

The University of Tennessee, Knoxville

ACADEMIC  
PROGRAM  
REVIEWS

Office of the Provost  
2018-2019

## FOREWORD

Academic Program Reviews at The University of Tennessee date back to 1974, when a regular review of doctoral programs was begun. In 1979, this was expanded to include undergraduate and master's-level work, and since then the program has evolved to its present format, a comprehensive examination of each academic unit held once every ten years with a mid-cycle review at the five-year mark after the full review.

A significant recent change in Academic Program Reviews came in 1998, when the process was revised to reflect concerns stemming from the campus-wide evaluation of academic programs undertaken by the deans in 1996-97. The process was revised again substantially in 2011 to reflect the basic parameters of the campus strategic plan, Vol Vision. After Vol Vision was updated in 2016, slight refinements were made to the review process and to this manual.

Academic Program Reviews thus continue to be the primary means we have to evaluate the effectiveness of our units in teaching, research/creative activity, and service. The campus administration participates in the reviews and treats both the process and the outcomes very seriously. Documents from the reviews, including the self-study, reviewers' reports, and follow-up discussions, are archived in the Provost's office, where they are referred to frequently and help inform the annual academic planning conversations that the Provost has with college deans.

The people whose work makes each review happen — the academic units that participate in the process, the staff members who organize schedules, and the external and internal reviewers who share their expertise and judgment — are fulfilling an important role for the university. To them, we extend our appreciation for their contributions to improvement of the academic mission of The University of Tennessee.

Office of the Provost

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## **SECTION I: ACADEMIC PROGRAM REVIEWS**

Academic program reviews are designed to improve the quality of the university's academic offerings, to achieve the best use of available resources, and to foster cooperation among the academic and administrative units. Reviews serve as a means to evaluate program quality, productivity, need, and demand within the university, state, and region; to determine program effectiveness and consider possible modifications; and to facilitate academic planning and budgeting. They bring to each unit the advantages of assessment from the perspective of peers outside the institution and colleagues from other units within the university.

### **1. Background**

UT's structure for academic program reviews has evolved over time, with the first comprehensive program review begun in October 1974. From then until 1979, reviews were conducted on behalf of the Graduate Council and administered by the Dean for Graduate Studies. While the initial focus was on doctoral programs, in late 1979 the review process was expanded to include master's and baccalaureate programs as well. Program reviews are now coordinated by the Provost's Office, sharing the planning, management, and follow-up process with the academic unit and its college.

Beginning in 2011, a ten-year cycle for program reviews was adopted, along with a system for mid-cycle evaluations during the fifth year after the first review. Also in 2011, the university began, where appropriate, to have external accreditation substitute for program reviews. The changes made in 2011 also reflected the adoption of a campus-wide strategic plan, Vol Vision. After Vol Vision was updated in 2016, the program review process was modified to focus reviewers' attention, and the attention of the units undergoing review, on opportunities for continuous improvement in a unit's performance through both reallocation of existing resources and the allocation (when available) of new resources. In 2016, the Provost's office also began to provide reviewers, and units undergoing review, with standardized data sets that provide an overview of a unit's recent performance.

Hundreds of external consultants have served as reviewers, representing universities, business, industry, or governmental organizations from across the country. A similar number of UT faculty members have served as internal reviewers. Academic program review teams examine programs in depth, and the recommendations contained in their reports have been important in supporting change. The emphasis of the review process is on improving quality through candor, cooperation, and communication. A summary document outlining academic unit, college, and university commitments to program improvements is one outcome of the review and follow-up meetings. Implementation of proposed changes is evaluated by the mid-cycle review.

### **2. Responsibilities**

The program review process requires close collaboration by numerous offices and individuals. The successful oversight of a review therefore involves shared responsibilities, as does the subsequent implementation of recommendations. Appendix III provides a summary of individuals' responsibilities during the program review process.

#### **a. The Program Review Coordinator**

From initial planning through implementation, reviews are a joint responsibility of the Office of the Provost, the individual unit under review, and the respective college. A member of the provost's staff serves as program review coordinator. Dates for individual reviews are established in consultation with the head of the academic unit and college dean. The program review coordinator then holds initial planning sessions with the unit head, the college dean, and possible faculty and staff of the unit, and appoints internal and external reviewers. The program review coordinator works with the academic unit to establish the review team schedule and, during the review, facilitates team access to e-mail, telephones, computers, and copies of past reports upon request. The program review coordinator receives the report from the review team, distributes it to participating individuals and units, and schedules and participates in the follow-up process (with the academic head and the college dean). In preparation for the review, the program review coordinator will compile a data pack containing reports from the Library, Office of Research and Engagement, Office of Institutional Research and Assessment, and the Office of Development and will distribute the data pack to the review team, the unit head, the college dean, and UTK Central Administration. Should the unit head identify any discrepancies or issues with any of the reports this should be brought to the attention of the program review coordinator.

#### **b. The College Dean**

The college dean participates in the initial planning of the review, the nomination of individuals to serve as external and internal reviewers, and meets with the review team during the review itself. After the distribution of the review team report, the dean receives a copy of the unit's response to the report and may provide additional commentary. The dean chairs the follow-up meeting, helps to incorporate the review findings into the annual planning and budgeting process of the university, and has primary responsibility for implementation of the plan of action. The dean and the coordinator share responsibility for planning and implementation of the program review.

#### **c. The Academic Unit Head**

In planning a review, the head of the academic unit participates in establishing the review dates. When feasible, these may coincide with accreditation or other reviews by external agencies. The head also initiates a self-study of the unit (see self-study guidelines in Appendix I), recommends a list of appropriate external and internal reviewers, prepares a draft schedule for confirmation by the coordinator, and arranges meals, meeting room accommodations, and local transportation. The head oversees the final preparation and duplication of the self-study document and meets with the review team during the review. After reports from the review team are received, the head responds in a written statement to the coordinator and participates in the follow-up session.

Faculty and staff members in the program under review are an integral part of the review process. They have the responsibility to provide input and to present information in the self-study document and are encouraged to participate in all aspects of the review process, including the review and its follow-up. Faculty may respond to the final team report.

#### **d. The Review Team**

Two external reviewers and three internal reviewers normally compose the review team. External reviewers are professionals in the field under review, and at least one is from a university. In some cases, the second reviewer may be a practicing professional outside of academia. Internal reviewers are often selected from disciplines closely related to the program under review, although this is not a requirement. The wisdom and experience of a faculty member from a "distant" discipline may provide a valuable perspective.

The review team has the following responsibilities:

1. Before the review visit, all team members are expected to carefully read the self-study document and to note questions and concerns to be addressed during the review visit.
2. All team members participate in the full two and one-half days of meetings.
3. At the conclusion of the review, external reviewers complete and sign the checklist forms required as a part of the program evaluation related to performance funding (see Appendices VII and VIII for copies of these forms).
4. The team agrees upon an outline of its report, develops a draft of the report, and shares its major findings and recommendations in the concluding session with the Provost's staff, all before adjourning on the last day of the review.
5. All team members contribute to the final written report, which is sent to the coordinator within three to four weeks of the conclusion of the review. A suggested report outline is included in Appendix II.

### **3. Quality Assurance Funding**

Initiated by the state of Tennessee in 1979, quality assurance funding offers a means of rewarding public institutions of higher education according to indicators established in consultation with campus representatives and staff of the Tennessee Higher Education Commission (THEC). State appropriations for quality assurance funding amounts to several millions of dollars for UT annually. The comprehensive evaluation of academic programs that is mandated by the quality assurance process comes through academic program reviews, and the external reviewers complete forms contained in Appendices VII and VIII that are submitted with UT's annual Quality Assurance Funding Report.

