



Claflin University

Program Review Guide

Claflin University

Guidelines and Procedures

Office of the Provost /Academic Affairs

May, 2013

Modified October, 2013

Table of Contents

- I. Overview of Claflin University
(Mission, Philosophy, Accreditation)
- II. Overview of the Review Process
(Purpose, Overview, Common Program Database, Program Cycle)
- III. Review Team Visits
- IV. The Department Self-Study and Guidelines
- V. References

I. Overview of Claflin University

A. Mission

Claflin University is a comprehensive institution of higher education affiliated with The United Methodist Church. A historically black university founded in 1869, Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin seeks to foster a rich community comprised of students, faculty, staff, and administrators who work to nurture and develop the skills and character needed for engaged citizenship and visionary and effective leadership.

In its undergraduate programs, Claflin provides students with the essential foundation of a liberal arts education. Emphasizing critical and analytic thinking, independent research, and oral and written communication skills, the University invites students to use disciplined study to explore and confront the substantive challenges facing the global society. Claflin's graduate programs provide opportunities for advanced students to increase their specialization in particular fields of study oriented toward professional enhancement and academic growth. Its continuing education programs provide students with expanded avenues for professional development and personal fulfillment.

B. Philosophy

Claflin University was founded to provide education primarily for a people who were seriously in need of intellectual training and spiritual support. Her founders were humanitarians—courageous men with vision. These qualities are interwoven in the philosophy of Claflin. From her earliest days, Claflin has been committed to certain principles. The Charter declares not only the academic purpose but also the Christian responsibility of the institution. The University is committed to academic enlightenment for the purpose of social justice. Service and commitment to the development of humanity are core values that guide the work of the institution. The nucleus of this philosophy is the empowerment of students as future leaders and the development of their intellectual, social, and spiritual potential.

C. Accreditation

Claflin University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Claflin University. The University is approved by the University Senate of the United Methodist Church for listing as a United Methodist Church related institution. The School of Education is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and by the South Carolina State Board of Education. The University's School of Business Administration is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Bachelor of Science in Business Administration and in Organizational Management. The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). The Department of Chemistry is approved by the American Chemical Society (ACS).

II. Overview of the Review Process

A. Purpose

Program review enhances educational effectiveness and student learning through continuous program improvement and draws on and complements the program's ongoing process of assessing student learning outcomes. The five-year-cycle includes aggregate findings of all ongoing program reviews to identify successes and achievements as well as common needs and challenges. These findings are used for college and institutional planning and improvement.

B. Overview

Program review processes provide a framework for quality management in the program offerings and related educational activities over a five year period. The processes will also play a key role in the improvement of undergraduate education at Claflin University.

The review process enables a program to become more systematic and intentional about gathering quantitative and qualitative data, assessing performance and effectiveness, and using the resulting information to continuously improve the program. The specific elements of the review process align under the vision, mission and strategic priorities of Claflin University's Strategic Plan as well as the institutional capacity and educational effectiveness that are embodied in the SACS accreditation standards. Together, they are intended to encourage significant levels of on-going engagement by internal and external stakeholders in issues of program capacity and program effectiveness.

Overall, the review process embraces an organizational learning approach in which the program regularly and systematically assesses its own performance and uses the assessment information to foster collective learning and thereby increase the program's capacity for educational effectiveness. The program review will include but will not be limited to the following components:

- a. History of Departmental Programs
- b. Departmental Mission Statement, Vision, Goals, and Objectives: Relationship to School's and University's Mission and Strategic Plan
- c. Departmental Program Description: All Majors, Levels, Concentrations, Total Number of Credit Hours Required for Graduation, etc.
- d. Demand for Graduation, Job Placement for Graduates, Preparation for Employment
- e. Program Accreditation (if applicable)
- f. Summary for Program Overview

Table 1 provides a time-line for the review process.

