Texas A&M University-Kingsville

Undergraduate Program Review
Guidelines

Effective Fall 2021

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Guidelines

Introduction

The undergraduate academic program review provides a systematic and consistent evaluation of individual programs by examining and profiling their overall performance and their compliance with state and accreditation standards.

Designated academic departments will prepare and submit a self-study of the program to be reviewed to the Undergraduate Program Review Committee (UPRC). The self-study will be completed according to the timeline and instructions contained in this document. A "program" is defined as any of the undergraduate degree majors listed in the University catalog under "Undergraduate Degrees and Majors Offered."

Recommendations of the UPRC concerning the value and performance of a given program will focus on the parameters established in the programmatic review guidelines, but in addition, may encompass other aspects or criteria not specified in the guidelines. Additionally, the program review process may provide recommendations for improving a program to enhance the program's ability to achieve its stated mission and to respond to the learner outcome measures of the respective curriculum.

The guidelines that follow provide details of the self-study process, a timeline for the process, an annotated outline for report preparation and a five-year schedule for the annual program reviews. These guidelines are based in large part upon the accreditation criteria established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Program self-study is a requirement of the faculty and administrators of the programs under review. All members of a given program will be participants in the analysis and survey of the program during the self-study. The members will play an active role in acquisition and interpretation of the information presented in the self-study.

The program review period will consist of the five academic years preceding the year of the review, with the academic year consisting of the fall, spring and summer terms. All programs will draw upon data collected for the annual institutional effectiveness (IE) report/departmental report, as well as any additional data obtained for agency accreditation or other purposes.

Program Review Waivers
Programs that are currently accredited by a professional accreditation agency may petition the UPRC to waive the TAMU-K program review upon demonstration that the program in question has met, through that accreditation process, the requirements of the TAMU-K program review. Exemptions are contingent on fully positive accreditation reviews; partial/probationary accreditation or denial of accreditation will not qualify for an exemption. If the waiver is approved, the review used in the accreditation and the follow-up prescribed by the accrediting agency will serve as the program's TAMU-K program review. Request for a wavier must be submitted to UPRC Chair by the deadline stated on the timeline.

Membership

Undergraduate Program Review Committee (UPRC)
The review process will be coordinated by the Undergraduate Program Review Committee (UPRC) and the ad-hoc subcommittees formed from within the UPRC. The UPRC will consist of three members from each college, serving staggered three-year terms to ensure continuity. Two of the members from each college will be appointed by the Provost and respective dean. The third member will be appointed by the Faculty Senate. One dean, with no programs currently being reviewed, and one department chair, from a program not being reviewed, will also be members of the UPRC for one-year terms. The UPRC's role will include preparing final reports, ruling on the extent of exemptions from the full review process, and assigning the ad-hoc subcommittees.

Undergraduate Program Review Ad-hoc Subcommittee
Each ad-hoc subcommittee will be responsible for a designated review of several programs or a department's group of programs and will include three members from the UPRC. The number of programs assigned to a given ad-hoc subcommittee for review will vary based on the number of programs being reviewed in a given cycle. One of the UPRC members on each ad-hoc subcommittee shall be from the reviewed program's college but not that specific program; the other two shall be from two other colleges; and the three should be of different terms. Depending on the number of reviews per UPRC member, ad-hoc subcommittees may be enlarged to include other faculty members not serving on the UPRC to share the work, but a UPRC member shall be the chair.

External Reviewers

Each review will involve one reviewer from outside Texas A&M University-Kingsville, who will provide review and comments based on the written Undergraduate Program Review Self-Study, no site visit will take place. An honorarium will be paid to the external reviewer by the Office of the Provost. The department chair, in consultation with the program coordinator, will submit the names and contact information of one external reviewer and two alternates to the college dean for approval. Once approved, the college dean will provide to the UPRC Chair the name of the external reviewer and contact information by the deadline listed in the timeline.

Process

After initial completion of the self-study report by the program faculty, the department chair and dean shall review it, after which it shall be submitted to the UPRC Chair who will send the report to the external reviewer and designated ad-hoc subcommittee for review, evaluation, and formulation of recommendations. The UPRC Chair must first determine if all requested information is included in the report; if there are areas lacking documentation, the report is returned to the department with a request to complete the questioned section(s).