### **4. Considerations for Reviewing Academic Programs**

Vol Vision 2020, the strategic plan for the University of Tennessee, Knoxville, provides the guiding framework for academic program review. The following is a summary of the Mission, Vision, Values, Priorities, and Metrics that provide the framework of that plan.

**a. Mission**

The primary mission of UTK is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the State of Tennessee, the nation, and the world. As the preeminent research-based, land-grant University in the state, UTK embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions. UTK's Carnegie Classification is Research University (very high research activity). Most undergraduates are full-time, and admission is selective with a fairly low transfer-in rate. Admission to graduate and professional programs is also competitive. Graduate offerings include master's, doctoral, and professional programs that focus both on research and practice. Nationally ranked programs, as well as our partnerships with Oak Ridge National Laboratories, are among UTK's unique characteristics.

**b. Vision**

UTK embraces a three-part vision:

1. Value creation through economic, social, and environmental development targeted to an increasing global and multicultural world. UTK leads an increasing number of academic and public service activities that involve and benefit the local community, the State of Tennessee, the United States, and ultimately, the world. This continuing commitment to the public good, through a variety of outreach activities, is grounded in our tradition as a land-grant institution.
2. Original ideas that advance society through discovery, inquiry, innovation, research, scholarship, and creative activities. Our ability to create value is dependent on discovering new knowledge and generating new ideas and expressions. The complex concerns of the 21st century cannot be addressed with existing knowledge and systems. Our aim is a dramatic increase in these activities, requiring the interaction between committed and diverse faculty, staff, and students.
3. Leadership through the preparation of capable and ethical leaders. UTK's diverse graduates have unique and enriched learning opportunities accruing from the comprehensive mission of UTK. We expect a large proportion of graduates will take their places as leaders in the State of Tennessee and beyond.

**c. Values – The Volunteer Spirit**

The following values support our mission and vision and comprise our definition of the Volunteer Spirit. While our strategic focus may evolve over time, these enduring principles continue to permeate who we are, what we do, and how we accomplish our goals.

At UTK we value the following:

1. broad diversity, including people of all races, creeds, ethnicity, gender, sexual orientations, gender identities, physical abilities, and socioeconomic groups;
2. a culture that appreciates and respects faculty, staff, and students and that acknowledges their interdependence and the vital role of every member of the Volunteer family;
3. engagement with our local and extended communities, embracing intercultural and global perspectives;
4. high standards of ethical and professional behavior;
5. intellectual curiosity, pursuit of knowledge, free exchange of ideas, academic freedom and integrity;
6. transparent and data-informed decision making;
7. wise management of resources and infrastructure; and
8. our campus, our people, and our work.

**d. Strategic Priorities**

Our mission, vision, and values are achieved through the implementation of six strategic priorities.

1. Recruit, enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders.
2. Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience.
3. Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement.
4. Attract, retain, and recognize stellar faculty and staff who strive for excellence and proudly embody Volunteer values.
5. Develop a resource base for the future and continue the transformation of campus infrastructure.
6. Enhance diversity and inclusion to benefit our campus.

**e. Vol Vision Metrics for Continuous Improvement**

Implementation plans in support of each strategic priority include detailed goals, objectives, tactics, and assessment plans. The key campus-level metrics that will be used to measure continuous improvement in critical areas are listed below. These may be supplemented with additional metrics, where appropriate, to target broader goals. Review teams should consider how the unit under review, as appropriate, supports campus-level continuous improvement efforts in these areas, and should also compare a unit's performance, as appropriate, to that of similar units at peer and aspirational-peer institutions.

1. Academic preparation (ACT scores, high school GPA, etc.) of Fall term first-time-in-college students
2. First- to second-year retention rate of Fall term first-time-in-college students
3. Four- and six-year graduation rate of Fall term first-time-in-college students
4. Number of Ph.D. degrees awarded
5. Number of master's degrees and professional graduate degrees awarded
6. Federal research expenditures
7. Total research expenditures
8. Average salary range for tenure-line faculty members
9. Student / tenure-line faculty ratio
10. Number of nationally-recognized faculty awards
11. Teaching and support expenditures per student
12. Endowment per student

**5. Timetable for Review**

The following are major steps in the program review process. A summary of responsibilities for the entire process is included as Appendix III.

- a. The program review coordinator, academic unit head, and college dean establish dates for the review visit.
- b. The program review coordinator requests the Collections Department to make an evaluation of library holdings relevant to the program under review.
- c. The program review coordinator requests a report on research activity from the Office of Research.
- d. The program review coordinator requests a report from the Office of Development.
- e. The program review coordinator provides the unit head with the reports listed in items (b) through (d) and with a standardized data package for the review period. This data package is prepared by the Office of Institutional Research and Assessment.
- f. The program review coordinator, college dean, and academic unit head meet with appropriate faculty and administrative staff of the unit to discuss the purposes and procedures of the review and to respond to questions and concerns.
- g. Potential external and internal reviewers are nominated by the unit and approved by the college dean. The program review coordinator contacts all reviewers. The program review coordinator may select an external or an internal reviewer who was not nominated by the academic unit or the college dean.
- h. A draft schedule for the review is developed (using the model schedule in appendix V) by the academic unit head and confirmed by the program review coordinator before distribution to various parties. Responsibilities for meetings and other arrangements are assigned. The program review coordinator handles lodging arrangements and arranges for payment and reimbursement for external consultants' expenses. Local transportation is provided by the academic unit under review.
- i. Five weeks before the review visit, the academic unit under review submits an electronic copy of the self-study document to the program review coordinator. No hard copy is required. The self-study and the reports from the Library, Office of Research and Engagement, Office of Institutional Research and Assessment, and the Office of Development will be distributed by the program review coordinator to the review team members, the college dean, and other appropriate offices in central administration four weeks before the review visit.
- j. On the first morning of the review visit, the team assembles for a schedule briefing and discussion with academic officers. *External members of the review team usually arrive in Knoxville the evening before.* The team then visits the academic unit for two days, including interviews with the unit head, faculty members, students, administrators from the college office, and personnel from related programs.
- k. The third and concluding day of the review visit includes a working session which provides time for the team to develop the outline of its report before meeting with the dean and with representatives from the provost's office. The review team usually develops a substantial draft of the report at the working session. The review team then presents its preliminary findings to the college dean and to representatives from the provost's office. Before

departure, the external reviewers complete the program review checklists for graduate and undergraduate programs (as required by THEC for Quality Assurance Funding), returning the forms to the program review coordinator.

- l. Within three or four weeks of the review visit, the team sends its written report electronically to the program review coordinator, who then shares the document with the academic unit head.
- m. Within one month, the academic unit head submits a written response to the review report, addressing the observations and recommendations it contains and suggesting appropriate actions to be taken in keeping with the university's overall strategic plan.
- n. Within one month, the program review coordinator distributes the review team report and academic unit response to the provost, provost's staff, and college dean in preparation for the follow-up process of the mid-cycle review.
- o. Within one month, in collaboration with the academic unit head and the college dean, the program review coordinator initiates the follow-up process. Follow-up meetings are chaired by the dean.
- p. Within one month, the program review coordinator prepares a summary document containing pertinent recommendations and proposed actions. Once this document is complete, it becomes the focus for the subsequent mid-cycle review. The dean, academic unit head, and program review coordinator may also report to the faculty of the unit concerning recommendations received and actions taken.
- q. Within one month, the program review coordinator distributes the reports to review team members and offices that originally received the self-study documents.

