TUC Program Review Information

Contents

PRC Volunteers:

College of Osteopathic Medicine:	Dr. Greg Gayer
	Dr. Miriam Gochin
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College of Pharmacy:	Dr. Robert Ignoffo
College of Health Sciences:	Dr. Annette Aalborg
College of Education:	Dr. Justin Heard
Office of Institutional Research:	Dr. Bradley Thiessen
	Ms. Adrienne Garrett

TUC
Program Review Subcommittee By-laws

Revised and Ratified by the Faculty Senate on _____

The name of the organization will be the *Touro University – California (TU-C) Program Review Committee*

The purposes of the TU-C *Program Review Committee* will be to:

1. Review all existing academic programs according to the Program Review Process
2. Review new academic program proposals
3. Provide program review reports and strategic planning recommendations to the Faculty Senate, College Deans, Program Directors, and Provost
4. Schedule all new and existing academic program reviews
5. Evaluate and revise the Program Review Process to define what evidence programs will be required to submit as part of a program review
6. Develop, evaluate, and revise the New Program Proposal Process to define what information is required for new program proposals.

Article I: Membership qualifications, rights, and duties to the TU-C *Program Review Committee*, hereinafter known as the PRC.

1. Voting members shall be any PRC members who are voting members of the Faculty Senate.
2. Voting members of the PRC will include:
    2 faculty members from the College of Osteopathic Medicine,
    2 faculty members from the College of Pharmacy,
    1 faculty member from the College of Health Sciences,
    1 faculty member from the College of Education.
3. The members will be elected as described in Article VI.
4. Non-voting members will include the Director of Institutional Research, any PRC members who are non-voting members of the Faculty Senate, and any invited guests.

Article II: The duties of the officers of the PRC are as follows:

1. Chair
    a. Will preside over PRC meetings
    b. Will set the agenda for all meetings
    c. Will vote only under circumstances in which no clear majority has been obtained (tie vote).
    d. Will forward PRC decisions and *Formal Findings & Recommendations Reports* to the Faculty Senate.
    e. Will serve a term of not more than 2 years.
    f. Will be eligible for re-election to a second 2-year term.

2. Vice-Chair
    a. Will assume the responsibilities of the Chair in the absence of the Chair
    b. Will take over as Chair if the Chair resigns or is unable to continue in his/her duties.

     c. Will serve a term of not more than 2-years
     d. Will be eligible for re-election to a second 2-year term

3. The Director of Institutional Research
     a. Will serve as the President of the PRC for the first academic year of its existence
     b. Will provide evidence, whenever possible, to programs and the PRC to support the Program Review Process
     c. Will record, maintain, and distribute minutes
     d. Will notify members of all special and regular meetings and the results of all votes
     e. Will accept new agenda items submitted by members
     f. Will serve a term of not more than 2-years
     g. Will be eligible for re-election to a second 2-year term

Article III: Meetings will be scheduled in coordination with the Program(s) to be reviewed each year. Each year, the PRC will hold the following meetings:
- An introductory meeting in the fall to introduce PRC members and review the Program Review Process
- An informational and planning meeting once the reviewed program has submitted its materials to the PRC
- A program review meeting in which the program to be reviewed presents its materials and a decision is made
- A final meeting to finalize *Formal Findings & Recommendations Reports* and evaluate the Program Review Process

Article IV: A quorum, necessary for the conduct of business and for voting, shall consist of 50% of the voting membership

Article V: The secretary of the PRC shall notify all members of regular and special meetings no less than one (1) week prior to the meeting

Article VI: Election provisions

Section 1: Nominations
The Secretary/Treasurer of the Faculty Senate will solicit nominations for the Program Review Committee from all eligible members. The time of the April Faculty Senate meeting will commence the nomination process which will continue for a two week (14) day period. Such nominations will be in written or email form and received at least 14 days prior to the election. If fewer than two (2) names are placed in nomination for any office, a candidate may run unopposed. A potential candidate's name will be placed in nomination on a ballot only with his/her consent.

Section 2: Elections
The Secretary/Treasurer of the Faculty Senate will conduct the election of the Program Review Committee. All elections will be conducted by secret electronic ballot. Only eligible faculty members will receive electronic voting instructions. Electronic voting will take place over a two week (14 day) period. The nominees receiving the greatest number of votes cast will be elected to serve on the Program Review for a two-year term. If the Secretary/Treasurer is running for a position on the Program Review Committee, a special Elections Committee will be appointed to count the electronic ballots.

