

**SELF-STUDY GUIDELINES:
UNDERGRADUATE PROGRAMS**

Each external evaluator must complete this CHECKLIST FOR ASSESSMENT OF UNDERGRADUATE PROGRAMS, indicating whether – in his/her judgment – the program meets the designated criteria. The program being evaluated typically documents how well it meets the criteria in a self-study report using supporting data and information as appropriate.

Assessment of Baccalaureate Programs
Effective Fall 2005

Institution: _____

Program: _____
Title Degree Designation(s) CIP Code

Instructions for External Reviewers:

In accordance with the 2005-10 Performance Funding guidelines of the Tennessee Higher Education Commission (THEC), each non-accreditable undergraduate program undergoes external peer review according to a pre-approved review cycle.

The criteria used to evaluate a program appear in the following "Checklist for Assessment of Baccalaureate Programs." The Checklist consists of 30 criteria grouped into six categories. THEC will use the criteria designated with an asterisk (*) to assess standards in the baccalaureate programs. The remaining criteria, including all criteria in the fifth category, Support, will be used by the institution, but will not be included in the overall assessment reported to THEC.

For each criterion within a standard, the responsible program has provided evidence in the form of a Self Study document. Supporting documents will be available as specified in the self study. As the external reviewer, you should evaluate this evidence and any other evidence observed during the site visit to determine whether each criterion within a standard has been met. A checkmark should be placed in the appropriate box to indicate whether you believe that a program has "met" or "not met" each criterion within the six standards in the table that follows. If a particular criterion should be inappropriate or not applicable to the program under review, the item should be marked "NA".

This evaluation becomes a part of the record of the academic program review. The checklist will be shared with the department, the college and central administration, as well as the Tennessee Higher Education Commission. When combined with the written report, prepared by the entire program review committee, the checklist will facilitate development of a program action plan to ensure continuous quality improvement.

Your judgment of the criteria designated by an asterisk on this form (see standards 1-5) will be used in allocating state funds for the university's budget.

Name, Title, and Institutional Affiliation of Reviewer(s):

Name

Name

Title

Title

Institution

Institution

Signature Date

Signature Date

Assessment of Baccalaureate Programs

Criteria for			Evaluation Results	
1. PROGRAM OUTCOMES			Met	Not Met
*	1.1	Intended program and learning outcomes are clearly identified.		
*	1.2	The program uses appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes.		
*	1.3	The unit makes use of information from its evaluation of program outcome attainment; student, alumni, and employer surveys; and university research to strengthen the program's effectiveness.		
2. CURRICULUM			Met	Not Met
*	2.1	The curriculum is appropriate to the level and purpose of the program.		
*	2.2	The curriculum content and organization is reviewed regularly.		
*	2.3	Program requirements include a strong general education component.		
*	2.4	The curriculum includes a required core of appropriate courses in the discipline.		
	2.5	An appropriate balance is maintained between courses inside the major and outside the major.		
*	2.6	Curricular content reflects current standards, practices, and issues in the discipline.		
*	2.7	The curriculum encourages the development of critical thinking.		
*	2.8	The curriculum exposes students to appropriate research strategies from the program area and students have the opportunity to participate in research.		
*	2.9	Students have opportunities to apply what they have learned to situations outside the classroom.		
*	2.10	Students are exposed to professional and career opportunities appropriate to the field.		
*	2.11	The program uses appropriate indicators to evaluate appropriate and sufficient achievement in service courses.		
*	2.12	Courses are offered regularly to ensure that students can make timely progress.		
3. TEACHING AND LEARNING ENVIRONMENT			Met	Not Met
*	3.1	The program's instructional practices are consistent with the standards of the discipline.		
*	3.2	As appropriate to the discipline, the program provides students with the opportunity for interaction with one another, faculty, and professionals in the field.		
*	3.3	Effective advising is provided by well-informed faculty and/or professional staff.		
*	3.4	Library holdings are current and adequate to meet students' needs.		
*	3.5	The program seeks to include the perspectives and experiences of underrepresented groups through curricular and extracurricular activities.		
*	3.6	Students have the opportunity to regularly evaluate faculty relative to the quality of their teaching effectiveness.		

