



Academic Program Review

Academic Program Review Process:	1
Section 1: Introduction	1
Section 2: Components of Program Review	1
Self-Study Report	1
External Review.....	5
Memorandum of Understanding (MOU)	6
Program Review Flowchart.....	8
Appendices.....	9
Appendix A: TUC Program Review Schedule.....	9
Appendix B: External Reviewer Final Report Cover Points	10
Appendix C: External Review Site Visit Schedule Template.....	12
References & Resource	13

Academic Program Review Process:

Section 1: Introduction

All academic programs at Touro University California are subject to systematic program review. The program review process is designed to evaluate and enhance the quality of academic programs through a focus on student learning outcomes, evidence-based decisions, and integration with institutional planning. Reflection on assessment results allows programs to make evidence-based conclusions regarding their performance and evidence-based decisions in proposing major programmatic changes or in requesting resources. These evidence-based decisions and requests are then shared with the Provost and integrated with the planning and budgeting processes.

Integration with Student Learning Outcome Assessment

While programs document their assessment efforts and student learning outcomes in annual updates, the program review process incorporates student learning outcomes information gathered during multiple years, and the findings are used to evaluate the effectiveness of the program. The complete program review, occurring no more frequently than every five years, is cast in a broader frame by also taking into account the resources that support student learning, the program's relationship to internal and external stakeholders, changes in its discipline and in societal trends, and the evaluation of external reviewers.

Integration with Professional Accreditation

All TUC degree programs hold specialized accreditations as required in their fields. These accreditations impose regular evaluations by external reviewers. To avoid duplication of effort, the program review process is designed to integrate seamlessly with programs' existing professional accreditation activities. TUC's program review is scheduled to occur in concert with the accreditation visit. Programs with specialized accreditation cycles longer than seven years will be scheduled to prepare an interim report for the university at the halfway mark of their accreditation cycle. When possible, these reports are integrated into required interim accreditation reports.

Section 2: Components of Program Review

The Touro University California program review process consists of 3 key components: a self-study, an external review and an MOU. These components align with fundamental institutional concerns regarding program accreditation, the assessment of Touro University ISLOs, program improvements, and strategic planning.

Self-Study Report

Prior to the formal Program Review, programs will be required to submit a Self-Study Report to the Program Review Committee. The Self-Study Report consists of an analysis of the following information collected since the last program review. Programs substituting professional accreditation self-study for

the program review self-study will need to crosswalk the accreditation report with TUC standards below and submit additional data if applicable.

1. Introduction
 - a. Program mission and how it relates to the institutional mission
 - b. Major changes since the last program review
 - c. Program goals and student learning outcomes

2. Program Effectiveness
 - a. Student profile summary
 - i. Any information deemed critical by the program or Program Review Committee to understand the profile of students and its relationship to the program mission or goals. Examples of student profile information may, but is not restricted to, include enrollment trends, distributions of student gender/ethnicity/age, GPA from previous institution, admissions interview/test scores, and student employment status.
 - b. Curriculum and Instructional Effectiveness
 - i. Any information deemed critical by the program or Program Review Committee to demonstrate the quality of the curriculum offered by the program. Evidence of curriculum quality may but is not restricted to include a curriculum flowchart (description of how the curriculum addresses programmatic student learning outcomes), a comparison of the program's curriculum with curricula at other institutions, a comparison of the program's curriculum with professional standards, reports from curriculum retreats, examples of course syllabi (with student learning outcomes), or results from student/faculty surveys.
 - ii. Any information deemed critical by the program or Program Review Committee to demonstrate the quality of instruction. Evidence of instructional quality may but is not restricted to include course evaluation results, peer evaluations of teaching, faculty self-evaluations, faculty scholarship on issues of teaching and learning, reports from programmatic discussions of instruction.
 - iii. Any information deemed critical by the program or Program Review Committee to demonstrate the quality of other learning experiences provided by the program. Evidence of this may but is not restricted to include participation rates or evaluations of clinical experiences, internships, or research experiences.
 - c. Student Learning & Success
 - i. Programs will submit all annual student learning outcomes assessment updates completed since the last program review. This will provide the Program Review Committee with a list of measures used by the program to assess Touro University SLOs, results from those measures, the degree to which students achieve these SLOs, and uses of these assessment results.
 - ii. Programs will submit annual student retention and completion rates (disaggregated by demographic categories)
 - iii. Any information deemed critical by the program or Program Review Committee to demonstrate the achievement of programmatic student learning outcomes. Evidence of

this may but is not restricted to include licensure/certification exam scores, grade distributions by course, trends in program GPAs, job placements, placement of graduates into continuing education programs, employer evaluations of graduates' preparation, graduating senior survey results, alumni survey results, or alumni achievements.