In the event of a tie, a run-off election by electronic secret ballot will be held. In the event that the results of the run-off election also results in a tie, the membership will keep voting until one candidate receives a majority vote.

Section 3: Announcement of Election Results
The Secretary/Treasurer of the Faculty Senate will forward the winners of the election and vote tallies to the Chair of the Senate prior to the May Faculty Senate meeting. Actually vote tallies will not be reported to the Faculty Senate membership. If the Chair of the Faculty Senate is running for a position on the Program Review Committee, a Special Elections Committee will be appointed to report the results of the election. The Chair of the Faculty Senate will announce the names of the persons elected to serve on the Program Review Committee by official balloting upon verification of the election results by the Faculty Senate. Officers begin their terms immediately following the June Faculty Senate meeting.

Section 4: Resignation from Office
Resignation from office will be made by signed formal letter to the Chair stating the date the resignation is effective and the reason for the resignation

Section 5: Vacancies
All vacancies on the Program Review Committee will be filled as soon as possible. The Chair of the Faculty Senate will appoint an individual from the Faculty Senate, with the Senate's concurrence as determined by secret electronic ballot, to serve for the unexpired term, after which time he/she is eligible for election.

Article VII: The fiscal year shall follow that of TU-C.

Article VIII: Methods for amendment and revision of the By-Laws.
Proposed changes to the By-laws will be submitted to the Faculty Senate for review

(In May of the academic year preceding scheduled Program Review)

The PRC Chair notifies College Dean of scheduled Program Review and forwards:
   a. *Program Review Checklist*, including list of additional data requirements
   b. Link to *TU Assessment Plan* (detailed program review information)

(By December 31 of the academic year of the scheduled Program Review)

College Dean submits the following documents to the Director of Institutional Research:

1. External review
   a. Accreditation status summary (name of agency; date of most recent action; status)
   b. Recommendations from accrediting agency (letter from agency or summary)
   c. Response to agency recommendations
      i. Action plan to fulfill recommendations, including timeline and resources needed
      ii. Evidence of progress made towards fulfilling recommendations
2. Self-Study
   a. Introduction
      i. Program mission; alignment with institutional mission
      ii. Major changes since last program review
      iii. Program goals; student learning outcomes (competencies)
   b. Program effectiveness
      i. Program completion/retention rates (WASC requirement)
      ii. Analysis of results from assessment of program goals (WASC requirement)
      iii. Any effectiveness information deemed necessary by the program or PRC (student profiles, curriculum, evidence of student learning, faculty accomplishments, evidence of program viability/sustainability, resource allocation; see *Evidence to consider in a program review*)
      iv. Summary of program strengths, weaknesses, opportunities for improvement
   c. Future goals
      i. List of goals and measures/criteria to be used to determine if goals are met
      ii. Summary of how the program intends to meet these goals, including resources needed

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(By January 15 of the academic year of the scheduled Program Review)

Director of Institutional Research forwards materials to PRC:
1. The External Review and Self-Study
2. Collection of annual SLO reports since last program review

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(Prior to scheduled Program Review)

The PRC reviews materials and invites Program personnel (College Dean, Program Director, Administrators, Faculty, Staff) to the scheduled Program Review Meeting.

(At scheduled Program Review meeting)

Program representatives will briefly present their program review materials and address questions from the PRC.
Topics to be discussed include:
1. Program goals and alignment with institutional mission
2. Evidence of educational effectiveness
3. Evidence program is meeting accreditation requirements
4. Program demand/viability/sustainability
5. Future goals and resource needs

5

(After the scheduled Program Review meeting)

PRC members will forward the Program Review decision to the Faculty Senate.

Decision: **Accept** the Program Review as complete and adequate	Decision: Accept the Program Review **pending additional info**.	Decision: **Reject** the Program Review as being incomplete or inadequate
The PRC develops the *Formal Findings and Recommendations Report* and forwards it to the Faculty Senate. The Faculty Senate may comment on the decision or report. The Senate then forwards the decision to the Provost, College Dean, and Academic Council.	The PRC will notify the College Dean of the additional information needed and establish a deadline by which the information must be submitted to the PRC. If the additional information cannot be collected in a timely manner, the program will submit a plan detailing how the information will be collected and reported in its next program review. Once the information (or plan) is submitted, the PRC develops the *Formal Findings and Recommendations Report* and forwards it to the Faculty Senate. The Faculty Senate may comment on the decision and then forwards the decision to the Provost, College Dean, and Academic Council.	The Faculty Senate may comment on the decision and then forwards the decision to the Provost, College Dean, and Academic Council. The Program will then develop and submit to the PRC a strategic plan detailing how the program will complete an adequate program review by the end of the next academic year.

