Academic Program Review Guide

Office of Institutional and Academic Insights
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Introduction

Southern California University of Health Sciences is committed to strengthening the quality of its programs and learning experience of the students. Driven by our mission "to educate students as competent, caring, and successful integrative healthcare practitioners…", the University is committed to providing excellence in academics, service, scholarship, and leadership by consistently providing and utilizing high quality data to drive decisions that impact the experiences of faculty, staff, and students. Institutional Effectiveness informs continuous quality improvement, ensuring that SCU is an exemplary institution that focuses on excellence, identifies with stakeholder needs (particularly those of our students), and is passionate on achieving our mission and goals, while using resources efficiently and remaining accountable. By investing in institutional effectiveness initiatives, SCU will accomplish its mission and vision of being a premier evidence-based integrative healthcare university that is focused on educating students as competent, caring, and successful integrative healthcare practitioners and professionals.

ACADEMIC PROGRAM REVIEW

The purpose of an academic program review is to provide opportunity for faculty and academic leaders to assess the quality and effectiveness of academic programs in all colleges on a recurring basis. Programs that already do this as part of a professional, specialized accreditation process are invited to blend the two processes as much as possible. University timing will be adjusted to match the timeline of an accreditor, and a report submitted to an accreditor will be accepted in lieu of the standard internal report provided that it addresses all of the required components listed at the end of this document. An abbreviated report covering program review elements unique to SCU's standard internal report is expected within three months of receipt of the specialized accrediting agency's team report and action letter. The program review process provides an evidence-based framework for assessment of strengths and weaknesses of programs within the context of SCU values and priorities. Through this process, programs may recognize and respond to future challenges and opportunities and ascertain future priorities while formulating a comprehensive program development plan.

Oversight

The Office of Institutional Effectiveness (OIAI) has direct oversight of the academic program review activities. With the support of the Office of the Provost and the Accreditation Coordinating Council (ACC), OIAI implements the program review process and assists deans, program chairs, and faculty with building the necessary skillset for this process.

Overview of Academic Program Review Process

In accordance with the schedule shown in table 1, all academic programs complete an Academic Program Review on a 6-year cycle. Each year, one or more programs will undergo full review to distribute evenly the Academic Program Review effort over a 6-year period. This schedule can be aligned with professional or regional accreditation timetables, and the reports submitted to those accrediting bodies can also be used as the internal deliverable provided that they meet the standards stipulated in this guide.

Milestones

Notification

OIAI prepares a program review schedule ensuring that all academic programs are reviewed once within the six-year period. This schedule will be distributed to all deans, chairs and program directors. In addition, at the beginning of the fall term prior to the program review year, OIAI will remind academic program(s) to prepare for the periodic program review activities.

Appointment of Self-Study Group

In **January**, the program chair (and program director, when appropriate) in conjunction with program dean appoints faculty members into a Self-Study Group (SSG), the size of which can be determined by the program. The SSC is responsible for overseeing and steering the Self-Study Report (SSR) writing exercise. The group's work terminates upon submission of the final draft of the SSR to OIAI.

Reviewing Supporting Data and Information

By **February**, the OIAI will provide program(s) under review data and information (Appendix A) necessary for preparation of the SSR. Academic programs may request data as needed to support the review exercise.

Preparing for Self-Study Report

The OIAI will meet with the dean and program chair in **January** to assist program(s) with preliminary planning for their Self-Studies which should begin by **April 1**. At the meeting, the OIAI will provide an overview of the academic program review process, timelines, milestones, and support systems, and determine additional data and evidence requirements. In this meeting, the OIAI will emphasize the department's availability to assist and provide support throughout the process. The deadline for completing and submitting the final copy of the SSR to OIAI is **August 1**. Programs with professional accreditors may work on an adjusted schedule after meeting with OIAI.

Required Components

All Self-Study reports must address the following elements. If an accreditation report is submitted in lieu of an SCU-formatted Self-Study Report and does not address one or more of these standards, they should be addressed in a supplemental epilog:

- Description of what is distinct about the program, including chief characteristics (e.g., special emphasis, distinctive delivery systems, unique features of courses offered, etc.)

