

Program Performance Review Summative Feedback Form Template

Program Name: MSIDT

Date of Review: 2/13/2023

Name/s of Reviewers: John Doyle, Steve Adams and Beth Sargent

Section #	Criteria	Met/Not Met	Feedback/questions
I. Mission, Goals and Environment	A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals and strategies.	Met	
	B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).	Met	
	C. Identify the unit's priorities for the future.	Met	
	D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).	Met	
II. Description and Analysis	A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?	Met	
	B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.	Met	
	C. Using data provided by the Office of Assessment and Institutional Effectiveness the College Data Analyst to discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see instructions, Appendix A). College specific data include a) COE Strategic Goals, b) Recruitment Efforts and Outcomes for students, faculty and staff, c) Equity Gaps (GPA and Completion Rates, and d) Survey Response Rates.	Met	

	<p>D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendix B).</p>	Met	
	<p>E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.</p>	Met	
	<p>F. Include information on any Special Sessions self-support programs offered by the department/program.</p>	Met	
<p>III. Student Academic Achievement and Assessment of Student Learning Outcomes</p>	<p>A. Describe the department or program assessment plan (e.g., general approach, time table, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.</p>	Met	
	<p>B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.</p>	Met	
	<p>C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.</p>	Met	
	<p>D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).</p>	Met	
	<p>E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?</p>	Met (online program)	
<p>IV. Faculty</p>	<p>A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate,</p>	Met	

	professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).		
	B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.	Met	
	C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.	Met	
	D. Include information on instructor participation in Special Sessions self- support programs offered by the department/program.	Met	
V. Student Support and Advising	A. Briefly describe how the department advises its majors, minors, and graduate students.	Met	
	B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.	Met	
VI. Resources and Facilities	A. Itemize the state support and non-state resources received by the program/department during the last five years (see instructions, Appendix E).	Met	
	B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.	Met	
	C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.	Met	
VII. Long-term Plans	A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).	Met	
	B. Explain how the long-term plan implements the University's mission, goals and strategies and the unit's goals.	Met	

	C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.	Met	
	D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?	Met	
VIII. Appendices		Met	

The following categories should be considered when providing the summaries below: Leadership, Quality of Instruction, High Impact Practices, Advising, Quality of Faculty, Diversity, Equity and Inclusion, Institutional Knowledge, Reputation, Including Working Students, Input Opportunities, Workload, Recruitment and Advising, Resources, Enrollment, Currency of Curriculum, etc.

Summary of program strengths	<ul style="list-style-type: none"> • Equity and inclusion is emphasized in program documents and represented in course syllabi. • Students work on projects and get feedback throughout the program. • Students are engaged in attending a conference one year and encouraged to present the next year. • The program has high visibility online, such as via LinkedIn and Facebook. • The program appears to be well-aligned with College and University objectives and goals. • The program offers strong instruction with well-qualified faculty. • The design of the program makes it accessible for working students. • The program has a good balance of material to serve diverse audiences, including teachers and instructional design professionals.
Summary of recommendations (Please provide a min. of 3 recommendations)	<ul style="list-style-type: none"> • Ensure all syllabi include University objectives and goals as well as include the course catalog description. • Add Agile Methodology to the learning methodologies and update Storyline 3 to Articulate 360 Suite (include Rise and Review). • Program Level Objectives A-D have components that are general or should be clearer. We recommend revising these PLOs for clarity and specificity. More information about how PLOs are aligned with specific assignments and how student success with PLOs is measured would also be helpful. • Program documents articulate a goal of increasing research, but also note the scope of responsibilities of the lecturers and part-time faculty who teach most of the courses do not include research. As this is a structural issue, the

	<p>program needs more full-time tenure-track faculty to support research and whose job responsibilities include research.</p> <ul style="list-style-type: none">• Add tools such as Camtasia or Adobe Premier (video) and Snagit and Illustrator or Photoshop, if these are not already included.
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