Table 1: Academic Program Review Process-TIMELINE

Claflin University

What	Who	Suggested Timeline
Inform unit (department/school) that the review is to take place in the Spring. Guidelines and Procedures are attached and located online.	Office of Provost	August
Request recommendations from unit for External Reviewer. Note: The external reviewer (2) should be familiar with the field and come from a comparable institution. The Office of the Provost will determine 2 internal reviewers who are not affiliated with the unit being reviewed.	Office of Provost	October
Engage faculty and staff in conversations around guidelines	Office of Provost	Fall term
Plan topics, and assign and schedule writing for Self-Study Report (Unit undergoes self-study and prepares a report for submission to Office of Provost)	Unit Chair/Dean	October - February
Contact External Reviewers for interest and availability. Contact Internal Reviewers.	Office of Provost	November & December
Identify possible dates for Site Visit with External Reviewers and Dean	Unit Chair/Dean	November & December
Self-Study submitted to Vice Provost who in turn submits it to Internal Reviewers.	Office of Provost	January-February
Internal reviews complete and provided to unit to review prior to finalizing self-study document.	Office of Provost	February-March
Site visits held	All	March-April
External reviewer and campus review team reports due within 30 days of site-visit.	Office of Provost	30 days after site visit
Provost meets with each unit head and dean to review findings, action plans, and to address issues raised during the review process.	Office of Provost	May-July
Unit head submits Executive Summary Report.	Office of Provost	May-July

C. Common Program Database

The Office of Planning, Assessment and Information Services will assume leadership in data reporting for the self-study portion of the program review. Unit heads and deans are expected to assist Office of Planning, Assessment and Information Services in the collection and reporting of academic program data according to instructions and timetables provided by the Provost's Office. All participants in the program review process are responsible for ensuring the validity, reliability and comparability of the data.

D. The Program Review Cycle

Each academic program offered by the University will be reviewed once within a five-year cycle. Table 2 provides a schedule for the review of academic programs at Claflin University within the five-year cycle. The cycle of program reviews are aligned with departmental accreditation reviews, to the extent possible. The following categories were utilized in determining the order of program reviews. Programs in category 1 were given priority while programs in category 4 will be reviewed last.

1. Programs with large enrollments that are not part of an accrediting body.
2. Programs who are planning to submit an application for accreditation/approval from a national accrediting body.
3. Programs with medium and small enrollment that are not part of an accrediting body.
4. Programs that are nationally accredited.

Table 2: Schedule of Reviews, 2013-2018**Claflin University**

Review Year	Department (Majors)
2013-2014	Mass Communications Biology (Bioinformatics, Biology, Biotechnology, Environmental Science) Politics and Justice Studies, Sociology
2014-2015	English (Theater, Modern Languages) Mathematics & Computer Science (Computer Engineering, Computer Science, Management Information Science, Mathematics) Professional and Continuing Education Studies Human Performance, Sports Management
2015-2016	Art (All Programs) Philosophy and Religion History
2016-2017	Business (All Programs)
2017-2018	Music Education (All Programs) Chemistry (Biochemistry, Chemistry)

III. Review Team Visits

Two review teams will study department's submitted materials, meet with department faculty and students and report to the Office of the Provost: an internal review team, consisting of two faculty members with no affiliation to the unit being reviewed, and an external review team, comprised of scholars selected from those nominated by the unit. Both review teams will provide insight on a department's strengths, weaknesses, opportunities and challenges; the external team will emphasize a department's standing in relation to its regional/national peers and the internal team will emphasize the department's role within the context of Claflin's mission and strategic plan.

IV. The Department's Self-Study and Guidelines

The program under review must compile an academic Program Self-Study that includes the basic elements outlined below. The self-study is critically important to the review process and should be viewed as an opportunity to explore and reflect upon the program's directions and achievements and the students' learning outcomes. This Self-Study must be submitted to the provost between January and February of the review year. The Self-Study guidelines and template can also be found and submitted on-line at www.claflin.edu.