The external reviewer and ad-hoc subcommittee members are responsible for objectively reviewing the report to assess the viability and quality of the program. Judgments are made as to strengths and weaknesses of the program, program viability, recommendations for improvement, and a recommendation regarding continuation of the program.

The final recommendation by the ad-hoc subcommittee, as well as external reviewer, falls into one of the following categories.

(1) <u>Unconditional continuation</u>: The program is acceptable with no recommendations.

(2) <u>Conditional continuation</u>: The program must respond to recommendations. An implementation plan must be developed and submitted to the UPRC Chair.

(3) <u>Continuation At-Risk</u>: The program demonstrates significant deficiencies in quality, compliance, and/or degree production, which may threaten the program continuation. These deficiencies must be addressed both immediately and in a longer term plan submitted to the UPRC Chair.

The UPRC Chair forwards the External Reviewer Report to the ad-hoc subcommittee chair. The ad-hoc subcommittee chair will meet with the department chair and dean to discuss the report, findings, and recommendations of the two reports. The department chair and dean may add their comments to the Ad-Hoc Subcommittee report. The ad-hoc subcommittee chair will forward the report, findings, and recommendations to the UPRC Chair, together with any comments submitted by the department chair and dean.

Subsequently, the Ad-Hoc Subcommittee Report and External Reviewer Report will be reviewed by the program faculty and department chair. For programs recommended as unconditional continuation, no further action will be needed by the department and dean. For program recommended as conditional continuation or continuation at-risk, a Plan of Action will be written to address the recommendations. All recommendations must reflect the results of the assessment process used in the program review. The Plan of Action will include the following:

- Steps to be taken to address recommendations
- Estimated timeline
- Names and titles of those responsible for each task.

This plan will be submitted to the UPRC Chair within two weeks of receiving the Ad-Hoc Subcommittee Report and External Reviewer Report. The plan will become a part of the Final Program Review Report.

The UPRC Chair will formulate a Final Program Review Report and Executive Summary which includes strengths, weaknesses, and recommendations, and forward it to the Provost and AVP for Academic Affairs. The findings and recommendations from the Program Review Report will be incorporated into the department and college IE plans. The Provost's Office will post the executive summary of the report at the following link: Undergraduate Program Review Executive Summary and notify the Council for Assessment and Planning and President's Office.

The following year, the UPRC Past Chair will remind the department chairs and deans of the need to submit a follow-up progress report. If conditions are not met or problems not rectified by that time, an explanation must be submitted as part of the follow-up progress report. Further actions may be recommended. The UPRC Past Chair will write a response to the follow-up progress report and indicate if any further action is needed. The UPRC Past Chair will distribute this response and recommendation to the department chair, dean, Provost, and AVP for Academic Affairs, with a copy to the Council for Assessment and Planning.

The deadlines for the review processes are described in the following timeline.

Undergraduate Program Review
Timeline

Activity	Responsible Parties	Completion Date or Next Business Day
YEAR ONE		
Appoint Undergraduate Program Review Committee (UPRC) And announce review schedule to deans and department chairs.	Provost	September 7
Petition to UPRC Chair waive an accredited program from the review process.	Dean/Department Chair	September 13
Respond to petition to waive an accredited program from the review process.	UPRC Chair	September 20
Appointment of ad-hoc subcommittee.	UPRC Chair	September 23
Propose one external reviewer and two alternates to College Dean.	Department Chair	October 1
Submits name of one external reviewer reviewer and contact information to UPRC Chair.	College Dean	October 14
Contact chairs to remind them of their program review deadlines	UPRC Chair	November 1
Submit self-study report to UPRC Chair and Dean	Department Chair	January 31
Distribute copies of self-study report to ad-hoc subcommittee chair and external reviewer.	UPRC Chair	February 10
External reviewer submits report to UPRC Chair. UPRC Chair forwards report to ad-hoc subcommittee chair.	UPRC Chair	March 10
Distribute Ad-Hoc Subcommittee and External Reviewer Reports to dean and department chair.	Ad-hoc Subcommittee Chairs	March 22
Conduct meeting with dean and Department chair to discuss reports, findings, and recommendations	Ad-hoc Subcommittee Chairs	April 2

