**EXTERNAL REVIEWER   
SELF-STUDY CHECKLIST**

**Program: Date of Review:**

**Reviewer:**

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| **PART I – INTRODUCTION** | |
|  | States why the program exists and what it hopes to achieve |
|  | Has a brief history of the program |
|  | Strategic Plan |
|  | Has PLO’s and CLO’s that are measurable |
|  | They are evidenced by student work |
|  | Discusses changes in program since last program review |

***Comments for Part I***

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| **PART II – ANALYSIS OF EVIDENCE ABOUT PROGRAM QUALITY AND VIABILITY** | |
| **Students** | |
|  | Demographics |
|  | Retention |
|  | Graduation |
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| **Curriculum** | |
|  | Curriculum Alignment of PLO’s and CLO’s at the beginning, intermediate, and advanced levels |
|  | Interfaces with Liberal Studies and Integrative Learning |
|  | Incorporates ILO’s at the beginning, intermediate, and advanced levels |
|  | Program comparison and competition |
|  | Course evaluations |
|  | Lists Assessment activities |
|  | Discusses how the results are used to improve student learning |
|  | Narrative of how faculty’s pedagogy responds to various learning modalities |
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| **Co-Curriculum** | |
|  | Lists student activities outside of the classroom |
|  | Discusses how these experiences complement PLO’s and ILO’s. |
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| **Student Learning and Success** | |
|  | How are the PLO’s appropriate to the degree offered, standards of the discipline or profession? |
|  | What efforts are being made to increase retention and timely graduation? |
|  | What changes could be made to improve these? |
|  | Alumni success (careers, grad school, creative endeavors, other graduate success indicators)? |
|  | Time at Otis, gender, full-time, adjunct, and part-time, ranks, professional achievement, professional development |
|  | Professional development related to pedagogy and/or assessment, grants |
|  | Faculty CV’s |
|  | Allocation of Resources to support program quality and student success |
|  | Student-to-faculty ratio, faculty workload, record of professional achievement |
|  | Student support and remediation, technology needs, classroom and studio space |
|  | |
| **Society and Professional Demand** | |
|  | How the program meets societal and professional needs? |
|  | How it is meeting current and future trends in the art and design labor market? |
|  | In what ways does it differentiate itself from competitors? |

***Comments for Part II***

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| **PART III – SUMMARY REFLECTION** |
| **Comments for Part III** |

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| **PART IV – FUTURE GOALS AND PLANNING FOR IMPROVEMENT** |
| **Comments for Part IV** |