

The University of Texas at Tyler

Office of Continuous Improvement and Accreditation



External Reviewer Handbook 2025-2026

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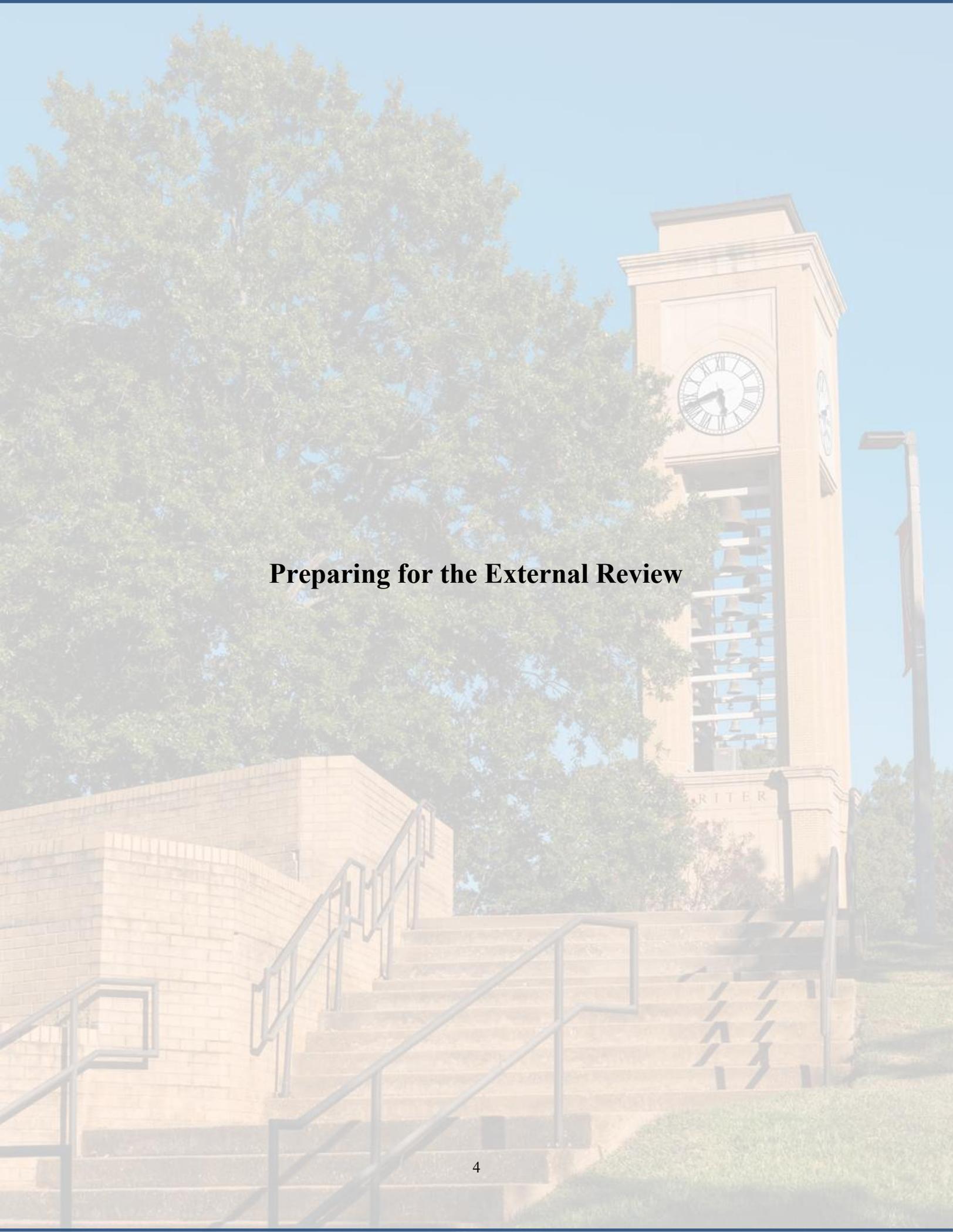
Introduction

An external review of UT Tyler graduate programs is an essential function of the institution's quality review process and provides perspectives not available on campus. The results of the external program reviews are included with other assessment and evaluation information in determining the quality of instruction, curricular relevance, program efficiency, and program impact. Additionally, the self-assessment and systematic program review information contribute to planning for continuous improvement of student learning and program quality. Both qualitative and quantitative criteria are included in the review, and the various criteria may be weighted differently for each program. Flexibility in the application of the review criteria is appropriate to accommodate the specialized missions of the individual programs.

Guiding Principles

- UT Tyler is committed to self-assessment and to external reviews as an integral part of strategic planning, institutional effectiveness, and ensuring continuous quality enhancement toward fulfillment of the UT Tyler mission.
- All graduate programs fulfill their respective mission and purpose within the context of the UT Tyler mission.
- The external review is an appropriate assessment effort in the systematic evaluation of program performance and accountability.
- Faculty participation in the review process emphasizes self-assessment and demonstrates a concern about quality, an ability to be self-critical, and a willingness to act upon identified concerns.
- University stakeholders which may be referenced or affected by recommendations are included in the review process.
- Self-regulation protects institutional autonomy and promotes innovation and accountability.
- The external review process should consider the [fundamental principles](#) of “generally recognized practice” in graduate program education using well recognized and credible profession-wide standards specific to the discipline for quality assurance.
- Master's and Doctoral degree programs in the same discipline are reviewed simultaneously. Baccalaureate programs in the same discipline may be reviewed with the graduate program(s).

Graduate programs are reviewed on a decennial schedule determined with the Texas Higher Education Coordinating Board (THECB) and in compliance with the Texas State Code. The 5-phase process includes: 1) Completion of a comprehensive self-study using predetermined reporting criteria; 2) Review of the self-study and program website by the external reviewers prior to a campus site visit; 3) Campus site visit that includes meetings with faculty, students, and administrators along with campus tours to view program facilities and resources; 4) A single External Review Report completed by external reviewers based on the self-study and campus site visit; and 5) completion of Institutional Response Form. The external review may include commendations for program strengths and recommendations for continuous improvement planning. Programs that are offered online only may complete a virtual site visit. The self-study, External Review Report, and the Institutional Response Form are submitted to THECB by August 31 of the review year.



