



LOMA LINDA UNIVERSITY



PROGRAM REVIEW GUIDE

Office of Educational Effectiveness

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History

This guide was originally adapted from John F. Kennedy University's Program Review Guide, by permission. It has since been developed into a comprehensive guide unique to Loma Linda University.

Initial development: **Loma Linda University Program Review Committee**

View membership at <https://home.llu.edu/academics/office-of-provost/departments-and-divisions/educational-effectiveness/committees/program-review-committee>.

A special thank you to John F. Kennedy University, Oregon State University, University of Saskatchewan, and Westmont College for the generous sharing of review documents and insights.

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- **Ronald Carter, PhD, Provost**
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Provides support for Deans and Academic Deans, incorporates information into the University Strategic Plan

Program Review Committee

- See [Program Review Committee](#) for current membership

Provides consultation for all stages of the program review process (WSCUC-plus and WSCUC-only programs).

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What Is Program Review?

Program review is a comprehensive, continuous process of inquiry, analysis, planning, and reflection. It may be integrated into discipline-specific accreditation activities or conducted independently. In each case the review process draws upon multiple sources and should engage all members of the academic community as stakeholders in evaluating and improving programs. It is a shared responsibility that involves faculty and staff members, deans, the Program Review Committee, the Office of the Provost, and the Office of Educational Effectiveness.

Purposes of program reviews are to evaluate quality, effectiveness, currency, viability, sustainability, alignment with mission, and priorities. Specifically, they will:

- Use formative evaluation for continuous improvement and goal setting
- Report on program performance
- Affirm alignment with priorities and strategic planning
- Identify and respond to trends
- Inform evidence-based planning and decision-making at multiple levels within the Program, School, and University
- Inform evidence-based resource reallocations

This document, the University's *Program Review Guide*, provides a framework for conducting thorough, evidence-based program analyses to understand strengths, identify key areas needing attention, and creates a workable *Action Plan* for continuous quality improvement that leads to achieving desired program outcomes.

WSCUC-plus Accredited Programs: These are programs that maintain discipline-specific or professional accreditation. Professional accrediting bodies expect institutional (WSCUC) accreditation of the University. It follows that WSCUC-plus programs have obligations to assist the University in maintaining its institutional accreditation. WSCUC-plus programs can fulfill WSCUC program review expectations by submitting to OEE: 1) self-study report, 2) external review team report, and 3) entering the program's Action Plan into the Assessment Management System (AMS).

WSCUC-only Accredited Programs: Programs that do not maintain discipline-specific accreditations will undergo review on a six-year cycle. Program review includes development of self-study report based upon University criteria, external review, and submission of an action plan. The current program review schedule is available on the Office of Educational Effectiveness' website.

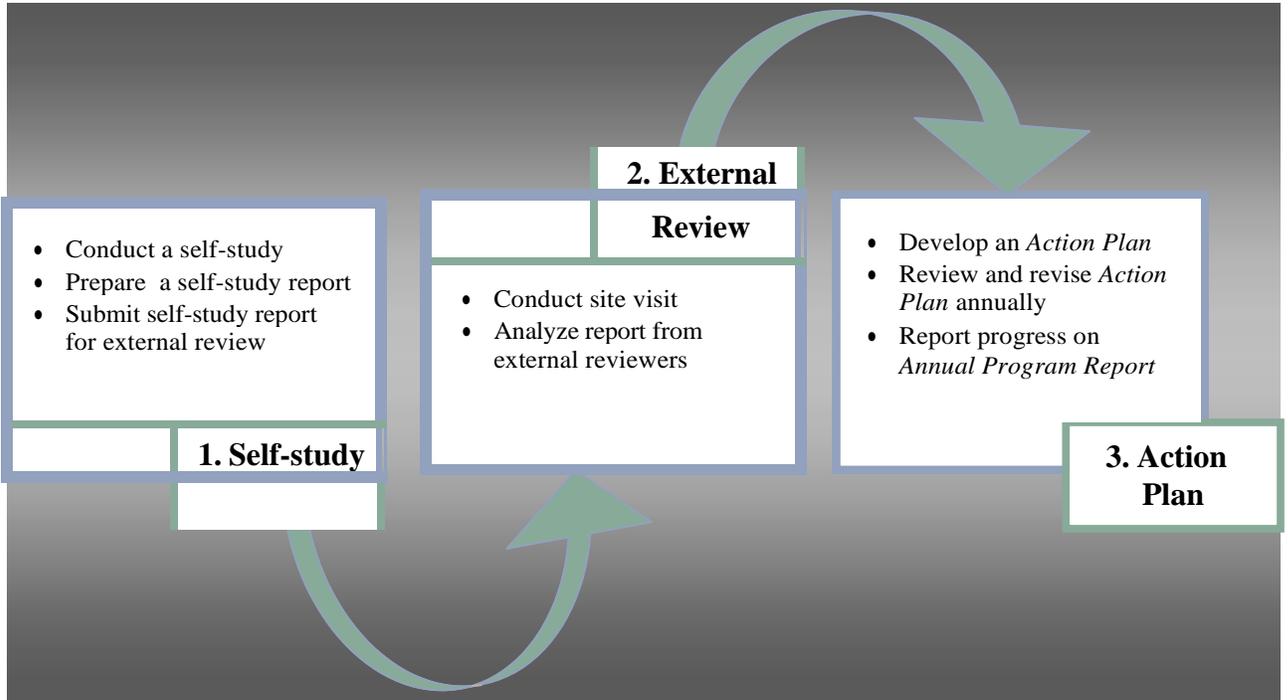
Office of Educational Effectiveness. The Office of Educational Effectiveness serves under the Office of the Provost to support and manage education effectiveness activities, including, but not limited to, outcomes-based learning assessment and program review. This office works with the Program Review Committee to implement assessment processes and assist faculty members and deans with building foundational skills for effective program assessment. The Program Review Committee oversees the implementation of program reviews and outcomes-based learning assessment.

The Review Process

Parts of the Review

Program review includes preparing a self-study and report and a review by external experts. The program builds upon these inputs and analyses to develop an action plan and, later, to conduct multi-year strategies identified in the plan (Figure 1.).

