

Internal Review Guidelines for Both Graduate and Undergraduate Programs

Goal Statement: The purpose of the internal peer review is to examine the relationship of a Department and its degree programs to the academic mission of the College and University. The program will also be evaluated based on its original proposal and how it has satisfied its original intention.

Procedures

- ! A chair will be appointed for each Internal Review team.
- ! If the program/department under review has a graduate component, a representative from the Graduate College will be appointed as an additional committee member.
- ! The Internal Review team should establish a plan for review of the program.
- ! This plan should incorporate a means of reviewing the program from all aspects. Specifically, the team should insure that all components of the review are addressed.
- ! The team must invite all members of the program to participate in the review. This should include students (undergraduate and graduate), faculty, chair or director, and college dean.
- ! The team may survey faculty and students.
- ! The final internal review report needs to include information from all review components as well as program commendation and recommendations.
- ! The completed report (5-6 pages) should be forwarded electronically to Kristene Fisher – kristene.fisher@unlv.edu

Review Components*

*These components also serve as the headings for the Internal Review Team report.

I. Department

Are the mission and goals of the Department clear and coherent?

Is the Department run in an organized manner? Does it meet the needs of all of its programs?

Are there well-defined departmental- or program-specific policies that reflect specifically stated goals?

What evidence is there of interdepartmental and/or institutional rapport and exchange?

What type of departmental governance is in place?

Are there issues relating to tenure/promotion and/or merit that should be mentioned here?

Did any budget issues reveal themselves during the review process that were not mentioned in the self study?

II. Program Description

What are the objectives of the program?

Do the objectives satisfy the program's original intention?

III. Admission Requirements

What recruitment methods are being done currently? Are these effective and sufficient?
What types of minority recruitment are done for the program?
Are the admission requirements any different than those of the University? Please explain.
Are there criteria for admission that are unique to this program?
How do these criteria compare to the university admission requirements?
What efforts are being made for minority recruitment?
Are there well-defined program policies governing the recruitment and evaluation of students?

IV. Students

What is the ratio of full-time and part-time students for each program?
What is the impact of this ratio on the program?
Are students given the opportunity to provide input and participate in the governance/operation of the program?
Is there evidence of quality student output in the program?
Is the amount of financial aid and scholarships for students adequate?
Are the graduate assistantships adequate in number and monetary support?

V. Curriculum

Is the curriculum of each program consistent with the mission of the College and the University?
Are students able to fulfill the core requirements of the program in a timely manner?
How does the program contribute to the general education requirements of the College/University?

VI. Degree Requirements

Are the degree requirements reasonable? Are they rigorous enough? What is the nature of the qualifying exams for the graduate program? Is the process for graduate work sufficient?
Do graduate theses/dissertations meet acceptable standards?

VII. Faculty

Has each program established an effective means of evaluating the performance of faculty in teaching, research, and service?
Does each program have policies for recruiting and retaining faculty that reflect a sound plan for improving the overall quality of the faculty?
Does each program support or participate in activities designed to improve the teaching of the faculty?
What mechanisms are there to reward faculty for good work? How well implemented are these?
Does the merit process seem fair?

VIII. Facilities and Support

Is there adequate staffing for the program (secretarial, technical, etc.)?
Is the staff support comparable to other programs in the university?
Does the department allocate funds between each program equitably?
Are classrooms, office spaces, labs, equipment, and study space sufficient?
Are the library collections adequate to support the program?

XI. Student Assessment and Outcomes

Is there any evidence of evaluation by students to determine if the program has attained its objectives?
Is there any contact with program graduates to see what they do after program completion?
Is there evidence that the students are in positions appropriate to their training?