Preparing for the External Review

A. External Reviewer Recruitment

Summer Preceding Review Year

PLANNING ACTIONS

1. *Coordinator/Department Chair leads program faculty discussions on prospective reviewers. Reviewers must be members of a nationally recognized peer program outside the state of Texas and must hold appropriate rank or stature in the discipline. Nominees must affirm that they have no conflict of interest related to THECB, UT System, UT Tyler, or the program. (See [Appendix A: UT Tyler Ethical Obligations of UT Tyler External Reviewers.](#))*
2. *Coordinator contacts prospective reviewers to confirm interest/availability and provides details of the external review process, responsibilities, and fee for service.*
3. *Interested prospective reviewers provide CVs, sign Ethical Obligations Form, and suggest tentative campus site visit dates for the Spring semester.*
4. *Dean and Coordinator initiate UT Tyler Contract Process and documentation with the External Reviewer.*
5. *Coordinator confirms site visit dates and service fees and schedules an initial planning meeting with External Reviewers.*

B. Contract, Itinerary, Self-Study

Fall Semester of Review Year

PLANNING ACTIONS

1. *External Reviewers complete travel arrangements with Coordinator (in-person site visits only).*
2. *Coordinator completes self-study, which is provided for External Reviewers at the end of the Fall semester or beginning of the Spring semester.*
3. *Coordinator prepares draft site visit itinerary and confirms with External Reviewers. Reviewers may request additional meetings with University participants by title and office.*

C. Site Visit and External Review Report

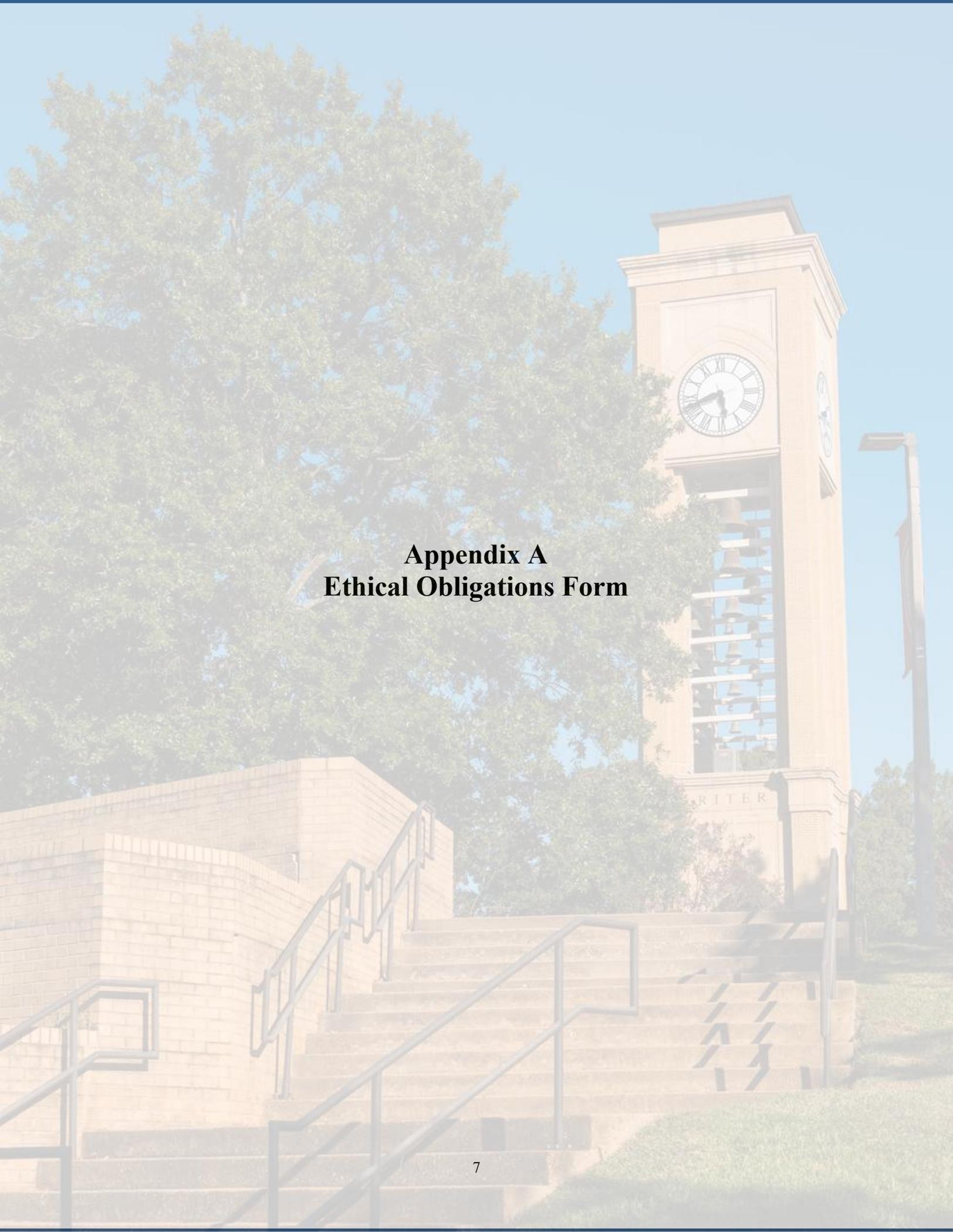
Spring Semester of Review Year

PLANNING ACTIONS

1. *Coordinator sends the self-study to the External Reviewer **4-6 weeks** prior to the site visit if not sent in the Fall semester.*
2. *Coordinator confirms site visit itinerary with External Reviewers. Reviewers may request additional meetings with University participants by title and office.*
3. *The Dean's Office and Assessment Professional schedule local transportation and meal arrangements*

(in-person site visits only).

4. *Coordinator and/or Assessment Professional adapt itinerary as needed throughout the site visit.*
5. *Following the site visit, External Reviewers prepare a single report, and send it to the Graduate Program Coordinator and Department Chair **4-6 weeks** after the site visit.*
6. *The Dean's Office completes fee-for-service and travel reimbursement process for each reviewer. The Provost's Office will cover the approved expenses.*



Appendix A
Ethical Obligations Form

The University of Texas at Tyler

ETHICAL OBLIGATIONS OF EXTERNAL REVIEWERS

UT Tyler graduate program reviews are based on a peer review process that requires program reviewers to make decisions about the program quality, effectiveness, and relevance. In order to maintain the credibility of those decisions, external evaluators are responsible for conducting reviews that uphold the highest level of integrity in all aspects. Integrity of the process mandates at least the following ethical obligations and understandings. External reviewers must affirm that they have no conflict of interest related to UT Tyler and to the program under review.