d. Faculty Accomplishments

- i. Any information deemed critical by the program or Program Review Committee to demonstrate the qualifications and achievements of the faculty in relation to program mission and goals. Evidence of this may, but is not restricted to, include records of scholarship activity, a list of faculty specialties within discipline (and how those specialties align with the program mission), teaching quality (peer- or self-evaluations), external funding awarded to faculty, record of professional practice, faculty service activities, distribution of faculty across ranks (or years experience at institution), diversity of faculty, or awards/recognition.

3. Evidence of program viability and sustainability

a. Demand for the program

- i. Any information deemed critical by the program or Program Review Committee to demonstrate an ongoing demand for the program. Evidence of this may but is not restricted to include trends in the number of student applications or admission rate, an analysis of what is happening within the profession, local community, or society generally that identifies an anticipated need for this program in the future.

b. Allocation of resources

- i. Faculty: Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information may but is not restricted to include number of full-time faculty, ratio of full-time to part-time faculty, student-faculty ratios, faculty workload, faculty review/evaluation processes, mentoring processes, professional development opportunities, professional development resources (including travel funds), or release time for course development/research.
- ii. Student Support: Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information may but is not restricted to include academic advising programs/resources, tutoring/remediation programs, orientation/transition programs, financial support (scholarships, fellowships, etc), support for engagement in the campus community, support for emotional/psychological/physical interventions
- iii. Information and technology resources: Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information may but is not restricted to include library print/electronic holdings in the program areas; technology resources available to support programmatic instruction, research, and student needs.

- iv. Facilities: Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information may but is not restricted to include classroom space, instructional labs, research labs, office space, student study space, access to classrooms suited for instructional technology.
- v. Financial resources: Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information may but is not restricted to include the program operational budget and trends since the last program review.

4. Summary Reflections

- a. An interpretation of the findings from the analysis of program evidence, including program strengths, weaknesses, and opportunities for improvement. Examples of questions to be addressed may, but is not restricted to, include: (a) Are the curriculum, practices, processes, and resources properly aligned with program goals? (b) Are program goals aligned with the goals of the constituents the program serves? (c) Is the level of program quality aligned with the University's and students' acceptable levels of program quality? (d) Are program goals being achieved? (e) Are student learning outcomes being achieved at the expected level?

5. Future goals and proposals

- a. A list of the program's goals for the next few years. These goals should align with what was learned through the self-study. If possible, measures and criteria should be specified for each goal in order to track progress.
- b. An explanation of how the program intends to achieve these goals. Examples of questions to be addressed may but is not restricted to include: (a) How will the program specifically address any weaknesses identified in the self-study? (b) How will the program build on existing strengths? (c) What internal improvements are possible with existing resources (through reallocation)? (d) What improvements can only be addressed through additional resources? (e) Where can the formation of collaborations improve program quality?
- c. A list of any formal proposals the program would like to make in order to meet its goals. The proposals should be clearly supported by information reported in the external review and self-study.

External Review

The purpose of external review at Touro University California is to provide another outside perspective besides program professional accreditation agencies to ensure program quality and program effectiveness. The responsibility of external reviewers is to provide a constructive, expert analysis of the program quality in delivering its curriculum and addressing its student learning outcomes, and to provide recommendations for future planning and improvements.

1. Selection and Contracting Process

In consultation with their faculty, the Program Chair or College Dean from the reviewed program submits a list of names including a summary of the expertise of proposed reviewers to PRC. The PRC recommends one or two candidates to the Provost /CAO, who will make the final decision. Once external reviewers have been identified, a formal letter and contract is issued by the Office of Provost, with copies to the department chair and college dean. The office of the Provost handles all paperwork for payment of the honorarium and reimbursement for transportation, lodging and visitation expenses.

