

**Academic Program Review 2010**  
**Executive Summary: Information Technology and Administrative Management**  
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The Department of Information Technology and Administrative Management (ITAM) was included in the ninth cycle of academic program review for the 2010-2011 academic year. Included in the program review process was the composition of a self-study document based on faculty analysis and a visitation by an external reviewer. Dr. John Chenoweth served as the external reviewer and read the self-study, interviewed faculty, staff, administration, and students, and submitted a separate analysis.

The departmental self-study completed by the faculty and staff is the major document for this program review. This document reveals the strengths and challenges through the departmental perspective and reflects the commitment of the department for self-analysis, reflection, and evaluation. The institutional expectation is that the department and college administration will use the self-study document, the dean's report, and an executive summary as guides for the next several academic years as the department addresses the recommendations. Since this process requires an enormous amount of time and effort from all participants, it is necessary to ensure that the results are used to inform decisions and future courses of actions. Therefore, the department chair, and College of Education and Professional Studies will be expected to provide a summary of activities undertaken during the 2011-2012 academic year as a result of the program review.

It should be noted that Dean Lambert's analysis noted the department's strengths and provided recommendations. The following administrative executive summary is provided to add value to the process and provide additional depth and context for the department and the Dean to celebrate commendations and in addressing noted challenges and recommendations. The department chair and college administration will be expected to provide a summary of activities undertaken since the 2010-2011 academic year as a result of the program review. This report will be due to the provost by October 1, 2012.

### **Summary Analysis**

The self-study document as submitted by the Department of Information Technology and Administrative Management (ITAM) was clearly written and informative. The department should be commended for the quality of the report and the effort expended in completing it. It can also be determined from reading the self-study report, the observations of the reviewer, and the summary comments of the college dean that the department has several strengths and challenges. The purpose of this summary is to emphasize some of the points made by Dean Lambert and the reviewer and provide additional commentary and focus to areas they may not have addressed in their analysis.

1. Program Goals, Offerings, & Curricula - The ITAM department is one of thirteen in the College of Education and Professional Studies. It offers two majors (B.S. and B.A.S.), five minors, and five certificates. The department also contributes a course (IT 101) to the general education program and offers courses to support other majors (e.g., ADMG 385).

The department has identified five strategic goals by which it guides its activities and resources. These goals are focused around the areas of effective teaching and learning, curriculum, faculty, partnerships, resource attainment and management. The department goals relate directly to college and university goals and are written in such a way to be assessable and comparable to departmentally developed criteria of achievement. The department has also made an effort to achieve all department goals and provides evidence of success in all goal areas. This is commendable and reflective of a well-functioning and well-led department. Special note is made of the leadership of the chair. Dr. Lupton has provided progressive and assertive leadership that has propelled the department particularly in terms of curriculum reform, delivery modalities, and student recruitment. All three areas are critical to the university in light of the ever decreasing amount of state funding provided and reliance on enrollment for its funding needs. Both B.S. and B.A.S. degree programs have seen considerable increase in the number of students enrolled and locations of delivery during the review period. Average class size ranged from 27 to 31 students for lower division courses while 18 to 24 students for upper division. Curricula has been periodically revised to meet industry standards, student needs, and growth opportunity. The best example of these efforts was within the B.A.S. degree. The department's innovative changes to the degree made it more applied and attractive to student interests and employer demand. It should also be noted that the department has focused its resources and discontinued three degrees (Business Education; Marketing Education; Fashion Merchandizing). All of these efforts have positioned the department for growth and maximized its efforts in serving the students in its current programs. Overall, the department's strategic planning and program implementation is commendable and a model for other departments.

2. Teaching, Learning, & Assessment – The department provided “student evaluation of instruction” (SEOI) evidence to reflect teaching effectiveness. Scores were consistently above a 4 on a 5-point scale. Other data sources were mentioned, and information was provided as to a variety of instructional methods. The reported methods included lecture, laboratory, inquiry-based, and practicums. This is positive in terms of meeting different learning styles. It should be noted that the department standardized the look and format (i.e., modules) for its online offerings. This has provided a consistent experience for online ITAM students and enhanced the teaching and learning process. The department has implemented an assessment regimen and reported a variety of direct and indirect methods of student learning outcome assessment. In addition, the department provided evidence of outcome achievement and provided a plan for future student learning outcomes assessment.
3. Faculty – Evidence suggests that department faculty are productive in terms of research and service. In terms of research, faculty published more than 28 refereed journal articles. All tenure-track and tenured faculty published during the review period. ITAM faculty have also been productive in terms of grants, and conference presentations. The same productivity is reflected in service. Teaching effectiveness data (student evaluation of instruction - SEOI) was not discovered in the self-study.
4. Students – Student accomplishments were well documented in the review. Clearly, undergraduate research mentorship is a major component of department efforts to enhance student academic enhancement. Evidence of career placement was provided. Although it

may exist, the department needs to provide documentation of any specific student services it provides to support student success (e.g., advising, tutoring, web resources, etc.). ,

5. Facilities & Equipment – There is compelling commentary from the department, external reviewer and Dean that there is a need for space and equipment for teaching, offices, labs, and student meeting and collaboration. These needs should be addressed through continued planning within the college and university facility planning processes. The department has been successful in increasing enrollment and the need to obtain additional space to continue expansion should be a priority at all levels. A plan needs to be developed by the college and department in conjunction with facilities within the year that outlines space improvements to continue to grow enrollment.

Overall, the department should be commended for its efforts during the past five years. The department has been creative, aggressive in recruitment, responsive, and student-centered. The department is continuous improvement oriented, has strong leadership, and created a “brand” that is a model to the field and other departments on-campus. The most pressing needs of the department at this point are related to space and staffing. Both areas have particular meaning and importance to the long-term sustainability of the department and college, especially when considering the current environment of diminishing state resources and funding. The efforts of the department and college to plan for and obtain space and faculty positions will position it well into the future and secure its future success!