Figure 1. Major parts of program review



The Self-study

Table 1 lists areas that address WSCUC standards for the Self-study. This list of essential elements is applicable to both traditional face-to-face programs and online programs. Instructional elements such as teaching, course design, academic integrity, teacher-student interaction, class attendance, and assessment are common to face-to-face programs and distance education. However, there are differences specific to the online learning environment. Therefore, some of the essential elements include additional descriptions or clarifications pertinent to online programs. Online programs should also consult the LLU Distance Education Policy for questions related to compliance with Title IV requirements for distance education.

For more information, please refer to “The Distance Education and Correspondence Instructor Guide¹,” contact the Office of Educational Effectiveness, or the Division of Extended Education (contact information on the “Resource and Contact List,” p. ii).

Table 1. Essential elements of the self-study

Essential Element	Description
<p style="text-align: center;">A</p> <p style="text-align: center;">Academic and Professional Standards</p>	<p>Provide academic and professional standards of your discipline and other related evidence, including:</p> <ul style="list-style-type: none"> • Student orientation • Academic integrity • Netiquette policy in syllabus <p>In addition, online programs must also provide evidence of the following:</p> <ul style="list-style-type: none"> • Summary of the program’s directions to students for instructor communications, technical support and academic resource support. • Minimum technical requirements for a student or faculty to successfully complete a course, i.e., personal PC requirements, internet speed, software (Java, Office, browser, Flash, etc.) • Program informs students of University and program policies and procedures dedicated to distance education. • Documentation demonstrating knowledge and adherence to external governing bodies requirements and standards for distance education, including professional accreditation, federal, Title IV, etc. • LLU state authorization website link and recruitment materials are posted on the program’s website.
<p style="text-align: center;">B</p> <p style="text-align: center;">Annual Learning Results</p>	<p>Provide Annual Learning Results reports and other related evidence (e.g., rubrics, copies of survey instruments, other assessment instruments). Samples of student work should be available for external reviewers during the time of your site visit.</p>
<p style="text-align: center;">C</p> <p style="text-align: center;">Assessment Plans</p>	<p>Provide assessment plans and other related evidence.</p>

¹ <http://www.llu.edu/central/assessment/distance-education.page>

Table 1. Essential elements of the self-study

Essential Element	Description
<p style="text-align: center;">D Curriculum Map</p>	<p>Provide a list of all courses offered in your curriculum. Identify whether each course is required or elective, and its delivery model (face-to-face, online: distance education or correspondence, hybrid: distance education or correspondence, or other). Identify ILOs (Institutional Learning Outcomes) and PLOs (Program Learning Outcomes) taught in each course and at what level – I (introduced), E (expanded), or A (advanced), plus all designated assessments – B (baseline), F (Formative), and S (summative).</p>
<p style="text-align: center;">E Curriculum Flow Chart</p>	<p>Provide your program’s curriculum flow chart. Be sure to include the quarter in which each course is offered.</p>
<p style="text-align: center;">F Faculty Members’ CVs</p>	<p>Provide a roster or CV summary of all active faculty members. Clearly indicate essential and adjunct faculty status. Copies of active faculty members’ CVs should be available for external reviewers during the time of your site visit.</p>
<p style="text-align: center;">G Criteria for “Quality” Faculty</p>	<p>Provide your program’s criteria for “quality faculty” (in the aggregate, not individual faculty members). Copies of course evaluation forms from students should be available for external reviewers during the time of your site visit.</p> <p>In addition, online programs must also provide evidence of the following:</p> <ul style="list-style-type: none"> • Program’s faculty receive professional development to teach online.
<p style="text-align: center;">H Faculty Profile</p>	<p>Provide a summary of your faculty profile which includes:</p> <ul style="list-style-type: none"> • Years of teaching experience • Faculty demographics (gender and ethnicity) • Status (active, adjunct)
<p style="text-align: center;">I Publications</p>	<p>Include, in separate sections, bibliographic notations of all faculty and student publications for the past five years. Student names should be bolded.</p>
<p style="text-align: center;">J Essential Faculty Work/ Teaching Load Policy</p>	<p>A copy of your hiring and evaluation process, and work/teaching load guidelines should be available for external reviewers during the time of your site visit.</p>

Table 1. Essential elements of the self-study

Essential Element	Description
K Student Satisfaction Survey Results	Provide student satisfaction survey results here.
L Graduate Success Defined	Provide your program’s criteria of graduate success. Also include other related evidence (e.g., summary information from alumni, employers, graduate schools, licensure exams, other kinds of achievements used to measure graduate success). Sample materials should be available for external reviewers during the time of your site visit.
M Graduate Survey Results	Provide exit/graduation survey results here.
N Student Retention, Attrition, and Graduation Data	Provide summary (as well as copies of the original data) of disaggregated student retention, attrition, and graduation rates here. In addition, online programs must provide evidence of attendance in all distance education courses.
O Student Demographics	Provide student demographic information.
P Missions	Provide the University’s mission, your school’s mission, and program’s mission.
Q Your Program’s Assets to the University	Provide a list of your program’s assets – grants, research, honors, awards, donor contributions, specialized accreditation, and contributions to the community or profession.
R Societal/Market Trends	Provide a list of current and potential future trends of your discipline, profession, and society that may impact future planning for your program.
S Program Competition	Provide your program’s top five competitors – name, locations, delivery models and niche market.
T Contribution to Diversity, Equity, and Inclusion	Provide a summary of how your program promotes and assesses diversity, equity, and inclusion (e.g., marketing, admissions, student support, curriculum) on the part of faculty, staff, and students, addressing each of the three elements individually. See pg. 31 for additional guidelines.
OPTIONAL Additional Appendices	Add additional appendices as needed.

External Review

The University also recognizes that external reviewers assigned by an accreditation agency will differ in perspective from those invited by the program. In either case, external reviewers should have access to written documents and face-to-face interviews with relevant individuals (classroom and clinical faculty, staff, students, alumni, and administrators). Details for the external review for WSCUC-plus programs are found on pages 32-33.

The Action Plan

The Action Plan is based on findings identified during the self-study period, as presented in the Self-study Report, and the findings of the external experts, as presented in the External Review Report.

The Action Plan is the program's blueprint for planning, implementing, and tracking program development. The faculty, Department Chair, Program Director, Dean, and Academic Dean develop and approve it.

Components of the Action Plan are:

- Statement of issues
- Data supporting identification of issues
- Measurable outcome statements
- Strategies for accomplishment of outcomes including needed resources, manpower, and administrative support
- Timeline to accomplish outcomes

All program improvements should be integrated into existing University procedures.

