External Review Consultant Guidelines
Nova Southeastern University
Revised: September 2025

The External Consultants' report should be brief and to the point. Since the External Consultants' report will be part of a larger evaluation process, there is no need to introduce the document or to provide a contextual framework.

Provided below is an outline to assist you in developing the consultant's report. While emphasis of one area versus another may vary depending upon the program and perception of the external consultant, it is most useful for the Academic Review process if each of the listed areas is, at least briefly addressed.

I. Summary of External Consultants Report
II. Assessment of Quality
    A.   Faculty
- The faculty coverage for this program and whether this coverage is sufficient to meet the program's needs for teaching, mentoring, and supervision
- The program has a formal system to evaluate teaching effectiveness
- The faculty members' intellectual contributions towards research in their field as evidenced by their scholarly involvement and other similar activities (including conferences, invited lectures, journal reviewers, etc.)
- The faculty members' teaching effectiveness, including teaching awards (internal and external), teaching credentials or certifications, mentoring, and participation in teaching seminars or workshops
- How faculty use technology in teaching delivery
- The program provides its faculty members with faculty development opportunities, including faculty mentorship initiatives

    B.   Students
- The ways the program tracks retention and graduation rates and if those rates are appropriate for this discipline, and if not, what actions are being taken to meet those targets
- The ways the program tracks post-graduate job

placements and if those placements are consistent with the program's goals

- The program's benchmarks for student learning outcomes, if the student's routinely meet those outcomes, and if not, what actions are taken to meet those outcomes
- The ways in which students participate in scholarship/research
- The ways in which the program utilizes educational support services (i.e., technology, library resources, registration, financial aid, writing and communication center, counseling services, advising, and other similar services) and whether these services are adequately provided to all students

C. Curriculum
- The efforts to enhance the quality of the curriculum.
- How the program ensures that the curriculum is comprehensive, up to date, and relevant, including the timeline of the last curriculum review
- How the program student learning outcomes and assessment results inform changes in the curriculum
- How the curriculum is aligned to meet workforce demands.
- How the degree program reflects coherence in sequencing, increasing complexity, and linkages between and among program components
- For graduate programs, how are they progressively more advanced in academic content than undergraduate programs

III. Recommendations for Future Development
  A. Faculty
  B. Students
  C. Curriculum
  D. Other Recommendations