When selecting external reviewer, programs take into account the following:

a. Discipline Expertise

Candidates should have teaching and/or administration experiences in the reviewed program discipline.

b. Student Learning Outcomes Assessment & Program Review Experience

At least one candidate has experience with program review, student learning outcomes assessment, institutional effectiveness, external review or accreditation and overall good fit for the reviewed program.

c. Conflicts of Interest

Candidates are ineligible if they graduated from Touro, worked at Touro within the past five years, were a prospective candidate for employment at Touro, are related to a Touro employee, or other conflicts of interest.

d. Location Logistics

Program should make every effort to nominate candidates who reside/work locally. If a candidate is not local, the program chair or dean has a preliminary discussion with the Program Review Committee Chair about resources to support participation for the site visit.

2. On-campus Visit

- a. PRC contacts the external reviewers to arrange their campus visit dates. The visit requires one or two days on campus. If two reviewers are hired, both reviewers will participate in all the campus visit activities and jointly contribute to the external reviews report.
- b. Once external reviewers and the site visit dates are confirmed, PRC informs the program chair and college dean. As the host, the program is responsible to:
 - i. Schedule rooms for all external reviewer discussions with student, alumni, staff and faculty, etc. and inform involved people about the site visit and prepare them to participate in group discussions with the external reviewers.
 - ii. Work with PRC to set up a Site Visit Schedule (Appendix A for a template).

- iii. Designate a private, secure office/workspace for the external reviewers.
 - iv. Provide any documents the reviewers need to consult.
 - v. Assign one person to escort the external reviewers between discussion groups the day(s) of the site visit.
- c. PRC sends to each external reviewer, at least 3 weeks prior to the visit, the following:
- i. Independent Contractor Agreement (Appendix B)
 - ii. Program Self-study and other relevant documents
 - iii. Schedule of the campus visit
 - iv. External Reviewer Report Cover Points (Appendix C)

3. External Review Report

The external review report focuses on insights from the self-study report and the site visit. Following the points from the External Reviewer Report Cover Points, this report describes the existing strengths and weaknesses of the program, and provides recommendations from the perspective of experts in a given program's discipline. The report is expected 2-3 weeks after the reviewers' visit to TUC and should be sent directly to the chair of PRC.

Memorandum of Understanding (MOU)

Members of the PRC review the Self-Study (including any additional information deemed necessary by the Program Review Committee), the External Review and a collection of the annual student learning outcomes updates submitted by the program since its last review and invite the College Dean, Program Director(s), and program faculty to present their materials at a program review meeting. During this meeting, program representatives will walk through and address questions about the program's mission, goals, self-study information, and future goals/proposals.

The PRC develops a *Formal Findings & Recommendations Report*. This report summarizes the PRC's evaluation of the recently completed program review. In this report, the PRC may include, but not limited to include:

- A holistic evaluation of the program review
- Suggestions for improving program goals, measures, criteria, or other self-study components
- Comments about the program's progress in meeting recommendations from its accrediting agency and other external reviewers
- Suggestions for improving the program's effectiveness, including potential collaborations with other programs
- Concerns about the impact of future proposals
- A list of steps to be taken (or additional information desired) in preparation for the next program review
- *Recommendations for Administration* section whereby the PRC may suggest ideas for budgeting and strategic planning.