- Provide clear mission/vision statements and a succinct description of the program outcomes. Specific reference should be made to the link between the University mission statement, program mission statement, program outcomes, and associated student learning outcomes.

- Commentary on relevance/currency of program curriculum. How do the program's curriculum and instructional methodologies reflect changes in, and new approaches to, the discipline? How does the curriculum align to the professional competency expectations?

- Commentary regarding patterns or trends (both positive and negative) as revealed in the templates provided in the appendices of this guide.

- Commentary on program and student learning outcomes assessments. For example, address how PLOs and SLOs assessed and provide examples of how student learning outcomes assessment are used to inform curriculum change.

- Succinct commentary on Student Profile (demographics, admission profile, etc.)

- Succinct commentary on program faculty and staff (demographics, quality, qualifications, engagement, scholarship, professional accomplishments, faculty and staff feedback on program, etc.).

- Commentary on the adequacy of program faculty and staff, facilities, and equipment as these relate to achieving curricular goals.

- Commentary on how the program prepares graduates for professional opportunities (including the percentage of graduates who are pursuing further studies or are employed in program related fields).

- Commentary on student feedback on the program and instruction (SRI, focus groups, surveys etc.)

- Succinct review of what was, and was not, accomplished in the 3-year plan now being concluded (applies to programs that have gone through the review process).

- Appendices:
  - Course syllabi
  - Current curriculum vitae of program faculty members

**Table 1: **Six Year Schedule of Academic Program Review

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Ayurveda Certificate Programs		Mid-Cycle			Full			Mid-cycle		
Doctor of Chiropractic			Mid-cycle			Full				
Doctor of Acupuncture and Chinese Medicine	Full			Mid-Cycle			Full			Mid-cycle
Master of Science in Health Science							Full			
Bachelor of Science in Health Sciences	■							Full		
Masters of Science in Human Genetics and Genomics	■							Full		
Master's of Science: Physician Assistant Program		Full			Mid-cycle			Full		
Occupational Therapy Doctorate	■	■	■						Full	
Doctorate of Physical Therapy	■	■	■	■						Full

**Subject to review

Support for Self-Study Activities

Prior to meeting of the OIAI with program(s) under review, the program director/chair in conjunction with the dean will appoint a Self-Study Chair and faculty member to serve in the Self-Study Group (SSG).The Self-Study Chair is a temporary appointment for any term with review activity). Once the SSG is formed, the group meets with the OIAI to discuss the program review/self-study process and address any concerns. Additional support for the review process is available through meetings of the Accreditation Coordinating Council, which meets twice monthly and provides professional development in the program review process.

External Reviewers

Two external reviewers will be appointed for each program reviewed. Lower-enrollment programs may request the Provost to approve a single reviewer as appropriate. The chair/director of the program under review, in conjunction with the dean of the college, is responsible for selecting qualified reviewers. The reviewers must be selected, contacted, and confirmed by May 31. In order to review the program in a comprehensive, balanced, and competent manner, eligible **reviewers should be current** full time faculty members (of at least associate professor rank) or academic administrators with program review experience, selected whenever possible from institutions similar to SCU or peer institutions. The two reviewers should be from separate institutions. The names of the reviewers and the dates of their visits should be communicated to the Associate Vice President of Institutional Effectiveness and Data Analytics as soon as they are selected.

External Reviewers' Visit

Ideally, the external reviewers visit campus for two days between **October 1 and November 30** of the review year, with a final report due **December 5**. The external reviewers may visit at different times but preferably at the same time. As soon as the date for the visit has been set, the program chair/director/Dean arranges a meeting with the Provost and the Associate Vice President of Institutional Effectiveness and Data Analytics as part of the visit schedule. Other scheduled events may include meetings with program faculty, dean, and students, tour of program facilities, attendance of classroom session, clinical and other relevant activities related to the program.

Each program is responsible to arrange lodging and travel for the reviewers. All expenses (including out-of-pocket) related to the visit will be paid through the OIAI budget. Any expenditures related

to the review process must follow SCU's guidelines as at the time of visit and will be paid through the OIAI budget. A stipend of **$500** will be paid to the reviewer at the conclusion of the visit. A final stipend of $500 will be paid upon receipt and acceptance of the report by the program chair/departmental chair/Dean.