(After the scheduled Program Review meeting)

The Formal Findings and Recommendations Report may contain:
1. A holistic evaluation of the program review
2. Suggestions for improving program goals, measures, criteria, or other self-study components
3. Comments about the program's progress in meeting recommendations from its accrediting agency
4. Suggestions for improving program effectiveness, including potential collaborations with other programs
5. Concerns about the impact of future goals/proposals
6. Steps to be taken in preparation for the next program review
7. *Recommendations for Administration and Planning* (suggestions for budgeting and strategic planning)
8. The date scheduled for this program's next Program Review

April: **PRC elections are held by the Faculty Senate**
Ongoing: **PRC evaluates the Program Review process**

(In May of the academic year preceding scheduled Program Review)

The PRC Chair notifies College Dean of scheduled Program Review and forwards:
    c. *Program Review Checklist*, including list of additional data requirements
    d. Link to *TU Assessment Plan* (detailed program review information)

Program: **(Identified by the PRC)**   Program was notified of program review on: **(date program was notified)** Program Review is scheduled for **(date chosen by PRC)**   Materials to be submitted to the PRC by **(date chosen by PRC)**

Program Review Preparation

_____   Reviewed the Program Review Process with the Chair of the PRC on ____/____/_____

_____   Received list of additional data requirements from Chair of the PRC

_____   Discussed any data needs with the Director of Institutional Research (at least 1 month prior to scheduled review)

_____   Program and course information in the University Catalog have been reviewed for accuracy and adequacy. Changes to the University Catalog, if needed, have been forwarded to the Registrar and the IT Department

Materials submitted to PRC by the scheduled date: (See *TU Assessment Plan* for more information about these materials)

A)   External Review (sent to Director of Institutional Research on ____/____/_____)

_____   Accreditation Status Summary (name of accrediting agency; date of most recent action; accreditation status)

_____   Recommendations from accrediting agency (letter from agency or a summary provided by the program)

_____   Action plan to address recommendations, including timeline and resources needed

_____   Evidence of progress made towards fulfilling recommendations

B)   Self-Study (sent to Director of Institutional Research on ____/____/_____)
    a.   Introduction

_____   Program mission; summary of how program mission aligns with institutional mission

_____   Summary of major changes since last program review

_____   List of program goals and student learning outcomes (objectives/competencies)

    b.   Program Effectiveness Evidence

_____   Program completion/retention information

_____   Analysis of results from assessment of program goals (evidence of progress made towards program goals)

_____   Any effectiveness information deemed necessary by program or PRC (identified prior to program review and outlined in a list of additional data requirements from the Chair of the PRC). See *Evidence to Consider in a Program Review* for a list of possible evidence, including student profiles, curriculum, student learning, faculty accomplishments, evidence of program viability/sustainability, and resource allocation data.

_____   Summary of program strengths, weaknesses, and opportunities for improvement. Are goals being met? (The summary should include a table of contents or index to identify required data within the Self-Study)

