs of the faculty? Are students adequately served?
2. Are the library holding and on-line resources sufficient to meet the needs of the faculty and student in the program?
3. Are the facilities and equipment adequate to support teaching, learning and research?

VI. Summary and Recommendations

1. Results of the assessment of goals and outcomes for student learning.
2. Results of the assessment of program goals, and curriculum outcomes.
3. Curricular Modification
   a. Pre-requisites
   b. Curriculum development
   c. Addition courses
4. Faculty Development
   a. technology
   b. curriculum
   c. pedagogy
   d. scholarship
5. The State of the Discipline and the State of Major/Minor/Concentration
6. Expectations for the future
   a. within the discipline/interdisciplinary are
   b. within the unit
   c. within the college
7. Conclusions