Eligibility of External Evaluators and Obligations of UT Tyler Faculty and Administrators

The process for the external review of a UT Tyler program based on the professional judgment of external reviewers demands informed review, thoughtful analysis, and reasoned decision making. External evaluators must have subject-matter expertise and must currently serve as a faculty member in a program nationally recognized for excellence in the discipline.

UT Tyler program faculty and administrators have an obligation to select external reviewers with the highest caliber of integrity. It is paramount that evaluators are qualified in their external reviewer role to provide actionable advice based on their review of the self-study information and further verified through interviews with faculty, students, administrators, and staff.

Confidentiality

Without a commitment to confidentiality by all external reviewers and in all aspects of the review process, external evaluators cannot freely execute their responsibility to conduct themselves with professional integrity in accreditation activities and decisions.

External program reviewers must maintain complete confidentiality in all activities and decisions. Confidentiality applies to all documents, correspondence, and discussions relative to all phases of the external program review. External reviewers may not disclose any information about the program, including discussions with program and institutional representatives before, during, or following the review process. Written documents include but are not limited to the program self-study, program or institutional resource material and support evidence, and the external review report.

External program reviewers may not use generative AI to create all or part of the external review report. No UT Tyler documents, including the program self-study report or institutional resource material, may be uploaded to a generative AI platform. Generative AI may not be used to analyze any UT Tyler data provided as part of the external review.

Conflict of Interest

External reviewers should not accept appointments to serve when a conflict of interest or the *appearance* of conflict of interest exists. External reviewers affirm electronically that they have no conflict of interest with UT Tyler or the program under review as part of the process of accepting a formal invitation to serve.

UT Tyler relies on the personal and professional integrity of individual external reviewers, expects them to be sensitive to potential conflicts of interest in the review process, and assumes reviewers will act accordingly. If it is discovered that a conflict of interest situation may have affected the external program

review, the Provost and Graduate School Dean may initiate further program evaluation to determine the validity of the original findings of the external reviewer.

As examples, an evaluator would have a conflict of interest if the individual:

- is employed at a Texas higher education institution;
- has been a consultant at UT Tyler within the last ten years;
- has been an employee of UT Tyler or any UT System higher education institution;
- has been a candidate for employment at UT Tyler within the last ten years;
- is a graduate of UT Tyler;
- has a close personal or familial relationship with persons at UT Tyler;
- has a strong bias regarding UT Tyler;
- has any other relationship that could serve as an impediment to rendering an impartial, objective professional judgment regarding the program evaluation.

Acknowledgements

I acknowledge that I have read the *UT Tyler Ethical Obligations of External Reviewers* policy, and my signature below affirms that I am eligible to serve as an external reviewer for the **[PROGRAM NAME]**, without conflict of interest as defined in the policy.

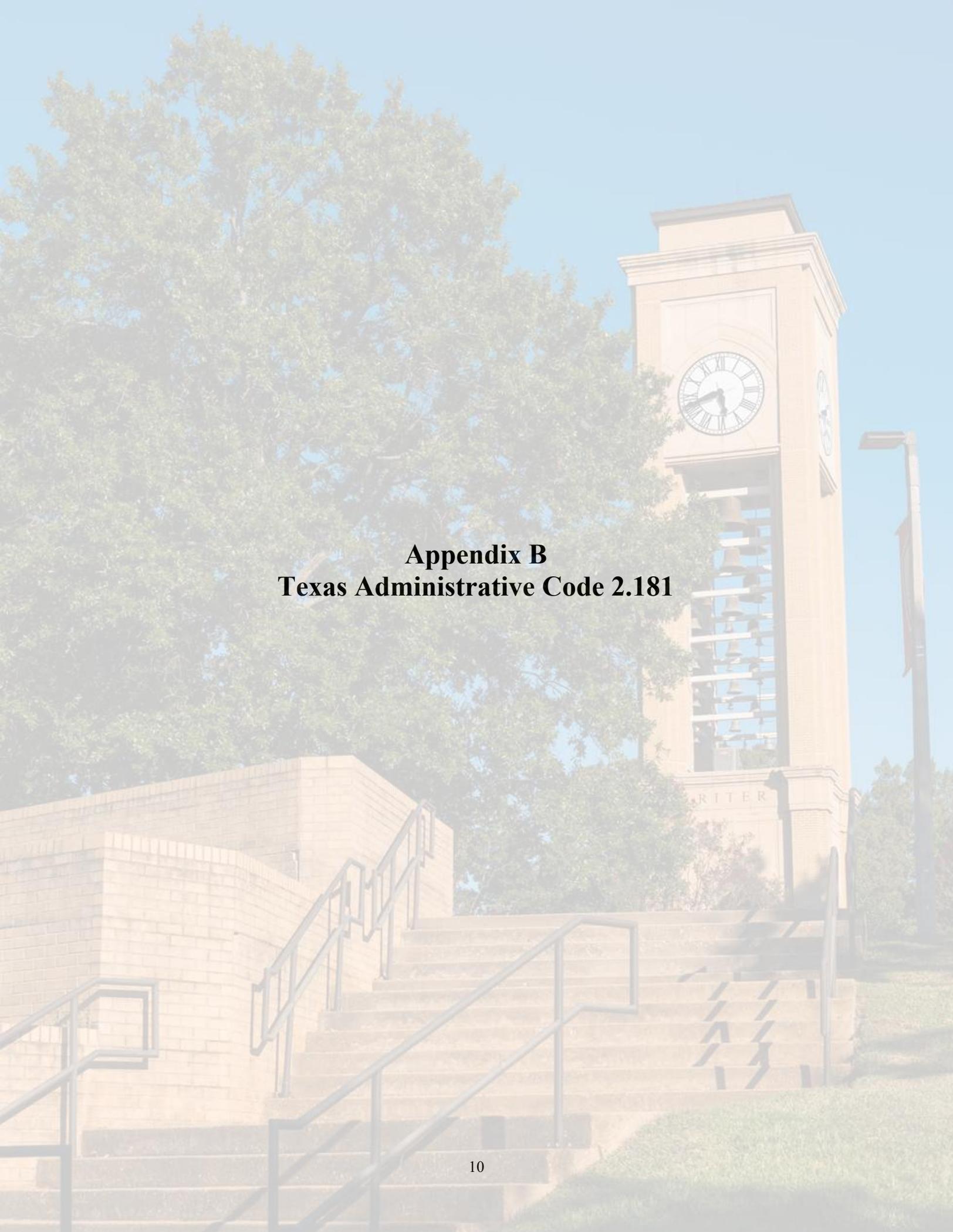
PROSPECTIVE EXTERNAL REVIEWER: _____ DATE: _____

I acknowledge that **[External Reviewer Name]** meets required eligibility qualifications and no conflict of interest or appearance of conflict of interest exists.

