

GUIDELINES FOR EXTERNAL REVIEWER'S NARRATIVE REPORT: UNDERGRADUATE PROGRAMS

Part 1. PROGRAM OUTCOMES

HOW WOULD YOU RANK THIS PROGRAM WITH SIMILAR ONES IN THE STATE, REGION, AND NATION?

ARE THE INTENDED PROGRAM AND LEARNING OUTCOMES CLEARLY IDENTIFIED?

- Has the department specified program missions, visions, and goal statements? Do these statements clearly identify intended program outcomes? Are they appropriate for the program level and for UTC?
- What goals should the department establish regarding its curriculum? In particular, what advice should be offered to the department developing goals regarding the following:
 - student performance on standardized exams
 - student opportunities for research/involvement in faculty research
 - student opportunities for practical/field experiences
 - graduates' admittance to/performance in graduate schools
 - student placement in occupational positions related to major field of study
- What goals should the department establish regarding its teaching? Faculty qualifications? Faculty development?

WHAT CRITERIA DOES THE DEPARTMENT USE TO EVALUATE SUFFICIENT ACHIEVEMENT OF INTENDED PROGRAM OUTCOMES? ARE THE CRITERIA APPROPRIATE FOR SUCH EVALUATION AND/OR FOR THE PROGRAM?

DOES THE DEPARTMENT MAKE USE OF EVALUATION INFORMATION AND/OR INFORMATION OBTAINED FROM STUDENT, ALUMNI, AND EMPLOYER SURVEYS AND/OR DATA FROM INSTITUTIONAL RESEARCH TO STRENGTHEN THE PROGRAM?

Part 2. CURRICULUM

IS THE CURRENT CURRICULUM APPROPRIATE TO THE LEVEL AND PURPOSE OF THE PROGRAM? IS IT ADEQUATE TO ENABLE STUDENTS TO DEVELOP THE SKILLS AND ATTAIN THE OUTCOMES NEEDED FOR GRADUATES OF THIS PROGRAM? DOES IT REFLECT THE CURRENT STANDARDS, PRACTICES, AND ISSUES IN THE DISCIPLINE?

DOES THE DEPARTMENT REGULARLY REVIEW AND REVISE CURRICULUM CONTENT AND ORGANIZATION TO ENSURE THAT IT IS APPROPRIATE AND THAT IT PREPARES STUDENTS TO MEET THE SPECIFIED LEARNING OUTCOMES? WILL THE DEPARTMENT NEED TO UPDATE THE

CURRICULUM AND/OR DEVELOP NEW OR ALTERNATIVE OFFERINGS IN THE NEAR FUTURE?

IS THE CURRICULUM CONTENT APPROPRIATE FOR UTC? ARE THE CORE AND ADVANCED COURSES APPROPRIATELY BALANCED? DOES THE CURRICULUM ENSURE THE DEVELOPMENT OF APPROPRIATE SKILLS IN THE FOLLOWING AREAS: General Education, Critical Thinking Skills, Research Strategies and Skills, Written and Oral Communications, and Computer and Technology-Related Skills?

DO STUDENTS HAVE ADEQUATE OPPORTUNITIES TO PARTICIPATE IN RESEARCH, PRACTICA/FIELD EXPERIENCES/INTERNSHIPS, OR OTHER EXPERIENCES THAT ALLOW STUDENTS TO APPLY LEARNING OUTSIDE THE CLASSROOM AND/OR EXPOSE STUDENTS TO PROFESSIONAL AND CAREER OPPORTUNITIES APPROPRIATE TO THE DISCIPLINE?

DOES THE DEPARTMENT CLEARLY OUTLINE PROGRAM REQUIREMENTS AND OFFER COURSES REGULARLY TO ENSURE TIMELY COMPLETION OF THE PROGRAM?

Part 3. TEACHING AND LEARNING ENVIRONMENT

ARE THE DEPARTMENT'S INSTRUCTIONAL PRACTICES CONSISTENT WITH THE STANDARDS OF THE DISCIPLINE?

- Do the instructional practices provide adequate opportunities for student interactions with one another, faculty, and professionals?
- Does the department make adequate efforts to include students in the life of the program (e.g., seeking student advice in reviewing the curriculum/ course schedules/teaching methods, etc.)?
- Does the department offer adequate curricular and extracurricular opportunities that represent the perspectives and experiences of those from underrepresented groups (guest lecture series, student clubs, etc.)?

DOES THE DEPARTMENT PROVIDE ADEQUATE CURRICULAR AND CAREER ADVISING BY A WELL-INFORMED FACULTY OR PROFESSIONAL STAFF? WHAT CHANGES/IMPROVEMENTS ARE NEEDED TO MAKE ADVISING MORE EFFECTIVE?