## **6. Follow-up Procedures**

The effectiveness of academic program review is dependent upon follow-up procedures that are timely and extensive. Follow-up meetings are scheduled by the program review coordinator and chaired by the college dean. These meetings are typically scheduled within one month after receipt of the academic unit's response to the team report. The academic unit prepares a summary document that lists the reviewers' recommendations, the responses to each from the academic unit, the college, and central administration, and implementation plans.

## **7. Reports Generated by Academic Program Review**

- a. Self-study document (See Appendix I).  
Appendix I provides the framework for the narrative of the self-study. In addition to the departmentally provided narrative, the self-study will also include reports from the Library, the Office of Research, and the Office of Development as well as a standardized data package, prepared by the Office of Institutional Research and Assessment under the direction of the Office of the Provost.
- b. Quality assurance funding checklists for graduate and undergraduate programs as applicable (See Appendices VII and VIII).
- c. Review team report (See Appendix II).
- d. Academic unit's response to review team report written by unit head.
- e. Summary document written by program review coordinator.

## **SECTION II: MID-CYCLE REVIEWS**

As a follow-up on progress toward implementation of recommendations from the academic program review and as an indicator of current status, a mid-cycle review is conducted approximately five years after the full review. A schedule of mid-cycle reviews is maintained by the program review coordinator.

### **1. Process and Content Overview**

The mid-cycle review, a joint undertaking of the Office of the Provost and the college dean, includes the following actions:

- a. One of the external members of the review team is invited by the program review coordinator to return to campus to work with the internal reviewers for a period of one and one-half days.
- b. Three weeks before the review visit, the academic unit under review submits an electronic copy of the mid-cycle update document to the program review coordinator. This document summarizes the unit's achievements since the preceding full review and lists continuing concerns. No hard copy is required.
- c. Reports and data packages are prepared using the same data sources as for a full review.
- d. In advance, the reviewers reexamine all previously prepared materials, the mid-cycle update document, and the standard reports and data packages.
- e. Meetings are held with the appropriate academic unit, college, and key members central to the university to verify the unit's current status, prospects, and problems.
- f. THEC checklist(s) are completed before the team leaves.
- g. A substantial draft of the report is developed at the working session and shared at the concluding session. The review team report outline is listed in Appendix II.
- h. Within one month after the visit, the review team sends a brief written report electronically to the program review coordinator, commenting on progress made in addressing the plan of action as stated in the summary document and other pertinent findings, even if not related to the original review. In anticipation of the next full review, the review team should also raise questions for the academic unit to address about the program's effectiveness in reaching its goals and objectives.
- i. Within one month of receiving the report, the program review coordinator distributes all reports to the review team members and offices that originally received the self-study documents.
- j. Within one month of discussing the report with the provost and provost staff, a follow-up meeting is held with the program review coordinator, academic unit head, and the college dean. The meeting is chaired by the program coordinator.

### **2. Responsibilities**

The summary document that results from consideration of all academic program review materials forms the basis for the subsequent mid-cycle review. The mid-cycle review is scheduled approximately five years from the initial visit. As with academic program reviews, the mid-cycle review requires close collaboration between administrative offices and shared responsibilities for implementation of improvements.

#### **a. Program Review Coordinator**

The program review coordinator cooperates with the college dean to implement the mid-cycle review. In a planning meeting set approximately six months before the review date, the program review coordinator, college dean, and academic unit head discuss the assignment of overall responsibilities and procedures for the mid-cycle review. The program review coordinator contacts the external and internal reviewers to request their participation and confirms the dates and arrangements. The program review coordinator distributes the original review reports, the summary document, the mid-cycle update report, the reports from the Library, Office of Research and Engagement, and the Office of Development, the standardized data package prepared by the Office of Institutional Research and Assessment at the direction of the Office of the Provost, and the mid-cycle review schedule to the review team, college dean, academic unit head, and central university personnel. For more details, visit Appendix V.

#### **b. College Dean**

The college dean shares responsibility with the program review coordinator for planning and implementation of the mid-cycle review. The dean hosts the dinner scheduled at the end of the first day and participates in the final meeting with the review team. For more details, visit Appendix III.

**c. Academic Unit Head**

While planning for the mid-cycle review, the academic unit head prepares a mid-cycle update report of no more than 10 pages to summarize changes that have occurred in the unit. This report focuses on changes resulting from academic program review recommendations as noted in the summary document, and should include other changes as well. It also includes updated data from the Library, Office of Research, Office of Institutional Research and Assessment, Office of the Provost, and the Office of Development. A mid-cycle draft schedule is developed using the model schedule contained in Appendix VI. In consultation with the college dean, the academic unit head is responsible for scheduling and arranging all meetings within the college, contacting those who will participate and reserving rooms for academic unit and college meetings. For more details, visit Appendix III.

**d. Review Team**

The three internal reviewers (or two, at a minimum) and one of the external reviewers from the original academic program review compose the mid-cycle review team. The external member serves as chair of the mid-cycle review team and coordinates production of the final report.

Using the academic program review findings, academic unit report, and data provided by the Library, the Office of Research, the Office of Development, the Office of Institutional Research and Assessment, and the Office of the Provost, the mid-cycle review team assesses the progress made by the academic unit, the college, and other central university personnel in addressing earlier recommendations. The team will be expected to complete appropriate THEC checklist(s) shown in Appendices VII and VIII before leaving campus.

Within four weeks of the visit, the review team submits a brief written report to the program review coordinator, commenting on progress made in addressing the plan of action as stated in the summary document and any other pertinent findings, even if not related to the original review. In anticipation of the next academic program review, the team should raise questions for the academic unit to address about the program's effectiveness in reaching goals and objectives. An outline of the report is provided in Appendix II.

### SECTION III: ACCREDITATION AS PROGRAM REVIEW

In some, but not all, cases an accreditation visit can substitute for a program review. When this is to be the case, the documents prepared for accreditation will be considered primary. However, a brief program review document should also be prepared that includes the following:

#### 1. Vision, Mission, Background

- a. Vision Statement
  - Statement of vision for the program with commentary about how it corresponds to Vol Vision 2020.
- b. Mission Statement
  - Statement of mission for the unit with commentary about how it relates to the university-wide mission.
- c. Strategic Plan
  - Provide a link to the unit's strategic plan. If no strategic plan is available, provide a detailed outline of the timeline for creation of a unit strategic plan.
- d. History and Background
  - Critical events/background information which will help in understanding the unit.
- e. Unit Structure
  - Provide an organizational chart of the unit including all personnel (administrators, faculty, and staff).
- f. Program Administration
  - Provide a brief summary of organization, management, and direction of the unit.
- g. Demand for Program
  - Community, state, regional, national, and international demand.
- h. National and International Recognition
  - Rankings if applicable.
  - Highlights of comparisons to peer institutions.

#### 2. Summary and Perspective

- a. Strengths
  - Summarize key strengths across all areas of the unit.
- b. Weaknesses
  - Identify areas for improvement.
- c. Speculations
  - What are the paradigms of the unit that need to be addressed in the future?
  - What are the options for change?
  - What are the ways to align more closely with the university mission, vision, and strategic priorities?
  - What are the ways to improve efficiency and effectiveness within the unit?
- d. Special Concerns/Information
  - Any items that the program review team should consider in its evaluation of the unit.

In addition, the academic unit should include standard APR data reports from the Library, the Office of Research, and the Office of Development, and the standardized data package prepared by the Office of Institutional Research and Assessment under the direction of the Office of the Provost.

