



External Academic Program Review

Guidelines updated August 2025
The Office of Academic Effectiveness

Introduction

Dear Colleagues,

The External Georgia Tech Academic Program Review (APR) process is designed to be responsive to both internal needs and external requirements including the Institute and Board of Regents policies, as well as an external reviewers visit.

This model may be enhanced to address discipline or unit needs. Within this guide you will find:

- a summary of the purpose for academic program reviews
- a description of the Institute external review process
- key milestones and dates
- a list of principal materials and their purpose
- the link to the multi-year Academic Program Review schedule:
<https://academiceffectiveness.gatech.edu/program-review>
- an appendix: templates and samples

Contact Information

INSTITUTE OVERSIGHT

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INSTITUTE RESOURCES

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External Academic Program Review

I. Purpose and Overview

The Academic Program Review (APR) is designed to address the quality, viability, and productivity of efforts in the following areas: teaching and learning, scholarship, general education (for undergraduate programs), and community/public service. Program reviews involve analysis of both quantitative and qualitative data and demonstrate that it makes judgments about the future of academic programs.

Through the APR process, Georgia Tech conducts a strategic evaluation of each of its academic programs on a regular cycle not to exceed every seven years for undergraduate programs and every ten years for graduate programs. The multi-year schedule of all Georgia Tech APR reviews may be accessed at <https://academiceffectiveness.gatech.edu/program-review>.

APR's also fulfill other internal and external requirements. Among them is the periodic review of undergraduate and graduate programs required by the Board of Regents (BOR Policy Manual 3.6.3) and the University System of Georgia (USG Academic & Student Affairs Handbook 2.3.6), as well as the Georgia Tech Faculty Handbook (4.4). Programs accredited by external entities through an external review may optimize their process to also cover their APR obligations, provided the review meets the BOR and institutional requirements for academic program review. To accomplish this, additional meetings are typically set for the Institute.

External APR involves the following materials and activities:

- A. Self-study prepared by the faculty and approved through the college dean;
- B. Visit and review by an external review committee and a written report of the external review;
- C. Response Report developed by the college outlining actions to be taken based on the results of the review

The Office of the Provost, through the associate provost for academic effectiveness (APAE), is responsible for assuring a comprehensive program review is scheduled and conducted for each academic program, and that results of the review are reported to internal and external governing offices as required. The APAE serves as the manager for Georgia Tech's APR process, a resource to academic units, and the liaison for reporting results to meet external requirements.

The associate dean, as appointed by the Dean, serves as the primary contact within each college for the APR process, including for coordinating the external review, and is the central point of contact for scheduling and communication. This greatly facilitates the process and is essential for transparent, documented communication and smooth scheduling.

These guidelines are intended to provide a framework for completing the program review. Given the diversity of academic programs at Georgia Tech, some elements may need modification to accommodate individual differences. These elements would be discussed with the college dean or representative and faculty at the initial planning meeting held prior to the start of the review process.

II. The External Academic Program Review Process

A. External Process Overview:

The External APR process can be divided into six steps:

1. *Planning meeting by the Office of the Dean, OAE, IRP, and relevant academic unit(s).*
2. *Selection of the external reviewers and confirmation of the visit dates and exit meeting.*
3. *Preparation of the self-study based on each educational program included.*
4. *Visit and written report by the external review committee.*
5. *Response Report for closure of the review with the college dean and program chair, submitted to the APAE.*

Within Georgia Tech, academic units typically conduct the self-study in the summer and fall, followed by an early spring external visit and submission of the response report. In adherence to the Records Retention Schedules of the USG, APR documents are stored by OAE.

B. Process Details:

1. *Planning Meeting:*

Each spring semester the schedule of academic programs for review in the coming academic year are reconfirmed with the associate deans.