_____   List of future program goals; identify measures and criteria to be used to determine if goals are met

_____   Summary of how the program intends to meet these future goals, including resources needed

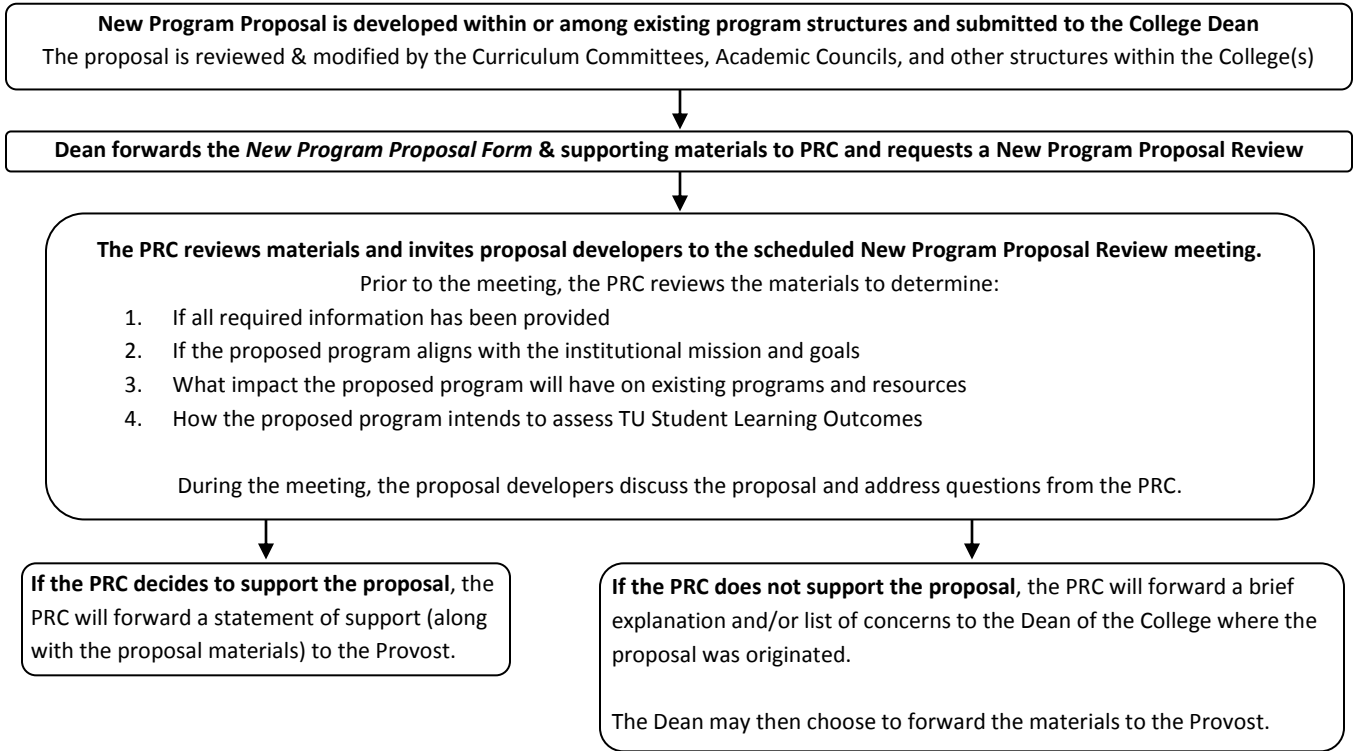**This checklist was completed by _____.**

Signature of Dean approving Program Review materials submitted to the PRC: _____

Complete this section after the Program Review decision has been made:

_____ Received the Program Review decision on _____/_____/_____

_____ Received the *Formal Findings and Recommendations Report* on _____/_____/_____

_____ This Program's next Program Review is scheduled for _____/_____/_____

New Program Proposal is developed within or among existing program structures and submitted to the College Dean
The proposal is reviewed & modified by the Curriculum Committees, Academic Councils, and other structures within the College(s)

Dean forwards the *New Program Proposal Form* & supporting materials to PRC and requests a New Program Proposal Review

The PRC reviews materials and invites proposal developers to the scheduled New Program Proposal Review meeting.
Prior to the meeting, the PRC reviews the materials to determine:
1. If all required information has been provided
2. If the proposed program aligns with the institutional mission and goals
3. What impact the proposed program will have on existing programs and resources
4. How the proposed program intends to assess TU Student Learning Outcomes

During the meeting, the proposal developers discuss the proposal and address questions from the PRC.

If the PRC decides to support the proposal, the PRC will forward a statement of support (along with the proposal materials) to the Provost.

If the PRC does not support the proposal, the PRC will forward a brief explanation and/or list of concerns to the Dean of the College where the proposal was originated.

The Dean may then choose to forward the materials to the Provost.

Proposed Program: _____

Contact person: _____

Requested term for this program to begin: Fall _____, Spring _____, Summer _____

Type of program proposal: _____ New program

                                         _____ Modification of existing program (substantive change)

                                         _____ Deletion of existing program

Materials submitted to the PRC on ____ / ____ / _____   Proposal Review is scheduled for ____ / ____ / _____

Note: This program will be scheduled for a formal program review within 6 years following implementation.

The following signatures indicate approval or support of the proposal:

   College Dean: _____   Date: ____ / ____ / _____

   Chair of Program Review Committee: _____   Date: ____ / ____ / _____

   Provost: _____   Date: ____ / ____ / _____

When ready, forward this form and supporting materials to the Chair of the Program Review Committee.
Supporting materials must include all of the following information.