The schedule of the review team will be largely dictated by the accrediting agency, but the team should, at a minimum, meet with the Provost's staff near the end of the review. If possible, a meeting with central administration should be set and can substitute for the Provost's staff meeting.

A schedule of accreditation reviews which substitute for academic program review is maintained by the coordinator. During discussions on dates with the accrediting agency, please work with the program review coordinator to arrange possible dates for meetings with the central administrators and/or the Provost's staff.

## APPENDIX I: SELF-STUDY DOCUMENT

Each academic unit prepares a Self-Study Document prior to the review so that copies may be distributed to members of the review team and others at least four weeks before the on-campus visit. The self-study should be written only after frank and open discussions by faculty in the unit as they prepare for the review. The outline presented here provides broad guidelines for a self-study. Given the diversity of programs, the outline cannot apply equally to all, so academic units should feel free to adjust its content as necessary. The self-study should be a concise summary, on the order of 30 pages, rather than an exhaustively detailed report. Supplemental information should be placed in the Appendix and/or should be available online. The program review coordinator will provide instructions for departments about how to receive centrally provided data.

### 1. Vision, Mission, Background

- |   |   |
|---|---|
| a. Vision Statement                       | • Statement of vision for the program with commentary about how it corresponds to Vol Vision 2020.  |
| b. Mission Statement                      | • Statement of mission for the unit with commentary about how it relates to the university-wide mission.  |
| c. Strategic Plan                         | • Provide a link to the unit's strategic plan. If no strategic plan is available, provide a detailed outline of the timeline for creation of a unit strategic plan. |
| d. History and Background                 | • Critical events/background information which will help in understanding the unit.   |
| e. Unit Structure                         | • Provide an organizational chart of the unit including all personnel (administrators, faculty, and staff).   |
| f. Program Administration                 | • Provide a brief summary of organization, management, and direction of the unit.   |
| g. Demand for Program                     | • Community, state, regional, national, and international demand.   |
| h. National and International Recognition | • Rankings if applicable.<br>• Highlights of comparisons to peer institutions.  |

### 2. Examples of programs/initiatives designed to reflect ways the unit values...

- |  |  |
|--|--|
| a. broad diversity, including people of all races, creeds, ethnicity, gender, sexual orientations, gender identities, physical abilities, and socioeconomic groups             | • Examples of programs and activities that foster and promote diversity.<br>• Include link to diversity plan/strategy if it exists. If no plan exists, detail the timeline for creation of a diversity plan.   |
| b. a culture that appreciates and respects faculty, staff, and students and that acknowledges their interdependence and the vital role of every member of the Volunteer family | • Examples of ways that the unit builds relationships among and between groups within the university.  |
| c. engagement with our local and extended communities, embracing intercultural and global perspectives   | • Examples of community engagement programs with a particular emphasis on those that focus on Ready for the World initiatives.<br>• If the unit is involved in any consortium or contractual relationships with other institutions, please list those relationships and discuss the mechanisms you use for evaluating effectiveness. |
| d. high standards of ethical and professional behavior   | • Examples of activities and/or programs that focus on issues of ethics and professional behavior.   |
| e. intellectual curiosity, pursuit of knowledge, free exchange of ideas, and academic freedom and integrity  | • Examples of activities and/or programs that focus on issues of intellectual curiosity and related topics.  |
| f. transparent and data-informed decision making   | • Examples of ways the program uses data for informed decision making.   |
| g. wise management of resources and infrastructure   | • Examples of ways that the program has improved efficiency and effectiveness.   |
| h. our campus, our people, and our work  | • Examples of activities and/or programs that foster institutional pride.  |

### **3. Recruit enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders.**

- a. Overview
  - Provide a brief summary of undergraduate majors and/or minors offered by the program including a brief historical narrative of any major changes since the last program review.
- b. Curriculum
  - Provide a narrative summary to help reviewers understand undergraduate coursework offered by unit.
  - Describe any contributions the unit makes to the undergraduate general education program.
  - Data supplied by the Office of Institutional Research and Assessment will summarize enrollments in undergraduate courses since the last review. Provide commentary and context as appropriate.
- c. Recruitment
  - Describe any efforts the program makes to recruit undergraduate students.
  - Include, if relevant, information on scholarships for recruitment/retention of undergraduate students.
- d. Student Profile
  - Data supplied by the Office of Institutional Research and Assessment will summarize numbers of majors and minors in the program as well as graduates for all years since the last review. It will also provide gender and racial profiles. Provide commentary and context as appropriate.
  - Academic unit may also provide a narrative summary, if desired, about any notable changes in the student profile since the last review.
- e. Advising
  - Describe the nature of undergraduate student advising including any advances in advising personnel, policies, and/or practices since the last program review.
- f. Teaching
  - Describe innovations and efforts to improve advising.
  - Describe innovations and success strategies in teaching for undergraduate courses.
  - Describe ways in which teaching engages students with the community (e.g., service learning, internships, co-op, etc.).
  - Describe tools used to assess undergraduate teaching.
- g. Scholarship
  - Provide a brief overview of how unit involves undergraduate students in scholarship.
  - Describe ways in which scholarship engages students with the community (e.g., community-based research, basic research that is applied to needs of underserved groups, performances that are accessible to underserved groups, etc.).
  - Provide data on key undergraduate student activities in scholarship.
- h. Enrichment
  - Provide a narrative summary of enrichment opportunities that the program provides for undergraduate students (e.g., special events, lecture series, visiting faculty, etc.).
- i. Student success
  - Summarize key learner outcomes for undergraduate students and indicate which courses are designed to meet those outcomes and briefly describe assessment tools and outcomes.
  - Data supplied by the Office of Institutional Research and Assessment, will summarize results of major field testing and general education testing for the program. Provide commentary and context as appropriate.
  - Provide information on numbers of graduates placed in various jobs and/or graduate programs in the past five years.

#### **4. Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience.**

- a. Overview
  - Provide a brief summary of graduate programs offered including a brief historical narrative of any major changes since the last program review.
- b. Curriculum
  - Provide a narrative summary to help reviewers understand graduate coursework offered by unit.
  - Data supplied by the Office of Institutional Research and Assessment will summarize enrollments in graduate courses since the last review. Provide commentary and context as appropriate.
- c. Recruitment
  - Describe any efforts the program makes to recruit graduate students.
  - Include, if relevant, information on scholarships, fellowships, or other endowment funding used for recruitment and retention of graduate students.
  - Data provided by the Office of Institutional Research and Assessment will provide information about application and yield of graduate students. Provide commentary and context as appropriate.
- d. Student Profile
  - Data supplied by the Office of Institutional Research and Assessment will summarize numbers of graduate students in the program as well as graduates for all years since the last review. It will also provide gender and racial profiles. Provide commentary and context as appropriate.
  - Academic unit may also provide a narrative summary if desired about any notable changes in the student profile since the last review.
- e. Advising/Mentoring
  - Describe the nature of graduate student advising/mentoring including processes by which students are assigned to advisors/mentors at various stages of their degree programs.
  - Provide a summary of faculty advising/mentoring of graduate students dissertations, theses, and projects.
- f. Teaching
  - Describe innovations and success strategies in teaching for graduate courses.
  - Describe ways in which teaching engages students with the community (e.g., service learning, internships, co-op, etc.).
  - Describe tools used to assess graduate teaching.
  - Describe ways that you are helping your graduate students develop as teachers.
- g. Scholarship
  - Provide a brief overview of how unit involves graduate students in scholarship.
  - Describe ways in which scholarship engages students with the community (e.g., community-based research, basic research that is applied to needs of underserved groups, performances that are accessible to underserved groups, etc.).
  - Provide data on key graduate student activities in scholarship.
- h. Enrichment
  - Provide a narrative summary of enrichment and professional development opportunities that the program provides for graduate students (e.g., special events, lecture series, visiting faculty, etc.).
- i. Student Success
  - Summarize key learner outcomes for graduate students in and indicate which courses are designed to meet those outcomes and briefly describe outcomes.
  - Summarize numbers of graduates placed in various jobs and/or graduate programs in the past five years.

