Dear Professor [insert name],

Thank you again for agreeing to serve as a program reviewer. The purpose of program review is to enhance program quality.

During your visit you will participate in a series of meetings with the Department Chair, program faculty members, current students, the College Dean and Associate Dean, and the Graduate Dean and Associate Dean. At the close of the process you will provide an oral and written report of your observations to faculty members and administrators. Reviews are done to help facilitate improvement of our programs – we look forward to your help in that venue.

Included in this packet are some general comments regarding the program review, the contract, and travel information. Other relevant materials including the self-study, the faculty CVs, guidelines for the reviewers’ report, and the itinerary have been sent electronically. Please take a few minutes to review all of the materials. If you have any questions, please feel free to contact me or Dr. JoAnn Canales, Associate Dean of Graduate Studies.

We look forward to hosting you soon!

Sincerely

Harvey Knull
Graduate Dean/Associate VP for Research and Scholarly Activities
Guidelines for reviewers

The external reviewers should formulate judgments of quality and effectiveness and make some judgment about where the program fits (regionally, nationally or internationally), and how the program fits within its discipline.

The review should:

- consider the direction of the program and have statements about the quality/ability of faculty, students, and policies and practices in support of the program.

- make statements about curricular offerings (breadth, depth, appropriateness of the offerings).

- where relevant, comment on program options, adequacy of support staff, physical facility, library resources, equipment, and program budget; all within the context of resources of TAMU-CC which may be pursued during the on site visit.

- as appropriate, comment on outcomes/assessment. Is the program assessing its effectiveness relative to students: getting the essential information for their program/courses; ability to address research/creative activity at an appropriate level; written and oral communication skills/ability to construct/solve a problem. Sometimes the thesis, or equivalent, may provide a (significant) portion of the answer to assessing the program's effectiveness. In addition, we should have some notion as to how the students are placed and the effectiveness of their degrees in further study or in the work place after graduation. Are students surveyed to learn of the suitability of their training? You may have other concerns/ideas about assessment.

- focus on strengths/areas for improvement and recommendations. The recommendations should apply to both weaknesses and to strengths indicating how weaknesses may be overcome and how strengths are to be maintained or enhanced. It is preferable that specific individuals are not named especially in a critical manner because the report will receive wide circulation. Again, our programs are small and we MUST know our strengths. Hopefully the strengths can be described as ongoing focus areas or areas in which we may continue to seek success. This is one of the biggest goals of the review.

The information for the report should be derived from the self-study and the site visit. We will allow time for writing your observations and views about our program during the on-site visit.