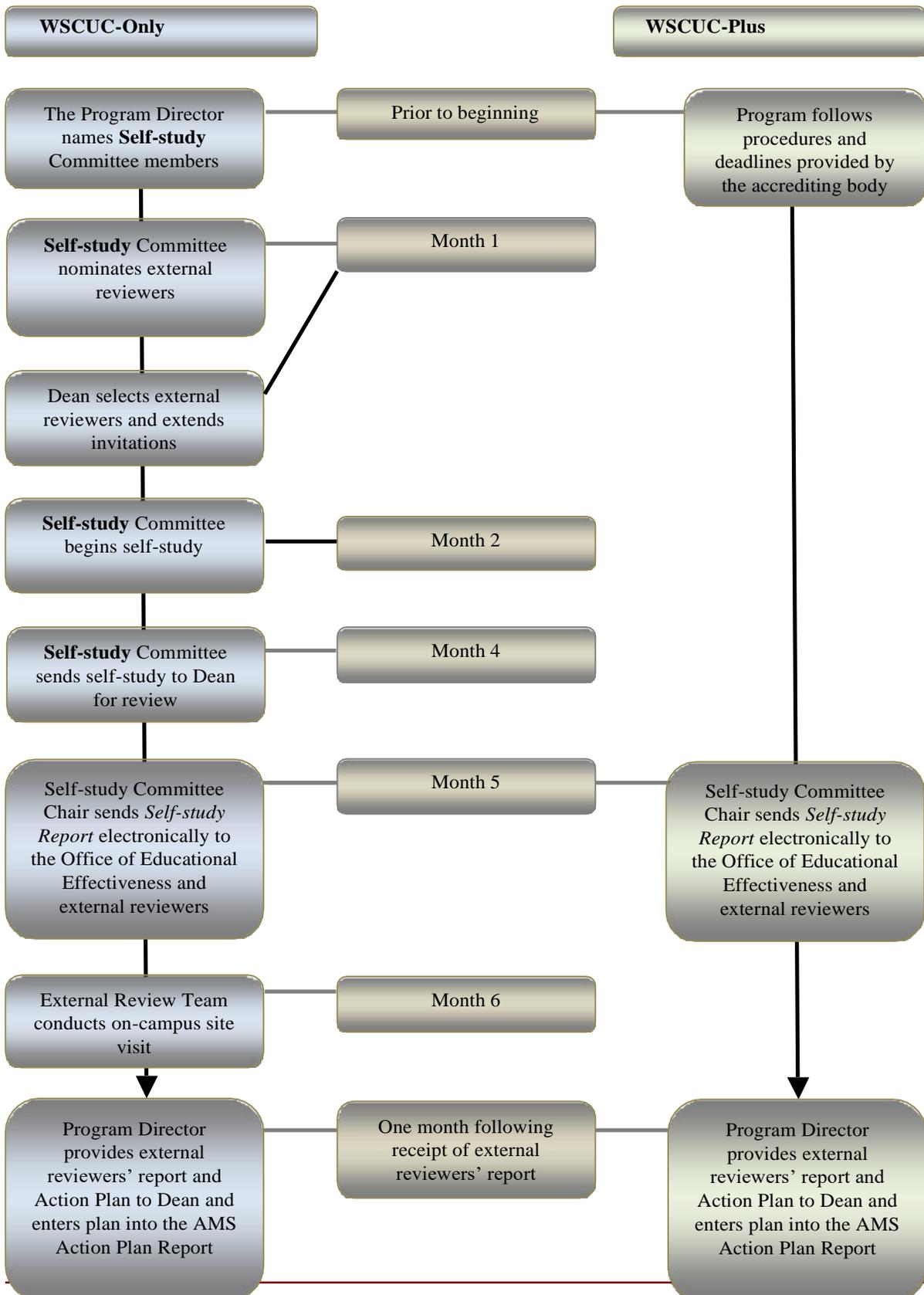
Once approved, the Dean submits an electronic copy of the Action Plan to the Office of Educational Effectiveness (assessment@llu.edu) for its archives and reference by the Program Review Committee Co-chairs and Provost.

Annually, the Program Director provides a progress report on the implementation of the Action Plan through the online Annual Program Report, now the Action Plan Report (<http://myllu.llu.edu/assessment>). A sample Action Plan for **all programs** is found on page 29.

Timeline

Program review follows the timeline prescribed by the University; or those set by the program's accrediting agency. Figure 2 illustrates sequencing of events for both the WSCUC-only and WSCUC-plus review processes.

Figure 2. Program Review Timeline



Responsibilities

Program Director

- Consult with Dean, Academic Dean, and Department Chair to appoint Chair and members of Self-study Committee
- Work with the faculty and Department Chair to conduct a self-study and prepare a written Self-Study Report
- Very early in the process, prepare a budget for conducting the program review
- Submit an electronic copy of the Self-study Report to the Office of Educational Effectiveness for its archives
- Send an electronic copy of the External Review Report to the Office of Educational Effectiveness for its archives and use as a reference
- Work with the faculty, Dean, and Academic Dean to develop and approve an Action Plan
- Enter plan into the Academic Management System's² (AMS) Action Plan Report
- Review Action Plan annually and provide progress report on its implementation through completion of the online Annual Action Plan in the AMS

Faculty Members and Department Chair

- Work with the Program director to conduct a self-study and prepare a written Self-Study Report
- Following the site visit and receipt of the team's report, work with the Program director, Dean, and Academic Dean to develop and approve an Action Plan

Self-study Committee

- Nominate members of the External Review Team
- Arrange dates, times, and schedules for site visit
- Conduct the self-study and prepare a written Self-study Report
- Report findings and recommendations from the External Review Report to the Dean, Academic Dean, Department Chair, and Program Director
- Work with the Dean, Academic Dean, Department Chair, and Program Director to prepare and approve an Action Plan

Academic Dean

- Provide support to program directors and members of the self-study committee.
- Read the self-study report and provide feedback to the self-study committee.
- Read the Action Plan and provide feedback to the program directors.
- Ensure regular follow-up of the program review process.
- Provide feedback of the program review process to the dean.