- Central administration will provide summary data on average time to degree for students in all graduate programs. Provide commentary and context as appropriate.

**5. Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement.**

- a. Overview
  - Provide a brief summary of unit’s key areas of strength in research, scholarship, and creative activity with a focus on relationships between research and teaching, economic/social development, and outreach/engagement (note that detailed information on student research productivity is covered in sections 3 and 4 and faculty research productivity will be addressed in section 6).
- b. Funded Research
  - The Department Head will collect information from the Office of Research and develop a report to summarize information about funded research. The department will provide comments on the research report to explain areas of strength and areas for growth.
- c. Multidisciplinary Research
  - Provide a summary of the unit’s multidisciplinary research activities with other departments within the college, departments outside the college, and research centers and institutes.

**6. Attract, retain, and recognize stellar faculty and staff who strive for excellence and proudly embody Volunteer values.**

- a. Faculty Profile
  - Data provided by the Office of Institutional Research and Assessment will summarize the faculty profile over the past five years.
  - Summarize changes in faculty since last program review.
  - Provide narrative on any other measure that would indicate quality of the faculty.
  - Provide a forecast for faculty hiring needs in the coming five years and the strategic issues that will need to be considered, including diversity, programmatic needs, and hiring challenges.
  - Discuss initiatives for faculty development (e.g., mentoring, faculty leave, etc.) as well as any specific challenges that your unit faces.
- b. Faculty Productivity
  - Provide a summary of faculty productivity in the past five years.
  - As appropriate, provide information about citation indices, patents and inventions, and other relevant measures of research/creative activity not captured elsewhere.
  - Provide a summary of the faculty workload policy for the program.
- c. Staff Profile
  - Data provided by the Office of Institutional Research and Assessment will summarize the staff profile over the past five years. Provide commentary and context as appropriate.
  - Provide narrative on any other measures that would indicate quality of the staff.
- d. Faculty and Staff Diversity
  - Data provided by the Office of Institutional Research and Assessment will summarize diversity of faculty and staff over past five year period. Provide commentary and context as appropriate.
  - Provide a narrative summary of actions that have been taken to improve the diversity of the faculty and staff.

## **7. Develop a resource base for the future and continue the transformation of campus infrastructure.**

- a. Budget Summary
  - Budgeting data will be provided by the Office of the Provost. Provide commentary and context as appropriate.
- b. Budget Efficiencies
  - Briefly discuss ways that the unit optimizes its use of centrally provided resources.
- c. Development Efforts
  - The Office of Development will supply a summary of development activity since the last review. Summarize key development priorities and activities. Provide commentary and context as appropriate.
- d. Additional Revenue
  - Identify current and potential sources of additional revenue.
- e. Space and Facilities
  - Scope and quality of space and other facilities for program needs.
- f. Computing Support
  - Equipment and technical support for faculty, staff, and students.
- g. Library Support
  - The Library will provide a report describing the resources and services that support the program. Provide commentary and context within the self-study narrative if appropriate.
- h. Student Support
  - Briefly summarize any issues related to student affairs, student services, and/or key needs of your students outside of the academic program.

## **8. Summary and Perspective**

- a. Strengths
  - Summarize key strengths across all areas of the unit.
- b. Weaknesses
  - Identify areas for improvement.
- c. Speculations
  - What are the paradigms of the unit that need to be addressed in the future?
  - What are the options for change?
  - What are the ways to align more closely with the university mission, vision, and strategic priorities?
  - What are the ways to improve efficiency and effectiveness within the unit?
- d. Special Concerns/Information
  - Any items that the program review team should consider in its evaluation of the unit.

## **APPENDIX II: RECOMMENDED OUTLINE FOR REVIEW TEAM REPORT**

The review team should prepare an executive summary of the report that addresses these points:

1. Executive summary and overall assessment of the unit
2. Strengths exhibited by the unit
3. Opportunities for improvement
4. Opportunities for internal reallocation. Is the unit making effective use of its resources? Can existing resources be reallocated to better serve the unit's strategic priorities and the priorities of Vol Vision?
5. Recommendations for action over the next five-year period. Distinguish between recommendations for the unit (actions the unit can take on its own to improve) and recommendations for UTK administration (administrative actions that could assist the unit in its continuous improvement journey).

The review team should structure the main body of its report around the twelve program dimensions listed on the following chart.

<b>Dimension</b>	<b>Description</b>	<b>Supporting Evidence</b>
<b>Strategic Planning</b>	The unit should have a strategic plan that aligns with both university-level and college-level goals. The plan should present goals for continuous improvement that are both realistic and aspirational.	Strategic plan included as appendix to self study narrative.
<b>Curriculum</b>	Curricula should reflect disciplinary best practices to the greatest extent possible while being consistent with instructional resources available to the unit.	Discussion in self study narrative of unit's graduate (if applicable) and undergraduate curricula and disciplinary best practices.
<b>Learning Effectiveness</b>	Program-level learning outcomes should be clearly articulated and should be assessed regularly using direct methods, and assessment findings should be used to "close the loop" through revisions to both curriculum and instructional delivery methods.	Learning outcome reports from Compliance Assist and discussion of assessment cycle in self study narrative.
<b>Graduate Student Recruitment</b>	Graduate admissions selectivity and yield rates should compare favorably with those of aspirational peers and should support university-level goals for graduate education. Both selectivity and yield rates will vary by program, and an analysis of historical trends for the unit will also be important in framing progress.	Application, admission, and yield data from the Graduate School or from the unit's internal records, with a discussion of historical trends.
<b>Undergraduate Population Management</b>	Trends in undergraduate student enrollment should be presented and analyzed. If enrollments are increasing, the unit should discuss its plans for managing the increase. If enrollments are decreasing, the unit should be developing recruitment strategies or identifying opportunities for using instructional resources more efficiently.	AUS trends in undergraduate SCH production, major enrollment, and degrees awarded.
<b>Student Outcomes</b>	The unit should be monitoring retention, graduation, and placement for both undergraduate students and graduate students (if applicable) and trend lines in all areas should be positive.	AUS will have college-level retention and graduation rates within two years. Career Development will provide placement data within a year. Until central data is available, unit should report data from its own records.
<b>Diversity and Inclusion</b>	The unit should actively work to recruit and retain diverse students, faculty, and staff. Definitions of underrepresented or diverse populations will vary by unit and by type of individual (students, faculty or staff). The unit should present and discuss historical trends.	AUS should provide demographic "slicers" for students, faculty, and staff by race/ethnicity and gender at a minimum. Other student characteristics (first-generation students, family SES) may also eventually be captured.
<b>Teaching Efficiency</b>	The unit should show stable or positive trends in SCH per faculty FTE and should present evidence that class sizes and room utilization are managed efficiently. All efficiency measures may vary by discipline, but historical trends should be positive and unit should present comparisons both with similar units at the university and with external peers.	SCH per faculty FTE can be obtained from AUS. Classroom efficiency data is (or will be) available from Ad Astra.
<b>Research</b>	Faculty research, scholarship, and/or creative activity should compare favorably to similar units at aspirational peer institutions.	ORE data, faculty CVs, data from Elements, and assessment of reviewers.
<b>Service and Engagement</b>	The unit should actively engage in service to the discipline, university, and community.	Self-study narrative. Elements may eventually contain information regarding faculty service activity.
<b>Governance and Management</b>	Shared governance mechanisms should be clearly defined and operational, and the unit head and leadership team should provide effective management of the unit.	AUS budget information and self study narrative.
<b>Resources</b>	The unit should make efficient and effective use of existing resources, and should identify additional efficiencies and/or present clear and realistic plans for increasing its resource base (e.g. through development efforts or through the creation of revenue generating programs).	AUS budget information, development report, library report, and self study narrative.

