

Chapter 5- External Review Outline and Summary Sheet

After the Visit Report: Template for External Reviewer

In writing their report, the external reviewer should focus on the issues that relate to the major, the academic discipline, and the preparation and skills provided to students who are studying the field in some depth. The reviewer is asked to submit a written review and evaluation of the program, including the Summary Sheet within [three] weeks of the site visit. The report should be around 3-5 pgs.

The new WASC 2013 Standards have thirty-nine Criteria for Review (CRF) across the four standards. Program review continues to be a priority for WASC. The CRFs that highlight the quality assurance and improvement are:

The reviewer will assess and report their judgments on:

I. Institution and Department

- 1) Is the department aligned to the mission of the institution?
- 2) To what extent does the department serve the various needs (community, student, professional)?

II. Quality of the Curriculum

- 1) Is the curriculum comprehensive, current and appropriate to the level and purpose of the program? Please explain.
- 2) Does the design of the curriculum enable students to develop the skills and attain the outcomes needed for graduates of this program? Please explain.
- 3) Do the learning outcomes assessments influence curricular modifications? Please explain.
- 4) Have the curricular modifications been effective in improving student learning outcomes? Please explain.

III. Quality of the Faculty

- 1) Are the faculty numbers and composition sufficient to support the programs offered by the department? Please explain
- 2) Do the scholarly activities of the faculty (research productivity, etc.) meet the departmental expectations? Please explain.
- 3) Are the competencies and credentials of the faculty appropriate for the discipline and program offerings? Please explain.
- 4) Do the faculty areas of specialization correspond to program needs, and concentrations in the major? Please explain.
- 5) Does the system for evaluating teaching practices facilitate continuous improvement of teaching and learning throughout the program? Please explain
- 6) Are faculty members engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum? Please explain.

IV. Quality of Resource Adequacy

- 1) Are departmental resources (library, laboratories, equipment, etc.) current and adequate in meeting student and faculty needs? Please explain.

- 2) Is the administration of the program efficient and effective in meeting professional standards? Please explain.
- 3) Do faculty members receive adequate support which enables them to participate in on-going professional development necessary for staying current in their field? Please explain.

V. Quality of the Students and Learning Environment

- 1) Does the quality of incoming and graduated students meet discipline-specific norms for the department's programs? Please explain.
- 2) Based on the needs of graduates, are students supported throughout the curriculum to develop the skills/outcomes specified by the department/program faculty? Please explain.
- 3) Do departmental advising structures ensure that students are provided with the opportunities to develop the skills/outcomes needed for graduates of the major/program? Please explain.
- 4) Do students have adequate opportunities to participate in internships, field experiences, and undergraduate research that meet the expectations for the major? Please explain.

VI. Progress toward Goals and Objectives

- 1) Does the assessment plan yield the necessary information for determining how well students are demonstrating the program student learning outcomes? Please explain.
- 2) Does the quality of the program/major requirements adequately match disciplinary and professional standards? Please explain.
- 3) Does the department evaluate or reflect on ways it has succeeded in meeting its goals and objectives since its last academic program review? Please explain.

VII. Overall Program Summary

- 1) Does the department makes use of assessment results, institutional research data, and other information obtained from students/alumni/employers for evaluating strengths and opportunities for growth? Please explain.
- 2) Have the overall strengths and opportunities for growth of the program have been identified? Please explain.
- 3) Based on assessment results, have recommendations for program improvement been clearly identified? Please explain.

During the Visit-Summary Sheet for an External Reviewer

Program: _____

Date of Review: _____

Instructions: Please complete this summary sheet and use it to identify key areas (strengths and improvements needed) to address in your final report. Attach to your final report.

| I. Institution and Department | Strengths/Suggestions for Consideration |
|---|---|
| The department alignment to the mission of the institution. | |
| The extent to which the department serves the various needs (community, student, and professional). | |

| II. Quality of the Curriculum | Strengths/Suggestions for Consideration |
|---|---|
| The curriculum is comprehensive, current and appropriate to the level and purpose of the program. | |
| The design of the curriculum enables students to develop the skills and attain the outcomes needed for graduates of this program. | |
| The learning outcomes assessments influence curricular modifications. | |
| The curricular modifications have been effective in improving student learning outcomes. | |

| III. Quality of the Faculty | Strengths/Suggestions for Consideration |
|---|---|
| The faculty numbers and composition are sufficient to support the programs offered by the department. | |

| | |
|--|--|
| The scholarly activities of the faculty (research productivity, etc.) meet the departmental expectations. | |
| The competencies and credentials of the faculty are appropriate for the discipline and program offerings. | |
| Faculty areas of specialization correspond to program needs, and concentrations in the major. | |
| The system for evaluating teaching practices facilitates continuous improvement of teaching and learning throughout the program. | |
| Faculty members are engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum. | |

| IV. Quality of Resource Adequacy | Strengths/Suggestions for Consideration |
|---|---|
| Departmental resources (library, laboratories, equipment, etc.) are current and adequate in meeting student and faculty needs. | |
| The administration of the program is efficient and effective in meeting professional standards. | |
| Faculty members receive adequate support which enables them to participate in on-going professional development necessary for staying current in their field. | |

| V. Quality of the Students and Learning Environment | Strengths/Suggestions for Consideration |
|---|---|
| The quality of incoming and graduated students meets discipline-specific norms for the department's programs. | |
| Based on the needs of graduates, students are supported throughout the curriculum to develop the skills/outcomes specified by the department/program faculty. | |
| Departmental advising structures ensure that students are provided with the opportunities to develop the skills/outcomes needed for graduates of the major/program. | |
| Students have adequate opportunities to participate in internships, field experiences, and undergraduate research that meet the expectations for the major. | |

| VI. Progress toward Goals and Objectives | Strengths/Suggestions for Consideration |
|---|---|
| The assessment plan yields the necessary information for determining how well students are demonstrating the program student learning outcomes. | |
| The quality of the program/major requirements adequately matches disciplinary and professional standards. | |
| The department evaluates/reflects on ways it has succeeded in meeting its goals and objectives since its last academic program review. | |

| VII. Overall Program Summary | Strengths/Suggestions for Consideration |
|---|---|
| The department makes use of assessment results, institutional research data, and other information obtained from students/alumni/employers for evaluating strengths and opportunities for growth. | |
| The overall strengths and opportunities for growth of the program have been identified. | |
| Based on assessment results, recommendations for program improvement have been clearly identified. | |