Planning meetings with the academic units are subsequently scheduled to include the Office of the Dean, associate dean(s), program chair(s), the APAE, the executive director for Institutional Research & Planning (IRP), the Executive Director of Assessment, and others as desired by the dean. This meeting's purpose is to discuss the review, including the Dean's charge to the External Review Committee; responsibilities; data needs from IRP; and schedule of the review.

2. *External Reviewers and Visit Dates:*

One of the first actions the unit should undertake is to develop a list of proposed external reviewers and confirm the dates of the review committee's visit and exit meeting.

Program faculty should be actively involved in the selection of the external reviewers with the college's dean approving the final list. It is recommended that the initial suggested list have more reviewers than will be needed so that replacements can be invited quickly if needed. The number of reviewers for the visit is to be decided by the college dean or program chair—four to six reviewers is standard and the recommended *minimum* for a visit is three.

The composition of the review team should ensure that a review of all program disciplines and degree levels will occur. Other factors to be considered in identifying a

list of reviewers are: capability to evaluate undergraduate and graduate curricula and their assessment procedures and practices, and organizational representation (i.e., industry, government, and academia). While it is expected that many individuals within the program will likely know the reviewers, it is also expected that conflicts of interest should be avoided.

The dean is responsible for extending invitations to external reviewers, explaining the charge and relevant questions to the external review committee, and coordinating communication with the external review committee (see Appendices B and C for suggested letter templates).

In order to ensure the availability of Institute leadership to meet with the external reviewers, the dates of the visit should also be coordinated in advance with relevant administrative offices. **The college or program is responsible for:**

- a)** *coordinating dates with the external review committee and the OAE to ensure leadership participation*
- b)** *coordinating visit arrangements*
- c)** *funding the visit and any associated honorariums*
- d)** *hosting the reviewers during their visit*

For professional or specialized accreditation review visits that require an entrance/exit meeting with the president and/or Provost of Georgia Tech or a regent, advance notification by the program to those offices is essential.

In advance of the visit, the full itinerary covering all time slots during the visit (see Appendix F), a bio sketch of each reviewer (see Appendix E), and the self-study are to be submitted to the APAE, so the Institute leadership has time to review the documents.

3. Preparation of the Program Self-study:

The self-study and its associated support materials are the primary artifacts submitted to the members of your external review committee to prepare them for their visit, along with the Dean's charge to the review committee. It is highly recommended that the self-study considers the Dean's charge and the unit as a whole, including delivery of the program online and at off-site instructional locations, GT Europe and GT Shenzhen. To assist in planning and conducting the self-study, the following documents are available to the program chair:

- a)** *The Dean's charge to the review committee*
- b)** *A current data portfolio (Appendix H) compiled by IRP to aid in the preparation of the self-study*
- c)** *The last year of annual assessment reports compiled by OAE for each degree program covered in the self-study (Appendix I).*

Ideally, the self-study should be sent to the external review committee and the APAE about one month before the visit, but no less than two weeks.

The final version of the program self-study and its appendices should also be sent electronically to the APAE at least two (2) weeks prior to the external reviewers' visit

(see Appendix A for a sample transmittal memo).

4. *Visit and Written Report by the External Review Committee:*

The visit by the external review committee is typically two or three days (beginning on Sunday and ending Tuesday afternoon). The dean identifies one member of the external review committee to serve as the chair of the committee. The visit schedule is determined by the dean, with input from program chair, and chair of the external review committee. The itinerary should cover all available meeting time slots during the period of the external visit. During the visit, external reviewers should have time to meet with faculty without the unit leadership present (see a suggested itinerary in Appendix F).

At the exit meeting, the external review committee will deliver its report, which should include findings and recommendations. Most committees structure the meeting and written report with an executive summary, an analysis of strengths, weaknesses, opportunities, and threats (SWAT), and findings and recommendations. It is most effective if the number of recommendations is manageable by the unit. Most external review reports are approximately 10 pages in length.

By three weeks following the campus exit meeting, the chair of the external review committee is responsible for submitting the committee's written report to the college's dean and the APAE.

