EXTERNAL REVIEWER’S RATING FORM

Purpose of Program Review: The purpose of the external review is to assist the academic programs with their improvement efforts. The purpose is not to be punitive. The external review is one of the reviews in the Program Review process that includes reviews by the program faculty and administration, dean, academic or graduate council, external reviewers, and provost.

Instructions
The external review team should provide this Reviewers’ Sheet along with a Summary Report to the Department Chairperson within 30 days of the external review team’s visit, with copies sent to the college Dean, Provost, and Office of Institutional Effectiveness.

Please rate each item and comment when necessary in the comment area. Also, complete a summary statement. 4 – Response supports an affirmative conclusion 3 – Response supports an affirmative conclusion but response is weak 2 – Response does not support an affirmative conclusion 1 – Response is inadequate 0 – Response is not provided

1. The school, department, or program goals for the review process were briefly described. (This includes what each unit hopes to achieve with the review process. This is an opportunity to emphasize for the readers of the self-study the major issues that the review will address.) Rating: _____
   Comment:

2. Unit Mission, Goals, and Objectives: Provide a copy of the current mission, goals, and objectives. Be sure to articulate how the unit mission, goals, and objectives articulate with those of the college and the university. Rating: _____
   Comment:

   (Please copy and paste ITEM 3 for each undergraduate program under review)

3. Undergraduate Program (Program Name _________________________________)
   3.1 Audience:
      a. Is the program strategically oriented to serve a particular audience (or audiences) and meet University objectives?
      b. Does the program have a sound reputation for academic quality?
      c. What evidence (employer feedback, alumni feedback, placement in graduate programs) is used to evaluate the audience?
      Rating: _____
      Comment:

   3.2 Curriculum:
      a. Is the curriculum up-to-date and comparable to that of other departments, schools, or programs that are considered strong and admirable?
      b. Is the teaching of speaking and writing skills integrated into the curriculum?
c. Do upper-level courses have prerequisites appropriate for advanced study?
Rating: _____
Comment:

3.3 Learning Outcomes:
a. Does the school’s or department’s assessment program show that students acquire core knowledge and skills appropriate to the discipline? If not, what changes to the curriculum should be considered?
b. What data are used to evaluate and measure learning outcomes?
Rating: _____
Comment:

3.4 Effectiveness:
a. Is there evidence showing that students complete their degree with appropriate knowledge, skills, and professional accomplishments?
b. Does the program effectively prepare students for professional employment or graduate programs after graduation?
c. What evidence is reviewed to evaluate effectiveness?
Rating: _____
Comment:

3.5 Student quality:
a. Are admissions to the major appropriately selective and are top applicants successfully recruited and retained?
b. If necessary, what steps could be taken to improve these measures?
Rating: _____
Comment:

3.6 Independent Learning:
a. Do students have adequate opportunities for independent research/scholarly activity, internships, and service learning? If not, how could these opportunities be enhanced?
Rating: _____
Comment:

3.7 Student satisfaction:
a. Are students pleased with their experiences in the program and with the opportunities it offers them?
Rating: _____
Comment:

3.8 Honors:
a. Does the Honors College attract a reasonable level of student participation and provide appropriately enriched experiences for Honors students?
b. What changes or enhancements might be proposed?
Rating: _____
Comment:

3.9 Dual classes:
a. How many combined undergraduate/graduate courses are part of the required undergraduate curriculum in your unit?
b. How are differences in research and independent learning addressed in combined classes?
Rating: _____
Comment:

3.10 Faculty credentials:
a. Do all faculty, adjuncts, and graduate student teaching assistants meet minimum SACS and other accrediting requirements of 18 graduate credit hours in area of teaching?
b. Are other standards applied in your unit? If so, what are those standards? (As graduate faculty credentials standards are higher than those in undergraduate programs, only faculty not approved for graduate faculty status need to be reviewed)

Rating: _____
Comment:

(Please copy and paste ITEM 4 for each graduate program under review)

4. Graduate Program (Program Name __________________________)

4.1 Audience:
a. Is the program strategically oriented to serve a particular audience (or audiences) and meet University objectives?
b. Does the program have a sound reputation for academic quality?
c. What evidence demonstrates sound reputation for academic quality (national rankings, employer feedback, alumni feedback)

Rating: _____
Comment:

4.2 Curriculum:
a. Is the curriculum up-to-date and comparable to the curriculum of departments at other institutions that are considered strong and admirable?
b. Does it provide an appropriate balance between formal courses and independent work?
c. What evidence is used to justify this?