ARE LIBRARY HOLDINGS CURRENT AND ADEQUATE TO MEET STUDENT NEEDS FOR CLASS PROJECTS AND RESEARCH?

WHAT CURRICULAR AND/OR EXTRACURRICULAR ACTIVITIES DOES THE DEPARTMENT OFFER TOWARDS EXPOSURE TO DIVERSITY? DO THESE ACTIVITIES PROVIDE ADEQUATE OPPORTUNITIES FOR STUDENTS TO BE EXPOSED TO THE PERSPECTIVE OR UNDERREPRESENTED GROUPS?

WHAT PROCEDURES ARE IN PLACE TO ENSURE AND DOCUMENT THAT THE DEPARTMENT PROVIDES STUDENTS WITH REGULAR OPPORTUNITIES TO EVALUATE THE QUALITY AND EFFECTIVENESS OF TEACHING?

Part 4. FACULTY

IS THE FACULTY ADEQUATE IN NUMBER TO MEET THE NEEDS OF THE PROGRAM WITH REASONABLE AND EFFICIENT TEACHING LOADS AND/OR CREDIT HOUR PRODUCTIONS? ARE THE REGULAR TO ADJUNCT FACULTY RATIOS APPROPRIATE FOR THE PROGRAM?

WITH RESPECT TO ETHNICITY, GENDER, AND ACADEMIC BACKGROUND, IS FACULTY DIVERSITY APPROPRIATE FOR THE PROGRAM?

ARE FACULTY COMPETENCIES/CREDENTIALS APPROPRIATE TO THE LEVEL OF THE PROGRAM, AND DO THEY AT LEAST MEET THE SACS QUALIFICATIONS? DO FACULTY SPECIALTIES CORRESPOND TO THE NEEDS OF THE PROGRAM? HOW MIGHT THE PROGRAM ADDRESS NEEDS FOR ADDITIONAL/DIFFERENT QUALIFICATIONS/EXPERTISE?

ARE FACULTY ENGAGED IN SCHOLARLY, CREATIVE, PROFESSIONAL ASSOCIATION, AND SERVICE ACTIVITIES THAT ENHANCE INSTRUCTIONAL EXPERTISE IN THEIR AREAS OF SPECIALTY?

- Are the faculty involved in research, publication activities, conference presentations, or other scholarly activities which are appropriate for the program?
- Does each faculty member have a professional development plan designed to enhance his or her role as a faculty member? Is there evidence of successful achievements within the plan?
- Are faculty services to UTC and the community adequate? In view of UTC's mission as a metropolitan institution, does the program have adequate linkages with the community?

DOES THE PROGRAM USE A FACULTY EVALUATION SYSTEM TO IMPROVE TEACHING, SCHOLARLY AND CREATIVE ACTIVITIES, AND SERVICE? DOES THE SYSTEM INCLUDE INFORMATION FROM TEACHING EVALUATIONS OR STUDENT, ALUMNI, AND EMPLOYER SURVEYS? ARE THE FACULTY EVALUATION PROCEDURES ADEQUATE AND SUCCESSFULLY USED?

Part 5. SUPPORT

DOES THE PROGRAM REGULARLY EVALUATE ITS EQUIPMENT AND FACILITIES AND PURSUE NECESSARY IMPROVEMENTS?

- Has the program requested/encouraged necessary improvements of its equipment and facilities through appropriate internal mechanisms? Through appropriate external mechanisms?

- Does it appear that the program's resources are appropriate within the context of overall college resources?
- How should needs of the program be prioritized? Could savings be realized from current program operations in order to fund any new budgetary needs?

IS THE PROGRAM'S OPERATING BUDGET CONSISTENT WITH THE NEEDS OF THE PROGRAM?

- Considering current budget constraints, what are the most pressing resource needs of the program?

DOES THE PROGRAM HAVE A HISTORY OF ENROLLMENT AND GRADUATION RATES SUFFICIENT TO SUSTAIN HIGH QUALITY AND COST-EFFECTIVENESS?

Part 6. SUMMARY RECOMMENDATIONS

OVERALL, WHAT ARE YOUR IMPRESSIONS OF THE PROGRAM?

- What are the major strengths of the program?
- What are the major weaknesses of the program?

WHAT GOALS WOULD YOU SUGGEST THE PROGRAM SET FOR THE NEXT FIVE YEARS? (please list in order of priority – the most important goal listed first)

HOW CAN THE PROGRAM WORK TO ACHIEVE THESE GOALS OVER THE NEXT FIVE YEARS?

- Considering current budget constraints, what are the most realistic strategies the program can use to achieve the highest priority goals?
- What goals would require additional resources? What level of resources would these goals require? How might the program secure these resources?