Prompt delivery of the written report is essential to the Institute's internal review process that includes faculty committees, the dean's office, and Institute leadership.

5. *Closure of the Review:*

Once the external review committee's report has been received, the academic unit hosts a faculty meeting with their dean to discuss the review. Following this meeting, the program chair and dean develop a written response to the external review with an action plan and submits this to the OAE. A meeting about the response report is optional.

C. Recommended Calendar & Milestones:

APR Schedule (16-20 months)	Actions	Responsible Parties
January	Schedule of APRs coordinated and updated with colleges' associate deans or representatives of the dean.	OAE/Dean's office
January–March	- Planning meeting held with the Dean's office, program chair, OAE, and IRP. - A point of contact for the review cycle is identified from the college dean's office.	OAE/Dean's office
No later than end of spring semester	Proposed date for the external review visit and exit meeting set with the Dean's office and OAE.	OAE/Dean's office
August	Data portfolio from IRP prepared and forwarded to the unit/college, with a final copy submitted to OAE. Most recent cycle of annual program assessments for each program covered by the review compiled by the OAE.	IRP/OAE/Dean's office
September	List of external reviewers approved by the Dean is forwarded to OAE.	Dean's office
September– early November	An electronic file with <i>confirmed</i> reviewers, bio sketches, and visit dates forwarded to the OAE.	Dean's office
September— early November	Self-study conducted and report completed.	Unit/Dean's office
Mid-November	- Self-study electronically submitted to the OAE. - OAE notifies the Institute leadership that the APR materials are available for review.	OAE/Dean's office
January to mid-March	Visit by external review committee and exit report by the committee on its findings and recommendations.	Dean's office
Three weeks following the external committee visit	Written report of the external review committee received by the dean and OAE.	Dean's office
April	Dean's readout with the chair/program head and program faculty.	Dean's office
May	Program/College response to the external review and action improvement plan electronically submitted to the OAE.	Dean's office

III. Self-study

The self-study should be an evaluation of each academic program under review. Consideration of the quality, viability, and productivity of each academic program using the data portfolio provided must be addressed. The school/program chair is encouraged to review the following materials prior to starting the self-study:

1. *previous academic program review*
2. *specialized accreditation review reports (if applicable)*
3. *Dean's charge to the external review committee*
4. *data portfolio compiled by IRP, particularly data identified for quality, viability, and productivity for each program covered in the review*
5. *most recent annual program assessment compiled by OAE for each program covered in the review*

The self-study should be organized into the following sections and divided into subsections as appropriate. Additional sections may be added, including a comparative process where peer programs are identified. The data portfolio and the most recent annual program assessment for each program covered in the review should be included in the appendix.

A. Executive Summary

The executive summary is presented by the academic unit's leadership about the state of each academic program included in the review.

Overview of the Program(s)

This section describes **each degree program** included in the self-study with regard to its quality, productivity, and viability using the data portfolio provided, as well as observations about the annual assessment of each academic program.

B. Actions in Response to Recommendations of the Previous Self-study and External Review Committee Report

This section summarizes the recommendations of the previous self-study along with the unit's follow-up actions and any resulting program improvements.

C. Programs, General Education Curriculum, and Institutional Effectiveness

The “**viability, productivity, and quality**” of each academic program under review is to be addressed and discussed in the self-study and demonstrated by supporting data within the data portfolio which is included as appendices in the self-study. Instruction by distance learning and each campus location outside of Atlanta must be addressed and discussed, if applicable.

The preparation of the self-study of educational programs should include:

1. *a review of each academic degree program and each certificate program identified on the APR Schedule.*
2. *a discussion of the results and improvements from actions taken for each degree program's annual assessment reports (include the most recent annual assessment report in the appendices for each degree program).*
3. *a description and assessment of all courses offered by the unit that deliver General Education learning outcome(s) that are approved by the BOR as part of Georgia Tech's General Education requirements.*

D. Community/Public Service

The program's contributions to the community, such as its outreach to pre-college students, non-traditional students, and practicing professionals should be discussed in this section. Among the areas to consider are pre-college recruitment or awareness programs and off-campus degree programs.