AUS = Academic Unit Statistics; CV = Curriculum vitae; FTE = Full-time equivalents; ORE = Office of Research and Engagement; SCH = Student credit hours; SES = Socioeconomic status.

### APPENDIX III: SUMMARY OF RESPONSIBILITIES

<b>Program Review Coordinator (PRC)</b>	<b>APR</b>	<b>MC</b>	<b>ACC</b>
<input type="checkbox"/> Establishes review date with academic unit head and college dean.	x	x	x
<input type="checkbox"/> Conducts preliminary planning meeting.	x	x	
<input type="checkbox"/> Contacts external and internal reviewer(s).	x	x	
<input type="checkbox"/> Sends confirmation letter and program review guidelines to reviewers.	x	x	
<input type="checkbox"/> Coordinates UTK Central Administration review participation.	x	x	x
<input type="checkbox"/> Transmits self-study document and reports from the Library, Office of Research and Engagement, Office of Institutional Research and Assessment, and the Office of Development to review team, college dean, and UTK Central Administration.	x		
<input type="checkbox"/> Transmits unit update report to review team, college dean, and UTK Central Administration.		x	
<input type="checkbox"/> Transmits short department document to UTK Central Administration.			x
<input type="checkbox"/> Confirms and distributes final schedule to review team, unit head, college dean, and administrators	x	x	
<input type="checkbox"/> Arranges and pays for lodging accommodations and honorarium for external reviewer(s).	x	x	
<input type="checkbox"/> Chairs orientation meeting, UTK central administration meeting, and concluding session.	x	x	
<input type="checkbox"/> Chairs meeting with central administration.			x
<input type="checkbox"/> Reimburses external reviewer(s) for travel expenses and honorarium.	x	x	
<input type="checkbox"/> Collects and distributes the graduate and undergraduate program checklists after review to instructional research coordinator, academic unit head, and college dean.	x	x	
<input type="checkbox"/> Initiates follow-up meeting(s) after review.	x		
<input type="checkbox"/> Distributes review report, academic unit response, and summary report after review visit to central administration, department head, and college dean	x		
<input type="checkbox"/> Distributes review report and summary memo to central administration, department head, and college dean		x	

<b>College Dean</b>	<b>APR</b>	<b>MC</b>	<b>ACC</b>
<input type="checkbox"/> Supplements and approves the academic unit head's list of external and internal reviewers.	x		
<input type="checkbox"/> Arranges, hosts, and pays for meals, in conjunction with academic unit head.	x	x	x
<input type="checkbox"/> Participates in orientation and concluding sessions during review visit.	x	x	
<input type="checkbox"/> Chairs follow-up meeting after review visit after receiving academic unit response.	x		

<b>Academic Unit Head</b>	<b>APR</b>	<b>MC</b>	<b>ACC</b>
<input type="checkbox"/> Prepares and submits to PRC a prioritized list of approximately 6-10 of both proposed external and internal reviewers.	x		
<input type="checkbox"/> Prepares and submits copy of self-study document to PRC five weeks before review.	x		
<input type="checkbox"/> Prepares and submits copy of unit update report to PRC five weeks before review.		x	
<input type="checkbox"/> Prepares and submits copy of short department document to PRC five weeks before review.			x
<input type="checkbox"/> Prepares and submits tentative review schedule to PRC.	x	x	x
<input type="checkbox"/> Schedules participation by academic unit faculty, staff, and students.	x	x	x
<input type="checkbox"/> Schedules all rooms for all review sessions, <b>except</b> the central administration meeting, work session, and concluding meeting.	x	x	
<input type="checkbox"/> Schedules all rooms for review sessions, <b>except</b> central administration meeting.			x
<input type="checkbox"/> Arranges all breaks, meal functions, and ground transportation.	x	x	x
<input type="checkbox"/> Schedules rooms.	x	x	x
<input type="checkbox"/> Submits academic unit response to PRC within 3-4 weeks of receiving review team report.	x		
<input type="checkbox"/> Participates in follow-up meeting to determine best next steps for academic unit in keeping with the strategic plan.	x	x	

<b>Review Team</b>	<b>APR</b>	<b>MC</b>	<b>ACC</b>
<input type="checkbox"/> Prepares for the visit by reviewing the documents provided.	x	x	x
<input type="checkbox"/> Meets with central administrators for information sharing about resources and contributions of unit.	x	x	x

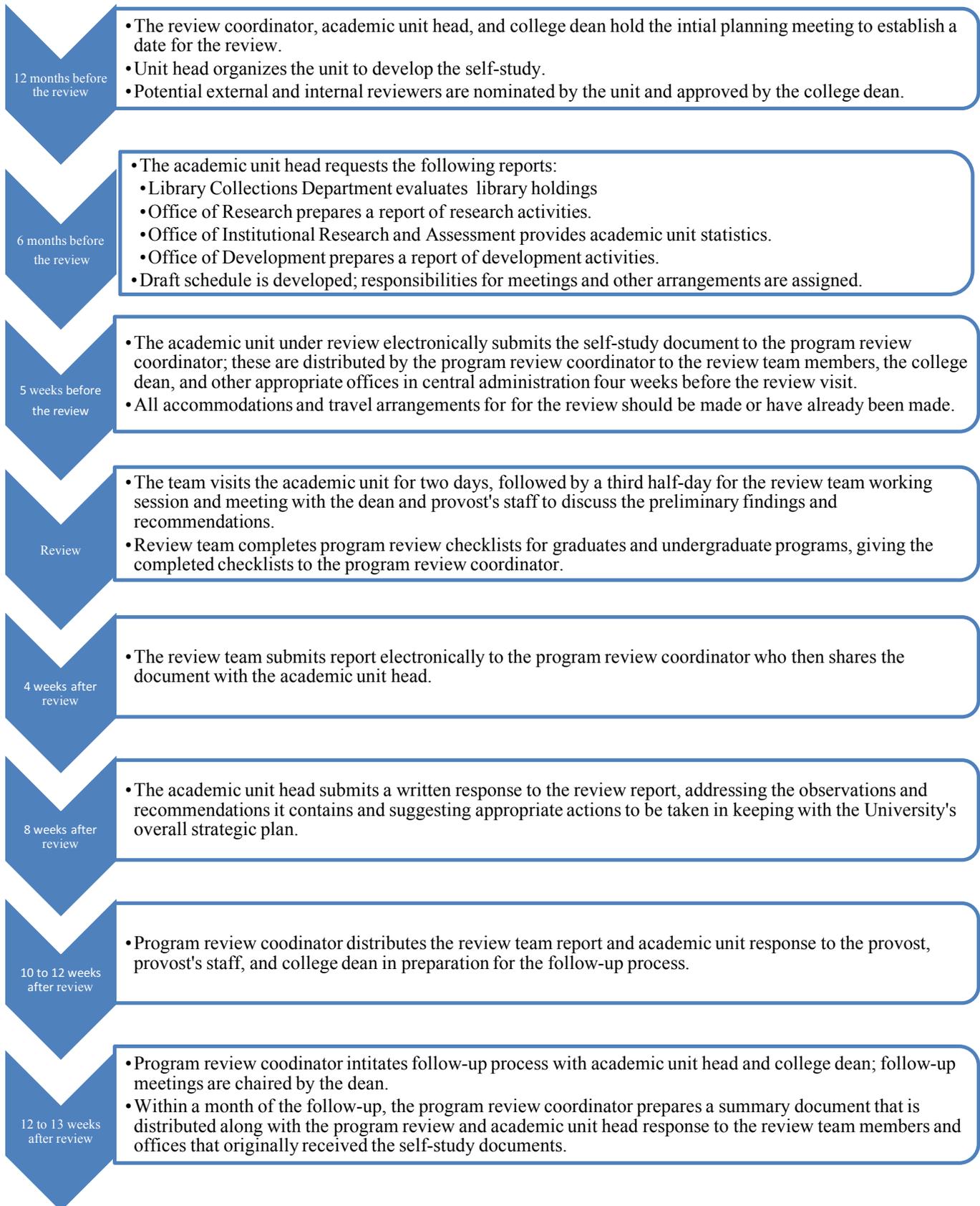
<input type="checkbox"/> Presents preliminary observations and recommendations to college dean and provost's staff at concluding session.	x	x	
<input type="checkbox"/> Completes THEC checklists for performance funding and submits to PRC before departing.	x	x	
<input type="checkbox"/> Submits report to the PRC within 3-4 weeks after the review visit.	x	x	