PROGRAM COORDINATOR: _____ DATE: _____

DEPARTMENT CHAIR: _____ DATE: _____

DEAN: _____ DATE: _____



Appendix B
Texas Administrative Code 2.181

TEXAS ADMINISTRATIVE CODE

As in effect on 6/23/2025

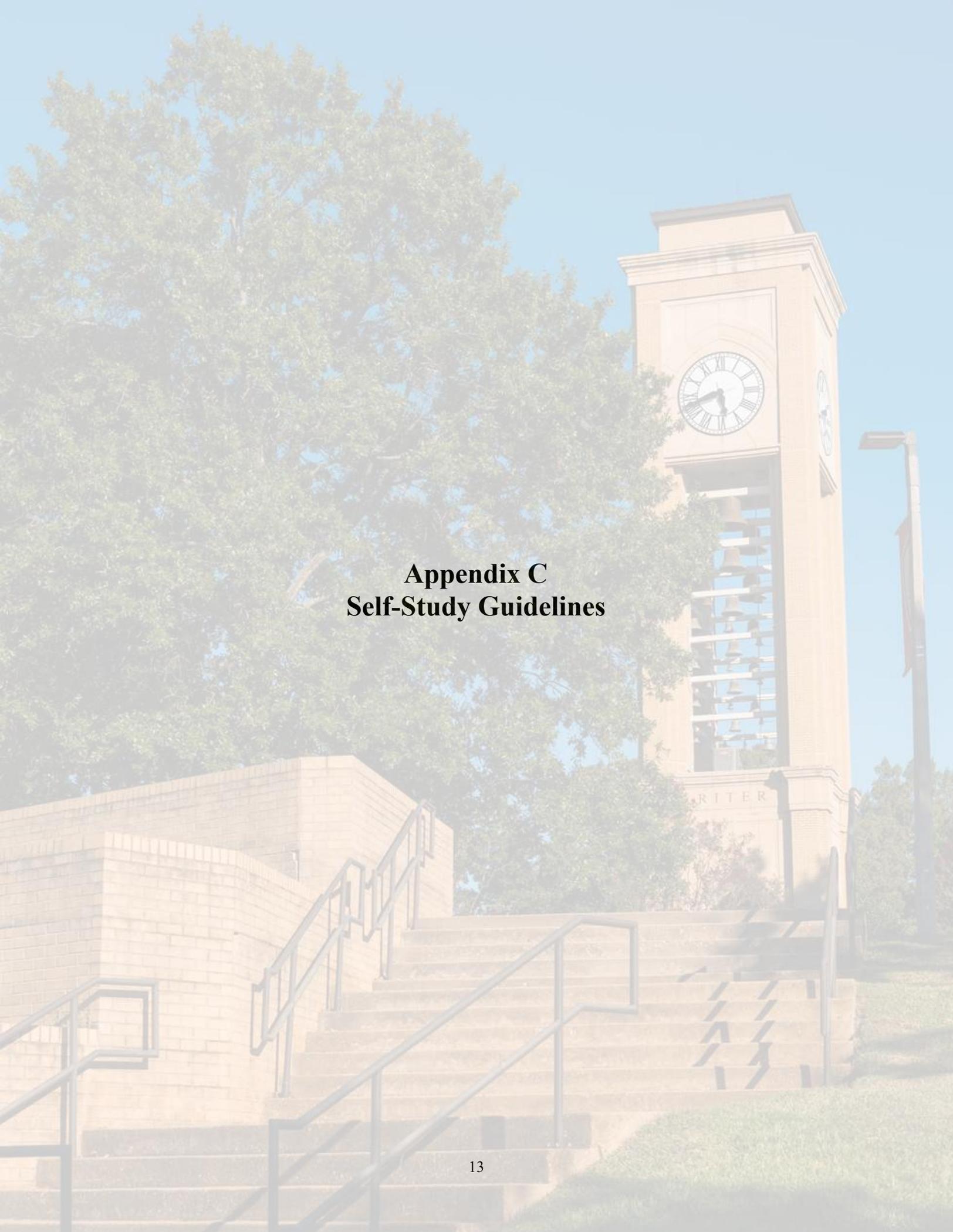
TITLE 19. EDUCATION

PART 1. TEXAS HIGHER EDUCATION COORDINATING BOARD CHAPTER 2. ACADEMIC AND WORKFORCE EDUCATION SUBCHAPTER I. REVIEW OF EXISTING DEGREE PROGRAMS

§2.181. Academic Programs at Public Universities and Public Health-Related Institutions.

- (a) Each public institution of higher education, in accordance with the requirements of the institution's approved accreditor, shall have a process to review the quality and effectiveness of existing degree programs and for continuous improvement.
- (b) Board staff shall develop a process for conducting a periodic audit of the quality, productivity, and effectiveness of each existing master's, doctoral, and professional degree program at a public institution of higher education.
- (c) Board staff will meet the requirements of program review established by Texas Education Code, §61.0512(e), by reviewing program data reported in the Accountability System for each undergraduate degree offered by a public institution of higher education in Texas.
- (d) Each public university and public health-related institution shall review each of its master's, doctoral and professional degree programs at least once every ten (10) years.
 - (1) On a schedule to be determined by the Commissioner, each institution shall submit a schedule of review for each graduate program to the Assistant Commissioner with oversight of academic program approval.
 - (2) Each institution shall begin each review of a graduate degree program with a rigorous self-study.
 - (3) As part of the required review process, an institution shall use at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas. Each institution shall provide its external reviewers with the materials and products of the self-study and must participate in a site review.
 - (4) Each external reviewer shall be part of a program that is nationally recognized for excellence in the discipline.
 - (5) Each external reviewer shall affirm that they have no conflict of interest related to the Board, the institution, or program under review.
 - (6) Each institution may review a closely-related program, defined as sharing the same four-digit Classification of Instructional Programs code, in a consolidated manner at the discretion of the institution.
 - (7) Each institution shall review a master's and doctoral program in the same discipline simultaneously, using the same self-study materials and reviewers. Each institution may also, at their discretion, review a baccalaureate program in the same discipline as master's and doctoral programs simultaneously.