Post Visit Review and Reports

Upon receipt of external reviewer's reports, the program/chair and dean will arrange a meeting with program faculty to review and respond to the report, and to develop an action plan to address main issues and priorities identified during the review. As a guide, units can use the Closing the Loop Template (Appendix D) or a comparable form provided by a unit's professional accrediting agency. The Assistant Provost overseeing the department approves the action plan via signature.

Mid Cycle Progress Report (4th Year)

(see Appendix G for Power Point Template)

At the start of the 4th year post-review, the program will submit a mid-cycle report on the following areas:

- progress made on the last action plan submitted (after reviewing the most recent 360 report)

- significant findings from or changes to the unit's assessment of student learning process, specifically:
  - Programs should submit their last three (or as many as they have) final assessment reports with the ALC rubric results (obtainable from OIAI) for each, along with written responses to the four questions below:
    - Reflecting on up to three years of the assessment process, what have we learned about the process and what resources are needed to improve it? (WSCUC Criteria for Review 2.7, 4.1, 4.4, 4.6)
    - To what extent have the results of assessment reports been used to improve teaching and learning? Administrative processes? (CFRs 2.7, 4.1, 4.3, 4.4)
    - Reflecting on up to the past three years' assessment report rubric completed annually by the Assessment and Learning Council, to what extent did your department implement recommendations and continue commendations? (CFR 4.1)
    - How well are your assessment efforts supported by the institution? How supportive has OIAI been? CFDE? (CFRs 4.2-4.7)

- credit hour review (see template)

- faculty credentials (see template)

- syllabi review (see template)

- financial performance
  - Programs should submit a 1-2 paragraph reflection on financial performance in light of their program's mission and role at SCU and attach 1) the most recent long-range planning completed template submitted during annual budget review process, and 2) most recent financial departmental segment report (if available)

Programs who cover this information via documents submitted to their professional accrediting agencies may submit those documents in lieu of SCU mid-cycle program review requirements. This plan may be amended as needed to support programmatic improvement. This report is due to **October 15** of the 4th year to OIAI. OIAI will submit the report to the assistant Provost who will approve and sign the following January, and the report will be signed by the Provost by February.

APPENDICES

APPENDIX A

Academic Program Review Data

When you have completed this exercise, please delete italicized subtitles and transfer content into your Report. This is meant to be a guide; feel free to edit format to your preference.

Please inquire with OIAI about receiving raw files or tables with this information:

Faculty FTE
How do these findings compare with your expectations and needs?

Grade Distribution, Class Size, Academic Probation Information
How does this information compare to your assessment of student learning results? Were your faculty surprised by any of these data?

Student Profile

When you have completed this exercise, please delete italicized subtitles and transfer content into your Report. This is meant to be a guide; feel free to edit format to your preference.

Student Enrollment

Please inquire with OIAI about receiving a breakdown of your current student enrollment:

1) *a set with full-time/part-time numbers by term, and*
2) *a set of student demographics broken down by race/ethnicity, age, and gender. Let OIAI know if you would like data in charts or tables.*

Student profile analysis and narrative

Please provide commentary on the trends you notice in students: cyclical but recurring issues, judicial concerns, professionalism, characteristics and other aspects of student life and culture that you feel are relevant. Please include commentary any admissions trend you see in students, and about demographic information as shown above in the Student Enrollment data.

Include narrative about student profile as related to the Mission and Values of SCU: for Example: Are we attracting first-generation students? How are we serving them to complete their education navigating a university system? Is our student population diverse, provided with equitable education across the population, and inclusive in practices and philosophy? Are our students positioned to be competent, caring, and successful integrative healthcare practitioners and professionals?

Retention & Graduation Data and Commentary

When you have completed this exercise, please delete italicized subtitles and transfer content into your Report. This is meant to be a guide; feel free to edit format to your preference.

Retention and Graduation Data

Please inquire with OIAI about receiving a table with the following information. Please note that data should be collected for each starting cohort since the last review (or 6 years if first Program Review instance).