E. Additional Supporting Materials/Appendices

Additional materials in support of the self-study should be included in this section. The data portfolio and the most recent annual program assessment for each degree program covered in the review should be appendices. Other appendices could include the program strategic plan, advisory committee studies or reports, recruitment material, and student, faculty, and staff handbooks. If some of the material is too lengthy to include, a list of web links is recommended.

IV. The External Review

A. The Visit:

The schedule below is typical for external reviews that are not conducted as part of a professional or specialized accreditation review. Academic units being reviewed by a professional or specialized accrediting organization should follow the protocols of that organization. Day One is typically a travel day for the reviewers and a business dinner meeting to outline and start the review. Day Two is a full day of meetings with the college leadership, program leadership, faculty, students, and administrators that includes a tour of the program/Institute facilities. See Appendix F for a detailed sample itinerary plan for the visit.

Day One

Arrival and hotel check-in.

Business dinner meeting hosted by the dean to welcome the reviewers, reiterate the charge to the committee, discuss the review and deliverables, and reconfirm the schedule. This dinner meeting does not need to include the provost and the vice provosts. This is a time for the review committee to meet with the dean and select program faculty.

Day Two

Program review(s) begins. Among the meetings and events to plan are:

1. *An overview of the program(s) by the chair.*
2. *Faculty introductions and meetings—allow for both individual and group times.*
3. *Discussion time with those involved with undergraduate and graduate programs.*
4. *Both morning and afternoon meeting times that will enable undergraduate and graduate students to have the opportunity to interact with the reviewers.*
5. *A reception at a time conducive for faculty, staff, and students to interact with the reviewers without college/school/program leadership. Advanced and broadcasted announcement of the date, time, and location will help to ensure strong attendance at this event.*

Time should be allowed for the review committee to draft its recommendations and prepare for the next day's exit meeting.

Day Three

Review concludes. Allot time in the itinerary for the review committee to prepare for the exit meeting in the morning of Day Three. The exit meeting is also included on the itinerary.

1. *The review committee presents an oral report (visual representation optional) at an exit meeting scheduled in advance at a time convenient to the following: the dean, Institute leadership, APAE, and others as decided by the dean.*
2. *A written report is submitted to the college dean and APAE within three weeks following the campus visit.*

B. The Written Report:

When possible, the external review committee should draft its written report on the evening of Day Two along with its oral presentation for the next day's exit meeting. In this scenario, Day Three concludes with two morning sessions: time for the committee to finalize its recommendations and, if requested, meet with the dean; and then an exit meeting to present the recommendations, scheduled such that it includes the dean, institute leadership, and APAE. All time slots should be included on the Itinerary.

By three weeks following the visit, the chair of the external review committee is to provide the committee's written report to the college dean and the APAE.

C. Closing the Loop: The Response Report

The college's dean should write a response to the report that outlines the program's action plan and submit to the APAE. Each college's dean is responsible to determine a process involving faculty of the unit to determine a response based on the academic program review and external review report. One potential process is outlined in Appendix G. If the college chooses to develop an alternative process to that recommended in Appendix G, the college's dean should alert the APAE with documentation of that process. A Response Report meeting with the Institute's leadership is optional.