Self-Study Report Claflin University

The Self-Study Report focuses on the following areas:

1. Program Overview
 - a. Mission Statement
 - b. Relationship to School's and University's Mission and Strategic Plan
 - c. Program Description: Enrollment and Graduates over time, Total Number of Credit Hours Required for Graduation, Program History, Comparative Data with Department-identified Peers
 - d. Demand for Graduation, Preparation for Employment
2. Student Learning
 - a. Curriculum Development (submit copies of curriculum to external reviewers)
 - b. Curriculum Impact on Student
 - c. Assessment for Student Learning
3. Personnel
 - a. Faculty
 - i. Description of the Unit Faculty: Full-Time, Part-Time, Adjunct, Visiting Faculty, and Instructors
 - ii. Scholarly Activities: Publication, Conference Presentation, External Funding, Professional Activities
 - iii. Faculty Development
4. Conclusion and Recommendation
 - a. Strengths, Weaknesses, Opportunities and Challenges for Program Improvement
 - b. Specific Goals and Objectives
5. Graduate Programs
 - a. Contributions to Faculty and Student Scholarly Productivity
 - b. Success of program graduates
 - c. Trends and approaches in allocation of fiscal resources

Note: You will be provided a secure online link to complete self-study and upload documents. The link will also be provided to external reviewers. The documents to be uploaded are: curriculum; faculty CV's; syllabi of representative core courses. External reviewers may ask to review additional documents such as: results or/and copies of senior exit exams, annual reports, etc.



CLAFLIN UNIVERSITY

ACADEMIC PROGRAM REVIEW REPORT

Provost Recommendation:

Continue Modify Eliminate

Program Name:	
Academic Year:	
Program Type (B.A., B.S., M.S.):	
Program Coordinator (If applicable)	
Program Implementation Date:	
Department Chair:	
Dean:	
Submission Date:	

Claflin University Mission Statement

Claflin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black university founded in 1869, Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin seeks to foster a rich community comprised of students, faculty, staff and administrators who work to nurture and develop the skills and character needed for engaged citizenship and visionary and effective leadership.

In its undergraduate programs, Claflin provides students with the essential foundation of a liberal arts education. Emphasizing critical and analytic thinking, independent research, and oral and written communication skills, the University invites students to use disciplined study to explore and confront the substantive challenges facing the global society. Claflin’s graduate programs provide opportunities for advanced students to increase their specialization in particular fields of study oriented toward professional enhancement and academic growth. Its continuing education programs provide students with expanded avenues for professional development and personal fulfillment.

A. Centrality to the institutional mission and consistency with Claflin University's strategic goals
A.1 What is the Mission statement of the unit?
<i>{Enter description here add additional lines as needed.}</i>
A.2 Describe how the programs support the Universities mission and how the participating departments collaborate to achieve the mission of the program.
<i>{Enter description here add additional lines as needed.}</i>

B. Program Quality					
B.1 Provide data on student enrollment (breakdown by classification) and number of graduates at the program level over the review period. Fall Data Only. Note: Letticia Ramlal from Institutional Assessment can assist if needed.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of enrollments	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=	Freshmen= Sophomore= Junior= Senior= TOTAL=
Number of graduates					
Total number of credit hours required for graduation					
B.2 Are there similar programs at other institutions in South Carolina or region?					
B.2a If yes, explain how the curriculum of this program provides superior value with respect to existing programs at other institutions. If no, advance to B.3.					
<i>{Enter explanation here and add additional lines as needed}</i>					
B.2b Indicate the benchmark (or peer) programs and institutions.					
<i>{Enter explanation here and add additional lines as needed}</i>					

B.2c Provide a five-year enrollment, graduation projection.					
Academic Year:	2013-14	2014-15	2015-16	2016-17	2017-18
Number of enrollments					
Number of graduates					
B.3 Why was the program originally developed?					
<i>{Enter remarks here and add additional lines as needed}</i>					
B.4 How has the program evolved or adapted to changes in the discipline, field, profession or paradigm?					
<i>{Enter remarks here and add additional lines as needed}</i>					

