



2020-2025

Academic Program Review

Undergraduate Program Packet

Virtual Visit

Prepared by the Office of Planning, Evaluation & Institutional Research (OPEIR)

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Introduction

The academic program review process is intended to provide faculty and academic administrators with information to identify program strengths and weaknesses. This information should play a major role in helping faculty to define initiatives, improve quality, and justify needed resources. Program review is perhaps the most essential component in academic planning.

What's the purpose?

In conducting the program review, the department will generate important information needed for academic planning within the department. Curriculum revision, proposals for new programs, staffing needs, and budget priorities should be supported by information identified through the self-study process. The Office of Planning, Evaluation & Institutional Research (OPEIR) works closely with academic Deans and Department Heads to coordinate the program review process on the UTC campus. OPEIR will support each department undergoing program review by providing guidance and information during the self-study.

Questions?

Each section within this packet includes useful information that will guide departments under review through the program review process. Please refer to this packet often to ensure you are meeting the necessary deadlines and including the essential information. Should you have any questions along the way, please contact your OPEIR program review liaison, **Cindy Williamson** (ext. 4288 or Cynthia-I-Taylor@utc.edu). If she is unavailable and you need immediate assistance, please contact April Matthews (ext. 5684 or April-Matthews@utc.edu) or the Office of Planning, Evaluation & Institutional Research at ext. 4007.

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Overview of Activities

This section of the program review packet contains a timeline specifying when certain steps should be completed, followed by a more detailed explanation of each step.

Timeline

Step #	Description	Estimated Completion Dates
Step 1	Assign self-study responsibilities	September 10th
Step 2	Review data from OPEIR	September 10th
Step 3	Meet with OPEIR staff to discuss academic program review process	September 18th
Step 4	Submit nominees for external reviewers <u>**SUBMIT THIS ELECTRONICALLY**</u>	October 6th
Step 5	Conduct self-study and prepare report	October and November
Step 6	Submit initial draft of self-study report <u>**SUBMIT THIS ELECTRONICALLY**</u>	November 18th
Step 7	Submit final version of self-study report <u>**SUBMIT THIS ELECTRONICALLY**</u>	December 3rd
Step 8	Schedule and make arrangements for external reviewer virtual visit	December 11th
Step 9	Conduct external reviewer virtual visit	February or March
Step 10	External reviewer submits completed Rubric and final review to Department Head and Director of Assessment, OPEIR <u>**SUBMIT THIS ELECTRONICALLY**</u>	February or March
Step 11	Department develops a plan to address recommendations of reviewer and self-study	September 30th
Step 12	Implement plan to address recommendations of reviewer and self-study as a part of the ongoing institutional effectiveness process	Academic year(s) following the program review

Activity Details

****All documents will be submitted electronically****

STEP 1: Assign self-study responsibilities

A critical decision in ensuring the success of the self-study process is selecting self-study team members. The Department Head and Dean should select the self-study team, whose responsibilities will include conducting evaluation activities, analyzing data, and writing the report. In some cases, a department may assign primary responsibility to one faculty member. In others, a department may assign its entire faculty to designated review responsibilities. This decision is best made by individual departments, considering faculty skills, interests, and workloads. Departments are encouraged to include students in the self-study process and may include them as members of a departmental team. OPEIR will work with faculty responsible for the self-study to provide data, assist with interpretation of guidelines, and offer staff support.

STEP 2: Review data from OPEIR

OPEIR will provide departments with a [Program Overview](#) document, which contains considerable information to assist in conducting and supporting the self-study. This information consists of data related to students, curriculum, faculty, diversity, and resources. It is the academic department's responsibility to review and verify the accuracy of all information included in the self-study.

STEP 3: Meet with OPEIR staff to discuss academic program review process

The Department Head/Chair and any other representatives who have been selected will have a meeting with the Director of Assessment and Outcomes Analyst from OPEIR. You will be contacted by OPEIR to schedule this meeting.

STEP 4: Submit nominees for external reviewers

Each program under review must have one external reviewer. The reviewer must be employed outside the State of Tennessee, must have current or prior experience at the level of Department Chair or higher, and should have prior experience relevant to the program review process. Their experiences should enable them to make judgments and recommendations about the quality of UTC programs compared to the "best practice" standards at comparable institutions (see [External Reviewer Selection Criteria](#)). After consultation with and approval from the Dean, the department submits at least three external reviewer nominees (along with information on their credentials) to OPEIR for qualification verification. Once qualifications have been verified, the department will submit the nominees to the Provost for approval. Please make sure that the reviewer is approved by the Dean and Provost before inviting the reviewer to campus. ****SUBMIT THIS ELECTRONICALLY****

STEP 5: Conduct self-study and prepare report

The self-study report is the basis for the entire program review process, so this document must be accurate, complete, and well written. It is important that the report address all the questions detailed in the [Self-Study Guidelines](#) unless they are clearly not applicable. It also is important that objective

data be presented and cited in the report to justify conclusions and recommendations. Each section of the report should conclude with an assessment of strengths and weaknesses and include recommendations for change, if needed. If the report is written by several faculty members, one person will need to integrate the individual sections into a composite report that is consistent in format, style, etc. It will be helpful to review the Program Review Rubric while writing the self-study to ensure that all of the items are addressed.

STEP 6: Submit initial draft of self-study report

The Department Head submits the initial draft to the college Dean and to OPEIR. The Dean and OPEIR will review the draft for completeness and for anticipation of questions/comments from external reviewers, and will then offer advice to the department regarding the report's completeness, accuracy, and style. After receiving input from the Dean and OPEIR, the department will be ready to prepare its final draft. This draft should represent a consensus of the faculty, and agreement among the Department Head, Dean, and OPEIR. ****SUBMIT THIS ELECTRONICALLY****

STEP 7: Submit final version of self-study report

After completing the revision process, the Department Head should send a pdf of the final self-study, including appendices to the Provost, the Dean, and OPEIR. Also, send the reviewer's rubric to the Provost and the Dean. ****SUBMIT THIS ELECTRONICALLY****

STEP 8: Schedule and make arrangements for external reviewer virtual visit

After the Dean and Provost approve the external reviewer, the department is ready to schedule and make arrangements for the virtual visit. External reviewers should plan to virtually visit campus over two-to-five days. UTC will allocate \$1,000 for the virtual visit, which typically is used to cover an honorarium for the external reviewer.

The department is responsible for sending the external reviewer the self-study document, supporting materials, THEC Rubric, and guidelines for the external reviewer's report at least two weeks prior to the scheduled virtual visit. The department is also responsible for handling logistical plans/issues for the reviewer.

STEP 9: Distribution of materials

Two weeks prior to the scheduled virtual visit send the final draft of the self-study to all UTC Faculty/Staff participating in the review.

STEP 10: Conduct external reviewer virtual visit

During the virtual visit, the reviewer should be scheduled for interviews with the Department Head, the college Dean, the Provost, the Vice Provost Academic Affairs, the Dean of the Library, the Executive Director of OPEIR, and the Director of Assessment. Evaluators should also meet with departmental faculty, students, and alumni. The reviewer must have sufficient time to review records verifying information included in the self-study report. The exit interviews will be oral reports summarizing the

reviewer's judgments regarding the department's compliance with THEC criteria and advice for the department's future directions. ****SUBMIT THIS ELECTRONICALLY****

STEP 11: External Reviewer submits completed Rubric and final review to Department Head and Director of Assessment of OPEIR

At the end of the virtual visit, the external reviewer must (1) complete and submit the program review Rubric required by THEC, and (2) participate in exit interviews with department faculty, Academic Affairs administrators (Provost and Vice Provost), the Executive Director of OPEIR, and the Director of Assessment, OPEIR. ****SUBMIT THIS ELECTRONICALLY****

Within two weeks of the virtual visit, the external reviewer must complete a brief narrative report and submit the report to both the Department Head and OPEIR. ****SUBMIT THIS ELECTRONICALLY****

STEP 12: Department develops a plan to address recommendations of reviewer and self-study

After the narrative report is received, the department should review the self-study, the report, and recommendations and develop a plan to monitor and address those recommendations over the next five years.

STEP 13: Implement plan to address recommendations of reviewer and self-study as a part of the ongoing institutional effectiveness process

The improvement plan can be incorporated as a part of the ongoing institutional effectiveness plans that are due from departments in September of each year. Departments should plan assessment strategies that will allow them to evaluate the recommended approaches on an ongoing basis using both direct and indirect data (grades, surveys, employer data, etc.).

Self-study Guidelines

The end product of the self-study process will be a program report that addresses, at minimum, the items in the THEC performance funding Rubric. This Rubric will be used by the external reviewer who is selected to review the program. Addressing each of the sections in the report ensures that departments cover all necessary topics and allows the reviewer to find pertinent program information more easily.

The following pages include:

1. The THEC Rubric that will be used by the external reviewer during his/her virtual visit
2. Details on the structure and content of the program self-study report

Please consider the THEC Rubric and the self-study narrative guidelines while preparing your program's self-study document. Referencing these guidelines frequently will ensure that the report is comprehensive and will minimize any revisions that need to be made.

Reviewer Rubric



2020-25 Quality Assurance Funding Program Review: Baccalaureate Programs

Institution:
Program Title:
CIP Code:

Instruction for External Reviewer(s)

In accordance with the 2020-25 Quality Assurance Program Funding guidelines of the Tennessee Higher Education Commission (THEC), each non-accreditable baccalaureate program undergoes either an academic audit or external peer review according to a pre-approved review cycle.

The criteria used to evaluate a program appear in the following *Program Review Rubric*. The *Program Review Rubric* lists 30 criteria grouped into six categories. THEC will use these criteria to assess standards and distribute points to baccalaureate programs. The four criteria noted with an asterisk are excluded from the point calculation but will be used by the institution in their overall assessment.

For each criterion within a standard, the responsible program has provided evidence in the form of a *Self Study*. Supporting documents will be available for review as specified in the *Self Study*. As the external reviewer, you should evaluate this evidence and any other evidence observed during the virtual visit to determine whether each criterion within a standard has been met. A checkmark should be placed in the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent in meeting the criterion. If a particular criterion is 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 rubric will be shared with the department, 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 *Program Review Rubric* will facilitate development of a program action plan to ensure continuous quality improvement.

Your judgment of the criteria 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	_____	Signature	_____
Date	_____	Date	_____

Program Review Rubric Baccalaureate Programs

Directions: Please rate the quality of the academic program by placing a checkmark in the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent evidence of meeting the criterion.

1. Learning Outcomes		N/A	Poor	Fair	Good	Excellent
1.1	Program and student learning outcomes are clearly identified and measurable.					
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.					
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.					
1.4	The program directly aligns with the institution's mission.					
2. Curriculum		N/A	Poor	Fair	Good	Excellent
2.1	The curriculum content and organization are reviewed regularly and results are used for curricular improvement.					
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.					
2.3	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.					
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.					
2.5	The curricular content of the program reflects current standards, practices, and issues in the discipline.					
2.6	The curriculum fosters analytical and critical thinking and problem-solving.					
2.7	The design of degree program specific courses provides students with a solid foundation.					
2.8	The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.					
2.9	The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.					
2.10	The curriculum exposes students to discipline-specific research strategies from the program area.					
3. Student Experience		N/A	Poor	Fair	Good	Excellent

3.1	The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.					
3.2	The program ensures students are exposed to professional and career opportunities appropriate to the field.					
3.3	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.					
3.4	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.					
3.5	Students have access to appropriate academic support services.					
4. Faculty (Full-time and Part-time)		N/A	Poor	Fair	Good	Excellent
4.1	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.					
4.2	The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.					
4.3*	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.					
4.4	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.					
4.5	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.					
4.6	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.					
5. Learning Resources		N/A	Poor	Fair	Good	Excellent
5.1*	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.					
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.					

6. Support		N/A	Poor	Fair	Good	Excellent
6.1*	The program's operating budget is consistent with the needs of the program.					
6.2*	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.					
6.3	The program is responsive to local, state, regional, and national needs.					

**Criteria not scored as part of Quality Assurance Funding.*

Self-study Narrative Guidelines

Using the outline and recommended information/data (as detailed in the following pages), develop a concise but complete narrative describing your program relevant to the criteria that a reviewer will use to evaluate your program (see [Reviewer Rubric](#)).

Preface/History

The report should present a **brief** summary of activities and identify factors which have significantly affected the program's mission during its recent history. This summary may include a review of major findings and recommendations of the previous review and the department, college, and/or university's response to them. It should include five-year (or longer, if appropriate) patterns in resource allocations and productivity indicators consistent with the program's mission. Changes in organizational structure, curriculum, goals, and direction should be highlighted.

Suggested information/data for the self-study narrative: A strong self-assessment typically includes a preface/history that provides a context and framework for the external reviewer's understanding of the program. The following types of information can be helpful to reviewers:

- **Recent changes and developments in the program:** Describe your program's overall mission and discuss any changes that have been enacted or developments that have occurred since the previous self-study.
- **Trends:** Describe and discuss any noteworthy trends (as appropriate to your program). You may consider including information regarding trends in student performance on standardized exams, placement of students in occupational positions related to major field of study, student research activity, student satisfaction with UTC, enrollment growth and diversity, student retention, credit hour production, faculty scholarship, student enrichment activities.
- **Response to previous external review findings and recommendations:** Briefly outline the major findings and recommendations of the previous review and the department, college, and/or university's response to them.

Part 1: Learning Objectives (Outcomes)

1. Learning Outcomes – Criteria for Evaluation	
1.1	Program and student learning outcomes are clearly identified and measurable.
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.
1.4	The program directly aligns with the institution's mission.

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/outcomes statements:** Include/discuss your program mission, vision, and goal statements. Describe how these statements clearly identify intended program and learning outcomes (criterion 1.1) and how they align with the institutional mission and vision (criterion 1.4).
- **Program outcomes goals/data:** Discuss and list program-specific SACSCOC outcomes goals/data. Describe how SACSCOC outcomes goals/data document the program's alignment with the evaluation criteria (criteria 1.1, 1.2, 1.3). Include curriculum maps as applicable to illustrate where the program outcomes are taught and assessed.
- **Course syllabi:** Describe, discuss, and append copies of sample course syllabi. If applicable, describe how syllabi clearly identify intended program and learning outcomes (criterion 1.1) and specify the use of appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes (criterion 1.2).
- **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).
- **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 (criterion 1.3).

- **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 the graduates from your program. As appropriate, describe how the program makes use of employer surveys to strengthen the program's effectiveness (criterion 1.3).
- **Include additional information as appropriate.**

Part 2: Curriculum

2. Curriculum – Criteria for Evaluation	
2.1	The curriculum content and organization are reviewed regularly and results are used for curricular improvement.
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.
2.3	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.
2.5	The curricular content of the program reflects current standards, practices, and issues in the discipline.
2.6	The curriculum fosters analytical and critical thinking and problem-solving.
2.7	The design of degree program specific courses provides students with a solid foundation.
2.8	The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.
2.9	The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.
2.10	The curriculum exposes students to discipline-specific research strategies from the program area.

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:

- Departmental/Program curriculum process:** Describe the process by which the program curriculum is reviewed, revised, and implemented (criterion 2.1). What data are collected and reviewed? How are those data used to inform curriculum changes/revisions? Describe the schedule of course offerings to ensure student completion and success (criterion 2.2). Discuss the frequency/regularity of curricular evaluation activities and discuss how necessary curricular changes are enacted. You may wish to describe and discuss any curriculum evaluation/revision activities that have been undertaken since the previous program review.
- 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 the curriculum is aligned with the programmatic student learning outcomes (criterion 2.4); curricular content reflects current standards, practices, and issues in the discipline (criterion 2.5); the program incorporates appropriate pedagogical and technological methods to enhance student learning (criterion 2.3); the curriculum offers students opportunities to discipline-specific research methods (criterion 2.10). This area might also include reference to how the program fosters analytical and critical thinking, and problem-solving techniques (criterion 2.6) and the development of both oral and written communication skills related to the discipline (criterion 2.9).

- **SACSCOC outcomes data:** Discuss SACSCOC outcomes data and, as appropriate, identify how your program's SACSCOC outcomes show that your project meets specific evaluation criteria (criterion 2.4).
- **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 2.1) and the extent to which any other aspects of the curriculum review/revision document the fulfillment of evaluation criteria.
- **Catalog information:** Describe, discuss, and append catalog information describing the program. Specifically identify how the catalog documents the fulfillment of evaluation criteria. Relevant criteria may include 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8.
- **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 2.5) and reference other evaluation criteria that are relevant.
- **Curricular research opportunities:** Discuss and describe how the curriculum incorporates appropriate research strategies and provides opportunities for students to participate in research (criteria 2.5 and 2.10). This discussion may be enhanced by information such as the number/type/quality of research projects completed by majors in your program, 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.
- **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, 2.5, and 2.6; a student survey may support criteria 2.8) or the placement of students in occupations related to major field of study (may relate to criteria 2.5, 2.6, etc.).
- **General education:** Outline what contributions the department makes to the overall institutional general education program (courses and categories). Describe how the departmental curricula/program builds on the institutional general education program and outcomes (criteria 2.6, 2.9).
- **Student internship, practicum, and/or 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 2.6), how field experiences provide opportunities to discipline-specific research (criterion 2.10), and prepare students for careers or advanced study (criterion 2.8).
- **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 2.8, 2.5, 2.9 and 2.10; a student survey may support criteria 2.3, 2.5, 2.7, and 2.8) or the placement of students in occupations related to major field of study (may relate to criteria 2.5, 2.6, 2.8, and 2.10, etc.).

Part 3: Student Experience

3. Student Experience – Criterion for Evaluation	
3.1	The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.
3.2	The program ensures students are exposed to professional and career opportunities appropriate to the field.
3.3	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.
3.4	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.
3.5	Students have access to appropriate academic support services.

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:

- **Student evaluation:** Describe how students provide feedback on the program, curriculum, faculty and other opportunities (criterion 3.1). Items to include might be a departmental perspective of data from student rating of faculty and other focus group data on the quality of the faculty and the curricula. 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 3.1). 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.
- **Student enrichment opportunities:** Discuss and describe student enrichment opportunities available to students in the program. Include information about lecture series, student organizations, etc., and provide evidence that the enrichment opportunities available to students are adequate to ensure professional and career opportunities specific to the field/discipline (criteria 3.2. and 3.3).
- **Student professional development opportunities:** Discuss and describe student professional development opportunities available to program students (criterion 3.2 and 3.3). Include information about the extent to which the program encourages students to take advantage of the opportunities provided. Also address how the program promotes diverse perspectives and experiences (criterion 3.4).
- **Academic support services:** Describe the academic support services available to students and data on their use and effectiveness of those support services (criterion 3.5).

Part 4: Faculty

4. Faculty (Full-time and Part-time) – Criterion for Evaluation	
4.1	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.
4.2	The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.
4.3	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.
4.4	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.
4.5	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.
4.6	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

Suggested Information/data for Part 4 of the self-study narrative: A strong self-assessment typically includes the following kinds of information.

- **Faculty credentials:** Describe the academic backgrounds of program faculty, specifying the extent to which faculty hold terminal degrees in the appropriate discipline (criterion 4.1). Discuss and describe how faculty academic credentials correspond to the concentrations and courses in which they teach, ensuring that faculty specialties correspond to program needs (criterion 4.1). You may wish to include information here regarding the extent to which the faculty mix is diverse with respect to gender and ethnicity as appropriate to the demographics of the discipline (criterion 4.3). Discuss the quality of teaching in the program (including an analysis of recent teaching evaluations).
- **Faculty workload:** Describe the institutional and/or departmental workload model to demonstrate how workload is determined and shared across all faculty (criterion 4.2). Provide a sample of workloads from the past 3-5 years as supporting documentation. (This might also be used to fulfill criterion 4.6.)
- **Faculty scholarly activity/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 (criteria 4.1, 4.4, and 4.5). Provide information on recent scholarly and professional activities for each full-time faculty member including publications, conference presentations, professional awards, internal/external grants, offices in professional organizations, juried exhibitions, sabbatical activities, service on scholarly journal and/or grant proposal review panels, etc.
- **Faculty preparation and experience:** Describe and discuss the practical, professional, and academic experience held by program faculty. Include information on faculty consulting, professional or industry experience, faculty service on community boards/commissions, sabbatical activities, and academic experience (criteria 4.1 and 4.5).
- **Faculty professional development opportunities:** Describe and discuss the extent to which faculty members have access to regular opportunities to engage in professional development including travel

and participation in professional organizations, workshops, and other learning activities (criterion 4.5). Include information about the opportunities that exist and describe how program faculty have utilized these opportunities to enhance instruction, improve student learning and engage in scholarly activities (criterion 4.6). You may wish to include information about any mentoring or special faculty development provided to new or contingent faculty and identify any professional development needs that exist in the program. Describe, discuss, and append information regarding the EDO system to document that each faculty member has a professional development plan designed to enhance his or her role as a faculty member (criterion 4.6). To fully address criterion 4.4, also discuss and provide evidence of successful achievements of faculty in relation to their professional development plans.

- **Faculty service:** Describe faculty workloads that include teaching, research/scholarship and service and present information to summarize faculty course assignments, teaching load profiles, and student credit hour production. Are faculty workloads reasonable and equitable? How are courses balanced between regular and adjunct faculty (criterion 4.6)?
- **Overall faculty quality:** Overall, are the faculty and administration satisfied with the quality of teaching, scholarship, and service in the program? What improvements/enhancements are needed? Describe how faculty are evaluated on teaching, scholarly and creative activities and service. Include information for how these evaluation methods are used to improve teaching, scholarly and creative activities and service.
- **Faculty diversity:** Describe and discuss the diversity of the faculty in terms of ethnicity, gender, and academic background. To address criterion 4.3, 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. Also include some discussion about how the department cultivates diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.
- **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 4.4). 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: Learning Resources

5. Learning Resources – Criteria for Evaluation	
5.1	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.

Suggested information/data for Part 5 of the self-study narrative: A strong self-assessment typically includes the following kinds of information.

- **Equipment and facilities:** Describe how the program assesses program equipment and facilities and how it plans for replacement and updates. Include how funds are requested and allotted (criterion 5.1) and information regarding UTC and program-specific student computer labs, program faculty/staff computer inventory, faculty access to expertise from the Walker Center for Teaching & Learning or campus IT staff.
- **Library and learning resources support:** Discuss the program's level of library support and how those are appropriate to support teaching and learning (criterion 5.2). Include information such as the annual library budget for books/journals, number of current library subscriptions, and departmental strategies to maximize library resources to enhance learning and scholarship. If library support is deemed inadequate, discuss the impact upon the department and its ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs. As appropriate, you may wish to include information regarding sources of support available from gift funds and the degree to which program faculty seek support from these and other internal sources of support or the program's activity in seeking support from external sources. Summarize proposals and grants from external agencies and foundations.

Part 6: Support

6. Support – Criteria for Evaluation	
6.1	The program's operating budget is consistent with the needs of the program.
6.2	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.
6.3	The program is responsive to local, state, regional, and national needs.

Suggested information/data for Part 6 of the self-study narrative: A strong self-assessment typically includes the following kinds of information.

- **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 (criterion 6.1). You may want to show how the budget has changed over the past five years in response to the needs of the program.
- **Enrollment & graduation rates:** Describe, discuss, and append appropriate documentation relevant to enrollment, graduation, and retention in your program (criterion 6.2). 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. Include information on how this data is collected and maintained (criterion 6.2), especially related to placement.
- **Responsiveness:** Demonstrate and document ways in which the program has responded to local, state, regional and national needs. These might include curricular changes/updates, professional development programming, etc. (criterion 6.3).

Additional Information

The information contained in this section includes (1) the criteria for selecting an external reviewer and (2) a breakdown of reimbursable costs for the virtual visit.

External Reviewer Selection Criteria

External reviewers must meet the following requirements:

- Hold a terminal degree appropriate to the program under review.
- Have a record of outstanding scholarship and/or professional experience appropriate to the program under review.
- Is recognized as an active member of scholarly and/or professional societies appropriate to the program under review.
- Is currently employed in a recognized university or education-related organization *outside the State of Tennessee*.
- Has current or prior experience as the level of Department Chair or higher at a peer or aspirational peer institution to UTC.
- Has prior experience relevant to the accreditation and/or a program review process.
- Has no conflicts of interest (e.g., former employee, relative of current faculty member, etc.) related to the program under review.

Reimbursable Costs for Virtual Visit

Your department is responsible for processing/handling all program review related expenses, including payment to the external reviewer for the honorarium and travel expenses. Following the virtual visit, OPEIR will facilitate a budget transfer to your department for up to \$1,000 to help you pay for program review expenses.

Once the program review is complete, complete a transfer voucher for the honorarium and send it to the Director of Assessment (OPEIR).

If you have special circumstances and need additional funds, please let OPEIR know before you confirm the visit. Otherwise, any funds expended in excess of the \$1,000 transferred will be the responsibility of your department. If you wish to pay your reviewer more than the suggested honorarium and it will take you above the \$1,000 authorized amount, your department will be responsible for the additional amount.

Item	Details	Amount
Honorarium	Intended for 2-to-5 day review *Note: do not pay honorarium until the evaluator provides narrative report	Suggested \$1000

Note: If your department has two programs under review and you would like to use two separate external reviewers, please discuss with OPEIR prior to arranging travel, etc. If you are approved to use two reviewers, your department will be reimbursed accordingly.

Dean and Provost Responsibilities

Responsibilities of the Dean:

1. The Dean should work with the Department Head to select the self-study team. Team members will write and compile the self-study report and participate in the virtual visit.
2. Once the Department Head has identified an external reviewer, the Dean must give initial approval and send that to the Provost, who gives final approval.
3. The Dean (and OPEIR) will review the draft of the self-study report and suggest any changes that could be made to enhance the clarity, professionalism, and appearance of the document.
4. During the external reviewer virtual visit, the Dean will meet one-on-one with the reviewer.
5. The Dean is expected to attend the external reviewer exit interview at the conclusion of the reviewer's virtual visit.

Responsibilities of the Provost:

1. Once the Department Head has identified an external reviewer and the Dean has approved the selection, the Provost must give final approval. This approval must be communicated to the Department Head, the Dean, the Executive Director of OPEIR, and the Director of Assessment.
2. After the self-study report has been revised based on suggestions from the Dean and OPEIR, the Provost should review the final version of the report before it is sent to the external reviewer.
3. During the external reviewer virtual visit, the Provost will meet one-on-one with the reviewer.
4. The Provost is expected to attend the external reviewer exit interview at the conclusion of the reviewer's virtual visit.