APR-Academic Program Review

MC-Mid-Cycle Program Review

ACC-Accreditation as APR

## APPENDIX IV: KEY ACTIVITIES TIMELINE FOR PLANNING AND CONDUCTING REVIEW



## APPENDIX V: ACADEMIC PROGRAM REVIEW MODEL SCHEDULE

### Academic Program Review Academic Unit (*list name*) Review Date

External Reviewers: Name Institution  
Name Institution

Internal Reviewers: Name Academic Unit  
Name Academic Unit  
Name Academic Unit

#### Sunday, Date

Pick up external reviewers at airport

*Vice provost's office notifies academic unit of the itinerary, academic unit arranges transportation for on-site visit including airport transportation if necessary*

Hotel accommodations at the Four Points by Sheraton

*Vice provost's office will notify the academic unit if accommodations are elsewhere.*

**Note: Academic unit arranges all ground transportation & rooms for all scheduled meetings, except where indicated.**

#### Monday, Date

8:30 a.m. Pick up external reviewers at the hotel

9:00 a.m. Orientation Meeting, (List location)

*This meeting day/time cannot be changed*

Review Team

Academic Unit Head (List Name)

College Dean (List Name)

Program Review Coordinator (List Name)

9:30 a.m. Tour and Overview of the Academic Unit

Review Team

Academic Unit Head (List Name)

10:45 a.m. Faculty Interviews, (List location)

Review Team

Individual or group meetings as time permits (List Names)

*Note that at least one faculty interview session should be restricted to probationary tenure-track faculty members.*

12:00 noon Lunch (List location)

*Arranged by academic unit and paid for by college. Lunch boxes recommended.*

- 1:30 p.m. Undergraduate Program Overview, (List location)  
 Review Team  
 Academic Unit Head (List Name)  
 Academic Unit Faculty (List Names)  
 College Director of Advising (List Name)
- 2:15 p.m. Interviews with Undergraduate Students, (List location)  
 Review Team  
 Undergraduate students in individual or group meetings
- 3:00 p.m. Break
- 3:15 p.m. Graduate Program Overview (List location)  
 Review Team  
 Academic Unit Head (List Name)  
 College Graduate Dean (List Name)  
 Vice Provost and Dean of Graduate School (List Name)  
*Please check with Vice Provost before changing time to see if available.*  
 Academic Unit Faculty (List Names)
- 4:00 p.m. Interviews with Graduate Students (List location)  
 Review Team  
 Graduate students in individual or group meetings
- 4:45 p.m. Summary Session (List location)  
 Review Team
- 6:30 p.m. Dinner (List location)  
 Review Team (only)  
*Location determined by academic unit, provost's office will reimburse department for dinner expenses. Please provide receipts.*

## **Tuesday, Date**

- 8:10 a.m. Pick up external reviewers at the hotel
- 8:30 a.m. College Meeting (List location)  
*Attendees can vary by college but generally, deans, associate deans, and budget director.*  
 Review Team  
 College Office Representatives (List Names)  
*Varies by academic unit, generally dean, associate deans, and budget director.*  
*Please contact the Dean's Office for a list of names of those who should attend.*
- 9:30 a.m. Break
- 9:45 a.m. Central Administration \_\_\_\_ floor conference room, Andy Holt Tower  
*Vice provost's office has reserved the room and notified central administration participants.*  
*This meeting date/time cannot be changed.*  
 Review Team  
 Central Administration Representatives:

Kari Alldredge, Vice Provost for Enrollment Management  
Chip Bryant, Vice Chancellor for Development and Alumni Affairs  
Vince Carilli, Vice Chancellor for Student Life  
Chris Cimino, Vice Chancellor for Finance & Administration  
Gary Gray, Assistant Provost for Academic Resources and Planning  
Robert Hinde, Vice Provost for Academic Affairs and Program Review Coordinator  
David Manderscheid, Provost and Senior Vice Chancellor for Academic Affairs  
Michael McFall, Assistant Director for Institutional Research and Assessment  
Dixie Thompson, Vice Provost and Dean of Graduate School  
John Zomchick, Vice Provost for Faculty Affairs  
Associate Vice Chancellor for Research  
Associate Dean for Collections, University Libraries

- 10:45 a.m. Break
- 11:00 a.m. Faculty Interviews (List location)  
Review Team  
Individual or group meetings as time permits (List Names)  
*Note that at least one faculty interview session should be restricted to probationary tenure-track faculty members.*
- 12:00 noon Lunch (List location)  
*Arranged by academic unit and paid for by college. Lunch boxes recommended.*
- 1:30 p.m. Faculty Interviews (List location)  
Review Team  
Individual or group meetings as time permits (List Names)  
*Note that at least one faculty interview session should be restricted to probationary tenure-track faculty members.*
- 2:45 p.m. Heads of Related Academic Units (List location)  
*Academic unit head under review does not attend.*  
Review Team  
Academic Unit Heads (List Names)
- 3:45 p.m. Break
- 4:00 p.m. Academic Unit Head Exit Interview (List location)
- 5:00 p.m. Summary Session (List location)  
Review Team
- 6:30 p.m. Dinner (List location)  
Review Team (Only)  
*Location determined by academic unit, provost's office will reimburse department for dinner expenses. Please provide receipts.*

**Wednesday, Date**

- 8:10 a.m. Pick up external reviewers at the hotel

- 8:30 a.m. Work Session, 4th floor conference room, Andy Holt Tower  
*Vice provost's office has reserved the room.*
- 11:00 a.m. Concluding Session, \_\_\_\_ floor conference room, Andy Holt Tower  
*Vice provost's office has reserved the room and notified participants. Note: the unit head does not attend. This meeting date/ time cannot be changed.*
- Review Team  
College Dean (List Name)  
Office of the Provost:  
Kari Alldredge, Vice Provost for Enrollment Management  
Gary Gray, Assistant Provost for Academic Resources and Planning  
Robert Hinde, Vice Provost for Academic Affairs and Program Review Coordinator  
David Manderscheid, Provost and Senior Vice Chancellor for Academic Affairs  
Dixie Thompson, Vice Provost and Dean of Graduate School  
John Zomchick, Vice Provost for Faculty Affairs
- 12:00 noon Adjourn  
*Academic unit arranges transportation to the airport for the external reviewers.*