Submit program review reports to UPRC Chair with comments from dean and department chair.	Ad-hoc Subcommittee Chairs	April 9
Develop plan of action with dean/department chair/department faculty and submit to UPRC Chair.	Dean/Department Chair	April 19
Submit final report, plan of action, and executive summary to Provost and AVPAA	UPRC Chair	May 5

YEAR TWO

*Remind departments to write follow-up progress report.	UPRC Past Chair	February 1
*Write follow-up progress report on previous year's program review, recommendations, and plan of action.	Department Chair and Dean to UPRC Past Chair	March 21
*Respond to follow-up progress report to department faculty, department chair, dean and Provost with copy to AVPAA.	UPRC Past Chair	April 15

These processes are repeated until conditions are resolved.

Texas A&M University–Kingsville
Undergraduate Program Review
Schedule

The following time line provides for review of the university undergraduate programs per year for a five-year review cycle.

2021-2022 (Reporting years: Fall 2016 – Summer 2021)
College of Agriculture and Natural Resources
      Animal Science
College of Arts and Sciences
      Applied Arts and Sciences
      Biology
      Communication Sciences and Disorders
      Human Nutrition
      Social Work
      Spanish
College of Business Administration
      Finance
      Management
College of Education and Human Performance
      Interdisciplinary Studies

2022-2023 (Reporting years: Fall 2017 – Summer 2022)
College of Arts and Sciences
      Art
      Biomedical Sciences
      Communication
      Criminal Justice
College of Business Administration
      Accounting
      General Business Administration
      Marketing
College of Engineering
      Computer Science
      Natural Gas Engineering

2023-2024 (Reporting years: Fall 2018 – Summer 2023)
College of Agriculture and Natural Resources
      Agribusiness
      Rangeland and Wildlife Management
College of Arts and Sciences
      Chemistry
      English
      Geology
      History
      Mathematics
      Music
      Physics
      Psychology
      Sociology
College of Business Administration
      Information Systems

2024-2025 (Reporting years: Fall 2019 – Summer 2024)
College of Arts and Sciences
       Criminology
College of Education and Human Performance
       Kinesiology
College of Engineering
       Architectural Engineering
       Chemical Engineering
       Civil Engineering
       Electrical Engineering
       Industrial Management and Applied Engineering Technology
       Mechanical Engineering
       Natural Gas Engineering

2025-2026 (Reporting years: Fall 2020 – Summer 2025)
College of Agriculture and Natural Resources
       Agriculture Science/Plant and Soil Science
       Veterinary Technology
College of Arts and Sciences
       Biology
College of Engineering
       Industrial Engineering
       Environmental Engineering

2026-2027 (Reporting years: Fall 2022 – Summer 2027)
College of Agriculture and Natural Resources
       Animal Science
College of Arts and Sciences
       Applied Arts and Sciences
       Biology
       Communication Sciences and Disorders
       General Studies
       Human Nutrition
       Social Work
       Spanish
College of Business Administration
       Finance
       Management
College of Education and Human Performance
       Interdisciplinary Studies

Self-Study Report Template
Part I: Overview

I-01.   Provide a brief description of the program including any background information that would be helpful to the reviewers. Provide a brief summary of program developments and achievements during the past five years.

I-02.   Provide a table showing the number of majors and semester credit hours (SCH) generated by the program over the last five years. Comment on enrollment trends over this period and any resulting significant impacts upon the program. Provide documentation of program actions and efforts to respond to trends.

Undergraduate Semester Credit Hours in Courses leading to the Degree.					
	Year 1	Year 2	Year 3	Year 4	Year 5
SCH in core courses	XX	XX	XX	XX	XX
SCH in recommended or elective courses	XX	XX	XX	XX	XX
Total	**XX**	**XX**	**XX**	**XX**	**XX**
Notes:					

Number of Majors					
	Year 1	Year 2	Year 3	Year 4	Year 5
Majors	XX	XX	XX	XX	XX

I.03.   Provide a copy of the recommendations of the Program Review Subcommittee from the previous Program Review, along with the second year follow-up report. Discuss further actions taken during the ensuing period, which addressed those recommendations.