² <http://myllu.llu.edu/assessment>

Dean

- Provide support to program directors and members of the self-study committee
- Approve, invite, and host external reviewers.
- Work with the faculty, Department Chair, Program Director, and Academic Dean to develop and approve an Action Plan and submit an electronic copy to the Office of Educational Effectiveness for its archives and use as a reference
- Provide leadership, commitment, and encouragement to the continuous review process
- Be attentive to complaints, questions, and suggestions
- Provide resources for program review and implementation of the Action Plan
- Ensure regular follow-up to elements in the Action Plan
- Ensure regular follow-up of the program review process

Program Review Committee

- Develop and revise the review process
- Maintain the master schedule for program review
- Provide consultation services to programs under review
- Facilitate communication between and among programs and University offices
- Co-chairs provide a synopsis of Action Plan executive summaries

Provost

- Develop and facilitate inter-school sharing of review findings, results, and recommendations

Office of Educational Effectiveness

- Coordinate the program review process
- Provide administrative support for program review
- Provide a repository for documents

Details for University Program Review

May be consulted for WSCUC-Plus, as needed.

Appointing the Self-Study Committee

Prior to the initial meeting, the Program Director, in consultation with the Department Chair, Academic Dean and Dean, appoints a Self-study Chair and enlist faculty and staff members to serve as the Self-study Committee. Once established, the Self-study Committee meets with faculty members to initiate the self-study process. The Dean should designate faculty members to champion different parts of the self-study report. They are:

- Project management – track “to-do” lists, manage schedules and monitor due dates.
- Research and analysis – collect evidence, develop assessment tools, and tally data for results.
- Administrative support – manages documents, data, and drafts of the report, as well as format, print, and assemble final report and appendices.
- Logistical support/expense tracking – coordinate meetings, set-up your external review site visit, order office supplies, and process and track expenses.

Resources

Resources available for program review include the following:

- Program Review Committee representatives are available to assist the program in preliminary planning for their self-study.
- LLU Program Review website:
<https://home.llu.edu/academics/office-of-provost/departments-and-divisions/educational-effectiveness/program-review>
 - Resources, guidance, data sources, and other materials useful for the program’s self-study inquiry
 - A timeline with notable events and deadlines
 - Assistance regarding unique aspects of the program (i.e., online vs. onsite programs, etc.)

Organization and Management of the Self-study Report

The *Self-study Report* is due as required by the accreditation agency or, if following University procedures, during the fourth month of the review process.

The *Self-study Report* must be sent electronically to the Office for Educational Effectiveness. Print copies must be bound for distribution as needed by the Program and School. Programs with discipline-specific accreditations will follow required protocols while programs participating in University Program Review must include the following sections in their reports:

- **Cover Page.** The cover page is labeled “Self-study Report” and should state the year of the self-study; the name of the School, Program, Department (if relevant); names

of members of the Self-study Committee, Department Chair, Program Director, Dean, and Academic Dean; and date submitted to the Program Review Committee.

- **Table of Contents.** The table of contents should include an executive summary, Parts A (Assessing Program Quality), B (Assessing Program Sustainability), and C (Overview of Proposed Changes), and Appendices.
- **Executive Summary.** The one- to two-page summary should include a program profile, key findings, and conclusions.
- **Self-study Narrative.** When preparing the Self-study Report, be concise and make the underlying evidence transparent to readers. Parts A, B, and C should be single spaced and double sided. Use citations where relevant and be mindful of readers who may not be familiar with discipline-specific jargon.
- **Appendices.** Appendices are collections of data supporting the conclusions and are appended to the self-study narrative. Alternatively, if the material for some appendices is reasonably compact and immediately relevant to the text, they should be embedded as tables or figures in the narrative.

Self-study Part A: Assessing Program Quality

The self-study report is an evidence-based assessment of your program. Ground all your responses in evidence (data). Evidence relevant to each section of the report is identified below and should be placed in the body of the report or in appendices. All claims about strengths, weaknesses, and proposed improvements must be supported by relevant qualitative and/or quantitative evidence.

General Considerations

This section of the Self-study Report is drafted by the Program Director and Self-study Committee and should include assessments of student learning, such as:

- Review of program learning outcomes
- Evaluation of assessment methods
- Analysis of the results from student learning assessments over multiple years
- Tracking previous program modifications
- Analysis of how the results of previous program modifications were used

This section may also include a range of other products and outputs of students and alumni, such as:

- Enrollment trends
- Retention/graduation rates
- Licensure data
- Placement rates
- Alumni achievements
- Awarded grants

- Scholarship and research publications of students and graduates
- Academic and professional awards
- Reputation indicators of graduates
- Internal and external benchmarking
- Reports from employers and members of the community

When considering the curriculum, include information about its:

- Currency
- Content
- Breadth and depth
- Course sequencing and scheduling
- Delivery modalities
- Pedagogy
- Co-curricular offerings
- Advising and other student support services
- The academic climate
- Student profile
- Faculty quantity, diversity, qualifications
- Facilities (classrooms, technology, support services, etc.)

Student Learning Results

Present evidence indicating how well your student learning outcomes encompass the scope and depth of learning appropriate to the degree/certificate offered by this program and the standards of the discipline/profession. Key elements to address are:

- Based on your annual learning results, did your program achieve its standards for success? How well are students learning in comparison to your standards for success?
- From the above answers, what did you discover about your students' learning? Did you identify achievement and or equity gaps? What changes do you want to make to improve student learning?

Student Learning Assessment Process

To assist you with the questions below, use evidence from your report's appendices; specifically, Annual Learning Results and Assessment Plans. Key elements to address are:

- Are your annual learning results giving you useful information for guiding ongoing program improvement? Explain. How does your program routinely utilize its annual learning results for program planning and improvement? In what ways have your program improvements impacted student learning? How do you know?

- How effective are your current methods and procedures for assessing student achievement of your student learning outcomes? What is working well and how do you know? What needs to be improved and why? Explain.
- From the above answers, what did you learn? What changes do you want to make to improve your student learning assessment process?

Academic Curriculum

To assist you with the questions below, use evidence from the appendices; specifically, Curriculum Map and Curriculum Flow Chart. Key elements to address are:

- How well does your program offer sufficient opportunities for students to learn relevant disciplinary and professional knowledge, skills, competencies, etc. (at beginning, intermediate, and advanced levels) for the type of degree conferred? Explain.
 - Include in your discussion:
 - alignment between courses and student learning outcomes
 - how all the parts build on each other in a progressive, intentional way
 - how scheduling of courses allows students to follow the best sequence
 - whether students take courses in the recommended sequence (whether required to do so or not)

Faculty Quality

Use evidence from your report's appendices; specifically, Faculty Members' CVs, Criteria for "Quality" Faculty, Faculty Profile, and Essential Faculty Work/Teaching Load.

