**External Reviewer Guide and Summary Sheet**

**Program: Date of Review:**

**Reviewers:**

Program Review is part of Otis’ commitment to educational excellence through evidence-based decision-making. The goals for this review are to improve student learning; assess program quality and currency; and review the alignment of Program Learning Goals with courses and institutional mission based on a culture of evidence, both quantitative and qualitative. In addition to supporting programs in a cycle of reflection and improvement, Program Review also is an explicit requirement for our accreditor, the Western Senior Colleges and University Colleges. Two features which need to be included in our Program Reviews are outcomes-based assessment of student learning and development, and evidence-based claims and decision-making.

Your role as an external reviewer is an important part of this process bringing an informed and unbiased view to the assessment of the program, evaluating the merits of the self-study.

This summary sheet can serve as guide as you review the self-study eportfolio before your campus visit. It can also inform questions during you visit, and provide an outline for your report. It identifies key areas (strengths and improvements recommended) that Program Reviews are expected to cover.

**E=Exemplary S=Satisfactory N=Needs Improvement U=Unclear/need more information**

|  |  |  |
| --- | --- | --- |
| **1. Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs)** | | **Evaluation**  **E, S, N, or U** |
| 1.1 | The PLO’s reflect the most important skills, knowledge, and values of the discipline/profession. |  |
| 1.2 | The criteria and standards of achievement for the PLOs and ILOs adequately match disciplinary/professional standards. |  |
| 1.3 | Based on your review of student work and annual assessment reports, student achievement of the PLOs/ILOs is adequate for the degree and discipline/profession. |  |
| 1.4 | The assessment practices are yielding the needed information to determine how well students are learning in the PLOs/ILOs in a cycle of ongoing improvement. |  |
| 1.5 | The program makes use of assessment results, institutional research data, and other information available from students/alumni/employers as a basis of improvements and changes. |  |
| 1.6 | Do you recommend any changes to enhance student achievement or program assessment? If so, please explain and advise. | |
|  |  | |
| **2. Curriculum** | | **Evaluation**  **E, S, N, or U** |
| 2.1 | The current curriculum content is appropriate to the level and purpose of the program. |  |
| 2.2 | The design of the curriculum is adequate (required depth and breadth of study, flow of courses, frequency of course offerings, overall coherence, alignment with PLOs/ILOs, etc.) to enable students to develop the skills/knowledge and attain the learning outcomes appropriate for graduates of this program. |  |
| 2.3 | The program clearly outlines program requirements and offers courses regularly to ensure timely completion of the program. |  |
| 2.4 | The curriculum interfaces and builds on learning in Liberal Studies and Creative Action/Integrated Learning courses. |  |
| 2.5 | The curriculum and scheduling of courses builds or scaffolds in a sequence to achieve level appropriate student learning. |  |
| 2.6 | Do you recommend any changes to enhance the curriculum (content, design, course availability, etc.)? If so, please explain and advise. | |
|  |  | |
| **3. Student Experience and Learning Quality** | | **Evaluation**  **E, S, N, or U** |
| 3.1 | Students are satisfied with their overall quality of their learning experience. |  |
| 3.2 | Students are adequately supported through the curriculum and advising to ensure their learning success. |  |
| 3.3 | Admission criteria and performance standards for continuing students are clearly stated (e.g. catalogue, program materials). |  |
| 3.4 | Class size levels are sufficient to ensure the critical mass of students necessary for productive learning. |  |
| 3.5 | The program provides adequate opportunities for internships, practica, professional development, and/or field experiences, as appropriate. |  |
| 3.6 | There are opportunities for students to be engaged and involved in the co-curriculum. |  |
| 3.7 | How do these co-curricular experiences complement the mission and goals of the program and college? |  |
| 3.8 | Student support services are adequate and supportive. |  |
| 3.9 | Do you recommend any changes to improve student experiences and learning environment? If so, please explain and advise. | |
|  |  | |
| **4. Faculty Quality** | | **Evaluation**  **E, S, N, or U** |
| 4.1 | Faculty competence/credentials are appropriate to discipline/profession and degree. |  |
| 4.2 | The system for evaluating teaching practices facilitates continuous support for improvement of learning and teaching. |  |
| 4.3 | Faculty are adequately supported and engaged in professional development for staying current in their field and continuously updating their courses/curriculum/pedagogy. |  |
| 4.4 | Do you recommend any faculty changes to enhance program quality and student learning? If so, please explain and advise. | |
|  |  | |
| **5. Diversity** | | **Evaluation**  **E, S, N, or U** |
| 5.1 | The program demonstrates a commitment to diversity in its curriculum, student and faculty composition. |  |
| 5.2 | Do you recommend any changes to the commitment of diversity? If so, please explain and advise. | |
|  |  | |
| **6. Program Administration and Support** | | **Evaluation**  **E, S, N, or U** |
| 6.1 | The program’s administration receives adequate support to carry out administrative duties. |  |
| 6.2 | The library and support services are current and adequate to meet student and faculty needs. |  |
| 6.3 | Considering budget constraints, the program has accurately identified and prioritized the program’s most pressing needs. |  |
| 6.4 | The program’s student recruitment and retention processes are adequate. |  |
| 6.5 | Do you recommend any changes to strengthen the program’s administration, support, and resources? (Including possible reallocations of current resources). If so, please explain and advise. | |
|  |  | |
| **7. Overall Program Summary** | | **Evaluation**  **E, S, N, or U** |
| 7.1 | What are the major strengths and areas for improvement for the program? Please identify evidence that supports your answer. |  |
| 7.2 | What goals would you suggest the program set for the next seven years (please list in order of priority with the most important goal first). |  |
| 7.3 | What goals would require additional resources? What level of resources would these goals require? How might the program secure these resources? | |
| **Notes:** | | |