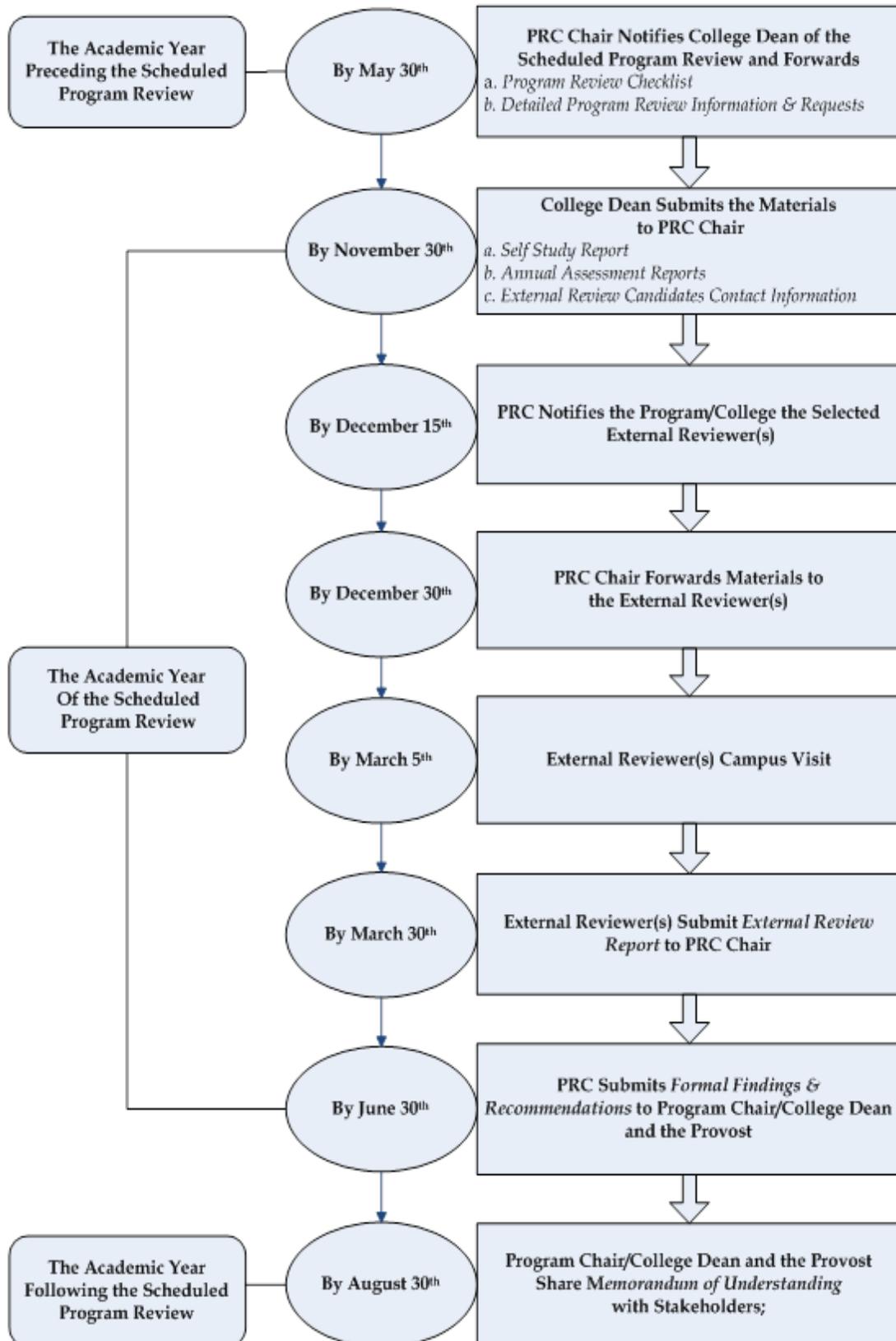
The *Formal Findings & Recommendations Report* will be submitted to the College Dean, Program Chair(s), and Provost within 4 weeks following the completed program review. Program Chair (s), College Dean and Provost write and sign an MOU (memorandum of understanding), responding to PRC *Formal Findings & Recommendations Report*. The MOU may contain:

- Recommendations that the department is expected to fulfill by the next review, including a timeline with progress milestones.
- Recommendations for resource allocation.

The MOU will be shared with different stakeholder groups. To facilitate and track the implementation of improvement plans, each year the program review committee will meet with dean and program chairs of the reviewed programs to discuss the progress. Based on the progress to date, the action plan may be updated or modified, or the original MOU may be revised.

Copies of the unedited program review documents (self-study report, external review report, responses, and findings and recommendations report, MOU) will be sent to Provost, Dean/Program Chair and Faculty Senate.

Program Review Flowchart



Appendix A:



Program Review Schedule

Programs	Colleges	Professional Accreditation	Program Review
MSMHS-COM	COM		2018-2019
Joint PA/MPH	CEHS	2018-ARC-PA	2019-2020
MPH	CEHS	2022-CEPH	2020-2021
D.O	COM	2022-COCA	2021-2022
MSN	CEHS	2021-CCNE	2022-2023
DNP/FNP	CEHS	2017-CCNE	2022-2023
Pharm.D	COP	2023-ACPE	2023-2024
MSMHS-COP	COP		2024-2025
GSOE	CEHS	2019-CCTC	2025-2026

Note: New academic program proposals will be reviewed along with regularly scheduled program reviews

2026-WASC Onsite Visit

Appendix B: External Reviewer Final Report Cover Points

The External Reviewers write a brief report of roughly five to ten pages that responds to the following elements of the given program:

1. Program Capacity
 - a. Has the program clearly articulated its program mission, program goals and student learning outcomes?
 - b. Is it realistic in terms of faculty, facilities, financial support, institutional commitment, students and the employment market?
 - c. Is the current curriculum content and design appropriate to enable students to develop the skills and attain the outcomes needed for graduates of this program?
 - d. Does the program have adequate facilities, equipment, resources, staff, and support services?
 - e. Provide recommendations and commendations on the program