Key elements to address are:

- Based on the data from your: 1) faculty CVs; 2) your criteria for "quality" faculty members; 3) profiles of active adjunct and essential faculty members; and 4) teaching/work loads of essential faculty members, how well does your faculty meet the needs of your program (e.g., in terms of teaching experience, areas of expertise, academic qualifications, committee and advising needs, etc.)? How do you know? What are the notable strengths and areas for improvement among your faculty?
- Explain your standards and processes for faculty hiring, professional development, and evaluation. How well are you cultivating high quality faculty? Explain.
- Using workload data, is your faculty workload well distributed: 1) among the faculty? 2) in a way that will accomplish all faculty responsibilities within the Program, School, and University?
- Describe how well adjunct faculty members are integrated into the life of your program beyond the courses they teach (e.g., meeting with students, student learning assessment, service on committees, professional development, mentoring, and coaching).
- From the above answers, what did you learn? What changes do you want to make to improve the quality of your faculty?

Student Satisfaction

To assist you with the questions below, use evidence from your report's appendix; specifically, Student Satisfaction Survey Results. Key elements to address are:

- To what extent are your graduates succeeding in relevant careers, subsequent graduate programs, community service, creative endeavors, ways of living, and other indicators of graduate success? How do you know? (Include evidence in your report's Graduate Success Defined.)
 - In your discussion, include the following:
 - student perceptions about attaining their personal and professional goals
 - information from employers, graduate schools, licensure exams or other external sources that assess graduate success
 - other kinds of achievements and/or outcomes used to measure graduate success
- From the above answers, what did you learn? And what changes do you want to make to improve the success of your program's graduates?

Self-study Part B: Assessing Program Sustainability

This section of the Self-study Report is drafted collaboratively by the Dean, Associate Dean, and Program Director, as appropriate, with assistance from the Self-study Committee.

Student Enrollment, Retention, and Graduation

To assist you with the questions below, use evidence from your appendices; specifically, Student Retention, Attrition, Graduation Data, and Student Demographics.

- Is your program attracting, retaining, and graduating the mix of students you seek for your program (target markets, demographic mix, qualifications, etc.)? How effective are your recruitment and admission processes? How do you know?
- What does your program do to improve retention, attrition, and graduation rates?
- From the above answers, what did you learn? What changes do you want to make to improve your program's student enrollment, retention, and graduation rates?

Contributions to the University

To assist you with the questions below, use evidence from your appendices; specifically, Missions and Your Program's Assets to the University.

- In what ways does your program contribute to the University (mission alignment, external accreditation, contributions to the community or profession, etc.)? Also include a discussion (with evidence) of any external recognition your program has received.
- From the above answers, what did you learn? What changes do you want to make to improve your program's contributions to the University?

Academic and Professional Trends

What trends do you anticipate will affect any aspect of the program? These may include:

- Employment opportunities
- Changes to entry levels
- Competition from other institutions
- Global initiatives

Societal and Professional Demand

To assist you with the questions below, use evidence from your report's appendices; specifically, Missions, Societal/Market Trends, and Program Competition.

How does this program meet or address societal and professional needs (including partnerships with organizations, community involvement, specialized accreditation, etc.)? How do you know?

In your discussion, include the following:

- How this program meets current and potential future trends within the labor market and society
- How this program differentiates itself from its competition
- Any foreseen modifications that may be needed to stay competitive from the above answers, what did you learn? What changes do you want to make to improve your academic curriculum?

Optional: Future Data Needs

In hindsight, did you learn that there were data needs (new and/or improved) which could have better assisted you with this report? Please describe what your data needs would be for your next self-study.

Self-study Part C: Overview of Proposed Changes

This section of the Self-study Report is drafted collaboratively by the Dean, Associate Dean, and Program Director, as appropriate, with assistance from the Self-study Committee.

Program Vision and Goals

- Vision – In light of the mission of LLU, your School and your Program, state the five-year vision for your program.
- Goals – Identify the key goals that need to be achieved in one, three, and five years to fulfill your vision.

Overview of Proposed Changes

Proposed changes should address areas deemed important by the faculty, students, administration, and external reviewers. Recommendations may include:

- Developing program learning outcomes and identifying appropriate means for assessing their achievement
- How to identify achievement and or equity gaps
- Updating course and curricular offerings
- Predicting program viability and sustainability
- Expansion or renovation of facilities
- Better aligning department, school, and institutional goals
- Refining departmental access, and other interventions to improve retention/ attrition, and graduation rates
- Designing needed professional development programs, especially for faculty members to learn how to develop and assess learning outcomes
- Reorganizing or refocusing resources to advance specific research agendas
- Re-assigning faculty and staff members
- Illuminating potential intra-institutional collaborations
- Developing specific plans for modifications and improvements
- Informing decision making, planning, and budgeting, including resource reallocation
- Linking and, as appropriate, aggregating program review results to the institution's broader quality assurance and improvement efforts

Review and reflect on all parts of your self-study. Provide the following information about each proposed change that will significantly improve the quality of your program:

- Brief description of significant proposed changes to improve your program
- Rationale and evidence from your self-study report that support this change
- Rationale and evidence from outside sources beyond your self-study findings

External Review

The purpose of an external review is to provide an outside perspective that provides a constructive, expert analysis of program quality and recommendations for future planning and improvements.

The external review takes place after the Self-study Report is completed and submitted to the Dean. However, because of the potential difficulty of scheduling the site visit with short notice, selection and invitation of the external reviewers should be done very early, well before completion of the self-study. Two or more external disciplinary experts will review the Self-study Report and accompanying evidence and then visit the campus to meet with faculty members, students, alumni, and senior administrators. Online programs that are WSCUC-only will give the external review team the option of conducting an on-site visit.

The External Review Team will submit its completed evaluation report to the Self-study Committee Chair within one month of the site visit, and the Chair will forward an electronic copy to the Office of Educational Effectiveness (assessment@llu.edu) shortly after for review by the Program Review Committee leadership.