Any such alternative response report should include, at a minimum, the following components:

- 1. *Leadership by the school chair*

- 2. *Involvement of the faculty of the school*

- 3. *Oversight by and accountability to the college dean*

- 4. *Communication to the APAE.*

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H.	Institutional Research & Planning Basic Data Portfolio Content	H
I.	The last year of Annual Assessment Reports for each degree covered in the Study	I

A. Transmittal Cover Memo

1. *This memo may serve as the transmittal cover sheet for the completed APR self-study and its appendices. The final version of the program self-study and its appendices should be sent electronically to the APAE at least two (2) weeks prior to the external reviewers' visit.*

[Dean's Letterhead]

MEMORANDUM

To: Steven W. McLaughlin
Provost and Executive Vice President for Academic Affairs

From: [Dean's Name]
[Office]

Re: APR Self-study for [Program Name]

Date: [Date]

cc: [Program Chair/Director]
[Associate Provost for Academic Effectiveness]

The attached self-study is submitted for your review and comment. Should you have any questions, please feel free to contact me [or name of program contact, if appropriate].

Reviewed and approved:

[Name, Title—School Chair or Program Director]

[Name, Title—College Dean]

Note: Include as many signature lines as appropriate, particularly for programs involving more than one school and/or college.

B. Sample Invitation Letter:

[Dean's Letterhead]

Dear [Name]:

Greetings from the College/School of [as appropriate]. The [College/School] is conducting its academic program review for the [name(s) of program(s)] this fall. The primary purpose of our program review is to conduct a strategic evaluation of the [College/School] and its programs by evaluating our overall effectiveness.

My purpose in writing to you is to invite you to serve on the [School/Program] External Review Committee. The external review committee plays a valuable role by providing insight that is useful in developing future strategies.

As a member of the review committee, we would ask you to visit the campus beginning with an evening dinner, followed by a day of meetings with the Dean/Chair, faculty, staff, students, research directors, and others. That evening and the following morning would be time for the committee to draft its written report and prepare an oral presentation of your findings and recommendations. Following the oral presentation at the exit meeting in the morning will be scheduled departures by noon of the third day. Within a couple of weeks of your visit, you would send the committee's written report to me. In addition, you would receive an honorarium of \$[as determined] in appreciation for your time and service.

The School is scheduled to complete its self-study in [month/year] and that along with other pertinent materials would be sent to you in advance of your visit for preparation. We would like to schedule your visit in [month/year], ideally beginning [day of week and date], and concluding [day of week and date]. I greatly value your insights and opinions and hope you can serve on the review committee at that time.

I have enclosed a [brochure/materials] to provide some background information on the [College/School]. Thank you for considering this invitation, and please give me a call if you have any questions.

Sincerely,

[Dean's Signature Block]

C. Sample Confirmation Letter:

Note: The letter assumes a schedule that begins with business dinner on Day One.

[Dean's Letterhead]

Dear [Name]:

We are very pleased that you will be able to serve on the External Visiting Review Committee for [School/Program] on [dates] at Georgia Tech. Your advice and insight will have a great impact in guiding our [School's] future path. The members of the committee include [provide names, titles, and institution].

The review visit will begin on [date] with [highlight of Day One]. Day Two of the review visit, the committee will meet with our faculty and staff as well as undergraduate and graduate students. At the end of the day, you will have a group dinner so that you may compare notes and draft your written report. On Day Three, the committee will present its findings in an oral presentation for the exit meeting on [date], which will include [names or titles: Dean, Institute Leadership, and APAE] at [time]. The committee's final written report should be sent to me by [date].

[Person's name and contact information] will assist you in making travel plans, reserve your hotel room, and help you with arrangements for your visit to Georgia Tech. In addition, we will reimburse you for travel expenses related to this review visit. Also, we will provide you with an honorarium of [amount, if wish to include] in appreciation for your service.

The program(s) self-study and associated materials will be sent to you no later than [date]. In the meantime, please do not hesitate to call me [phone] or send e-mail [e-mail address] should you have questions concerning the review.

Thank you again for your willingness to serve on this committee.

Sincerely,

[Signature/Block of the Dean]

D. Sample Pre-visit Letter Reviewer:

[Dean's Letterhead]

Dear [Name]:

Thank you again for participating in the evaluation of [School, Program] at Georgia Tech. Enclosed is the itinerary and information to access the self-study for your visit, as well as contact information for [person's name] who will assist with your travel plans, hotel room, and other arrangements regarding your visit. A copy is also available electronically from our secure password-protected site. If you have questions about the self-study, difficulties accessing it, or wish to receive any other materials, please contact [name of contact, title, number, e-mail address].