2. Students
 - a. Is there an adequate supply of qualified students?
 - b. Has the program been successful in its student recruitment, retention and graduation goals?
 - c. Are admissions criteria and performance standards clearly stated and consistently applied?
 - d. Does the record of employment placement correspond to the institutional objectives and type of program?
 - e. Provide recommendations and commendations regarding students

3. Faculty
 - a. Are faculty competencies/credentials appropriate for the discipline and degree?
 - b. Does the system for evaluating teaching practices facilitate continuous improvement of teaching and learning throughout the program?
 - c. Is faculty adequately supported and engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum and/or research?
 - d. Has the program been successful in its faculty recruitment and retention goals?
 - e. Provide recommendations and commendations regarding faculty

4. Assessment and strategic planning
 - a. Does the program assessment plan clearly articulate student learning outcomes, assessment tools, procedures for gathering evidence of student learning?
 - b. How are assessment results used to improve the program and in strategic planning?
 - c. Provide recommendations and commendations regarding assessment and planning

5. Program improvement and development
 - a. Given the existing strengths and weaknesses of the program, how can efficiency and effectiveness of the program be increased?
 - b. How could the curriculum of this program be improved over the next five years?
 - c. What actions would be required to accomplish the improvement given current level of resources (faculty, staff, facilities, equipment, etc.)?
 - d. Provide recommendations and commendations regarding program improvement and development

6. Other comments and suggestions
 - a. Overall health of the program
 - b. Please comment on any program specific concerns (e.g. professional accreditation concerns)
 - c. How is the program rated in comparison to other programs in the profession?
 - d. Please make any comments regarding aspects of this program not covered in this review which you think should be described
 - e. Provide general recommendations and commendations

Appendix C: External Review Site Visit Schedule Template

8:45am	(15 mins)	Meet with Program Review Committee
9:00am	(75 mins)	Meet with Program Self-Study Group
10:15am	(60 mins)	Meet with program faculty
11:15am	(60 mins)	External Reviewer time: recap meetings, review materials, & break time
12:15pm	(60 mins)	Lunch with students and/or alumni
1:15pm	(60 mins)	External Reviewer time: recap meetings, review materials, & break time
2:15pm	(45 mins)	Meet with the Dean
3:00pm	(45 mins)	Meet with the Provost
3:45pm	(60 mins)	External Reviewer time: complete notes on the external review team summary sheet & exit/debriefing meeting with Office for Education Effectiveness
4:45pm	(15 mins)	Exit meeting with the Program
5:00pm		Optional - continuation of External Review team discussions and drafting report

References & Resource

California State University, Northridge Guidelines for External Reviewers' Campus Visit. Retrieved January 6, 2011, from <http://blogs.csun.edu/ugs/program-review/>

California State University, Northridge Guidelines for Program Review- Consultant's Evaluation Reports. Retrieved January 6, 2011, from <http://blogs.csun.edu/ugs/program-review/>

John F. Kennedy University Program Review Guide. (2009). Retrieved January 6, 2011, from https://www.westmont.edu/_offices/institutional_portfolio/program_review/documents/JFKUProgramReviewGuide2009.pdf

San Francisco State University Academic Program Review Sixth Cycle Handbook. Retrieved January 6, 2011, from http://academic.sfsu.edu/CMS_uploads/files/11apee-139.pdf

University of La Verne College of Arts and Sciences Program Review General Guidelines for External Peer Reviewers. (2009). Retrieved January 6, 2011, from <http://sites.laverne.edu/institutional-research/files/2011/09/WASC-external-reviewer-guide-10-12-2009.pdf>

University of San Diego Guidelines for Academic Program Review. (2011). Retrieved January 6, 2011, from <http://www.sandiego.edu/cas/documents/assessment/USDAPRGuidelinesandAppendices07-18-2011.pdf>

WASC Program Review Resource Guide. (2009). Retrieved December 8, 2011, from http://wascsenior.org/findit/files/forms/Program_Review_Resource_Guide_Sept_2009.pdf

WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews. (2008). Retrieved July 8, 2011, from http://www.wascsenior.org/findit/files/forms/Rubrics_combined.pdf

Western University of Health Sciences Program Review Process Draft (Personal Communication, October 24, 2011)