1. A brief description of, and justification for, the program proposal.

2. A letter of support from the College Dean

3. Definition of the proposed program
    a. The full and exact designation (degree terminology) for the proposed degree major program, if applicable, and academic year of intended implementation.
    b. Name of the College(s), Department(s), or other unit(s) of TUC that would offer the proposed program. Identify the unit that will have primary responsibility. Identify contact person.
    c. Name, title, rank of the individual(s) primarily responsible for drafting the proposal.
    d. Goals of the proposed program.
    e. Student learning outcomes of the proposed program.
    f. Total number of units required for the proposed program. List of all courses, by catalog number, title, and units of credit, to be specifically required for a student under the proposed program. Identify those new courses which

(1) are needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.

    g. If any formal options, concentrations, or special emphases are planned under the proposed program, explain.

    h. Course prerequisites and other criteria for admission of students to the proposed program. Criteria for student continuation in the proposed program.

    i. Explanation of special characteristics of the proposed program (e.g., in terminology, units of credits required, types of course work, etc.)

    j. For undergraduate programs, provisions for articulation with community college programs.

    k. Provision for meeting accreditation requirements, if applicable, and anticipated data or accreditation request.

4. Need for the proposed program
    a. List of other campuses in the region currently offering the proposed program (or similar programs).
    b. Differences between the proposed program and similar programs offered in the region.
    c. List of other curricula currently offered by the campus which are closely related to the proposed program.
    d. Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in the proposed program. Justify any discrepancies between national/statewide/professional surveys and local findings.
    e. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding years for the corresponding baccalaureate program (if applicable).
    f. Professional uses of the proposed degree major program.
    g. The expected number of students in year 1, year 3, and year 5. The expected number of graduates after 5 years.

5. Existing support resources for the proposed program. Note: This section should be prepared in consultation with campus personnel responsible for faculty staffing and instructional facilities allocation and planning.
    a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.
    b. Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.
    c. Library resources to support the program, specified by general areas, volume count, periodical holdings, etc.
    d. Equipment and other specialized materials currently available.

6. Additional support resources required.
    a. If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.
    b. If the program will have a direct impact on enrollment or faculty positions in other programs, explain. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown.
    c. Identify any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
    d. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate projected date of occupancy.
    e. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.
    f. Additional equipment or specialized materials that will be needed. Indicate source(s) of funds and priority to secure these resource needs.

7. Attach a catalog description of the program, including admission and degree requirements.

Components of the Proposed Program Review Process (to align with WASC recommendations):

1) **An external review**
    a. Accreditation status
    b. Recommendations from accrediting agency
    c. Response to those recommendations

2) **A self-study** (developed for accreditation plus any information deemed necessary by the program or the PRC)
    a. Introduction
        i. Program mission; relationship to institutional mission
        ii. Major changes since previous program review
        iii. Program goals; Student learning outcomes (competencies)
    b. Program effectiveness
        i. Program completion/retention rates (WASC requirement)
        ii. Analysis of results from assessment of program goals (WASC requirement)
        iii. Any other information deemed necessary by the program or PRC, including information regarding student profiles, curriculum, student learning, faculty accomplishments, evidence of program viability/sustainability, allocation of resources.
    c. Future goals/proposals

3) **Faculty-driven review process**
    a. PRC members review the external review, self-studies, and/or institutional student learning outcome results
    b. Program review is scheduled where program representatives walk through their materials & address questions
    c. The PRC makes a decision regarding the program review (accept, accept pending additional information, reject)
    d. The PRC develops a *Formal Findings and Recommendations Report* to be submitted to the Program Dean/Director(s) and Provost.

4) **Report of final findings and recommendations**

PRC Tasks/Roles (in addition to those listed above):
1) Schedule program reviews
2) Evaluate and refine the program review process
3) Define what information will be required in program reviews
4) Develop criteria by which program review are evaluated

PRC Assurances:
1) Program review decisions and *Formal Findings* reports will be forwarded to the Provost
2) The Director of IR will incorporate the *Formal Findings* reports into the strategic planning process

(Description of Program Review Process from *TU Assessment Plan*)

Program Reviews

In addition to annual updates, all programs at Touro University 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.

While programs document their assessment efforts and student learning outcomes in annual updates, the program review process provides for a more comprehensive evaluation of programmatic student learning outcomes. The program review process includes evaluations of the quality of program student learning outcomes, the quality of the methods used to assess achievement of these outcomes, the quality of the criteria used to measure performance, and a reflection on assessment results over a multi-year period.

This reflection on assessment results allows for 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.