C. Program Demand, Status and Potential					
C.1 Provide information on the success of program graduates.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought employment:					
Percentage of students who sought employment:					
Number of graduating students who gained employment:					
Percentage of students who gained employment:					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought graduate/professional school admission:					
Percentage of students who sought graduate/professional school admission:					
Number of graduating students who attained graduate/professional school admission:					
Percentage of students					

who attained graduate/professional school admission:					
For School of Education					
C.2 If program leads to licensure or certification, provide data on students' pass rates on relevant exam(s) if applicable.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Exam Name	Pass rate				
<i>(Add additional lines as necessary)</i>					

D. Student Learning					
D.1 Evidence of Ongoing Assessment and Improvement of Program Academic Quality					
List program student learning outcomes.					
Student Learning Outcomes:					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Learning Outcomes <i>(for example) By the end of this course, students will be able to:</i>					
<ul style="list-style-type: none"> <i>identify and describe the major literary movements of the 20th century</i> 					
Assessment Tools (Measures)					
Result(s)					
Action(s) Taken (or Planned)					

D.2 Identify the status of the program with respect to any relevant external accreditations in the field. If accredited, what was the date of the most recent review?

{Enter documentation here and add additional lines as needed}

D.3 If not nationally accredited, is there a national accrediting body/association for the program? If so, are there plans to subject the program for national accreditation?

{Enter documentation here and add additional lines as needed}

E. Personnel: Adequacy, Credentials and Load of Program Faculty

E.1. List current number and Full Time Equivalence (FTE) of faculty contributing to the program, by type of credential.
Note: Office of the Provost can assist if needed.

Personnel Type	Terminally Degreed	Master's with 18 Hours in Discipline	Alternatively Qualified
FT, tenure eligible faculty			
FT, non-tenure eligible faculty			
PT and adjunct faculty			
Other staff resources, e.g., lab assistants, coordinators, staff.			

E.2 Indicate the allocation of faculty teaching resources over the review period by the percentage of program courses taught by full-time, part-time faculty, and by terminally-degreed faculty. Fall data only!
Note: Letticia Ramlal from Institutional Assessment can assist if needed.

Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Percentage of program courses taught by FT faculty					
Percentage of program courses taught by PT faculty.					
Percentage of program					

courses taught by terminally-degreed faculty.					
E.3 Indicate the number of faculty supported through external grants and contracts.					
<i>Note: Sponsored Programs Office can assist if needed.</i>					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
No. of faculty supported through external grants and contracts					
Percentage of faculty supported through external grants and contracts					

F. Personnel: Scholarly Activity					
F.1 Five year faculty activity summaries (scholarly and service citations, etc.)					
	2008-9	2009-10	2010-11	2011-12	2012-13
Number of full-time faculty					
Published Books					
Published Works (not including books)					
Performances & Exhibits					
Presentations					
Boards (National, Regional, State, Local)					
Awards					
Extramural Funds/Grants					
Others					

F.2 Scholarship, research, and creative activity
F.2a What are the scholarship, research, and creative activity strengths of the unit? Are there special emphases that make a unique contribution to the program? What impediments to faculty productivity exist and in what ways can these be reduced?
<i>{Enter remarks here and add additional lines as needed}</i>
F.2b How does the unit's scholarship, research, and creative activity strengths support its mission and the curriculum? What are the expectations for faculty research/artistic creation/performance in terms of quality and quantity? Are they being met, and if not, why not?
<i>{Enter remarks here and add additional lines as needed}</i>
F.2c How do faculty engage students in the unit's scholarship, research, and creative activities? How do you assess the results?
<i>{Enter remarks here and add additional lines as needed}</i>
F.2d Do faculty actively seek scholarship, research, and creative activity partnerships with faculty in other programs at Claflin or elsewhere? And, are there strategic partnerships that should be pursued? If so, please provide a description of partnerships.
<i>{Enter remarks here and add additional lines as needed}</i>
F.2e Are sources of scholarship, research, and creative activity funding increasing or decreasing? Is the current level of research administrative support adequate to manage grant funding?
<i>{Enter remarks here and add additional lines as needed}</i>

