

Texas A&M International University
Reviewer Information Collection and Analysis Guide
Undergraduate Degree Programs

This Information Collection and Analysis Guide is intended to assist program reviewers in collecting, analyzing, and reporting relevant data throughout the program review process. The guide is designed to ensure that the reviewers examine a program's performance in a manner consistent with the criteria for review.

Reviewers for undergraduate degree programs are selected on the basis of their recognized professionalism and expertise in the principles of higher education program management and delivery. The reviewers are chosen from Texas A&M International University (TAMIU) faculty from across the University, but outside of the department/division housing the program under review. In most cases, TAMIU faculty will be responsible for reviewing the undergraduate degree programs and will work under the leadership of external reviewers who will be evaluating the graduate degree programs. It is expected that reviewers will exercise professional objectivity during the review process and that the product of the review will benefit the program and the University through identifying strengths and weakness that will aid program faculty in their commitment to continuous improvement.

Materials for Program Review

Program reviewer(s) for undergraduate programs will receive the following materials, in electronic form, from the program coordinator:

1. A copy of the internal program review,
2. A copy of the program mission,
3. The *curriculum vitae* and copies of transcripts for all core faculty teaching in the program,
4. The links to the program information,
5. A draft itinerary for the on-campus review,
6. Name, *curriculum vitae*, and contact information for External Graduate Program Reviewer(s) if applicable,
7. An invitation to request meetings with additional groups, and
8. An invitation to review additional documents during the on campus review.

On-Campus Review

The on-campus review itinerary will include meetings with program faculty, the department/division chair, the dean and the Provost. In addition, the reviewer may request to speak with students, graduates of the program, and/or other stakeholders or to see documentation relevant to a particular aspect of the program. Program coordinators should be responsive to requests for information to the extent possible. The itinerary should include an exit interview with university officials to provide the reviewers an opportunity to express general impressions of the program.

Program Review Report

The program reviewers will submit a written report, in electronic format, to the program coordinator, the department/division chair and the dean, within 30 days of the on-campus review, following a template that correlates with the internal program review template. Reviewers will be able to add further comments and recommendations as needed.

I. Program Mission, Goals/Purposes

I. The program articulates its mission and goals/purposes as a guide to its future, planned evolution, infrastructure, and use of resources. The program has a clear sense of its essential values and uniqueness, its place in the campus community, and its relationship to society at large.			
	Criteria for Review	Evaluation	
	Does the program satisfy the criteria below?	Yes	No
1.	The program's mission and goals/purposes are clear.		
2.	The program's mission and goals/purposes are appropriate for higher education and consistent with the mission, values, and strategic priorities of the college/school and university.		
3.	The program has developed and widely disseminated its mission and goals/purposes.		
<u>Assessment of Appropriateness of Evidence for Program Goals/Purposes</u>			
<u>Issues Requiring Attention</u>			

II. Organizing for Learning: Program Curriculum and Instruction

II. The program achieves its mission and goals/purposes through the use of current and appropriate curriculum and the implementation of engaging instructional experiences designed to help students achieve program student learning outcomes.			
	Criteria for Review	Evaluation	
	Does the program satisfy the criteria below?	Yes	No
1.	The program has specified its expected student learning outcomes and they have been widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders.		
2.	At least one of the outcomes focuses on the development of students' writing competence in the discipline.		
3.	The program's student learning outcomes are aligned with its goals/purposes		
4.	The program's student learning outcomes are aligned with the required courses in the program.		
5.	The process for linking course outcomes to program student learning outcomes is clearly explained.		
6.	The program's major/required curriculum compares favorably in content and semester credit hours with peer programs.		
7.	The content of the program is current.		
8.	The program courses are appropriately sequenced to help achieve the program student learning outcomes.		
9.	The program's instructional activities are appropriate for helping students achieve the desired program student learning outcomes.		
<u>Assessment of Appropriateness of Evidence for Program Curriculum and Instruction</u>			
<u>Issues Requiring Attention</u>			

III. Organizing for Learning: Program Assessment

III. Appropriate instruments/procedures are used to systematically collect meaningful data, which are carefully examined, appropriately shared, and effectively used to make program improvements.			
Criteria for Review		Evaluation	
Does the program satisfy the criteria below?		Yes	No
1.	The program employs direct and indirect methods to assess program student learning outcomes and the impact of changes implemented over the last five years.		
2.	Program assessment instruments identified and changes made to the methods of assessment over the last five years are clearly explained.		
3.	The processes used to analyze assessment data and their use for program improvement is clearly explained.		
4.	Changes made to the program resulting from the assessment process are clearly explained.		
5.	The process used to share program assessment results and corresponding action plans, as well as any changes implemented over the last five years, are clearly explained.		
<u>Assessment of Appropriateness of Evidence for Program Assessment</u>			
<u>Issues Requiring Attention</u>			

IV. Organizing for Learning: Program Resources and Services

IV. Appropriate resources and services are available to support the program and thereby facilitate students' success.			
Criteria for Review		Evaluation	
Does the program satisfy the criteria below?		Yes	No
1.	Resources needed to support the program are clearly described and, if needed, a sound rationale is provided for additional resources.		
2.	Needed services are clearly explained and justified.		
3.	Needed improvements to existing services are clearly explained and justified.		
4.	Available external resources to support the program's students are clearly described and documented.		
<u>Assessment of Appropriateness of Evidence for Program Resources and Services</u>			
<u>Issues Requiring Attention</u>			

V. Program Action Plan

V. The proposed action plan to improve the program is clear and effectively designed to facilitate students' success.			
Criteria for Review		Evaluation	
Does the program satisfy the criteria below?		Yes	No
1.	The strengths and weaknesses of the program are clearly explained and well documented.		
2.	The top priorities for program improvement are clearly explained.		
3.	The rationale for these priorities is clear, logical, and well supported.		
4.	The resources/departmental assistance requested are appropriate to facilitate the implementation of the initiative(s).		
5.	The assessment and evaluation processes designed to monitor the effectiveness of the initiative(s) are clearly explained and reasonable.		
<u>Assessment of Appropriateness of Evidence for Program Action Plan</u>			
<u>Issues Requiring Attention</u>			

General Comments and Recommendations from the External Reviewer (optional):