Part II: Planning and Assessment

II-01.   Describe the program mission and the goals delineated for achieving this mission. Correlate the program mission with the university mission statement and explain how the two complement each other.

II-02.   Explain how the program identifies expected student learning outcomes and assesses the extent to which these outcomes are achieved.

II-03.   Describe how the program regularly evaluates the effectiveness of each faculty member regardless of contractual or tenured status.

II-04.   Provide evidence that the program has made improvements based on analysis of assessment results.

Part III: Curriculum

III-01.   List approved degrees, minors and certifications offered by the program.

III-02.   If appropriate accreditation is available, provide the current status of accreditation efforts and suitable documentation.

III-03.   List requirements for admission to the program.

III-04.   Provide a table indicating the courses offered by or for the program. Include information regarding the role of these courses in supporting other programs, the core curriculum, and tell whether they are required or recommended for the program degree.

Courses offered by or for the Program						
Course Number	Frequency of Course Offering	Other Programs Supported by Program Course	Core Curriculum Course?	Required for Major?	Recommended Course for major?	Comment

III-05.   Explain how the program embodies a coherent course of study appropriate to higher education.

III-06.   Describe the general requirements for a degree in the reviewed program. Include any internship or senior theses required in addition to the course work.

III-07.   If applicable, list the courses offered by other programs, which meet specific needs of the program. Indicate which courses are required and which are recommended.

III-08.   If applicable, list the courses offered by the program that are required for elementary and secondary education certification.

III-09.   Provide documentation that the program curriculum is kept up-to-date. Describe how courses have been modified, added or deleted over the past five years.

III-10. List the program marketability skills which have been identified.

Report of Marketability Skills					
Skill Set	**How Identified** (Include internal & external Constituents Consulted)	**Professional Application**	**How Delivered to Students** (Identify courses, extracurricular activities, etc. Beside each course/activity, indicate whether the skill set is introduced (I), reinforced (R), or mastered (M))	**How Communicated** (To students and community)	**Last Reviewed**

Part IV: Undergraduate Instruction

IV-01. Provide documentation regarding the administration of the program courses. In particular, provide evidence of proper course syllabi and implementation of the student evaluation guidelines described in these course syllabi. Changes in curricula to improve instruction should also be documented and should demonstrate a critical consideration of the learner outcome assessment.

IV-02. What approaches are used in teaching the key subject areas of the program to foster student learning (e.g., innovative teaching methods, small-group discussion, cooperative learning, multimedia). Describe non-traditional course work such as intersession or short courses, internships, independent studies, research projects, guest speakers, cooperative education, field work, and instructional technology. What attempts are made to ensure quality instruction in these courses.

IV-03. Demonstrate whether the program has complied with the requirement that at least 25 percent of course hours in the major are taught by faculty members holding an appropriate terminal degree.

Part V: Advising of Undergraduate Students

V-01. Describe the advisement and orientation process by the program faculty and program professional advisors. Include evidence of advisor training and ongoing regular evaluation of the advising process. Provide additional information regarding the advising of students about careers and advanced degree programs.

Part VI: Assessment of Student Performance and Outcomes

VI-01. Describe the ongoing assessment processes used to evaluate student performance, including such mechanisms as national standardized tests, major field exams, licensing exams, portfolio evaluation, local evaluations from capstone courses, and surveys of employers. In addition, include information on placement of students in graduate and professional programs.

VI-02. Provide the Program SLO reports from the past five years and present a table of program SLOs and the courses aligned with the program SLOs. A template for the table is provided below.

Program vs. Course Student Learner Outcomes					
	Aligned Course #1	**Aligned Course #2**	**Aligned Course #3**	**Aligned Course #4**	**Aligned Course #5**
Goal 1					
Objective 1.1					
Objective 1.2					
Goal 2					
Objective 2.1					
Objective 2.2					

In a narrative following the table above, address the coverage of all the SLOs. Summarize the student and program assessment outcomes and any recommendations or implementations that have occurred as a consequence of these assessments (e.g., curriculum committee proposals and implementation of writing across the curriculum). Document any relevant actions undertaken by the program to rectify or enhance the program curriculum.

VI-03. If your program offers course that qualifies for the General Education requirement of the university, provide results of the General Education Student Learner Outcome Assessments on those courses.