Selection of External Reviewers

During the first month of the program review, the program will submit a list of candidates and their current CVs to the Dean. It is the responsibility of the Dean to contact potential site reviewers and to determine if they are willing and able to serve. The Dean will review the qualifications of potential candidates to ensure they meet the eligibility criteria and approve nominees for the External Review Team.

By the end of the second month, the Dean should confirm the site visit dates with the reviewers and issue a formal letter of invitation to members of the External Review Team.

Eligibility Criteria for External Reviewers

When submitting recommendations for external reviewers, please consider the following:

Expertise

Candidates must have appropriate terminal degrees with sufficient years of experience in university teaching, administration, or other relevant professional activity. Their experience is appropriate when, where, and at a level commensurate with the program under review. They are recognized as experts in their field.

Program Review Experience

Candidates will have experience with program review, student learning assessment, institutional effectiveness, external review or accreditation, and overall good fit for your program.

Conflicts of Interest

Candidates are ineligible if they were employed or worked under contract for the program under review within the past five years. Disclose all relationships between the proposed external reviewer and your Dean, Department Chair, Program Directors, and faculty or staff members.

Reviewer Expenses

The Dean and Program Director should be prepared to reimburse expenses. Each person is to receive an honorarium and reimbursement for accommodations, local travel and other appropriate expenses incurred by the site visit.

External Reviewers' Participation

Following is an outline of the external reviewers' responsibilities before, during, and after the site visit.

- Review the Self-study Report and other program materials prior to the site visit. The report and other materials will be provided by the program one month before the date of the site visit.
- Participate in a pre-visit conference call with the program prior to the site visit to identify key issues or concerns related to the self-study and site visit.
- During the site visit, conduct interviews with faculty members, students, alumni, and senior administrators
- Complete an External Review Report within one month of the site visit.

The Site Visit

The program's students, alumni, faculty members (adjunct and essential), Self-study Committee, Dean, Academic Dean, Department Chair, Program Director, Director of the Office of Educational Effectiveness, and Provost will actively participate in discussions about the program with the external reviewers.

As the host, the program, in consultation with the Program Review Committee, is responsible for:

- Scheduling rooms for all external reviewer meetings with students, alumni, faculty, and staff.
- Sending the final Site Visit Schedule to the Office of Educational Effectiveness (assessment@llu.edu) no later than two weeks prior to the visit.
- Informing the program's students, faculty, and staff members about the site visit and preparing them to participate in group discussions with the external reviewers.
- Designating a private, secure office and workspace for the external reviewers to use during their stay. This includes the provision of office supplies and additional documentary evidence requested by the reviewers.

- Assigning a person to escort the external reviewers between venues during the site visit.
- Scheduling at least one-half hour for individual faculty members or groups of faculty members to meet privately with representatives of the review team.
- Providing morning and lunch hospitality.
- Optional – providing afternoon and evening hospitality.

External Reviewers' Report

This report focuses on insights from the Self-study Report and the site visit and provides recommendations from the perspective of experts in the program's discipline.

The External Review Team sends its External Review Report to the Self-study Committee Chair. The Chair shares it with the Dean, Academic Dean, Department Chair, Program Director, and Self-study Committee, and sends an electronic copy to the Office of Educational Effectiveness (assessment@llu.edu) for review and reference by the Program Review Committee Co-chairs. The Dean will send a thank you letter to each member of the External Review Team.

Action Plans and Annual Program Reports

Action Plan and Executive Summary

The Action Plan is derived from the Overview of Proposed Changes of the self-study document and reflects recommendations in the External Review Report. It is the program's blueprint for planning, implementing, and tracking program development. The Dean, Academic Dean, Department Chair, Program Director, Self-study Committee, and faculty develop and approve it. Essential elements of the Action Plan are:

- Statements of where the program is now. These may be problem statements. They should be brief, succinct, and focused.
- Vision or goals statements. Where does the program need to be? This should be in measurable terms.
- Action statements. What steps need to be taken to achieve visions or goals? These are broad statements, not detailed, step-by-step statements.
- An indication of levels of involvement. Who can help achieve the desired outcomes: 1) the Program, 2) the Department, 3) the School, or 4) the University? More than one entity can be involved.
- Commendations.

Once approved, the Program Director submits electronic copies of the Action Plan to the Dean and then enters it into the AMS Action Plan Report³ for the new program cycle. It will be referenced by the Provost and others.

Annual Action Plan Progress Reports

Annually, the Program Director provides a progress report on the implementation updates of the Action Plan through the online Annual Action Plan Report (<http://myllu.llu.edu/assessment>.)

³ <http://myllu.llu.edu/assessment>

Guidelines for Program Review Site Visit and External Review Report

The goal of program review at Loma Linda University is to promote a culture of analysis and evidenced-based program improvement. The process begins with the program undertaking a thorough self-evaluation. Significant findings from that examination are summarized in the Self-study Report. Subsequently, a team of external reviewers are invited to evaluate it from a broader perspective. Our expectation is that you will use information provided in the Self-study Report and gathered from interviews with program personnel to evaluate its standing in the academic community. Your significant findings, evaluations, and recommendations are summarized in an External Review Report. If you are reviewing an online program, you have the option to request an on-site visit. We greatly appreciate your willingness to participate in this quality improvement process.

Preparation for the Site Visit

Prior to the visit, you will receive from the chair of the Self-study Committee or department:

1. A packet of information regarding the logistics of the visit (confirmation letter, arrival and departure times of site review team members, name and location of your hotel, map of the area, directions to the campus, map of the campus, parking information and permits, and a travel expense report form with instructions).
2. The Self-study Report including a narrative section and supporting appendices.
3. The names and contact information of the site review team members.
4. The name of a designated team chair who will serve as the liaison between the team and Loma Linda University. By common consent of the team members, the responsibility of site review team chair may be reassigned to another individual on the team.

In preparation for the visit, you will:

1. Review the self-study documents and supporting appendices to familiarize yourself with the programs under review.
2. Review and recommend modifications to the site review schedule proposed by the chair of the Self-study Committee (responsibility for the site visit schedule should be assumed jointly by the chair of the program Self-study Committee and the chair of the site team).
3. Confirm with the chair of Self-study Committee or department your contact information (email address, preferred mailing address) and social security number to be used in arranging for reimbursements and honoraria.
4. Make travel arrangements in consultation with the chair of the Self-study Committee or department (a site visit is typically two days in length but may be extended if deemed desirable by the program under review).

