Texas A&M International University

External Reviewer Information Collection and Analysis Guide

Graduate Degree Programs

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

External reviewers for graduate programs are subject matter experts chosen from programs that are nationally recognized for excellence. At least one external reviewer will evaluate master's programs; at least two external reviewers are required for evaluation of doctoral programs. The external reviewer(s) will head a team comprised of two Texas A&M International University (TAMIU) faculty; the local faculty will review undergraduate programs in the department/division housing the graduate degree. Review of programs provides faculty with vital information for improvement of 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.

While the undergraduate program review remains internal to the institution, the external graduate program is subject to further review by the Texas Higher Education Coordinating Board (THECB). Within ninety (90) days of the completion of the graduate program external review, the institution must submit a report to the THECB Academic Affairs and Research Division that includes a summary of the internal program review and the full text of the external reviewers' evaluation as well as the institutional response to the external evaluation.

Materials for Program Review

Program reviewer(s) for graduate programs will receive the following materials, in electronic form, from the program coordinator, at least 30 days prior to the scheduled on campus review:

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 internal undergraduate program reviewers and other external reviewer, if applicable,
7. An invitation to request meetings with additional groups, and
8. An invitation to review additional documents during the on-campus review.

<u>On-Campus Review</u>

The external reviewers of graduate programs shall be brought to TAMIU to lead an on-campus review team comprised of two internal undergraduate program reviewers and the external graduate reviewer(s). 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 on-campus review team an opportunity to express general impressions of the programs.

<u>External Graduate Program Review Report</u>

The external graduate program reviewer(s) 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 program review template. Reviewers will be able to add further comments and recommendations, as needed.

<u>Questions Regarding the External Review Report</u>

The external reviewer(s) will be available by telephone and/or email, for a period of five days after TAMIU has received the written report, to answer questions and/or clarify the report. At the end of the five day period, the external reviewer(s) have no further obligation regarding the external review.

I. Program Mission and 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.	☐	☐
Assessment of Appropriateness of Evidence for Program Goals/Purposes			
Issues Requiring Attention			

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.	The program's student learning outcomes are aligned with its goals/purposes	☐	☐
3.	The program's student learning outcomes are aligned with the required courses in the program.	☐	☐
4.	The process for linking course outcomes to program student learning outcomes is clearly explained.	☐	☐
5.	The program's major/required curriculum compares favorably in content and semester credit hours with peer programs.	☐	☐
6.	The content of the program is current.	☐	☐
7.	The program courses are appropriately sequenced to help achieve the program student learning outcomes.	☐	☐
8.	The program's instructional activities are appropriate for helping students achieve the desired program student learning outcomes.	☐	☐
Assessment of Appropriateness of Evidence for Program Curriculum and Instruction			
Issues Requiring Attention			

III. Organizing for Learning: Program Resources and Services

III. 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.	Facilities and equipment needed to support the program are clearly described and, if needed, a sound rationale is provided for additional resources.	☐	☐
2.	Finances and resources needed to support the program are clearly described and, if needed, a sound rationale is provided for additional resources.	☐	☐
3.	Needed services to support the program are clearly described and well justified.	☐	☐
4.	Needed improvements to existing services are clearly described and well justified.	☐	☐
5.	The program's administration is clearly explained and appropriate to administer the program.	☐	☐
6.	An appropriate process is used to ensure qualified faculty deliver the program.	☐	☐
7.	Qualified faculty has delivered the program over the last three years.	☐	☐
Assessment of Appropriateness of Evidence for Program Resources and Organizational Support			
Issues Requiring Attention			

IV. Organizing for Learning: Program Assessment

IV. 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 the use of data 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.	☐	☐
Assessment of appropriateness of evidence for program assessment.			
Issues requiring attention.			

V. Program Action Plan

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

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<tr><td colspan="4"><u>Issues Requiring Attention</u>

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

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