CETYS UNIVERSITY
COLLEGE OF ENGINEERING
THE 12 PROGRAM REVIEW COMPONENTES METHODOLOGY
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INTRODUCTIÓN.

The Program Review document for an academic program presents the fundamental components of the program, with a focus on student learning.

The document should state the purpose of the program, and clearly define the learning outcomes expected for students, as well as the instruments and plan for assessment of these, so as to provide evidence of student learning and achievement.

Program review is a responsibility of the academics that are directly linked to the program and work within it, and it is this group of faculty that analyzes data and information gathered throughout the process, with critical a focus and purpose, seeking to identify areas of opportunity and action items to address them.

The final goal of the program review documentation, and the process to generate it, serve as key elements for the continuous improvement cycle of the academic program, and are also a key piece in the decision making processes pertaining to the academic program.

THE 12 COMPONENTS.

1. COVER AND INDEX.
The cover must include institutional identification, name of the program and year for the review. The index must include the primary sections of the document with the corresponding page numbers.

2. INTRODUCTIÓN.
Provides the initial context for the document, explaining the review process, the people involved, a brief overview of the program, as well as a general panorama of the document contents.

3. MISSIÓN AND VISIÓN.
The Mission and Vision of the program are presented, as well as the analysis made of these and, when applicable, the modifications or updated versions of them. It is also recommended to relate the Mission and Vision analysis of the program with the Institutional Mission and Vision.

4. LEARNING OUTCOMES.
The program level learning outcomes are presented, describing the process that was undertaken to define them and/or modify/update them. The learning outcomes should be concrete and clear sentences that define student learning with regards to knowledge, skills and values, pertaining to the academic program areas of knowledge and specialization.

5. CURRICULAR MAPPING.
The courses of the curriculum are presented in a matrix that relate these to the program level learning outcomes. The relationship established by each cell of the matrix has to do with the level of learning achievement that is expected, and for this, a scale must be defined (for example the institutional scale of Sufficient, Improvable, Outstanding, or other scales such as Introductory, Reinforcement, Evaluation used by some of the Academies). It is desirable to also include co-curricular elements if available.

6. ASSESSMENT.
First off, this section should include a brief overview of institutional assessment and an analysis by the academy of institutional assessment results.
The primary focus of this section is program level learning outcomes assessment, with a process design that is ad-hoc to the program. An assessment plan and cycle should be defined, as well as the instruments (rubrics) and learning activities/evidence of student learning that will be assessed. A summary of results should be presented with an analysis of these by the academy. In addition to internal assessment, data from external assessment sources should be obtained and analyzed (for example, EGEL results).

7. STUDENTS.
This section presents information on student population, new enrollment and retention (at least for years of data) and an analysis by the Academy of this information.

8. FACULTY.
This section presents information on Faculty composition, degrees and academic work, clearly identifying the full-time, part-time and other faculty that participate in the program, their degrees and lines of research. An analysis of this information by the Academy is also expected.

9. SUPPORT RESOURCES.
This section presents a general overview of the support resources for the program, focused on promoting student learning.

10. ALUMNI:
This section begins with a presentation of the educational objectives of the program, and continues with an analysis of alumni data and information, obtained from employee studies and alumni surveys.

11. STRENGTHS AND AREAS OF OPPORTUNITY.
This section is a summary of strengths and primary areas of opportunity identified by the Academy throughout the program review process, with a focus on best practices and aspects that are strengths of the academic program, as well as areas that need special attention for continuous improvement.

12. ACTION PLAN.
This section presents specific actions to address the areas of opportunity that the Academy identified throughout the program review process and which are stated in the previous section. A timeline and definition of responsibilities should also be included.

ADDITIONAL COMPONENTS.
Some additional components may be added, according to the program review process that each Academy undergoes, and these may provide additional valuable information and data for analysis and identification of areas of opportunity. These additional components may be:

a) Comparative analysis or Benchmarking with other similar academic programs from other universities.
b) Peer review and/or analysis of the academic program by external publics, such as industry experts, and/or program review experts.
c) Information and recommendations derived from accreditation processes (institutional and program level).