5. Maintain written records and receipts of related expenses for reimbursement (the program or department will reimburse the members of the site review team for expenses related to their visit).

Guidelines for the Site Visit

Within the time limits of the schedule, the site visit will include:

1. Sessions with the Provost and President (if possible), Dean(s) overseeing the program, Department Chair, Program Director, faculty, staff members, and students (to the extent possible, confidentiality will be observed in these discussions). Meetings with individuals should generally be at least 15 minutes, small group meetings at least 30 minutes, and larger groups at least one hour.
2. Time for faculty members, staff members, or students to meet privately and confidentially with one or more members of the site review team.
3. Breaks for informal interactions (unscheduled time, particularly toward the end of the second day will allow for unforeseen delays and/or additional meetings, as needed).
4. Opportunities for the team to examine instructional facilities, classrooms or clinical sites used by the program.
5. Reserved time for the team to confer and plan their report (as a minimum, evenings, and a working lunch session on the last day of the visit).
6. Opportunities for the site review team to request additional information or data from the program or department, though the Self-study Report will be the primary information resource for the site visit.
7. Time at the conclusion of the site visit for the team to review its findings and discuss their report. (During this discussion, the site review team should agree upon format, content, and individual assignments for various components of the External Review Report.)
8. A scheduled meeting with program faculty and administrators prior to the site review team's departure to present the preliminary assessment.

Overview of the External Review Report

In preparing the External Review Report, the site review team should:

1. Agree before leaving the campus upon its structure and the responsibilities of individual team members for the preparation of various sections.
2. Review additional information provided by individuals associated with the program within one week after the site visit.
3. Prepare the written External Review Report by addressing the following areas:
 - **Findings:** This section includes facts, evidence, and observations that the team considers to be significant with respect to their subsequent evaluations and recommendations.
 - **Evaluations:** Based upon the findings, the team should make judgments about such features as the sufficiency or adequacy of physical resources (e.g.,

laboratories, classrooms, research equipment, clinical sites, etc.), of personnel resources (e.g., faculty mentors, technical staff, support personnel, etc.), the administrative structure, the number of applicants and quality of accepted students, the educational program and curriculum, the subsequent success of graduates, the adequacy of faculty and student publications and extramural funding, etc. Evaluations should recognize areas in which the program exceeds expectations as well as those that represent challenges.

- **Recommendations:** For areas of weakness, the External Review Report should recommend potential remedies or strategies for improvement. It is especially useful to indicate how strengths may be leveraged to address limitations. The goal of the recommendations will be to improve program quality, productivity, and efficiency.
4. Assemble drafts of the various sections into the final version of the External Review Report (unless the team has made other arrangements, this is the responsibility of the team chair).
 5. Submit the completed External Review Report as an electronic document to the Program Director within 30 days of the site visit (the site review team chair will submit the document).

Purpose of the External Review Report

The External Review Report conveys to the program under review and to the institution the team's findings and recommendations about the program's capacity to offer degrees within Loma Linda University. The report also includes observations about the effectiveness of its programs and recommendations for the future of the program.

Team Chair Responsibility for the External Review Report

The Chair prepares and finalizes the team report as follows.

- Compile and edit team members' contributions into a coherent document and return the draft External Review Report to the team members for review.
- The Chair makes requested revisions that are deemed necessary for the accuracy and completeness of the report.
- The Team Chair sends the final report to the Chair of the program's Self-Study Committee.

The External Review Report should contain:

- Title page
- Table of contents with page numbers
- One-page Executive Summary
- Body of the External Review Report (Sections I, II, and III)
- Relevant appendices

External Review Report Length and Page Format

The report should be 1½ -spaced, using 11 or 12-point font, and should include page headers and page numbers. Generally, reports are three to ten pages in length.

Body of the External Review Report

Section I. Overview and Findings

Provide background information on the mission and nature of the program, including brief history, location(s), size, levels, and kinds of degrees awarded. Indicate whether the program has off-campus sites or distance education formats, and, if so, which ones were reviewed on this visit. Record observations and data provided in the Self-study Report that are the basis for subsequent evaluations and recommendations.

Section II. Evaluations

A. Program Quality

This section of the External Review Report addresses the overall quality of the program. Suggested guidelines for your comments are:

- Have goals (student learning outcomes) for student success been established?
- How are student learning outcomes reviewed?
- Are the data complete and accurate enough to make an informed analysis?
- Are benchmark data for comparable institutions available?
- To what extent has the program achieved its standards of success?
- Provide critical assessments of:
 - How the program addresses its stated mission and the mission of the University
 - The design of the curriculum: coursework, sequencing, available learning experiences
 - Faculty composition
 - Faculty productivity
 - Support for faculty development, mentoring, and coaching
 - Student satisfaction
 - Graduate achievement
 - Support for program revisions and growth

B. Program Sustainability

This section of the review connects outcomes with expected standards and with the program's ability to move forward. Suggested guidelines for your comments are:

- What do data on student attrition and retention show for various sub-groups of students, including different demographic groups, degree levels, and majors?
- What do data show about graduation rates and time to completion?

- Are retention and graduation rates satisfactory? If not, what plans should be made to address student success?
- Has the program identified its major challenges? How? Are there processes and plans underway to address these challenges?
- Are there adequate resources for the program to continue to operate and fulfill its mission effectively? In what areas are more resources needed?
- Is there effective planning that considers human, physical, technological and financial and academic needs, and sets clear priorities?
- Is there an effective alignment between program resource allocations and its priorities, mission, and goals?
- Has the program identified indicators of its effectiveness and the evidence that it needs to determine whether it is achieving its educational purposes and learning objectives?

Section III. Commendations and Recommendations

After reviewing the data and considering the program's plans for change, provide commendations (if any) and recommendations, including insights and potential strategies as appropriate.

