

THE COLLEGE OF IDAHO PROGRAM REVIEW
Assessment Guide for External Reviewers

Name of Reviewer _____ Date _____

Department/Program Reviewed _____

Date of Campus Visit _____

Introduction:

Outside Reviewers are considered as peer evaluators for a specific academic unit. Their role is to verify, clarify, and/or amplify information provided on the unit's review form. The evaluator helps to identify the unit's significant strengths and recommend ways to address its concerns.

The following guide is designed to facilitate the work of an outside reviewer. It should serve to focus systematically so that overall, the review encompasses all the major components of each unit's operation. This guide consists of five parts. Each of the first four parts has a similar format consisting of a statement about the expectations for that particular component of the unit followed by some key elements to be addressed in reviewing written materials, conducting the campus visit, and in submitting a written report. Part V asks reviewers to summarize overall assessment of the unit and to rate it in relation to similar units in like colleges and universities. Finally, reviewers are asked to recognize major strengths of the unit and make recommendations for future development

The outside reviewers' 6-8 page report is to be sent to the Vice President for Academic Affairs within six weeks of the campus visit. This report becomes part of the official report on the unit's program review.

Part I: Department Goals and Objectives

Expectation:

The department/program statement of goals and objectives should (a) be consistent with those of the College, (b) give direction to the unit's educational activities as well as to admission policies, selection of faculty, allocation of resources, and planning, and (c) be assessed regularly and revised as necessary.

Questions to be addressed:

1. Does the unit have a clear statement of its goals and objectives? Is it consistent with that of the University and with the educational programs offered by the unit?
2. Is the statement reexamined periodically? What changes, if any, are planned?

3. What evidence is there that the educational goals are being achieved? What activities and plans exist for measuring educational effectiveness?

Part II: Instructional Program Expectation:

Education of students is the primary role of The College of Idaho. Accordingly, program review should assess (a) courses, (b) graduation requirements, (c) patterns of enrollment and graduation, and (d) the impact of the program on students and graduates.

Questions to be addressed:

1. Are graduation requirements, in terms of specific courses and/or groups of courses in the instructional area, consistent with acceptable standards of academic practice?
2. Is there a substantial and coherent program of general education/related instruction required of students?
3. Have all the courses included in the catalog for the instructional area been offered within the last two years? If not, what are future plans?
4. Comment on program evaluation/outcomes assessment activities to measure enrollment, retention, progression, and graduation as well overall educational effectiveness.
5. Comment on the department/program's effectiveness in
 - a. Maintaining program enrollment
 - b. Student retention
 - c. Student progression
 - d. Student graduation

Part III: Instructional Staff

Expectation:

The preparation and experience of the faculty are essential in determining the quality of the educational program. Ongoing professional growth of all members of the faculty should be encouraged, and the institution should assist members of the faculty to further their professional development. Faculty should receive adequate salaries and benefits, which enable the institution to attract and retain a strong faculty.

Faculty workloads should be arranged in such a way that each faculty member can make his or her maximum contribution toward carrying out the goals and objectives of the department/program and at the same time enhance his or her own professional development. Provision should be made for adequate faculty participation in the development of institutional policies. The department/program should provide regular and open channels of communications

among faculty and between faculty and administration. There should be a system for ongoing evaluation of faculty performance and for equitable recognition of faculty effectiveness.

Some part-time faculty may be employed to achieve various purposes, but there should be a core of full-time faculty with major professional commitment to the department/program to assure maintenance of quality educational programs and essential student services such as advisement.

Questions to be addressed:

1. Assess the overall composition of the faculty in terms of balance in each of the following:
 - a. expertise in terms of subject specialty;
 - b. gender and ethnic diversity;
 - c. rank and degrees held;
 - d. experience in publications, service, and research as appropriate.
2. What evidence is there to show that teaching loads are equitably and reasonably determined?
3. How is professional performance of individual faculty members evaluated? What evidence is there to show that the criteria used are known and accepted by both the evaluating official and the faculty?
4. What evidence is there to show appropriate faculty retention through clear and specific performance expectations as well as through competitive salaries and benefits?
5. If faculty rank is employed, what criteria have been adopted and used for promotion? Is there evidence to show that the promotion system has a positive influence upon the morale and professional development of the faculty?
6. Review the provisions made for faculty involvement in the formulation of fundamental instructional policies. Comment on their adequacy and make suggestions for improvement where indicated.

Part IV: Instructional Support

Expectation:

As an integral part of the learning environment, the program needs (a) adequate information resources and services, (b) sufficient classrooms and laboratories of various sizes and laboratory equipment, instructional facilities, and adequate furnishings, (c) appropriate student support services for on and off-campus and (d) adequate budget and clerical support staff. In addition, there should be appropriate funds for work-study (where applicable).

Questions to be addressed:

In relation to the courses, degree programs, and research expectations of the department/program, evaluate each of the following and comment on any changes recommended.

1. Library
2. Physical Plant
3. Student Support
4. Budget

Part V: Summary

In view of the mission and role of The College of Idaho, please summarize your overall assessment of this unit.

1. How would this department/program compare to similar units in comparable institutions?
2. What are the major strengths and achievements of the unit?
3. What are the areas that need to be addressed and what steps are being taken?
4. Based on your assessment, please make specific recommendations about the department/program.
 - a. Which programs in the department, if any, do you recommend should be expanded?
 - b. Which programs in the department do you recommend should be maintained at the present level?
 - c. Which programs in the department, if any, do you recommend should be reduced or eliminated?