

Program Review Criteria

*No all measures within each criterion apply to every program
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 the mission, vision, values, and goals of Salem State?
- 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 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

- How does this program advance the region's cultural, social, and economic development?
- Is there external demand for graduates? What are employment prospects in the short-, medium, and long-term for graduates of this program? 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: These metrics must be evaluated in the context of program resources specified in criterion 6 (e.g., number of full-time faculty members and number of APR's provided for research or teaching)

- Indicate the degree to which faculty are active and engaged in professional development (publications, presentations, performances, externally funded grants, professional service, other scholarship)?
- 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 will be provided by Academic Affairs or appropriate office. Where appropriate, indicate which resources belong exclusively to this program and which resources are shared with other programs.)

- Full-time faculty, in ratio to day credit hours generated. Indicate the percentage of day sections taught by full-time faculty members and whether the department has been in compliance with section XX.C.10 of the day contract (the “15% rule”).
- APRs and other course releases awarded, to be broken down into the categories of APRs for support of (a) research, (b) assessment, (c) teaching, and (d) other.
- Staff support
- Other data needed in order to properly assess the program

Criterion 7: Departmental Strategic Planning. Comment on how resources have helped or hindered the success of this program and on what the program could accomplish with enhanced resources.

- Plans for new or revised majors, concentrations, or minors. Indicate (a) the rationale for these new programs by referencing criteria 1-6, when appropriate, and (b) what additional resources, if any, would be required to support the programs.
- Plans for new or revised courses, and the rationale for the new courses. Could these new courses be taught by the current full-time faculty members?
- Plans for substantial and uncustomary purchases (e.g., atypical and significant purchases to upgrade or replace laboratory equipment, sports equipment, stage equipment, and musical instruments)
- Plans to eliminate flowsheets or courses.
- Additional faculty lines that will be requested, and the rationale for these requests.
- Other likely department initiatives related to student activities, civic engagement, assessment, etc.
- Anticipated changes in classroom, office, laboratory, studio, rehearsal, or conference space (e.g., as a result of the completion of the new library and learning commons)

