

OUTSIDE REVIEWS

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Strengths and Challenges

- The role of the external reviewers is not to express support for the proposed program
 - Instead, ask the reviewer of your choice to:
 - ELABORATE on strengths and challenges

Student Demand

- Have students expressed interest? How is that documented? Is there a survey to comment on?
- Does the reviewer project that current student demand will wane or increase?
- Are students currently not served by other regional or national institutions? Is there a long waiting list for admission to similar programs elsewhere?
- Is the demand regional, local or national?

Market and Employer Need

- The reviewer should be able to determine strengths and weaknesses in your market analysis
- Is there an overall market need for the proposed program based on reliable data?
- If so, why? Can it be quantified? Are there going to be retirements or industrial growth in national or regional economic development for this program?
- Which tools are available and are the projections for need/demand valid?

Market Research

- Consult professional organizations in the discipline for market data; do not rely on hear-say.
- Use the help of professional market researchers experienced in data analysis
- **Construct your own surveys that reliably document market demand**
- Survey employers in the region you serve who can potentially give jobs to program graduates.
- Do employers or workforce analysts know about open jobs that cannot be filled? What is the time frame? Is the industry cyclical?
- Is a specific employer willing to support the program or students to meet his/her educated workforce needs?

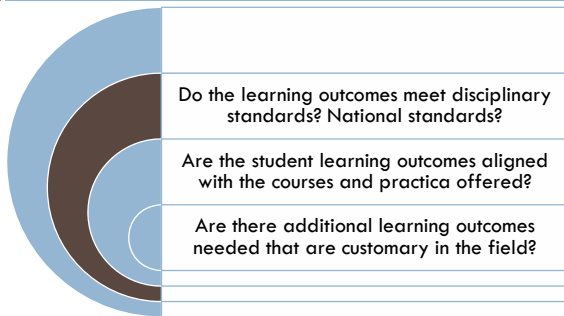
Curriculum, Student Learning Outcomes, and Program Assessment

Curriculum:



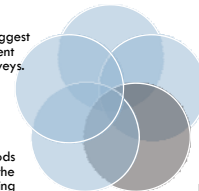
The reviewer needs to comment on credits to degree; the quality of the instructional design; missing content or additional learning experiences needed; comparable curricula elsewhere; disciplinary trends; and standards of excellence.

Student Learning Outcomes



Program Assessment

The reviewer might suggest additional assessment activities, such as surveys.



Are the methods aligned with the specific learning outcomes and objectives?

Are the measures and tools the program providers plan to use effective?

Pedagogy and Modes of Instructional Delivery

The reviewer should evaluate the pedagogical strategies used in the program. Could the program benefit from innovative pedagogy or new pedagogies developed in the discipline?

Is the program appropriate for on-campus, residential delivery? Does that mode of delivery serve the students best?

Is the program appropriate for distance delivery? What factors are to be considered to determine efficiency and student success?

Administration and Structure of the Program

1. in the Department:

Is the administrative structure sufficiently organized and is it clear who has oversight of the program?

2. in the College or School:

Does the college or school the program is housed in provide resources? What role does the program play in its structure?

Compliance

- The reviewer should be able to comment on any compliance issues regarding federal, state, accreditation or professional societies' requirements.
- If compliance is not evident, the reviewer should make suggestions as to how compliance can be achieved.

Resource Base

- Is there enough money and other resources to fund the program now and in the future?
- Are the budget projections realistic?
- What are the contingencies one should consider in budgeting for the proposed program?

Sustainability



Trends in the Discipline

- Are there any current trends or discussions in the field of study that need to be taken into account?
- Is the new program innovative and modeled on the newest research and scholarship?
- Is the discipline as a whole viable, productive, and in demand?