- (8) Each Institution shall submit a report on the outcomes of each review, including the evaluation of the external reviewers and actions the institution has taken or will take to improve the program, and shall deliver these reports to Board staff no later than 180 days after the reviewers have submitted their findings to the institution.
- (9) Each institution may submit a review of a master's, doctoral, or professional program performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.
- (e) Board staff shall review all reports submitted for a master's, doctoral, or professional degree program and shall conduct analysis as necessary to ensure high quality. The Commissioner may require an institution to take additional actions to improve its program as a result of Board review.



Appendix C
Self-Study Guidelines

Institutional and Academic Program Overview

1) University Overview

Use the UT Tyler Description and provide a brief overview of the institution's mission, vision, strategic plan, governance structure, and notable milestones.

Evidence in this category includes:

- University Description provided by the Office of Continuous Improvement and Accreditation
- [University Strategic Plan](#)
- [University Organizational Chart](#)

2) Academic Unit Overview

Outline the history and purpose of the academic unit, including its founding date and role within the university.

Provide a brief overview of the graduate program, summarizing significant program changes with an emphasis on recent updates. List and describe any certificates, tracks, concentrations, options, or other components included in the program.

List the program's delivery modes and all locations where the program, or any portion of it, is regularly offered. This includes dual degrees, international partnerships, and other off-site or alternative delivery arrangements.

Evidence in this category includes:

- Academic Unit Organizational Chart
- Current Program Catalog Admission Requirements
- Current Program Catalog Graduation Requirements
- Current Degree Plan
- Academic and Program Website Hyperlinks

A. Academic Unit Description and Strategic Plan

1) Mission, Vision, and Goals

State the mission of the graduate program's academic unit and, if applicable, its department, as well as the mission of the graduate program itself. Explain how the program's mission supports institutional values and goals such as academic excellence, student success, access, and workforce development.

Describe the long-term vision of the academic unit, the department (if applicable), and the graduate program. The vision should reflect aspirational goals and the desired future impact of the program on students, the profession, and the broader community. Explain how the program's vision aligns with that of its academic unit and the broader institutional vision.

Outline and describe the strategic priorities for the graduate program over the next 3-5 years (academic, research, community engagement, enrollment, or post-graduation outcomes). Be sure to explain how goals are assessed and monitored, and how they are derived from the mission and vision.

Evidence in this category includes:

- University Mission, Vision Statements, and Strategic Plan
- Academic Unit and Program Mission, Vision Statements, and Strategic Plan
 - If applicable, Graduate Program Department Mission, Vision Statements, and Strategic Plan

2) Program Curriculum and Student Learning Outcomes

Outline the core themes and student progression through the program's curriculum, as well as how it aligns with professional/business trends and practices.

Clearly identify the current student learning outcomes (SLOs) for the program

Clearly explain how the curriculum and SLOs support the mission and goals of the institution and academic unit.

List Current Program Marketable Skills. If the program has Embedded Academic Certificate(s), list the current Embedded Certificates Marketable Skills. Identify the alignment between the Program and the Embedded Certificate(s) Marketable Skills.

Evidence in this category includes:

- Current Program Student Learning Outcomes
- Current Program Marketable Skills

B. Program Curriculum

1) Curriculum Development and Delivery

Describe how the graduate curriculum is developed, reviewed, and modified through faculty-led processes. Outline the roles of faculty, committees, and administrators in proposing and approving changes. Summarize the formal procedures for curriculum updates, including utilization of assessment results, accreditation standards, stakeholder feedback, and/or professional/business trends and practices to inform revisions.

Explain how consistency and quality are maintained across modalities.

Evidence in this category includes:

- Program, Departmental, and/or Academic Unit Curriculum Meeting Minutes

2) Evidence of Graduate-Level Rigor and Academic Progression

Demonstrate how the program meets expectations for post-baccalaureate rigor. Explain how the curriculum builds upon undergraduate foundations with progressively advanced academic content. Highlight how students engage with the scholarly literature of the discipline and participate in research and/or professional practice appropriate to the field. Use examples such as capstone projects, theses, clinical/practice experiences, or applied research to illustrate graduate-level expectations.

Evidence in this category includes:

- University Catalog Course Descriptions
- Course Rotation and Sequencing

3) Assessment of Student Learning Outcomes

This section of your self-study report should document your processes for regularly assessing and evaluating the extent to which the program SLOs are being attained. Summarize the assessment methods used and the frequency of data collection. Summarize the evaluation process, which involves interpreting the data and evidence acquired through the assessment processes, and the responsible faculty or committees. Provide recent findings from the past three academic years and explain how faculty have used the results to inform curricular or instructional changes (“closing the loop”). Include specific examples of how assessment data has led to continuous improvement planning or decision-making.

If the program has multiple delivery modalities, explain how consistency and quality of assessment and evaluation are maintained across these modalities.

Include the most recent completed assessment cycle documents as an appendix, identifying the evaluation of all SLOs. In the case of courses shared between programs, explain how faculty ensure that the individual program’s outcomes are independently assessed.

Evidence in this category includes:

- Include the most recent completed assessment cycle provided by the Academic Unit Assessment Professional.
 - Program Assessment Report
 - Curriculum Map
 - UT Tyler Assessment Plan Review Rubric

4) Comparison to Peer Programs

Compare program curriculum with Texas Peer Programs (Total SCH, Modality, Term lengths, Embedded Academic and/or Industry Certificates, etc. (May include national peers as appropriate.) Benchmark your program’s curriculum (e.g., hours, structure, rigor) against similar programs regionally or nationally. Highlight unique or innovative features of the program.

Evidence in this category includes:

- Comparison table of Texas peer programs provided by the Office of Information Analysis

C. Faculty Productivity

Describe the profile of faculty in the program: their qualifications, scholarly output, grant activity, awards, achievements, and service.