- *Initial cohort population*
- *Numbers for students coming back for 2nd term*
- *Numbers for students at mid-point of program*
- *Number graduating at 100%*
- *Number graduating at 150%*

Commentary

Please provide commentary on the information above. Consider the following: What insight can be derived from this information?

Consider the following questions/prompts:

Have any significant programmatic changes affected these numbers? Are there specific points in the program where we see high attrition? What contributes to these numbers? Does the Program detect any sign of achievement gap or inequity in student performance based on race/ethnicity, entering GPA, type of undergraduate institution attended, participation in our AS program, or financial status?

APPENDIX D

Closing the Loop Checklist

Going over the results of the SSR with Faculty – complete within six months of submission of SSR

Review of SSR		Discussion Summary of Meeting with Faculty	Date of Meeting Minutes where topic was addressed with faculty (please attach minutes)	Please list any immediate next steps planned and person responsible
Strengths Noted				
Weaknesses Identified				
Opportunities for Improvement				
Threats to Program				

Going over the results of the External Reviewer (or Professional Accreditor if applicable) with Faculty

Review of External Evaluator's Report		Discussion Summary of Meeting with Faculty	Date of Meeting Minutes where topic was addressed with faculty (please attach minutes)	Are there any short-term changes to be implemented based on the discussion? Please list action steps, deadline, and person responsible
Strengths of the program				
Weaknesses Identified				
Suggestions Made				

Sharing Program Review findings

To go over with Assistant Provost (with minutes recorded)

- ☐ [Here, you will bullet out major program findings: strengths, deficiencies, opportunities for improvement, changes that need to be made]
- ☐ EX: Study abroad opportunity suggested by external reviewer
- ☐ EX: How to advertise and capitalize on strengths identified
- ☐ EX: Faculty development needs identified after review of course evaluations
- ☐ EX: Resources needed to align program with University strategic plan and related initiatives

Action Plan

After all boxes above are checked, PROGRAM is ready to form its action plan for follow-up items

Approved Notes from Program Director meeting with the Assistant Provost on <mark>DATE.</mark>

- ☐ Addresses main issues
- ☐ Identifies strategic priorities for the program (to be checked at the mid-cycle year for progress made)
- ☐ Meet with Assistant Provost to review which priorities need assistance, human resources, or fiscal resources, from administration

Please sign to affirm the accuracy of the Action Plan:

_____

Assistant Provost

Program Review and Accreditation Crosswalk

On this slide, tell us what your accreditor's review model is. Consider:

How many years are their cycles (6, 8, 10? Or, all, depending on what our last comprehensive review resulted in?)

Are there any standard requirements for reports (for example: "All mid -cycles require evidence and narrative for standards 1 -4")

Quick Introduction to [PROFESSIONAL ACCREDITOR]

In this space, please include a few short, bulleted bits of information about the accreditor. Such as:

- How long have they accredited professional programs?
- Where are they based?
- Where is our program in that accreditor's cycle? ("…in year 3 of 7", or similar)?
- When is our next upcoming report/site visit?
- Brief history (one or two sentences) of our accreditation context with them ("We have been accredited by XXXX since 2003 and have never been on probation. Most recently, we've been cited for…")

Here, tell us a brief history and current standing of your program with the accreditor. Consider:
History:

How long have we been accredited/approved?

What did the accreditor find as concerns/recommendations/observations/citations in our last visit/report?

Are these items long -standing (have we been knocked for them consistently?)
Currently:

Tell us the unique situation your program is in and what your next report consists of (or what issues does it need to address)

Here, please map out a timeline from now until the next report or visit from your accreditor. It should include important dates and post -report/visit items (when should we expect a team report/action letter, etc.)

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HEALTH SCIENCES

Unique program characteristics

Clear mission/vision statements & description of the program

Relevance/currency of program curriculum.

Patterns or trends (both positive and negative) as revealed in the Academic Review Data set and Workload Profile Report provided by OIE.

Program and student learning outcomes assessments.

Student Profile

Program faculty and staff

Adequacy of program faculty and staff, facilities, and equipment as these relate to achieving curricular goals.