Program Information Provided to the Departments by OPEIR

Student Information

- Enrollment Trends
- Degrees Awarded
- Student Retention Rates
- Major Field Test Results
- Student Survey Results (Satisfaction with UTC)
- Employment and Placement

Curriculum Information

- Enrollment in Courses Offered in Past Two Years
- Majors Involvement in Research Projects
- Student Survey Results (Curriculum)

Faculty Information

- Course Learning Evaluation Results
- Internal Support
 - SEARCH Awards
 - Faculty Development and Research Grants and Summer Fellowships
 - Faculty Sabbaticals
 - High Impact Practice Awards
 - QEP Faculty Awards
- External Grants
- Student Credit Hour Production per FTE Faculty (Adjuncts not Included)
- Student Credit Hour Production per FTE Faculty (Adjuncts Included)
- Student Survey Results (Faculty Involvement)

Diversity

- Faculty: Gender and Ethnicity
- Student Majors: Gender and Ethnicity
- Student Survey Results (Cultural Experience at UTC)

Resources

- Library Holdings of Materials Relevant to Program (through Library)
- Journal List
- Expenditures per Full-Time Faculty Member
- Expenditures per Student Major
- Expenditures per Student Credit Hour Production

Document Templates

This section includes a sample letter of agreement for the external reviewer, and a sample itinerary for the virtual visit. Please update and change as needed.

Sample Letter of Agreement for Reviewer

Dear [Name],

I am pleased that you have agreed to conduct an external review of our [name program] program on [enter date]. As we begin to plan the review process, I wanted to outline your responsibilities before, during, and after the virtual visit, as well as the compensation you will receive for your services.

Responsibilities:

- Review self-study report and other review materials prior to virtual visit (these materials will be sent at least two weeks before your scheduled visit).
- Participate in a two-to-five day virtual visit at the University of Tennessee at Chattanooga (UTC) where you will meet with faculty, students, alumni, and upper level administrators.
- Complete the THEC academic program review Rubric (required by the state of Tennessee) on the **last day** of the virtual visit.
- Complete a narrative report of your findings **within two weeks** of your virtual visit (use guidelines provided)

Compensation for Review:

You will receive a \$1000 honorarium for your services, for the two-to-five day virtual visit. Some additional details to note are listed below.

- You will be paid your \$1000 honorarium after our department has received the narrative report of your findings

If you have any questions about the external review process, please do not hesitate to contact me at [insert contact info].

If you agree with the terms described in this letter, please fill in the following lines and fax [insert fax number] or scan and email [insert email address] the completed document at your earliest convenience.

Name (please print)

Signature

Date

Thank you,

[Department Head name]

Sample Virtual Visit Itinerary

The University of Tennessee at Chattanooga

[Department/Program Name]

Academic Program Review

[Date]

Agenda

[Reviewer Name] – [Reviewer's Institution]

Day xx: [Insert date]

- | | |
|------------|--|
| 1 hour | Orientation [Executive Director of OPEIR and Director of Assessment, OPEIR]
[Zoom: Insert Link] |
| 1 hour | Orientation and Department Meeting [Department Head, Associate Department Head]
[Zoom: Insert link] |
| 45 minutes | Meeting with Walker Teaching Resource Center
[Zoom: Insert Link] |
| 45 minutes | Meeting with Dean of the College
[Zoom: Insert Link] |
| 45 minutes | Meeting with Provost and Interim Vice Provost of Academic Affairs
[Zoom: Insert Link] |
| 2 hours | Meeting with faculty members (individually, collectively, or in a small group(s) as desired by the department) – can be done all at once or broken into smaller groups
[Zoom: Insert Link] |
| 1 hour | Meeting with students
[Zoom: Insert Link] |
| 30 minutes | Meeting with Dean of the Library
[Zoom: Insert Link] |
| 2 hours | Review documents (files, data, etc.) and prepare draft report
[Zoom: Insert Link] |
| 10 minutes | Email the THEC Rubric to OPEIR <i>prior to</i> exit conference anytime within this timeframe; this is not a meeting and will not take more than 5 minutes
[Email address] |

1 hour

Exit Conference – Provost, Vice Provost, Dean, Department Head, reviewers,
Executive Director of OPEIR, Director of Assessment
[Zoom: [Insert Link](#)]

Please make sure to send a copy of the final agenda to all of the people involved in the program review visit.

This itinerary is a sample and can be adjusted to accommodate a two-to-five-day review period, as necessary.