

Draft Program Review Criteria

All criteria may not apply to all programs.

Include both qualitative and quantitative evidence to provide a comprehensive picture of the program.

Criterion 1: Support of Mission

- To what degree is the program consistent with college mission, vision, values, and goals for higher education in Massachusetts [KLV1]?
- How does the program advance the Salem State mission? [KLV2]
- Are there relationships between program and external constituencies, e.g., articulation agreements, interagency services agreements, that advance the mission?

Criterion 2: Internal Demand

- What are the enrollments and enrollment trends in courses required for other programs, including general education?
- Does the program offer elective courses with high demand? Specify courses and enrollments.
- Identify the demand [KLV3] for specific skills achieved by students in your program that are essential building blocks for continued success, e.g., quantitative literacy.

Criterion 3: External Demand

- Is there external demand for graduates? What supports this, e.g., specific skills or knowledge students learn, demographic data, labor statistics?
- Are there state, federal, or accreditation mandates that affect this program? If so, how do these mandates affect our ability to deliver the program?

Criterion 4: Program Inputs and Processes

- Indicate the degree to which faculty are active and engaged (publications, presentations, performances, externally funded grants, professional service, other scholarship)? [KLV4]
- Specifically describe how the curriculum and instruction have been updated to address: currency with the field, diversity, globalization, technology, learning styles, and instructional delivery.
- What has the program done to encourage enrollment, retention and timely graduation? To what extent have these efforts been effective?

Criterion 5: Outcomes

Student Learning (Submitted to Provost in March 2010 for NEASC)

- Specify student learning outcomes for the program.
- What methods have been used to assess these outcomes?
- How are assessment data used to provide feedback to the program? Provide examples if available.

Program

- Provide data on student/alumni outcomes and student/alumni satisfaction where available, e.g., employment placement, graduate school placement, GRE or other graduate exams, pass rates on licensure exams
- Has the program received special recognition or have notable visibility that speaks to its quality? E.g., World Tourism Certification, Quinn Bill approval, Irene Dunn Award.
- What evidence exists of how faculty and student scholarship in the program will help meet regional, state or national needs?
- If available, provide evidence of alumni contributions to the program, profession and region, e.g., service on advisory boards, community leadership.
- If external accreditation is available, is the program accredited, if not, why not?

Criterion 6: Program Statistics - 5 years (Data provided by Academic Affairs)

- Enrollment trends
- Credit hours generated
- Graduates