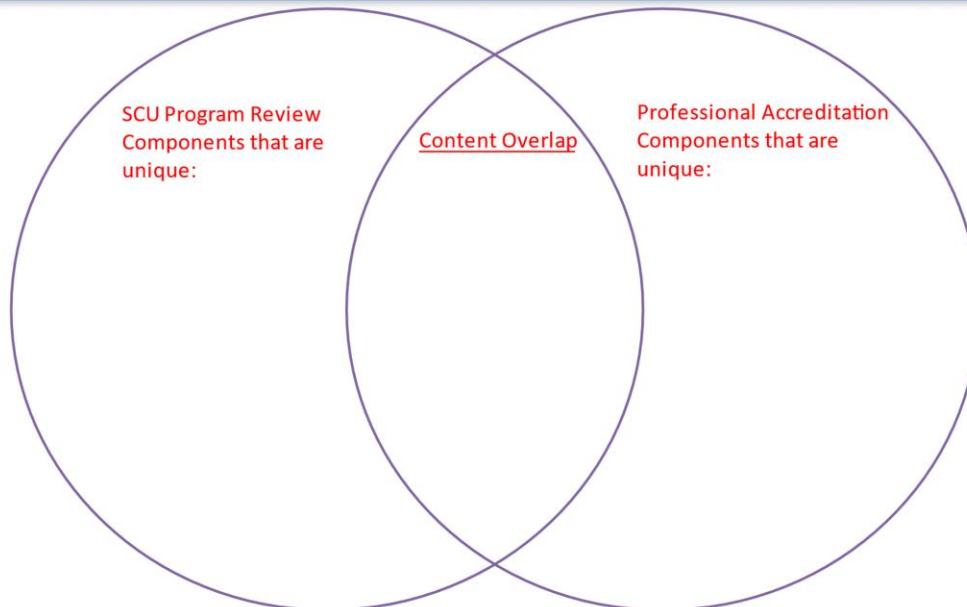How the program prepares graduates for professional

Student feedback on the program and instruction

Succinct review of what was, and was not, accomplished in your latest Action Plan

Anything Else? Yep!

Appendices:
- Course syllabi
- Documentation of qualifications for course facilitators as defined by program

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Overlap of Program Review and Professional Accreditation Requirements

SCU Program Review Components that are unique:

Content Overlap

Professional Accreditation Components that are unique:

Please include items such as annual reports and other standard needs of your accreditor.

Programs can complete this section template using a power point slide deck available from OIAI.

APPENDIX F

Academic Program Review: Overview of Activities, Responsibilities, and Deadline

Activity	Schedule and Deadlines	Responsible	Comments
Notification of program participating in review	Jan	OIAI	The program review schedule will be communicated to all faculty and academic leaders prior to program review. The schedule will also be posted on the OIAI page and other appropriate places on SCU website
Submission of review data and information to program under review	Jan - Feb	OIAI	OIAI can provide some basic common datasets to programs. However, other program specific data needs may come directly from the program or other university sources. OIAI will work with Deans and program chairs to identify data needs prior to and during the review process.
Formation of Self Study Group (SSG)	March	Dean/Chairs/Program Director	Each program can decide the best approach for writing the Self-Study Report. It is recommended that there should be a faculty lead; however, all faculty are encouraged to actively participate.
Briefing of SSG by OIAI	March	OIAI	The goal is to provide useful hints and elaborate on the review process. OIAI will be available to support the process
Writing of Self-Study Report	April 1 - July 1	Self-Study Group	SSR must address all issues identified in the program review document. Program will consult with OIAI on as needed basis
Selection and notification of external reviewer(s)	April – May **(May 31 deadline)**	Dean/program chair/faculty	Dean and program director/chair will work with program faculty to select external reviewers. OIAI will