Allow me to summarize again the context for the visit and some important questions we would like you to consider. The APR is an Institute process in which we conduct a strategic evaluation of each academic program. In addition to helping the Institute assess its strategic progress, the reviews are also used to satisfy several internal and external requirements. Among them are the periodic review of the undergraduate and graduate programs required by the Board of Regents of the University System of Georgia and Georgia Tech statutes, and the periodic review of institutional effectiveness. [Note: Delete chair review if not applicable] As you can see, you will be helping us address a number of areas and, most importantly, providing your insight on how to ensure that [School, Program name(s)] is moving in the right direction.

We would like for you to provide an oral exit report of your observations and comments on [date], and also send your [committee's, if the Chair] written report [date that is three weeks after the campus review]. In addition, we would like you to consider three overarching sets of questions. The questions [tailor these questions to your program] are:

- a. Are the School's academic programs of high quality? Is the coursework and research to which the students are exposed cutting-edge and innovative?
- b. Are there robust processes to assess: (a) faculty members' teaching effectiveness, and (b) student learning outcomes? Are there mechanisms in place to promote continuous improvement in both teaching effectiveness and learning outcomes? Annual assessment reports are included in the appendices for your review.
- c. How can the School increase its competitiveness in the recruitment of excellent students to its programs? Are there opportunities to develop new courses, minors and/or majors that might attract additional student interest?
- d. Are resources well aligned with, and being used effectively in pursuit of, the programs' strategic directions?
- e. Is the faculty of the School of the quality and quantity to deliver the promise of their academic programs?

Sincerely, [Signature/Block of Dean]

Enclosures:

1. Visit Itinerary
2. Information to access the Self-study
3. [Title of Other Materials]

E. Sample External Reviewer Bio Sketch (provide for each reviewer):

[Visiting Reviewer's Name]



Chair, Department of xxxxxxxxx
Distinguished Professor
[University]
[Address]

Tele: xxx.xxx.xxx-Office
xxx.xxx.xxx-Cell

Fax: xxx. xxx.xxxx

E-Mail: xxxxx@xxxxxx.xxx

Biographical Sketch

X is a Professor in the XXX School of Computer Science & Engineering at the University of X where he has been a faculty member since 2003. He is the X Vice Director. From 2013–2018, he held the X Professorship for Innovation in Engineering Education.

X completed his Ph.D. at X and his undergraduate studies at X. His research interests lie in the area of programming languages, ranging from theory to design to implementation. He has collaborated actively with researchers in several other disciplines of computer science, particularly computer architecture on problems at the hardware/software interface.

X has served on roughly thirty conference and workshop program committees and served as the Program Chair for PLDI 2018. He has served on the ACM SIGPLAN Executive Committee, the Steering Committee for the ACM / IEEE-CS 2013 Computer Science Curriculum, and the ACM Education Board. He currently serves on the CRA Board.

X is also the instructor for a popular MOOC on undergraduate topics in programming languages and functional programming.

F. Sample Itinerary for External Review Visit:

ACADEMIC PROGRAM REVIEW
SCHOOL OF _____
GEORGIA INSTITUTE OF TECHNOLOGY
ATLANTA, GEORGIA 30332

SUMMARY SCHEDULE for [dates of visit]

College Point of Contact: [name, title, phone number, email]

OBJECTIVES OF THE ACADEMIC PROGRAM REVIEW

- 1) *[Insert objective of the review]*
- 2) *[Insert objective of the review]*
- 3) *[Insert objective of the review]*

Day of Week, Date

6:30 pm Meet in [location] to travel as a group to dinner

7:30 pm Dinner: Overview of Visit and Charge to the Visiting Review Committee
[Restaurant Information and Transportation Arrangements]