4. FACULTY			Met	Not Met
*	4.1	The faculty is adequate in number to meet the needs of the program with appropriate teaching loads.		
	4.2	As appropriate to the demographics of the discipline, the faculty are diverse with respect to gender, ethnicity, and academic background.		
*	4.3	Faculty are appropriately prepared for the level of the program, at least meeting SACS requirements for faculty preparation.		
*	4.4	Faculty are engaged in scholarly, creative, professional association, and service activities that enhance instructional expertise in their areas of specialty.		
	4.5	Adjunct faculty meet the high standards set by the program and expected SACS qualifications and credentials.		
*	4.6	The unit uses a faculty evaluation system to improve teaching, scholarly and creative activities, and service.		
5. SUPPORT			Met	Not Met
	5.1	The unit regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall college resources.		
	5.2	The program's operating budget is consistent with the needs of the program.		
	5.3	The program has a history of enrollment and graduation rates sufficient to sustain high quality and cost-effectiveness.		
SUMMARY EVALUATION			Yes	No
The program meets or exceeds the minimum standards of good practice.				

*Criterion included in the performance funding calculation.

SELF-STUDY NARRATIVE GUIDELINES:

USING THE OUTLINE AND RECOMMENDED INFORMATION / DATA BELOW, DEVELOP A CONCISE BUT COMPLETE NARRATIVE DESCRIBING YOUR PROGRAM RELEVANT TO THE CRITERIA THAT REVIEWERS WILL USE TO EVALUATE YOUR PROGRAM (ALSO PROVIDED BELOW).

Preface/History

The program may present a **brief, optional** summary of activities and factors which have significantly affected its mission during its recent history. This summary may include a review of major findings and recommendations of the previous review and the department's, college's and/or university's response to them.

Part 1. Program Outcomes

1. PROGRAM OUTCOMES -- Criteria for evaluation:		
*	1.1	Intended program and learning outcomes are clearly identified.
*	1.2	The program uses appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes.
*	1.3	The unit makes use of information from its evaluation of program outcome attainment; student, alumni, and employer surveys; and university research to strengthen the program's effectiveness.

Suggested information/data for Part 1 of self-study narrative: A strong self-assessment typically addresses the evaluation criteria by describing the following components of your program:

- Departmental/program goals statements: Include / discuss your program mission, vision, and goal statements. If applicable, describe how these statements clearly identify intended program and learning outcomes (criterion 1.1).
- Course syllabi: Describe, discuss, and attach copies of program syllabi. If applicable, describe how syllabi clearly identify intended program and learning outcomes (criterion 1.1) and indicate the use of appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes (criterion 1.2).
- SACS outcomes goals/ data: Discuss program-specific SACS outcomes goals / data. As appropriate, describe how SACS outcomes goals / data document the program's alignment with the evaluation criteria (criteria 1.1, 1.2, 1.3).
- Student performance on licensure/certification exams: If applicable, discuss student performance on licensure / certification exams. As appropriate, describe how the results of performance on licensure/certification exams have been utilized as indicators to evaluate achievement of program outcomes (criterion 1.2) and / or make use of information....to strengthen the program's effectiveness (criterion 1.3).
- Student performance on College Base/major field exams: If applicable, discuss student performance on College Base / major field exams. Describe how exam results are used as indicators to evaluate achievement of program outcomes (criterion 1.2) and used to strengthen the program's effectiveness (criterion 1.3).
- Results of departmental/institutional surveys: Describe, discuss, and (if appropriate) append results of departmental / institutional surveys relevant to your program. As appropriate, describe how the surveys use appropriate indicators to evaluate achievement of program outcomes (criterion 1.2) and how the program made use of survey information to strengthen the program's effectiveness (criterion 1.3).
- Placement of students in occupations related to major field of study: Discuss the program's success with placing students in occupations related to the major field of study. As appropriate, describe how the rate of student placement is used as an indicator to evaluate the achievement of program outcomes (criterion 1.2) and how the program makes use of job placement data to strengthen the program's effectiveness.
- Employer satisfaction with academic program: If applicable, discuss information about the extent to which the employers of graduates of your program are satisfied with the preparation they received in your program. As appropriate, describe how the program makes use of employer surveys to strengthen the program's effectiveness (criterion 1.3)
- Additional information as appropriate