Sample Title Page and Table of Contents

LOMA LINDA UNIVERSITY
(NAME OF SCHOOL)

EXTERNAL REVIEW REPORT OF
(NAME OF PROGRAM)

Date of visit

Review Team Roster (list names of members)

Table of Contents

EXECUTIVE SUMMARY

SECTION I. OVERVIEW AND CONTEXT

SECTION II. EVALUATION

A. Program Quality

B. Program Sustainability

SECTION III. RECOMMENDATIONS

Resources for Program Review

Sample Action Plan

Now ⁴	Vision (Goals) ⁵	Action ⁶	Levels of Involvement ⁷
1 Alignment with: Vision, Mission, and Goal Statements; Academic and Professional Trends; Societal and Professional Demand			
Professional associations recommend entry into the profession be at the doctoral level by 2018. We currently offer only the master's degree.	Offer a professional doctorate as an option by fall quarter 2016.	Review existing doctorates in our field. Perform a curriculum analysis and survey of exiting LLU courses to determine resources needed prior to offering a professional doctorate.	1,2 1, 2, 3, 4
2 Administration and Management of Resources (space, equipment, and funding)			
External reviewers recommended new construction to replace outdated laboratory facilities, technology, and equipment.	Obtain updated laboratory space with state-of-the-art instrumentation and equipment.	Conduct a needs assessment and feasibility study to determine extent of resources necessary to provide suitable laboratory facilities.	3, 4
3 Faculty and Staff: Profiles; Scholarship; Achievements			
Currently, the size of the teaching staff is constrained by limited resources. It is a goal of the school to increase faculty numbers by identifying and hiring additional faculty members with research experience. The number of students in the program, however, must correspondingly increase if we are to remain fiscally solvent.	Define the role of doctoral faculty members.	Match new role definitions with Faculty of Graduate Studies guidelines and criteria identified in the AACN PhD Task Force Report (AACN, 2010).	1,2
	Professional expectations should be addressed so that workload, promotion and tenure guidelines, and rewards support the development of younger/newer and midcareer faculty.	Review and make consistent workload, promotion, and tenure guidelines, which may support the development of younger/newer and midcareer faculty members.	3

⁴ Current status/recommendations.

⁵ Where we are going.

⁶ Steps necessary to accomplish our vision.

⁷ Primary responsibility lies with: 1 – Program; 2 – Department; 3 – School; 4 – University.

Now ⁴	Vision (Goals) ⁵	Action ⁶	Levels of Involvement ⁷
4 Students: Student Enrollment, Retention, and Graduation; Satisfaction; Accomplishments/Outcomes			
The development and popularity of the practice degree program may have affected applications to the PhD program. The national trend toward practice doctorates has a potential for limiting the number of scholars interested in original research and who prepare for positions in academia.	Increase student enrollment in the PhD program to 10 students per admission period (biannually).	Evaluate admission criteria for PhD at LLU. Review and revise recruitment strategies.	1,2 1, 2, 3
5 Collaboration and Communication			
The faculty reports an unfulfilled interest in research that is hampered by limited communication and collegiality among schools.	Develop regular communication channels that foster collaboration in research.	Identify current research interests among program's faculty members. Survey LLU faculty at large to develop a list of research interests.	1, 2 4
6 Alumni Satisfaction			
Alumni report lack of knowledge about graduate and doctoral programs in their area of expertise.	Develop a system which will inform and encourage LLU graduates to pursue advanced degrees.	Compile information, program-by-program, indicating progression opportunities through LLU academic programs.	1, 2, 3, 4
7 Curricula			
The summer only format, particularly its long-term enrollment potential, is uncertain.	Revise existing program delivery to meet the needs of employed academicians.	Conduct a complete review of the PhD curriculum with emphasis on number of required courses and units. Conduct continuing evaluation of summer program with current students and monitor effects on number of applicants. Explore the feasibility of developing synchronous distance learning options. Determine the potential for technology- assisted formats for LLUSN cohorts.	1, 2 1, 2 1, 2 1, 2, 3

Now ⁴	Vision (Goals) ⁵	Action ⁶	Levels of Involvement ⁷
8 Assessment Procedures and Tools			
Assessment data are incomplete and of limited value as currently collected.	Design a comprehensive and coherent system of outcomes-based data collection.	Develop outcome statements.	1, 2
		Identify key indicators for each outcome.	1, 2
		Systemize data collection across assessment points.	1, 2, 3
9 Other			

*Additional Guidelines for
Contribution to Diversity, Equity, and Inclusion*

The program review process presents an excellent opportunity to reflect on a program's contribution to the university's diversity and inclusiveness efforts. Power BI reports on graduation rates, retention rates, grades in introductory courses, and/or GPAs by quarter disaggregated by race, gender, and primary language are available and can assist your program in evaluating student success. This data is provided by the Office of Educational Effectiveness.

Please consider the following questions while preparing this section of the program review report:

- What processes are in place to support the success of all students regardless of their group?
- What practices have been particularly successful in supporting diversity, equity, and inclusion?
Please use student diversity data from the Power BI reports.
- How does the department and or program identify barriers to success and what are resulting interventions?
- What does the program do to pursue a more inclusive pedagogy and curriculum?
- Do courses offered by your department or program incorporate content that represents a diverse set of perspectives and experiences?
- Do course syllabi and other instructional materials emphasize learning opportunities for all categories of students?
- Do the department's faculty encourage students to disagree with the ideas in the readings and lectures as well as the perspectives of other scholars in the course? Do all students feel comfortable to express themselves?
- How does your program seek to understand the impact of campus climate on student's success and contribution to your program?
- How does the department or program address systemic bias and discrimination that can affect learning and student experience in your program?
- How does the program validate and attend to student's identities and cultural backgrounds?
- How does your program interpret and address achievement and or retention gaps for different groups of students?
- In which diversity and inclusiveness events and initiatives did your departmental faculty participate in the past six-years? Which diversity events did your faculty organize or facilitate? What did departmental faculty learn from those experiences?
- What is faculty gender and race/ethnic breakdown in your department? Are your faculty satisfied with the data? If not, which measures has your department undertaken or is planning to undertake with regards to faculty diversity?
- What is student gender and race/ethnic breakdown in your department? Are your faculty satisfied with the data? If not, which measures has your department taken or is planning to undertake with regards to student diversity?
- How does your department support students of color, women, and first-generation students enrolled in your program?
- How does your department support faculty of color and female colleagues?

Additional Resources

The *Loma Linda University Program Review Guide* may be updated for clarity. The latest version can be found at:

- [Program Review Webpage](#)

Office of Educational Effectiveness (OEE)

Website: <http://www.llu.edu/assessment>

Academic Management System (AMS): <http://myllu.llu.edu/assessment>

Email: assessment@llu.edu

Phone: Extension 15042; (909) 651-5042

Contact OEE to:

- Get AMS access to your program for program planning and to submit annual reports
- Make an appointment with a Program Review Committee consultant
- Ask questions
- Make suggestions