Address teaching loads, student ratios, and professional development. Include the fall semester roster of the review year with information from the previous two years.

- a. Current Faculty Roster (Rank, FT/PT, Endowed Chairs)
- b. Qualifications
- c. Publications, Scholarship, Creative Endeavors, External Grants found in Fact180
- d. Awards and Achievements found in Fact180
- e. Community and Public Service found in Fact180
- f. Professional Development Opportunities and Resources found in Fact180
- g. Teaching Load
- h. Faculty-Student Ratio provided by the Office of Information Analysis

- i. Course Evaluations provided by the Office of Information Analysis

D. Students and Graduates

Provide a snapshot of student demographics, enrollment trends, time to degree, retention/graduation rates, awards, and post-graduation outcomes. Include student services, alumni engagement, and any licensure outcomes if applicable. Include the fall semester of the review year and the previous three years.

1) Student Information (Most recent three years)

If applicable, disaggregate by instruction mode, enrollment status (part/fulltime), track/concentration

- a. Student Demographics provided by the Office of Information Analysis
- b. Admissions and Enrollment provided by the Office of Information Analysis
- c. Retention Rates provided by the Office of Information Analysis
- d. Time to Degree provided by the Office of Information Analysis
- e. Graduation Rates (Two and Three-Year Graduation Rates) provided by the Office of Information Analysis
- f. Degree Conferred Annually provided by the Office of Information Analysis

2) Student Achievement

- a. Publications/Awards
- b. Licensure Pass Rates
- c. Graduate Placement
- d. Alumni Relations (Tracking program graduates)

3) Academic and Student Support Services

Provide a summary narrative on the academic and student support services available at the university, academic unit, and department levels. Include the most recent academic year services such as advising, tutoring, writing support, research, library access, technology assistance, mental health resources, career services, and graduate student organizations. Highlight any program-specific support initiatives or mentorship opportunities.

E. Facilities and Resources

Provide a summary narrative of facilities, equipment, staff, and funding. Comment on space utilization, administrative support, and access to developmental or external resources.

- a. Facilities and Equipment
- b. Finances and Resources
- c. Development/Advancement Resources
- d. Program Administration (Academic unit organizational chart)
- e. Staff Resources

F. Program Distance Education Compliance (Hybrid, Online, Off-Campus)

The program is in compliance with the Texas Higher Education Coordinating Board’s (THECB) “Principles of Good Practice” and with the SACSCOC distance education standards and policies. Where applicable, briefly describe how program faculty ensure ongoing compliance for each of the following criteria. (Initials affirm compliance.)

1. Quality and Rigor

- All distance learning courses meet the same standards as an equivalent face-to-face traditional program/course.
- Online and hybrid courses have the same program/course student learning outcomes, course descriptions, and expectations.
- The course/program provides regular and substantive interaction between faculty and students, among students, and students and content.
- The faculty assumes primary responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction.

Program Coordinator

Chair

Dean

2. Faculty Credentialing

- Prior to teaching an online or hybrid course, all faculty complete the required “Online Instructor Certification” training offered by the Office of Digital Learning (unless faculty have completed nationally recognized online certification) to design online/ hybrid courses and implement best practices of online teaching.
- Faculty recertify the “Online Instructor Certification” training every three years and include current information in FAC180.

Program Coordinator

Chair

Dean

3. Faculty Responsibility

- Faculty members who teach distance education courses are expected to implement best practices of teaching distance education courses and self-assess their distance education courses using UT Tyler’s Best Practices Checklist rubric.
- Faculty collaborate with instructional designers in the Office of Digital Learning to design online/ hybrid courses and implement best practices of online teaching.
- The U.S Department of Education requires that all distance education courses for which students may use Title IV funds (federal financial aid) “ensure that there is regular and substantive interaction between students and instructors.” Faculty members are expected to provide regular and substantive interaction with students enrolled in distance education courses. This interaction is instructor-driven, frequent, and consistent throughout the semester. Faculty members use a variety of methods and resources appropriate to the course and discipline to facilitate contact with students.
- Among the strategies, interactions typically include:

- Providing direct instruction
- Providing feedback for students
- Making weekly announcements
- Leading and facilitating discussion boards,
- Posting instructional materials
- Moderating group work
- Facilitating student-to-student communication
- Providing real-time audio or video conferencing
- Holding office hours
- Sending emails
- Holding review and tutoring sessions
- Meeting face-to-face
- Distance education courses are considered equivalent to campus courses in terms of workload expectations and contact hours. Therefore, the frequency of the instructor-led contact and interactions will be at least the same as would be established in a regular, campus-based course.

Program Coordinator

Chair

Dean

4. Technology & Accessibility

- All courses are delivered via the UT Tyler Canvas Learning Management System and faculty maintain grades in Canvas to ensure student privacy. If external tools are used, the faculty member must ensure that FERPA requirements are met.
- Faculty work with The Office of Digital Learning and Disability Services office to ensure all courses are accessible in compliance with Section 508 of the Americans with Disabilities Act (ADA) to provide equal access to course materials for all students.