Visiting Committee

- *[name, title, affiliation] – Committee Chair*
- *[name, title, affiliation]*
- *[name, title, affiliation]*
- *[name, title, affiliation]*

Georgia Tech

- *[name], Dean, College*
- *[name], Chair, School*
- *[name], Associate Dean, College*

[Day of Week, Date]

7:45 a.m.	Meet [location] for Transportation to Campus
8:00 a.m.	Breakfast [during overview]
8:15–9:00 a.m.	Overview of the Program [name], Chair, School of _____
9:00–9:30 a.m.	Tour of Instructional Facilities [names, titles]
9:30–10:15 a.m.	Tour of Research [or other educational] Facilities [as appropriate] [names, titles]
10:15–10:30 a.m.	Break

Day of Week, Date [continued]

10:30–11:00 a.m.	Undergraduate Program(s) [name], Associate Chair for Undergraduate Studies (or equivalent)
11:00–11:30 a.m.	Graduate Program(s) [name], Associate Chair for Graduate Studies (or equivalent)
11:30 a.m.–12:15 p.m.	Meet with Undergraduate and Graduate Students [Recommend these be two separate meetings to allow for better discussion]
12:15–1:15 p.m.	Lunch [may be committee-only or with a small number of school faculty, key staff, or students and not include the school chair or college leadership]
1:15–2:15 p.m.	Meet with Assistant Professors [names, titles]
2:15–3:15 p.m.	Meet with Associate Professors [names, titles]
3:15–3:45 p.m.	Break
3:45–4:45 p.m.	Meet with Professors [names, titles]
4:45–5:15 p.m.	Discussion by Review Committee alone
5:15–5:45 p.m.	Wrap-Up Meeting [name], Chair, School of _____
5:45 p.m.	Adjourn – Committee Members Return to Hotel via [Transportation]
6:30 p.m.	External Review Committee working dinner—Location to be determined by Committee

[Day of Week, Date]

Breakfast in [location] and transportation to meeting	
9:00–11:30 a.m.	External Review Committee meeting [location, room number]
11:30 a.m.–12:30 p.m.	External Review Committee Lunch [location]
1:00–2:00 p.m. *Times as fit schedules of Provost and Dean	External Review Committee Exit Report [location] • Steven W. McLaughlin, Provost and Executive Vice President for Academic Affairs • [name], Dean, College • [name], Associate Dean, College • Steven Girardot, Interim Vice Provost for Undergraduate Education • Bonnie Ferri, Vice Provost for Graduate Education and Faculty Development • Loraine Phillips, Associate Provost for Academic Effectiveness • [name], Chair, School of _____ [optional]
2:30 p.m.	Adjournment and Departure Transportation arranged as needed for each reviewer

- G.** Sample Process for Feedback Loop Following Receipt of the External Review Report:
- 1.** *The Dean ensures that a process is followed, and that feedback is given. Action is taken as deemed appropriate by the reviewed unit—the drivers of the response report are the unit chair and the dean.*
 - a)** *The external report is received by the unit.*
 - b)** *The report is reviewed by the dean of the appropriate college, and chair of the reviewed unit.*
 - c)** *The dean meets with the chair to discuss responses.*
 - d)** *The dean visits a faculty meeting for a “read out” discussion of the report and responds to questions.*
 - e)** *A response report is submitted to the APAE.*

- H.** Institutional Research & Planning Basic Data Portfolio Content:
Below is a summary of the data a program/college under review can expect to receive from Georgia Tech's Institutional Research & Planning Office and to be included in the appendices of the self-study.