			work with the Office of the Provost to notify external reviewers. Terms and conditions for their appointment will be highlighted.
Final draft of Self Study Report due	August 1	SSG/Dean/Program chair	OIAI will work with SSG to finalize the report
Self-study report to External reviewer	August 15	Program Director	The program director will send electronic report to external reviewers. Materials that need to be shipped will also be delivered
Completion of External Reviewers Visit Schedule	August 31	Dean/Program Chair/ OIAI/Provost	Visit schedule should include meeting with faculty, leadership, students, tour of facilities, attendance of classroom session, clinical, and other activities deem fit.
External reviewers' campus visit	Oct 1 - Nov 30	OIAI/Provost	Details to be worked out by OIAI office
External reviewers report due	December 5	External reviewer	Report to be sent directly to the program Chair and the Dean of OIAI
Response to External Reviewers report and Action Plan	January 31	SSG/Chair/Program Director/Dean	The group identifies topic issues raised in external examiners report and addresses them accordingly
Review and approval of Response and Action Plan	February 15	AP to which Program Director Reports	The Assistant Provost overseeing the program up for review approves the action plan.
Submission of Report and Action Plan to OIAI	February 25	OIAI/Provost	Final report sent to Provost. OIAI will keep the final report for records.

Mid-cycle Progress Report PowerPoint Template

Progress made on the last action plan submitted (after reviewing the most recent 360 report)

Significant findings from or changes to the unit's assessment of student learning process

Credit hour and syllabi review

Faculty Credentials

Financial performance

Please review your most recent 360 report and indicate progress made

o   Programs should submit their last three (or as many as they have) final assessment reports with the ALC rubric results (obtainable from OIE) for each, along with written responses to the four questions below:

☐   Reflecting on up to three years of the assessment process, what have we learned about the process and what resources are needed to improve it? (WSCUC Criteria for Review 2.7, 4.1, 4.4, 4.6)

☐   To what extent have the results of assessment reports been used to improve teaching and learning? Administrative processes? (CFRs 2.7, 4.1, 4.3, 4.4)

☐   Reflecting on up to the past three years' assessment report rubric completed annually by the Assessment and Learning Council, to what extent did your department implement recommendations and continue commendations?   (CFR 4.1)

☐   How well are your assessment efforts supported by the institution?   How supportive has OIE been? CFDE? (CFRs 4.2-4.7)

Program Name:

Year: 20__ - 20__

Number of credits necessary to graduate in the program:

Number of courses with syllabi within the program (includes selective and clerkship courses):

Number of courses that will be reviewed each mid-cycle year:

All courses and syllabi will be reviewed every __ years.

The following courses have been evaluated below using Curriculog and have syllabi included with this form as an appendix:

Course 1

l

l

Course X

Reflection: Reflect on your results above. Were all of your courses and syllabi checked when they were imported into Curriculog? Consider these questions from WSCUC's Credit Hour review form when reflecting on your **process**:

- Schedule of on-ground courses showing when they meet: Does this schedule show that on-ground courses meet for the prescribed number of hours?
- For online or hybrid classes: Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?
- For other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated): Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?

Do you see any areas for improvement? Did your review show misalignment anywhere? Were the corresponding syllabi standard and accurate?

Action Plan: Consider some actions that will assist you in strengthening this process or strengthening our courses. If you discovered a need for revisions, what is the timeline for that? How will you be continuously improving? How will you verify that something had been improved?

Program Name:
Year: 20___ -20___
Number of full-time faculty
Number of part-time faculty
Are there any faculty members for your program that fall outside of those two types? Adjunct, instructional, or guest speakers?
Faculty Credential Table from Interfolio (placeholder below)
Reflection: Reflect on your results above. Do you see any areas for improvement? Are faculty members being organized to teach to the strengths and expertise? Are your faculty equipped to meet the Mission of educating students as "integrative healthcare practitioners and professionals?"
Action Plan: Consider some actions that will assist you in strengthening your faculty roster. Example prompts: Do you plan on developing ability for a particular subject? Are you interested in bringing in faculty with more specialized skills or diverse degrees?

Faculty Member Full Name	Credentials for Instruction	Instruction Topics
EX: Kelsey Rogers	DC, MPH	Chiro Techniques, Public Health

All sections of this report have been reviewed and approved by:

Program Director: _____   Date: _____

Comments:

Assistant Provost: _____   Date: _____

Comments:

Provost: _____   Date: _____

Comments:

Any questions or ideas for [PROGRAM]?