Program Coordinator

Chair

Dean

5. Student Support Services

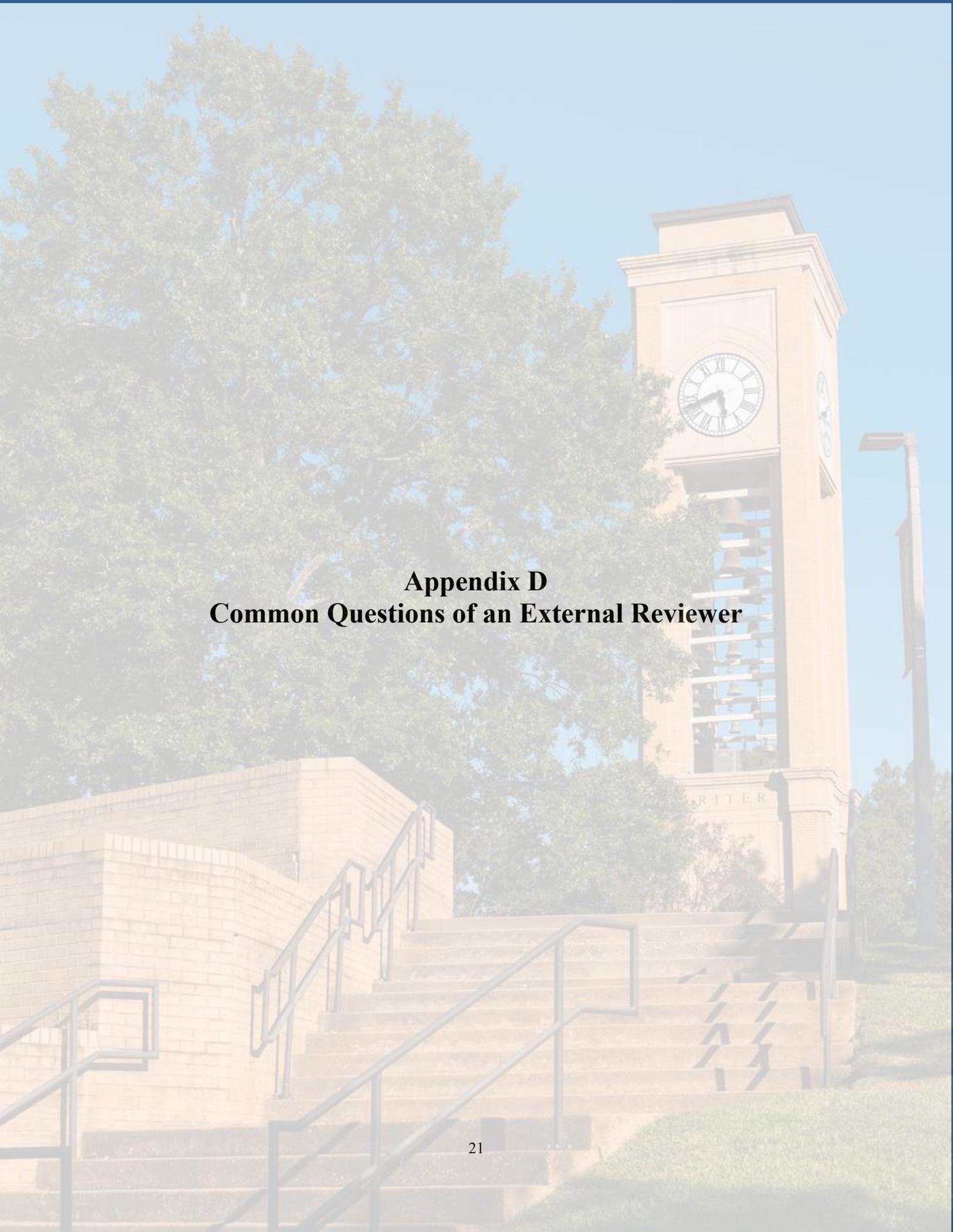
- All associated course expenses are communicated to students prior to enrolling.
- Students are provided with an orientation that specifically prepares them for distance learning at UT Tyler that includes information on academic support services, policies, procedures, etc.
- Students enrolled in online/hybrid courses have access to all support services offered by UT Tyler.

Program Coordinator

Chair

Dean

G. Overall Findings and Assessment



Appendix D
Common Questions of an External Reviewer

Common Questions of an External Reviewer*

To facilitate meaningful analysis of the evidence, it may be helpful to provide guiding questions to structure the self-study inquiry and report. These questions often produce deep discussions among faculty and are considered the most important aspect of the self-study and peer review process. Hence, a set of sample questions is embedded below within each of the core elements typically analyzed in the self-study report. Ideally, program evidence falls into two categories: evidence that addresses questions about program quality and evidence that addresses issues of program viability and sustainability.

A. Academic Description and Strategic Plan

1. Department History and Purpose

How are national trends and initiatives considered in the program's planning processes? How does the program align with professional/business trends and practices? Does the Self-Study provide a sound analysis of strengths and areas for improvement? What evidence is provided that the program is increasing student access AND student success?

2. Future Goals and Planning for Improvement

What are the program's goals for the next few years? Does the program review key outcome measures and performance indicators? Is the quality, use, and analysis of program data assessed consistently? What is happening within the profession, local community or society generally that identifies an anticipated need for this program in the future (including market research)? How will the program address any weaknesses identified in the self-study or build on existing strengths? What internal improvements are possible with existing resources? What improvements can be addressed only with additional resources? Where can the formation of collaborations improve program quality and viability?

B. Program Curriculum

1. Quality and Rigor

The assessment of the quality of instruction is the primary purpose of any self-study and external review. It is helpful to consider that program quality is multifaceted, and assessment measures should include all components. While programs may have individual characteristics of excellence, all programmatic areas have identifiable commonalities that are necessary to guide decisions for program improvement. Additionally, the review process should consider the fundamental principles of "best practice" using well recognized and credible profession-wide standards specific to the discipline for quality assurance.

Evidence in this category might include:

- Student-Faculty Ratios by course type
- End of course evaluations
- Student academic performance – use of assessment results for program improvement
- Student performance on licensure/certifying examinations
- Graduate placement rates in employment or education settings
- Student awards and scholarship
- Comparison of peer programs

2. Alignment with Institutional Mission and Strategic Plan

Are the curriculum, practices, processes, and resources properly aligned with the goals of the program and the institutional mission? What evidence is provided on strategic plan revisions and

updates? What is the process for strategic initiative development and review?

3. Program Delivery Mode(s)

Are courses offered face-to-face only, or does the program include distance education courses?

Evidence in this category might include:

- A detailed narrative on goals for the next 1-5 years including descriptions of resources necessary for goal attainment.
- Minutes or notes from department faculty meetings describing recommendations for improvement.
- Minutes or notes from department faculty meetings describing recommendations on collaborations.
- Evidence of program goals/outcomes aligning with institutional mission and strategic plan.

4. Faculty-Led Curriculum Development

How current is the program curriculum? Does it offer sufficient breadth and depth of learning for this particular degree? How well does it align with learning outcomes? Are the courses well sequenced and reliably available in sequence?

Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar programs? Is the level of program quality aligned with the college/university's acceptable level of program quality? Are distance education courses given the same attention in terms of quality and integrity as programs and courses offered at the main campus? Are program goals being achieved? Are student learning outcomes being achieved at the expected level?