Rating: _____
Comment:

4.3 Effectiveness:
a. Is there evidence showing that students complete their degree with appropriate knowledge, skills, and professional accomplishments?
b. Does the program effectively prepare students for professional employment after graduation?
c. What evidence is used to evaluate effectiveness?

Rating: _____
Comment:

4.4 Student quality:
a. Are admissions appropriately selective and are top applicants successfully recruited and retained? If necessary, what steps could be taken to improve these measures?

Rating: _____
Comment:

4.5 Learning outcomes:
a. Does the unit’s assessment program show that students acquire core knowledge and skills appropriate to the discipline? If not, what changes to the curriculum should be considered?
b. What data are reviewed to evaluate learning outcomes?

Rating: _____
Comment:

4.6 Student satisfaction:
a. Are students pleased with their experiences in the program and with the opportunities it offers them?

Rating: _____
Comment:

4.7 Independent learning:
a. Do theses, dissertations, and projects offer sufficient opportunities for independent scholarly/research activity?
Rating: _____
Comment:

4.8 Dual classes:
a. How many combined undergraduate/graduate courses are part of the required graduate curriculum in your unit?
Rating: _____
Comment:
b. How are differences in research and independent learning addressed in combined classes?
Rating: _____
Comment:

4.9 Graduate Policies and Procedures:
a. Does your program have a published or online handbook which clearly outlines residency requirements, thesis and dissertation options, qualifying exams, fraternization policies, and grade requirements?
Rating: _____
Comment:
b. Are graduate students required to attend a departmental orientation?
Rating: _____
Comment:

4.10 Faculty credentials:
a. Do all faculty teaching graduate level classes and who serve or chair master’s committees meet basic requirements set forth by the Graduate Faculty Credentials Committee in the Graduate Council?
Rating: _____
Comment:
b. How often are credentials reviewed in your unit?
Rating: _____
Comment:

5. Assessment Plans
Ideally, assessment should be a process that helps units identify strengths and weaknesses and make continuous improvements. In this spirit, it is necessary that with each formal cycle and with interim reviews, assessment plans also be modified, updated and approved.
5.1 Results of assessment:
a. Is the unit’s mechanism for program assessment adequate?
Rating: _____
Comment:
b. Describe any changes in the program made in the past five years as a result of assessment.
Rating: _____
Comment:

5.2 Improvements:
a. What steps are being planned to improve the assessment mechanism?
Rating: _____
Comment:

6. General Education Curriculum, and Honors Curriculum
6.1 Contributions to the GEC:
a. What have been the unit’s contributions to the general education curriculum over the past eight years?
b. Are those contributions adequate or could other contributions be made?
c. Does your unit have an adequate budget to teach GEC courses?
d. How are writing and other communication skills addressed in GEC courses that your unit offers?
e. Of the essential skills (writing, math, and oral communication), and the other areas (1) acquisition and integration of knowledge, (2) aesthetic understanding, (3) development of
logical and critical thinking, and (4) responsibility, self and society areas incorporated in the
GEC, which do your courses cover?
f. How are learning outcomes assessed in each of these areas addressed in your unit?
Rating: ______
Comment:

6.2 GEC class size distribution:
a. Does the class sizes in the GEC make the most effective use of faculty resources in your unit
while maintaining high quality in these classes?
Rating: ______
Comment:

6.3 Adequacy of the GEC:
a. How is the general education curriculum addressing the needs of students in your programs?
b. How do students meet the writing and speaking requirements specified within the GEC?
c. How are degree plans monitored to insure that GEC requirements are met?
Rating: ______
Comment:

6.4 Honors courses:
a. What have been the unit’s contributions to honors sections over the past five years?
b. Are those contributions adequate or could other contributions be made?
Rating: ______
Comment:

6.5 Faculty credentials:
a. How many faculty in your unit are certified/qualified to teach speaking intensive and writing
intensive courses in the GEC?
b. How are these credentials reviewed?
Rating: ______
Comment:

7. Special Programs
7.1 Contributions to special credit only programs:
a. What have been your units contributions to special programs such as co-ops, summer
graduate education, and study abroad over the last eight years?
b. How are teaching loads and budgetary requirements met to cover these programs?
Rating: ______
Comment:

7.2 Contributions to non-credit special programs:
a. What have been your unit’s contributions to non-credit programs such as workshops, camps,
science fair, REUs (Research Experiences for Undergraduates) over the last eight years?
b. How are teaching loads and budgetary requirements met to cover these programs?
Rating: ______
Comment:

8. Instructional Productivity, Class Sizes, and On-Line/Non-Traditional Teaching
8.1 Productivity:
a. Are the unit’s FTE, SCHs and other measures of instructional productivity (number of
majors, graduation rates, graduate enrollments, etc.) acceptable in comparison with other
units in the University and with similar units elsewhere given department commitments to
honors sections, writing intensive and speaking intensive classes and other classes where caps

on enrollments are low to control for quality? If these numbers are low, what steps can be
taken to improve them?
Rating: ______
Comment:

8.2 Class size distribution:
a. Does the distribution of class sizes make the most effective use of faculty resources,
consistent with the demands of the discipline and received appropriate approvals?
b. Are there opportunities to adjust class sizes, eliminate unproductive offerings, or achieve
other economies while maintaining academic quality?
Rating: ______
Comment:

8.3 Online, hybrid, and other non-traditional format courses:
a. Has the department or school made appropriate use of distance learning technology?
b. Is the number of non-traditional course offerings in the major or program appropriate to the
discipline?
c. How are issues of academic integrity addressed in non-traditional formats?
Rating: ______
Comment:

8.4 How many FTEs are generated by adjunct and graduate teaching assistants in your units? (staffing
analysis formulae)
Rating: ______
Comment:

8.5 Faculty credentials:
a. How many faculty in your unit have credentials to teach speaking intensive, writing intensive,
online, and other non-traditional format classes?
b. How do faculty attain the skills and credentials (workshops, certification)?
Rating: ______
Comment:

9. External Partnerships
9.1 Advisory Board:
a. Does the unit have an external advisory board or similar body? If so, how does it function?
If not, should one be established?
Rating: ______
Comment:

9.2 Local connections:
a. Does the unit have appropriate connections with local agencies and corporations that facilitate
research interactions, internships for students, and local economic development?
b. Could such connections be established or improved?
Rating: ______
Comment:

9.3 National and International connections:
a. Does the unit have connections with national and international corporations and agencies that
facilitate research interactions or internships for students?
b. Could such connections be established or improved?
Rating: ______
Comment:
9.4 Alumni relations:
   a. What efforts have been made to cultivate alumni and friends, and to seek financial
      contributions for departmental programs?
   b. How effective are those efforts and how might they be improved?
   Rating: _____
   Comment:

10. Scholarly Productivity and Professional Development
10.1 Research, scholarship, or creative activity:
   a. What have been the accomplishments of tenured and tenure-track faculty over the past five
      years and are reasonable expectations in this area being met? Consider such measures as the
      percentage of faculty who regularly published, displayed, or performed their work (as
      appropriate), the quality of the venues in which their work has appeared, recognition in the
      form of awards, prizes, editorial appointments, professional society involvement, etc. Note:
      Faculty vitas will be attached to the self study so only a summary of accomplishments with
      notable highlights is necessary in this section.
   Rating: _____
   Comment:

10.2 External support:
   a. Does the school or department have an appropriate level of external support via grants and
      contracts, given funding opportunities in the discipline and the accomplishments of the
      faculty?
   b. Are there unexplored avenues for external support that should be explored?
   Rating: _____
   Comment:

10.3 Technology transfer:
   a. Has the faculty pursued opportunities in the development of intellectual property and in
      technology transfer?
   b. Are such opportunities available that should be explored?
   Rating: _____
   Comment:

10.4 Faculty development and workload flexibility:
   a. Does the unit have a program for faculty development that encourages the establishment of
      strong programs of research, scholarship, or creative activity and guidelines for workload
      assignments that require alternative contributions for faculty without such programs?
   b. Are criteria for reappointment, tenure, and promotion clear and understood among the faculty?
   c. Do new faculty receive adequate start-up funds to begin research or creative activities?
   d. Do faculty have opportunities for sabbatical leaves?
   Rating: _____
   Comment:

10.5 Mentoring of junior faculty:
   a. Are junior faculty given appropriate guidance in instruction and professional development,
      including clear guidelines for tenure and promotion and regular written feedback on their work
      by the appropriate personnel option?
   b. If the unit does not have a formal mentoring program, should one be established? (11.3.1.3.)
   Rating: _____
   Comment:
11. Administration of the School, Department, or Program

11.1 Governance document:
   a. Does the unit have a written instrument of governance or similar document sufficient to ensure that faculty and staff understand how important decisions are made? If not, is such a document needed?
      Rating: _____
      Comment: 

11.2 Unit administration:
   a. Are the roles of director, chair, coordinators, and other faculty members holding administrative appointments clearly specified?
   b. Are such appointments properly compensated (by salary and/or release time)?
      Rating: _____
      Comment: 

11.3 Communication
   a. Are communications between the director, chair, or coordinator and the faculty, staff, and students effective?
   b. Should changes be made to ways in which intra-unit communication is carried out?
   c. Are communications by the director, chair, or coordinator effective within the college, the university, and the community?
   d. Is the director, chair, or coordinator effectively communicating and encouraging faculty to collaborate with others in the college and across the university?
      Rating: _____
      Comment: 

11.4 Staff support:
   a. Are sufficient staff assigned to the unit to support the essential activities of faculty and students? If not, what are the highest priorities for new positions?
      Rating: _____
      Comment: 

11.5 Administrative credentials:
   a. Do directors, chairs, and coordinators hold the highest terminal degrees in their areas?
      Rating: _____
      Comment: 

11.6 Supervision and training of graduate teaching assistants:
   a. Do GTAs receive special training (or take particular courses) to acquire good teaching skills?
   b. Who observes and mentors GTAs in classroom/lab situations?
      Rating: _____
      Comment: 

12. Resources

12.1 Operating budget:
   a. Is the operating budget of the unit sufficient to support its essential activities? If not, what are the highest priorities for an increase in operating funds?
      Rating: _____
      Comment: 

12.2 Tenure-track faculty positions:
   a. Does the unit have sufficient tenure-track faculty positions? If not, what would justify a request for additional positions and to what areas should those positions be allocated?
      Rating: _____
      Comment:

12.3 Non-tenure track positions:
   a. Does the department have an appropriate allocation of continuing non-tenure track instructor positions and funds to hire part-time lecturers?
   b. Should plans be made to convert vacated non-tenure track positions to tenure-track lines?
      Rating: _____
      Comment:

12.4 Physical facilities:
   a. Are the unit’s physical facilities (offices, computers, laboratories) adequate to support its essential operations? If not, what modifications or additions should be considered?
      Rating: _____
      Comment:

12.5 Library: (Be sure to address different needs with undergraduate and graduate programs.)
   a. In consultation with the library resources committee, specify how your program library needs have been assessed and addressed.
   b. Are university library resources sufficient for programs in your unit?
   c. How are funds allocated for library resources?
      Rating: _____
      Comment:

12.6 Graduate assistantship stipends:
   a. Is support available for graduate students sufficient for the graduate program to be competitive regionally or nationally as appropriate to its goals?
   b. Do you have enough GAs to meet the unit’s mission and goals?
      Rating: _____
      Comment:

COMMENTS: