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ACADEMIC PROGRAM REVIEW

PURPOSE

Academic program review is a process intended to provide faculty and academic administrators with information to assess 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. At the heart of program review are the self-study process and the resulting self-study document. Program faculty are the key players in the self-study process but often need considerable support from academic administration. The Self-Study Guidelines in Section 4 pose questions which are intended to be a general guide for the departmental self-study. By responding to the questions, faculty will provide external reviewers with information to assess each program according to THEC performance funding criteria.

Since the main function of program review is to facilitate planning at the department level, faculty should not be limited by considering only questions and information suggested in the guidelines. The structure of both the self-study process and the self-study report should be determined primarily by the needs and values of the academic unit. In conducting the self-study, 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 and Institutional Research (OPEIR) works closely with academic deans 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. All institutional data required in the self-study will be provided by OPEIR. OPEIR will assist deans in coordinating the external review and providing additional support after the completion of the self-study to help departments use program review results in the planning process.
# Program Review Timetable

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<th>Department Responsibility</th>
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<tr>
<td>Send external reviewer nominations to Office of Planning, Evaluation and Institutional Research (including reviewer vita).</td>
<td>October 1</td>
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<tr>
<td>Complete self-study narrative report and send to Office of Planning, Evaluation and Institutional Research and Dean (who will forward to Provost upon approval).</td>
<td>November 1</td>
</tr>
<tr>
<td>Make arrangements for and conduct site visit (a detailed agenda will be provided when self-study report is approved).</td>
<td>February 28</td>
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PROGRAM REVIEW GUIDELINES

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 all its 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.

The dean should notify the Office of Planning, Evaluation and Institutional Research (OPEIR) as soon as the self-study assignments are made. OPEIR will work closely with faculty responsible for the self-study to provide data, assist with interpretation of guidelines, and offer staff support.

2. Receive data from OPEIR
OPEIR will provide departments with considerable information to assist in conducting the self-study, including the following: departmental profile information, enrollment data, survey data from alumni and enrolled students, university committee assignments, internal and external grant awards, summer fellowships, faculty development awards, instructional excellence grants, Provost student research grants, student ratings of faculty, student and faculty profile information, budget and financial data.

In some cases, departments will need additional information to assess departmental operations. For example, departments with few respondents to the university's student and alumni surveys (and graduate programs with no surveys) may need to conduct their own student surveys. OPEIR will be happy to assist with the collection of additional data needs.

3. Conduct self-study and prepare written 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 in the self-study guide (See Guidelines to Self-Study) unless they are clearly not applicable. It also is important that objective data be documented and used where possible in the report to justify conclusions and recommendations. Each section of the report (except the History segment) 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.
4. **Submit initial draft to dean and OPEIR**
The department head submits the initial draft to his/her dean and to OPEIR. The dean and OPEIR will review the draft for completeness and for anticipation of questions/comments from external reviewers.

5. **Submit nominees for external reviewers**
Each program under review must have at least one external evaluator. The evaluator 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. Other criteria for selecting external evaluators are shown in Section 5.

The department, after consultation with and approval from the dean, submits at least three external evaluator nominees (along with information on their credentials) to OPEIR.

Note: OPEIR has information on evaluators who have conducted program reviews at other state universities. This information may be helpful to departments in selecting nominees. Please contact OPEIR to review information on these evaluators.

6. **Receive feedback on initial draft from dean and OPEIR**
The dean and OPEIR will review the self-study report and offer advice to the department regarding the report's completeness, accuracy, and style.

7. **Revise self-study report based on feedback from dean and OPEIR**
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 as well as agreement among the department head, dean, and OPEIR.

Note: The department should not plan to print and bind their reports at this time. Binding will be deferred until the conclusion of the program review process so that the external reviewer’s reports and the final implementation plan and budget can be included.

8. **Schedule and make arrangements for site visit**
After the Provost makes the final determination of external evaluators, the department is ready to schedule and make arrangements for the site visit. External evaluators should plan to be on campus at least two full days (see section 7 for a typical site visit agenda). UTC will pay them a fee of approximately $600 and also will cover their travel, lodging, and meal expenses. No other expenses are covered by the program review budget. After the department makes final arrangements with the evaluators, OPEIR will handle their contractual arrangements and provide them with advance instructions regarding their responsibilities. The department is responsible for handling logistical issues for the evaluator while on campus (transportation, parking, access to computer, etc.).
Modest requests for additional funds to cover program review expenses (printing, mailing, etc.) will be considered based on the availability of funds. Such requests must be made by November 1.

9. **Conduct site visit**
   During the site visit, evaluators should meet with faculty, students, alumni, the department head, the dean, and other individuals deemed appropriate (e.g., the Dean of Graduate Studies for graduate programs). The evaluators must have sufficient time to review records verifying information included in the self-study report. Before leaving campus, external evaluators must complete the following: (1) program review checklist required by THEC (see Section 6), (2) a brief narrative report (see guidelines in Section 7), and (3) exit interviews with both department faculty and Academic Affairs administrators. The exit interviews will be oral reports summarizing the evaluator's judgments regarding the department's compliance with THEC criteria and advice for the department's future directions.

10. **Prepare improvement and implementation plan**
    After completing self-study activities and receiving the consultants' advice, the department should work closely with OPEIR to prepare an improvement plan responding to concerns raised during the program review process. A plan and timetable for implementing each recommendation should be included. With agreement from the department head and dean, these plans will be submitted to the provost and chancellor for approval and consideration of resources that might be needed to facilitate their implementation.

11. **Conduct one-year follow-up**
    A follow-up report must be submitted one year after completion of the program review describing which plans have been accomplished and which, if any, remain to be accomplished. This report should be reviewed by the department head and dean and forwarded to OPEIR.
Part I. Preface/History

In this part of the self-study, the program should present a brief summary of its activities and identify factors which have significantly affected its mission during its recent history. This section should present five-year (or longer, if appropriate) patterns in resource allocations and productivity indicators. Changes in organizational structure, curriculum, goals, and direction should be highlighted.

1. What changes have occurred in the program in recent years?

2. What current trends are occurring in the following:
   - 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?
   - enrollment diversity?
   - student retention?
   - credit hour production?
   - faculty scholarship?
   - continuing education, distance learning, and/or service activities?
   - other

3. Briefly outline the major findings and recommendations of the previous review and the department’s, college’s and/or university’s response to them.
Part II. Curriculum

1. What competencies/educational outcomes are expected of students who complete a course of study in the program? How do you know whether students develop these competencies and attain these outcomes? (Please include results of recent SACS outcome assessments.)

2. How does the program ensure that students
   - communicate orally and in writing at a level appropriate for the discipline;
   - develop critical thinking skills;
   - develop appropriate computer/technology skills;
   - develop research skills appropriate for the degree and the discipline?

3. Discuss the results of any student learning assessments, including the following:
   - College Base results
   - Major field test results
   - Capstone courses/culminating experiences
   - Licensure/certification scores

4. Describe the program's core courses and advanced disciplinary content.

5. Do course syllabi include clearly stated goals for major courses? for service courses?

6. Are courses listed in the catalog offered regularly? Can students make reasonable progress toward their degrees?

7. Describe and assess opportunities students have to participate in research. (Analyze Provost Student Research Awards; Honors projects; student publications; student presentations at professional conferences; other faculty/student collaborations).

8. Describe and assess opportunities students have for internships/practica/field experiences. [Analyze the number and percentage of students who participate, the locations of their experiences, how these experiences are supervised, and the benefits offered to students (skills developed, jobs obtained)].

9. Describe and assess any continuing education, distance learning, and/or service activities offered by the program. [Analyze the number of participants, the locations of their experiences, how these experiences are related to the mission of the program, how quality of the activities is ensured, the major benefits offered to participants, and the outcomes of participants served and services provided.]

10. How is the curriculum evaluated and updated? What revisions are needed in the near future?

11. Does the program systematically collect information on its graduates? Discuss how this information is used in planning and program revision.

12. How successful are graduates in securing admission to graduate and/or professional schools? In obtaining occupational positions related to their degrees? Discuss any career development/job search support provided to students by the department.
13. After reviewing and assessing the information above, what is the program's conclusion regarding the strengths and weaknesses of its curriculum? What curriculum changes, if any, are needed?

**Suggested Sources of Information**

1. SACS outcomes data
2. Course syllabi/schedules
3. Department surveys results
4. Provost Student Research Awards/Honors projects
5. Student research data (conference presentations, articles published, etc.)
6. Student performance on licensure/certification exams
7. Placement of students in occupations related to major field of study
8. Employer satisfaction with academic program
9. Additional information as provided by the department
Part III. Faculty

Faculty Profile
1. Describe the academic backgrounds of faculty. Are the qualifications and preparations of faculty sufficiently diverse and varied? Do faculty specialties correspond to program needs?

2. As appropriate for the discipline, are the faculty diverse with respect to gender and ethnicity?

Teaching Quality
3. Assess the quality of teaching in the program (including an analysis of the following):
   • Recent teaching evaluations
   • Student/alumni surveys regarding teaching quality

4. Does the department engage in any type of faculty development to improve the quality of teaching? Describe any professional development needs among the faculty.

5. Is mentoring or special faculty development provided to new faculty? To adjunct faculty?

Faculty Scholarship
6. Assess the scholarly productivity of program faculty. Provide information on recent scholarly and professional activities for each full-time faculty member, including the following:
   Publications
   Internal/external grants
   Journal review service
   conference presentations
   offices held in professional organizations
   grant review panels
   professional awards
   juried exhibitions
   other

Faculty Service
7. Assess linkages with the community, including paid and unpaid consulting, faculty service on community boards/commissions, etc. In view of UTC's metropolitan mission, are the program's community linkages adequate?

Faculty Workloads
8. Are faculty workloads reasonable and equitable? Present information to summarize faculty course assignments, teaching load profiles, and student credit hour production.

9. How are course offerings balanced between regular and adjunct faculty?

Retirement Outlook
10. What is the retirement outlook for program faculty? What kinds of faculty qualifications will be sought to replace upcoming retirements?
Overall Faculty Quality
11. Overall, are the faculty and administration satisfied with the quality of teaching, scholarship, and service in the program? What improvements/enhancements are needed?

Suggested Sources of Information
1. Faculty vitae
2. Faculty publication records
3. Faculty conference presentations
4. Internal grant awards
5. External grant proposals/awards
6. Juried exhibitions and other creative activities
7. Inventions/software systems/patents
8. Honorary/Professional awards
9. Offices held in professional organizations
10. Service on grant review panels
11. Faculty review/referee service for journals/manuscripts
12. Student ratings of faculty
13. Student/alumni surveys
14. Teaching awards
15. Faculty Sabbaticals
16. Percentage of courses taught by adjunct faculty
17. Faculty service on boards of local and regional businesses/government/non-profits
18. Other faculty consulting/service to local and regional businesses/govt./non-profits
19. Activities/linkages with area schools/colleges
Part IV. Connecting with Students

1. What criteria are used in admitting/retaining students? Are these criteria appropriate?

2. Does the program attract/develop sufficient numbers of high-ability students? If not, what strategies should be employed to enroll/develop outstanding students?

3. Analyze trends in the department’s enrollment in both major and service courses. Have enrollment and credit hour production grown, declined, or remained stable over recent years? Discuss possible contributing factors.

4. Describe and assess efforts by the department to recruit and retain students. Are different/additional efforts needed?

5. Discuss any financial assistance/awards available to students in the program. Do students have unique assistance needs that should be addressed?

6. Describe and assess the department’s curricular and career advising. What have been the results of student/alumni surveys regarding satisfaction with faculty advising?

7. Describe and assess efforts by the department to include students in the life of the department (seeking student input in reviewing course schedules, attending dept meetings, etc.)

8. Describe and assess department-sponsored enrichment opportunities (guest lecture series, etc). Describe other organized student activities (student club, etc.).

9. Describe and assess opportunities provided by the department for students to interact with professionals in the field and – in settings beyond the campus – apply what they have learned.

10. Describe and assess program connections with participants served through continuing education, distance learning, and/or service activities.

11. Overall, are the faculty and administration satisfied with the program’s linkages with students? What improvements, if any, are needed?

Suggested Sources of Information
1. Student surveys
2. Enrollment/retention data
Part V. Inclusiveness

1. As appropriate to the demographics of the discipline, is the student body diverse with respect to gender and ethnicity?

2. Analyze current trends in the enrollment and retention of minority and non-traditional students. Are special efforts warranted to improve student diversity?

3. Describe opportunities provided by the department for students to be exposed to diversity.

4. How does the department include the perspectives and experiences of underrepresented groups in both curricular and extracurricular activities?

5. What is the department’s overall conclusion regarding opportunities for students to be exposed to diversity? What changes, if any, are needed?

Suggested sources of data
Profile of enrolled students by gender and ethnicity
Syllabi of courses that address perspectives of underrepresented groups
Student/alumni surveys
Part V. Resources

1. Describe the program's equipment, laboratories, and facilities and assess their adequacy.

2. Discuss the program's level of library support.

3. Does the program have adequate office space?

4. Discuss the adequacy and accessibility of the program's computer/technology support.

5. **Describe and assess the program resources used in continuing education, distance learning, and/or services activities.**

6. Describe the degree to which faculty seek support from the UCFoundation, CECA, student technology fees, and other internal sources of support.