[Indicators of Viability (V); Productivity (P); Quality (Q) Measures]

I. *Student Level Data (Most Recent 5-Yr Period): Bachelor's Degree Level by Program*

- a)** *Admissions by Academic Year (V) Total Number of Applied*
 - (1) Total Number of Admitted
 - (2) Total Number of Enrolled
 - (3) Acceptance Rate (% Accepted)
 - (4) Yield Rate (% Actually Enrolled)
- b)** *Fall Census Enrollment by Academic Year (V)*
 - (1) Overview
 - (a) Total Number of Enrolled
 - (b) Full Time Equivalent (FTE) [FTE = (Total Credit Hours) / 12]
 - (c) Total Credit Hours (Sum of Enrolled Credit Hours)
 - (2) Demographics
 - (a) Sex # and %
 - (b) Race/ethnicity
- c)** *Persistence Measures (P)*
 - (1) Retention Rates by Cohort
 - (a) Cohort inclusion criteria: Start Summer or Fall and full-time Fall
 - (b) Retention = enrolled or having graduated
[Retention rates reflect students who entered into program with their cohort but may not have graduated in the same program]
 - (2) Graduation Rates by Cohort
 - (a) Cohort inclusion criteria: Start Summer or Fall, and full-time Fall
[Graduation rates reflect students who entered into program with their cohort but may not have graduated in the same program]
 - (b) 4-year to 8-year graduation rates
[‘Six-year graduation rate’ is the official rate according to the IPEDS graduation rate survey definition. Cohorts without a complete 4-year graduation rate are not included. For example, if currently Spring 2018 is in progress, Fall 2014 cohort is excluded because the full AY2017-2018 is not complete.]
 - (3) *Degrees Awarded by Academic Year*
 - (4) *Average Time to Degree in Semesters (excluding summer)*

2. *Student Level Data (Most Recent 5-Yr Period): Graduate Programs*
 [Master's Degree Program Data and Doctoral Degree Program Data will be listed separately, but the categories of data are identical, below]
 - a) *Admissions by Academic Year (V)*
 - (1) Total Number of Applied
 - (2) Total Number of Admitted
 - (3) Total Number of Enrolled
 - (4) Acceptance Rate (% Accepted)
 - (5) Yield Rate (% Actually Enrolled)
 - b) *Fall Census Enrollment by Academic Year (V)*
 - (1) Overview
 - (a) Total Number of Enrolled
 - (b) Full Time Equivalent (FTE) [FTE = (Total Credit Hours) / 9]
 - (c) Total Credit Hours (Sum of Enrolled Credit Hours)
 - (2) Demographics
 - (a) Sex
 - (b) Race/ethnicity
 - c) *Persistence Measures (P)*
 - (1) Degrees Awarded by Academic Year
 - (2) Average Time to Degree in Semesters (excluding summer)
3. *Faculty/Staff Level Data*
 - a) *HR Profile – Only Active employees (V)*
Counts, Average Salary, and Total Salary Outlays
 - (1) Faculty by Rank
 - (2) Postdoctoral Scholars
 - (3) Graduate Assistant by Position Type
 - (4) Staff
 - (5) Student Assistants
 - b) *Faculty Profile – Only Active faculty with Faculty indicator according to the Human Resources Data Mart (HRDM) (V)*
 - (1) Average Annual Salary by Rank (Adjusted to 10-month Equivalent)
 - (2) Demographics
 - (a) Sex
 - (b) Race/ethnicity
 - (c) Citizenship
 - (3) Characteristics
 - (a) Total Number by Rank
 - (b) Number of Faculty by Teaching CIPC

4. *External Data*
 - a) *Starting Salary of Graduating Students (Q)*
 - (1) Bachelor's
 - (2) Master's
 - (3) Doctoral
 - b) *Economic Development and Employer Planning System (EDEPS) (V)*
 - (1) US Supply & Demand for CIP category and related job fields
 - (2) GA Supply & Demand for CIP category and related job fields

For additional information about this data, please contact the Office of Institutional Research and Planning:

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- I. The last year of the Annual Assessment Report for each degree covered in the study:
The Office of Academic Effectiveness will compile the most recent annual assessment reports for each degree covered in the self-study to be included as appendices in the self-study.