G.SWOT Analysis: Analyze the programs strengths, weaknesses as well as the opportunity and threats you face.
G.1 What do you see as particular strengths of the program, and why? And, are the unit's strengths aligned to its aspirations?
<i>{Enter remarks here and add additional lines as needed}</i>
G.2 What are perceived to be weaknesses in the program?
<i>{Enter remarks here and add additional lines as needed }</i>
G.3 Where do you see opportunities for growth and/or improvement in the program in the near term? What would be required to realize these opportunities?
<i>{Enter remarks here and add additional lines as needed}</i>

<p>G.4 What (if any) are the potential threats to program viability or quality in the future? What needs to be addressed in the near term to mitigate these threats?</p>
<p><i>{Enter remarks here and add additional lines as needed}</i></p>
<p>G.5 What are the national enrollment trends in the discipline (if applicable)? (NB: Report authors should visit these sites: http://nces.ed.gov/datalab/)</p>
<p><i>{Enter remarks here and add additional lines as needed}</i></p>
<p>G.6 How has the program responded to these trends?</p>
<p><i>{Enter remarks here and add additional lines as needed}</i></p>

<p>H. List the goals for continued program improvement over the next five years (prior to the next program review). What implementation steps will need to occur for these goals to be met?</p>	
Goals:	Implementation Steps:
1.	
2.	
3.	<i>(add additional lines as needed)</i>

Graduate Programs					
I. Contributions to Faculty and Student Scholarly Productivity					
I.1 Summarize the contribution of faculty to the output and success of students over the review period.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Average program faculty total course load (credit hrs./semester):					
Average number of graduate advisees per program faculty:					
Average thesis/ advising					

load per program faculty:					
---------------------------	--	--	--	--	--

I.2 Summarize trends in student support and collaborative scholarship over the review period.

Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of students supported by institutional assistantships:					
Number of students supported by external grants and contracts:					
Average total value of graduate assistantships:					

I.3 Provide information on the success of program graduates one year after graduation.

Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought employment:					
Percentage of students who sought employment:					
Number of graduating students who gained employment:					
Percentage of students who gained employment:					

Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of graduating students who sought further graduate/professional school admission:					
Percentage of students who sought further graduate/professional school admission:					
Number of graduating students who attained further/professional school admission:					
Percentage of students who attained					

further/professional school admission:					
I.4 Describe the extent of student scholarly productivity over the review period.					
Academic Year:	2008-9	2009-10	2010-11	2011-12	2012-13
Number of student refereed publications, juried exhibitions or recitals, etc.:					
Number of non-refereed presentations, exhibitions, technical reports, etc.:					
Number of theses submitted:					
I.5 Discuss the relationship between allocation of program personnel and fiscal resources, classroom facilities, library and information resources, and student scholarly productivity summarized in I.1., I.2, and I.3 above. Include, as applicable, specific reference to trends and approaches in allocation of graduate assistantships, selection of graduate assistants, and the strategic use of graduate assistantships to student scholarly outcomes.					
<i>{Enter discussion here and add additional lines as needed}</i>					

V. Resources for Further Reference

Barnett, R. (1992). *Improving higher education: Total quality care*. London, England: The Society for Research into Higher Education and the Open University Press.

Dill, D. D. (1992). Quality by design: Toward a framework for academic quality management. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (pp. 37-83). New York, NY: Agathon Press.

Massy, W. F. (2000). *Energizing quality work: Higher education quality evaluation in Sweden and Denmark*. Technical Report: National Center for Postsecondary Improvement, Stanford University. The Jackson Hole Higher Education Group, Inc.

Massy, W. F. (2003a). Honoring the trust: Quality and cost containment in higher education. Bolton, MA: Anker Publishing Company (Chapters 6-8).

Massy, W. F. (2003b), *Access to what? Putting "Quality" Into National QA Systems*. Keynote address on Quality and Standards: The National Perspective" to the 2003 conference of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), Dublin, Ireland (April 14-17).

Massy, W. F. (2003c), Auditing higher education to improve quality. *Chronicle of Higher Education* (June 20).