Evidence in this category might include:

- A curriculum flow chart and description of how the curriculum addresses the learning outcomes of the program (annual program assessment plan and curriculum map)
- A comparison of the program's curriculum with curricula at selected other institutions and with disciplinary/professional standards
- Measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching, faculty scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty)
- A description of other learning experiences that are relevant to program goals (e.g., internships, research experiences, study abroad or other international experiences, community-based learning, etc.), as well as how many students participate in those experiences
- A narrative that describes how the faculty's pedagogy responds to various learning modalities

5. Student Learning Success

Are students achieving the desired learning outcomes for the program? Are they achieving those outcomes at the expected level of learning and how is the expected level determined? Do continuous improvement plans address analysis of distance education assessment results? Are they being retained and graduating in a timely fashion? Are they prepared for advanced study or the world of work?

Evidence in this category might include:

- Annual results of direct and indirect assessments of student learning in the program (could be a combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards
- Disaggregation of assessment results as appropriate to ensure consistent performance across delivery modes, off-campus instructional sites, and demographics
- Ongoing efforts by the department to "close the loop" by responding to assessment results

C. Faculty Productivity

What is the profile of faculty in the program and how does the profile relate to or enhance the mission and goals of the program? Is support provided to ensure faculty can fulfill their professional expectations including excellence in teaching, scholarship, service, and advising? Are professional development opportunities fostered both on campus and through travel? What professional development opportunities might be offered that are not currently provided? Do distance education faculty participate in curricular decisions and external program reviews? How are distance ed faculty included in professional development opportunities?

Evidence in this category might include:

- Faculty workload
- Faculty review and evaluation processes
- Mentoring processes/programs
- Professional development opportunities/resources (including travel and research funds)
- Sufficient time for course development, research, etc.
- Number of full-time faculty (ratio of full-time faculty to part-time faculty)

D. Students and Graduates

What is the profile of students in the program and how does the profile relate to or enhance the mission and goals of the program?

Evidence in this category might include:

- Students' gender, ethnicity, age
- GPA from previous institution, types of previous institution
- Standardized test scores
- Student employment status
- Trends in numbers of student applications, admits, and enrollments reflected over a 3-year period
- Student retention and graduation rate trends (disaggregated by different demographic categories)
- Placement of graduates into graduate schools or post-doctoral experiences
- Job placements
- Graduating student satisfaction surveys (and/or alumni satisfaction surveys)
- Employer critiques of student performance or employer survey satisfaction results
- Disciplinary ratings of the program
- Student/Alumni achievements (e.g., community service, research and publications, awards and recognition, professional accomplishments, etc.)

(Note that the specific list of indicators in this category will depend on the goals of the program)

E. Facilities and Resources

1. Facilities

Do the facilities meet the needs of the program? Are there any plans for modifications or renovations in the near future? Do facilities meet established standards for accessibility to persons with disabilities?

Evidence in this category might include:

- Classroom space
- Instructional laboratories
- Research laboratories
- Office space
- Student study spaces
- Access to classrooms suited for instructional technology
- Access to classrooms designed for alternative learning styles/universal design

2. Equipment, Information and Technology Resources

Does the program have state-of-the-art equipment/technology that is comparable to what students will use in their chosen professions? Are the existing equipment, information and technology resources adequate to support the mission of the program? Do existing equipment, information and technology resources reflect

current best pedagogical practices? Do resources meet established standards for delivery to persons with disabilities? What equipment, information and technology resources exist that are not used regularly by students and/or faculty and why?

What equipment, information and technology resources might improve the quality of the programs?

Evidence in this category might include:

- A systematic plan for replacing equipment/technology to ensure state-of-the-art programming
- Library print and electronic holdings in the teaching and research areas of the program
- Information literacy outcomes for graduates
- Technology resources available to support the pedagogy and research in the program
- Technology resources available to support students' needs

3. Financial resources

Has the program experienced any significant changes in budget allocation that have impacted the quality of the program in any way? Is the program budget linked with strategic planning based data-driven decisions? Does the program demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols?

Evidence in this category might include:

- Operational budget (revenues and expenditures) and trends over a 3–5-year period

4. Program Administration

a. The Administrative Environment

The administrative structure of the program should reflect the purposes for which it was established. Well-defined lines of authority with detailed duties and job descriptions should be followed. Policies and procedures should be followed to guide processes. Capable, credible, knowledgeable and experienced leadership is essential for success. Is there evidence of shared leadership that is innovative, inclusive accountable and flexible?

Evidence in this category might include:

- Organization chart
- Job Descriptions and detailed duties
- Demonstrated success of leading academic programs to promote student success
- Faculty/staff evaluations/surveys of direct supervisors and/or administrators

b. Staff

Does the current support staffing contribute to the quality of the program? Does support staff participate in systematic professional development opportunities that enhance the quality of the program directly? What is the professional development plan for each staff member for the next 1-3 years?

Evidence in this category might include:

- Professional and Technical staff FTE supporting program/departmental operations
- Professional and Technical staff qualifications
- Professional and Technical staff professional development plans

5. Student Support Resources

What support services infrastructure is in place to help students graduate in a timely manner and experience academic success throughout the program? What student support services are available that students engage in the most? What student support services are available that students use infrequently or not at all and why? What student support services might be offered that are not currently provided? What resource requirements would be needed to accomplish providing new services? How does the program utilize distance education and other collaborative processes to promote investment in student access? How does the program ensure seamless transferability?

Evidence in this category might include:

- Academic and career advising programs and resources
- Tutoring, supplemental instruction, and Teaching Assistant training
- Basic skill remediation plans
- Support for connecting general learning requirements to discipline requirements
- Innovative use of technology to engage students in active learning
- Orientation and transition programs
- Financial support (scholarships, fellowships, teaching assistantships, etc.)

- Support for engagement in the campus community
- Support for non-cognitive variables of success, including emotional, psychological, and physical interventions if necessary
- Support for research or for engagement in the community beyond campus, such as fieldwork or internships

* Questions adapted from the Montana University System Board of Regents' *MUS Strategic Plan 2013*; the *Program Review Guide*, Rev. October 2007, Office of Academic Programs and the Program Review Panel, California State University Dominguez Hills; the *Academic Program Review Handbook*, 2009, Institutional Research Office, Charles Drew University of Medicine and Science, the *CAS Professional Standards for Higher Education* 7th Edition, Council for the Advancement of Standards in Higher Education; UT Tyler OCIS "General Questions to Guide Visit Preparation"; and THECB "Principles of Good Practice for Distance Education" 2023.