Part 2. Curriculum

2. CURRICULUM -- Criteria for evaluation:		
*	2.1	The curriculum is appropriate to the level and purpose of the program.
*	2.2	The curriculum content and organization is reviewed regularly.
*	2.3	Program requirements include a strong general education component.
*	2.4	The curriculum includes a required core of appropriate courses in the discipline.
*	2.5	An appropriate balance is maintained between courses inside the major and outside the major.
*	2.6	Curricular content reflects current standards, practices, and issues in the discipline.
*	2.7	The curriculum encourages the development of critical thinking.
*	2.8	The curriculum exposes students to appropriate research strategies for the program area and students have the opportunity to participate in research.
*	2.9	Students have opportunities to apply what they have learned to situations outside the classroom.
*	2.10	Students are exposed to professional and career opportunities appropriate to the field.
*	2.11	The program uses appropriate indicators to evaluate appropriate and sufficient achievement in service courses.
*	2.12	Courses are offered regularly to ensure that students can make timely progress.

Suggested information/data for Part 2 of self-study narrative: A strong self-assessment typically addresses the evaluation criteria by describing the following components of your program:

- General education course syllabi: Describe, discuss, and attach copies of syllabi for general education courses. Describe how the general education course syllabi document that the program includes a strong general education component (criterion 2.3).
- Major course syllabi: Describe, discuss, and/or refer readers to the discussion of major program syllabi included in Part 1. In this section, clearly describe how the syllabi document that (criterion 2.1) the curriculum is appropriate to the level and purpose of the program; (criterion 2.4) the curriculum includes a required core of appropriate courses in the discipline; (criterion 2.5) an appropriate balance between course inside and outside the major / program; (criterion 2.6) curricular content reflects current standards, practices, and issues in the discipline; (criterion 2.7) the curriculum encourages the development of critical thinking; (criterion 2.8) the curriculum exposes students to appropriate research strategies and opportunities; (criterion 2.9) students have opportunities to apply what they have learned outside the classroom; (criterion 2.10) students are exposed to professional and career opportunitie appropriate to the field; and (criterion 2.11) that any service courses include appropriate indicators to evaluate student achievement.
- SACS outcomes data: Discuss SACS outcomes data and, as appropriate, identify how your program's SACS outcomes show that your project meets specific evaluation criteria
- Curriculum review/revision information: Discuss any curriculum review / revision activities that have been undertaken. Discuss how the curriculum content and organization is reviewed regularly (criterion 2.2) and the extent to which any other aspects of the curriculum review / revision document fulfillment of evaluation criteria (e.g., if the program

was revised to include a field research component, you may describe how the program meets criteria 2.6-2.10, etc.).

- Catalog information: Describe, discuss, and append catalog information describing the program. Specifically identify how the catalog documents fulfillment of evaluation criteria. Relevant criteria may include 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, and 2.12.
- Information regarding current approaches/issues in the discipline: If appropriate, describe and discuss information regarding current approaches / issues in the discipline such as changes to the certification / licensure requirements, identified best practices, changes in the field that require curricular revisions, etc. Specifically identify how the program's curricular content reflects the current standards, practices, and issues that you have described (criterion 2.6) and reference other evaluation criteria that are relevant.
- Information regarding curricular opportunities for development of critical thinking: Specifically identify and describe how curricular offerings encourage the development of critical thinking (criterion 2.7). This may include a description / reference to syllabi, research opportunities, etc.
- Curricular research opportunities: Discuss and describe how the curriculum exposes students to appropriate research strategies and provides opportunities for students to participate in research (criterion 2.8). This discussion may be enhanced by information such as the number / type / quality of Honors Projects completed by majors in your program, Provost Student Research grants applied for / received by majors in your program, Conference presentations by majors in your program, faculty / student research collaboration or joint student-faculty publications.
- Student internship / practicum / clinical opportunities: Discuss and describe field-based experiences in your program. Specify how the curriculum affords students the opportunity to apply what they have learned to situations outside the classroom (criterion 2.9); how field-experiences expose students to professional and career opportunities appropriate to the field (criterion 2.10), and (if appropriate) how the program uses appropriate indicators to evaluate student achievement in service courses (criterion 2.11).
- Additional Information as appropriate: You may need or want to include some additional information to emphasize how your program meets the evaluation criteria. You may consider including the following kinds of information: Results of departmental / institutional surveys (related criteria depends on the nature of the survey--an employer survey may support criteria 2.1, 2.6, and 2.7; a student survey may support criteria 2.8, 2.9, 2.10, and 2.12). Placement of students in occupations related to major field of study (may relate to criteria 2.1, 2.10, etc.)

Part 3. Teaching and Learning Environment

3. TEACHING AND LEARNING ENVIRONMENT -- Criteria for evaluation		
*	3.1	The program's instructional practices are consistent with the standards of the discipline.
*	3.2	As appropriate to the discipline, the program provides students with the opportunity for interaction with one another, faculty, and professionals in the field.
*	3.3	Effective advising is provided by well-informed faculty and/or professional staff.
*	3.4	Library holdings are current and adequate to meet students' needs.
*	3.5	The program seeks to include the perspectives and experiences of underrepresented groups through curricular and extracurricular activities.
*	3.6	Students have the opportunity to regularly evaluate the quality of faculty teaching effectiveness.

Suggested information/data for Part 3 of self-study narrative: A strong self-assessment typically addresses the evaluation criteria by describing the following components of your program:

- **Information regarding current instructional practices:** Describe and discuss current instructional practices, specifying how the program's instructional practices are consistent with the standards of the discipline (criterion 3.1). If applicable, also describe how instructional practices provide students with the opportunity for interaction with one another, faculty, and professionals (criterion 3.2) and how instructional practices incorporate the perspectives and experiences of underrepresented groups (criterion 3.5).
- **Information regarding advising for majors:** Describe and discuss program processes and procedures regarding academic and career advising for majors in the program. Specifically describe how the advisement process in your program is effective and provided by well-informed faculty and /or professional staff (criterion 3.3).
- **Information regarding enrichment opportunities for students:** Describe and discuss enrichment opportunities for students that exist in your program (e.g., guest lecture series, student club, etc.). As appropriate, describe how these experiences provide students with the opportunity for interaction with one another, faculty, and professionals in the field (criterion 3.2) and how enrichment activities include the perspectives and experiences of underrepresented groups (criterion 3.5).
- **Library Holdings:** Describe and discuss library holdings related to your program. You may include information such as the annual library budget for books/journals and the number of current library subscriptions. Indicate the extent to which library holdings are current and adequate to meet students' needs (criterion 3.4).
- **Inclusion of perspectives and experiences of underrepresented groups:** Discuss specifically how your program promotes and supports the inclusion of perspectives and experiences of underrepresented groups in students' experience. You may want to include information such as discussion / reference to syllabi of courses that address perspectives of underrepresented groups, a profile of enrolled students by gender and ethnicity, student / alumni survey results regarding diversity issues, and / or information about opportunities for students to be exposed to diversity. This information relates to criterion 3.5 and possibly criterion 3.2.
- **Student evaluation of faculty teaching:** Discuss and describe the processes, procedures, and results of student ratings of faculty teaching to document that students have

opportunities to regularly evaluate faculty relative to the quality of their teaching effectiveness (criterion 3.6). If appropriate, you may also wish to include information regarding student, alumni, and employer survey results and / or information regarding programmatic improvements resulting from input from students, alumni, and/or employers

Part 4. Faculty

4. FACULTY -- Criteria for evaluation:		
*	4.1	The faculty is adequate in number to meet the needs of the program with efficient teaching loads.
	4.2	As appropriate to the demographics of the discipline, the faculty are diverse with respect to gender, ethnicity, and academic background.
*	4.3	Faculty are appropriately prepared for the level of the program, at least meeting SACS requirements for faculty preparation.
*	4.4	Faculty are engaged in scholarly, creative, professional association, and service activities that enhance instructional expertise in their areas of specialty.
	4.5	Each faculty member has a professional development plan designed to enhance his or her role as a faculty member and there is evidence of successful achievements within the plan.
	4.6	Adjunct faculty meet the high standards set by the program and expected SACS qualifications and credentials.
*	4.7	The unit uses a faculty evaluation system to improve teaching, scholarly and creative activities, and service.

Suggested information/data for Part 4 of self-study narrative: A strong self-assessment typically addresses the evaluation criteria by describing the following components of your program:

- **Faculty Size:** Describe and discuss issues associated with the size of the program's faculty. To address the criterion 4.1, describe and append information such as teaching load profiles, departmental credit hour production data, and the percentage of courses taught by adjunct faculty. Discuss the extent to which the faculty is adequate in number to meet the need of the program with efficient teaching loads.
- **Faculty Diversity:** Describe and discuss the diversity of the faculty in terms of ethnicity / gender and academic background. To address criterion 4.2, describe, discuss, and append information such as a faculty gender and ethnicity profile, information about faculty academic backgrounds, and vitae of regular and adjunct faculty.
- **Faculty Preparation:** Describe, discuss, and refer to appended vitae to document that faculty are appropriately prepared for the level of the program, at least meeting SACS requirements for faculty preparation (criterion 4.3). This may require more specific description of faculty background and academic preparation. Specifically discuss, describe, and refer to appended vitae to show that adjunct faculty meet the high standards set by the program and expected SACS qualifications and credentials (criterion 4.6).
- **Faculty Scholarship / Productivity:** Discuss, describe, and refer reviewers to appended information that supports the engagement of faculty in scholarly, creative, professional, and service activities that enhance instructional expertise in their areas of specialty. As appropriate to your program, you may choose to address criterion 4.4 by providing information such as faculty publication records; conference presentations; internal / external grant awards; juried exhibitions and other creative activities; inventions / software systems / patents; honorary / professional awards; offices held in professional organizations; service on grant review panels or as reviewers / referees for journals /

manuscripts; teaching awards; faculty sabbatical results; faculty consulting, board membership, or other service to local and regional businesses, agencies, and organizations; and activities / linkages with local or regional schools and colleges.

- Faculty Professional Development Plan: Describe, discuss, and append information regarding the EDO system to document that each faculty member has a professional development plan designed to enhance her/his role as a faculty member. To fully address criterion 4.5, also discuss and provide evidence of successful achievements of faculty in relation to their professional development plans.
- Faculty Evaluation System: Discuss the processes and procedures in place in your program to evaluate faculty and improve teaching, scholarly and creative activity, and service (criterion 4.7). Specifically discuss how the EDO process is used to evaluate faculty and promote continuous improvement. You may also want to include information regarding recent teaching evaluations and student/alumni/employer surveys and describe how results are used to enhance the quality of instruction in the program.

Part 5. Support

5. SUPPORT -- Criteria for evaluation		
	5.1	The unit regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall college resources.
	5.2	The program's operating budget is consistent with the needs of the program.
	5.3	The program has a history of enrollment and graduation rates sufficient to sustain high quality and cost-effectiveness.

Suggested information/data for Part 5 of self-study narrative: A strong self-assessment typically addresses the evaluation criteria by describing the following components of your program. We have included recommendations of the kinds of information you may choose to provide about each program component.

- **Equipment:** Describe, discuss, and append a listing of major equipment used by your program and the year of acquisition of each piece of equipment. Specify the extent to which the program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall university / college resources (criterion 5.1).
- **Facilities:** Describe, discuss, and append any relevant information regarding the program's instructional / research laboratory facilities. Specify the extent to which the program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall university / college resources (criterion 5.1).
- **Operating Budget:** Describe, discuss, and append a copy of the program's operating budget. Specify the extent to which the operating budget is consistent with the needs of the program (5.2).
- **Enrollment & graduation rates:** Describe, discuss, and append appropriate documentation relevant to enrollment, graduation, and retention in your program. Specifically discuss the extent to which the program's history of enrollment and graduation rates are sufficient to sustain a high-quality, cost-effective program (criterion 5.3).