Part VII: Faculty Profile

VII-01. Prepare a table that lists all full-time and part-time faculty and any teaching assistants reported on teacher load reports. Include gender, ethnicity, level of education, tenure status, and years at Texas A&M University-Kingsville in the faculty profile. Do not list or include graduate laboratory or teaching assistants that are not reported on teacher load reports.

Full- and part-time faculty and teaching assistants in the program.								
Faculty Member	**Highest Degree Earned**	**Academic Field**	**Tenure Status***	**Number of years at TAMUK**	**Current Rank**	**Courses taught by faculty**	**Gender**	**Ethnicity**

*Tenured, tenure-track, non-tenure-track

VII-02. Prepare a table that lists the full-time equivalents (FTE) of full-time, part-time and teaching assistants that provide instruction in the reviewed program. An FTE is defined as a twelve-hour teaching load. Include descriptions of any FTE release time and compensated overloads. In a narrative, provide justification for these deviations from the standard FTE for the program faculty.

Full-time Equivalent (FTE) Instruction in the Undergraduate Program					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of undergraduate sections taught by full-time faculty					
Number of undergraduate sections taught by part-time faculty					
Number of undergraduate sections taught by teaching assistants					
Number of FTEs for full-time faculty members teaching undergraduate sections					
Number of FTEs for part-time faculty members teaching undergraduate sections					
Number of FTEs for teaching assistants teaching undergraduate sections					
Number of compensated overloads					
Total number of released times or equivalent FTEs					
Total number of FTE faculty in the program					

VII-03. Describe whether or not the number of full-time faculty members is adequate to ensure the quality and integrity of the program. Discuss present and future the needs of the program with regard to faculty size and availability to teach course loads that reflect the demands of the student population.

VII-04. If applicable, describe the role of teaching assistants in the program curriculum. What are their teaching responsibilities? What training and orientation do they receive? What supervision exists to monitor the teaching assistants and how is their instruction evaluated? How is the evaluation utilized to improve their teaching effectiveness?

VII-05. Provide a table displaying scholarly productivity/activity of faculty members, to include publications in nationally recognized peer-reviewed journals, presentations at peer-reviewed conferences, and other contributions to scholarship. In a narrative following the table, describe the strengths of the program faculty with respect to scholarly activity and teaching effectiveness. Discuss the impact these strengths have upon the quality and reputation of the program.

Research Productivity in the Program					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Number of Faculty with Terminal Degree						
Manuscripts Submitted						
Manuscripts Published						
Presentations						

VII-06: Explain how the program ensures that all faculty employed by the program are competent and qualified to teach their respective courses.

Part VIII: Departmental Resources

VIII.01. Provide an analysis of the program's fiscal resources for the five-year review period in the form of actual expenditures (not budgeted amounts) in the relevant funding categories such as operating, faculty salaries, teaching assistant salaries, faculty development, and travel. You may use the example table below as a template.

Expenditures for the Program					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Faculty salaries	XX	XX	XX	XX	XX
Staff salaries	XX	XX	XX	XX	XX
Student worker salaries	XX	XX	XX	XX	XX
Faculty development	XX	XX	XX	XX	XX
Travel	XX	XX	XX	XX	XX
Other	XX	XX	XX	XX	XX
Total expenditures	**XX**	**XX**	**XX**	**XX**	**XX**

VIII-02. Discuss the impact of program fiscal resources upon its ability to accomplish its designated goals.

VIII-03. Describe any support received from outside sources (e.g., gifts, research grants, curriculum enhancement grants and contracts) over the past five years. Document any impact of these additional monetary sources upon the reviewed program.

Part IX: Program Strengths, Weakness, and Impact Factors

IX-01. Describe the primary strengths of the program.

IX-02. Profile external factors, which may positively impact the program in the next five-year cycle (increased student enrollment, higher academic preparedness and performance of students, expanded career opportunities or increased demand by professional/graduate schools).

IX-03. Describe any weaknesses of the program.

IX-04. Profile external factors which may negatively impact the program in the next five-year cycle (loss of talented students to other institutions, loss of external funding, limited or decreased job availability, decreased demand for higher degrees).