7. Discuss the program's activity in seeking support from external sources of support. Summarize proposals and grants from external agencies and foundations.

8. If any departmental resources are deemed inadequate, discuss the impact upon the department and its ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs.

*Suggested Sources of Information*

1. Listing of major equipment and year of acquisition
2. Description of instructional lab/research lab facilities
3. Annual library budget for books/journals
4. Number of current library subscriptions
5. Description of office space/assignments
6. Number of personal computers provided to department
7. Number of microcomputers available to students
8. Faculty/support staff ratio
9. Departmental operating budget
10. UC Foundation program summary
11. External grants/proposals
Part VI. Goals/Objectives

1. Which indicators/measures of program quality, growth, and productivity are (or should be) used regularly by the department to assess its operations? Which of the following indicators (or others) are most appropriate for the program?

- 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
- enrollment diversity
- student retention
- credit hour production
- faculty scholarship
- student enrichment activities

2. What have been the program's most significant strategic goal achievements in recent years? What are the program's most significant strategic goals for the next five years?

Suggested Sources of Information
1. Course syllabi (Dept.)
2. Mission/goals statements (Dept.)
CRITERIA FOR SELECTING EXTERNAL EVALUATORS

- holds terminal degree appropriate to the program under review
- has 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 reputable university or education-related organization outside the State of Tennessee
- has current or prior experience at the level of department chair or higher at a state-supported institution similar in size and philosophy to UTC
- has prior experience relevant to the program review process
- has no conflict-of-interests (e.g., former student, current or former employee, relative of current faculty, etc.) regarding the program under review
GUIDELINES FOR EXTERNAL REVIEWER'S NARRATIVE REPORT

CURRICULUM
1. IS THE CURRENT CURRICULUM ADEQUATE TO ENABLE STUDENTS TO DEVELOP THE SKILLS AND ATTAIN THE OUTCOMES NEEDED FOR GRADUATES OF THIS PROGRAM.

- Has the department defined the skills/student outcomes desired for its students? Does the curriculum ensure the development of appropriate skills in written and oral communications? critical thinking? research? computer and technology-related skills? Does the school have adequate information to know when skills have been adequately developed/outcomes have been accomplished? If not, define what kind of data/analyses are needed?

- Is the curriculum content what it needs to be? Are the skills emphasized in the current curriculum appropriate for UTC? Do students have adequate opportunities to participate in research? Does the curriculum provide for adequate practica/field experiences/internships?

- Will the curriculum need to be updated in the near future? If so, please explain and advise.

- Should the school consider the development of any new or alternative offerings?

FACULTY
1. ARE FACULTY COMPETENCIES/QUALIFICATIONS THOSE NEEDED BY UTC?

- Do faculty specialties correspond to program needs? If faculty need additional/different competencies/qualifications, how might these needs be addressed?

2. IS THE QUALITY OF TEACHING IN THE PROGRAM ADEQUATE TO ENABLE STUDENTS TO DEVELOP THE SKILLS AND ATTAIN THE OUTCOMES NEEDED BY GRADUATES OF THIS PROGRAM?

- Do faculty need to implement new and/or different teaching methods (e.g., increased computer-assisted instruction, revised standards for independent study, etc.)?

- What other changes/improvements are needed to enhance the quality of teaching in the department?

3. 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?

CONNECTIONS WITH STUDENTS
1. DO DEPARTMENT FACULTY HAVE ADEQUATE CONNECTIONS WITH STUDENTS?

- How could the department improve recruitment and retention?
• Are the department's efforts in curricular and career advising adequate to meet student needs? What changes/improvements are needed to improve the department's effectiveness in advising?

• 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 extracurricular opportunities to meet student needs (guest lecture series, student clubs, etc.)?

DIVERSITY/INCLUSIVENESS
1. DOES THE DEPARTMENT PROVIDE ADEQUATE OPPORTUNITIES FOR STUDENTS TO BE EXPOSED TO DIVERSITY?

• What opportunities should the department be providing through curricular and extracurricular activities to include the perspectives of underrepresented groups?

RESOURCES
1. CONSIDERING CURRENT BUDGET CONSTRAINTS, WHAT ARE THE MOST PRESSING RESOURCE NEEDS OF THE PROGRAM? COULD THESE NEEDS BE MET IN WAYS WITHOUT REQUIRING ADDITIONAL BUDGETARY 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?

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

2. ARE THE DEPARTMENT’S PLANS AND GOALS APPROPRIATE?

• 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
  • curricular updates/revisions
  • collaboration with other UTC units

• What goals should the department establish regarding its teaching? faculty qualifications? faculty development?