References: (Please include on the schedule)

- Academic Unit Head (List name, title, campus address, and phone number)
- College Dean (List name, title, campus address, and phone number)
- Program Review Coordinator (List name, title, campus address, and phone number)

**Note: Some academic units list the external reviewers' arrival and departure information on the schedule.**

## APPENDIX VI: MID-CYCLE REVIEW MODEL SCHEDULE

### Mid-Cycle Program Review Academic Unit (list name) Date

External Reviewer:	Name	Institution
Internal Reviewers:	Name	Academic Unit
	Name	Academic Unit
	Name	Academic Unit

#### Sunday, Date

Pick up external reviewer at airport

*Vice provost's office notifies academic unit of the itinerary, academic unit arranges transportation for only on-site visit. Vice Provost's office works with reviewers in scheduling airfare arrangements.*

Hotel accommodations are at the Four Points by Sheraton

*Vice provost's office will notify the academic unit if accommodations are elsewhere.*

**Note: Academic unit arranges all ground transportation for all scheduled meetings**

#### Monday, Date

8:30 a.m. Pick up external reviewer at the hotel

9:00 a.m. Orientation Meeting, (List location-determined by academic unit)

*This meeting day/time cannot be changed.*

Review Team  
Academic Unit Head (List name)  
College Dean (List name)  
Program Review Coordinator (List name)

9:30 a.m. Academic Unit Head Meeting (List location-determined by academic unit)

Review Team  
Academic Unit Head (List name)

10:30 a.m. Faculty Interviews, (List location-determined by academic unit)

Review Team  
Individual or group meetings as time permits (List names)  
*Note that at least one faculty interview session should be restricted to probationary tenure-track faculty members.*

12:00 noon Lunch – (List location) *Arranged and paid for by academic unit.*

1:30 p.m. College Meeting (List location-determined by academic unit)

Review Team  
College Office Representatives (List names)  
*Varies by academic unit, generally dean, associate deans, and budget director. Please contact the Dean's Office for a list of names of those who should attend.*

- 2:45 p.m. Break
- 3:00 p.m. Student Interviews (*List location-determined by academic unit*)  
 Review Team  
 Students in individual or group meetings  
*Academic unit chooses appropriate group or individuals*
- 4:00 p.m. Faculty Interviews (*List location-determined by academic unit*)  
 Review Team  
 Individual or group meetings as time permits (*List Names*)  
*Note that at least one faculty interview session should be restricted to probationary tenure-track faculty members.*
- 6:30 p.m. Dinner  
*Academic unit head arranges dinner in conjunction with college dean. The dean hosts and pays for dinner*  
 Review Team  
 Academic Unit Head (*List name*)  
 College Dean (*List name*)

**Tuesday, Date**

- 8:30 a.m. Pick up external reviewer at the hotel
- 9:00 a.m. Work Session, \_\_\_\_ floor conference room, Andy Holt Tower  
*Vice provost's office has reserved the room.*  
 Review Team
- 11:00 a.m. Central Administration Meeting, \_\_\_\_\_ floor conference room, Andy Holt Tower  
*Vice provost's office has reserved the room and notified participants. Note: the unit head does not attend this meeting. This meeting day/time cannot be changed.*  
 Review Team  
 College Dean (*List name*)  
 Office of the Provost:  
 Kari Alldredge, Vice Provost for Enrollment Management  
 Gary Gray, Assistant Provost for Academic Resources and Planning  
 Robert Hinde, Vice Provost for Academic Affairs and Program Review Coordinator  
 David Manderscheid, Provost and Senior Vice Chancellor for Academic Affairs  
 Dixie Thompson, Vice Provost and Dean of Graduate School  
 John Zomchick, Vice Provost for Faculty Affairs
- 12:00 noon Adjourn  
*Academic unit arranges transportation to the airport for the external reviewer*

References:

- Academic Unit Head (*List name, title, address, and phone number*)  
 College Dean (*List name, title, address, and phone number*)  
 Program Review Coordinator (*List name, title, address, and phone number*)

**Note: Some academic units list the external reviewers' arrival and departure information on the schedule.**

**APPENDIX VII: QUALITY ASSURANCE FUNDING CHECKLIST (UNDERGRADUATE)**

**2015-20 Quality Assurance Funding**  
***Program Review: Baccalaureate Programs***



<b>Institution:</b>
<b>Program Title:</b>
<b>CIP Code:</b>

**Instruction for External Reviewer(s)**

In accordance with the 2015-20 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 in 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 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 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)**

<b>Name</b>	_____	<b>Name</b>	_____
<b>Title</b>	_____	<b>Title</b>	_____
<b>Institution</b>	_____	<b>Institution</b>	_____
<b>Signature</b>	_____	<b>Signature</b>	_____
<b>Date</b>	_____	<b>Date</b>	_____



## 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.					
<b>4. Faculty (Full-time and Part-time)</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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.					
<b>5. Learning Resources</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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.					
<b>6. Support</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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.*

**APPENDIX VIII: QUALITY ASSURANCE FUNDING CHECKLIST (GRADUATE)**

**2015-20 Quality Assurance Funding  
Program Review: Graduate Programs**



<b>Institution:</b>	
<b>Program Title:</b>	
<b>CIP Code:</b>	<b>Degree Designation:</b>

**Instruction for External Reviewer(s)**

In accordance with the 2015-20 Quality Assurance Program Funding guidelines of the Tennessee Higher Education Commission (THEC), each non-accreditable graduate 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 32 criteria grouped into six categories. THEC will use these criteria to assess standards and distribute points in to graduate 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 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 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)**

<b>Name</b>	_____	<b>Name</b>	_____
<b>Title</b>	_____	<b>Title</b>	_____
<b>Institution</b>	_____	<b>Institution</b>	_____
<b>Signature</b>	_____	<b>Signature</b>	_____
<b>Date</b>	_____	<b>Date</b>	_____

## Program Review Rubric Graduate 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.	e.				
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 is reviewed regularly and the 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 reflects progressively more advanced in academic content than its related undergraduate programs.					
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.					
2.5	The curriculum is structured to include knowledge of the literature of the discipline.					
2.6	The curriculum strives to offer ongoing student engagement in research and/or appropriate professional practice and training experiences.					
2.7	Programs offered entirely through distance education technologies are evaluated regularly to assure achievement of program outcomes at least equivalent to on-campus programs.					
2.8	The program incorporates appropriate pedagogical and/or technological innovations that advance student learning into the curriculum.					
3. Student Experience		N/A	Poor	Fair	Good	Excellent
3.1	The program ensures a critical mass of students to ensure an appropriate group of peers.					
3.2	The program provides students with the opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.					
3.3	The program provides adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.					
3.4	The program provides adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.					

3.5	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.					
3.6	Students have access to appropriate academic support services.					
<b>4. Faculty</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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 teaching loads are aligned with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations.					
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 faculty engages in regular professional development that enhances their teaching, scholarship and practice.					
4.5	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.					
4.6	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.					
<b>5. Learning Resources</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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.					
5.3	The program provides adequate materials and support staff to encourage research and publication.					
<b>6. Support</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
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.					
6.4	The program regularly and systematically collects data on graduating students and evaluates placement of graduates.					
6.5	The program's procedures are regularly reviewed to ensure alignment to institutional policies and mission.					

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