The Touro University program review process consists of 4 key components: an external review, a self-study, a faculty-driven review process, and a report of final findings and recommendations. These components align with fundamental institutional concerns regarding program accreditation, the assessment of Touro University SLOs, program improvements, and strategic planning.

External (Accreditation) Review

With the exception of the TUN College of Education, every program at Touro University is accredited by an external agency. Because of the importance of continuing programmatic accreditation, reports prepared for, or resulting from, external accreditation activities play a major role in the program review process.

Prior to the formal Program Review, externally accredited programs will be required to submit the following information to the Program Review Committee:

1. Accreditation status
   a. Name of accrediting agency
   b. Date of most recent accreditation action

2. Recommendations from accrediting agency (an accreditation action letter, recommendations from the accrediting agency, or a summary of key issues as a result of the accreditation process)

3. Response to recommendations from accrediting agency
   a. An action plan for programs to fulfill these recommendations, including a timeline and resources needed for fulfillment.
   b. Evidence demonstrating progress made in meeting accrediting agency recommendations

Note: Programs not accredited by external agencies are encouraged to find external evaluators.

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 some of the following information collected since the last program review:

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 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 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 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 include participation rates or evaluations of clinical experiences, internships, or research experiences.
   c. Student Learning & Success
      i. Programs will submit all annual 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 student retention and completion rates (disaggregated by subgroups)
      iii. Programs will submit an analysis of the results of direct and indirect assessments of student learning in the program, including the degree to which students achieve the program's standards.
      iv. Any information deemed critical by the program or Program Review Committee to demonstrate the achievement of programmatic student learning outcomes. Evidence of this may include licensure/certification exam scores, course grade distributions, GPA trends, 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 include records of scholarship activity, 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 include trends in the number of student applications or admission rates. Evidence may also include 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
            1. Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information includes 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
            1. Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information includes 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
            1. Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information includes library print/electronic holdings in the program areas; technology resources available to support programmatic instruction, research, and student needs.
        iv. Facilities
            1. Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information includes classroom space, instructional labs, research labs, office space, student study space, access to classrooms suited for instructional technology.
        v. Financial resources
            1. Any information deemed critical by the program or Program Review Committee in demonstrating sufficient resources necessary to maintain program quality. Possible information includes 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 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 and external review reports. 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 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.

Relationship between the Self-Study Report and External (Accreditation) Reviews

While the above list of information to be reported in the self-study seems long, programs are reminded of the following:

1. Programs are not required to report *all* of the above information in their self-studies. Programs are only required to report: the introduction, completed annual update forms, retention/completion rates, an analysis of the results from assessment of program goals, and a list of future goals and proposals. Other information should only be reported according to the following guidelines:
   a. The program deems the information critical in evaluating its performance
   b. The Program Review Committee deems the information critical for all programs to report

2. Programs are encouraged to submit reports developed as part of their accreditation process as their program review self-study. No formal template or format is required for the self-study, so programs can submit materials from their accreditation process. Programs may need to supplement these accreditation materials with additional information they (or the Program Review Committee) deems critical.

3. Upon request, the Office of Institutional Research will assist programs in identifying sources of critical information and analyzing/reporting data. As the program review process is implemented, the Office of Institutional Research will work to provide a standard data report for all programs completing a program review.

Faculty-Driven Review Process

To capitalize on the work already being done by programs, program reviews are scheduled in coordination with each program's accreditation cycle. Immediately following the initial review by its accreditation agency, programs will submit the following materials to the Director of Institutional Research:

a) The *External Review* (accreditation status, recommendations, and response to recommendations; page 14)
b) The *Self-Study* (including any additional information deemed necessary by the Program Review Committee; pages 15-17)

Within 2 weeks, the Director of Institutional Research will forward these materials, along with a collection of the annual updates (page 13) submitted by the program since its last review, to the Program Review Committee (PRC) for review.

The PRC is a committee composed of faculty from each College and the Director of Institutional Research. The PRC by-laws, approved by the Faculty Senate, detail the committee's composition and procedures.

Members of the PRC will review these materials 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 program representatives may then be dismissed as the PRC discusses the adequacy of the information presented.

Based on this discussion, the PRC will make a decision regarding the program review. The PRC may make one of the following decisions:

1. Accept the program review as complete and adequate. The PRC will notify the College Dean, Program Director, and Provost of this decision within 2 weeks following the program review meeting, forward the decision to the Faculty Senate for comment, and begin developing its *Formal Findings & Recommendations Report*.

2. Accept the program review pending additional information. If the program review is incomplete or a small amount of critical information is missing, the PRC will notify the College Dean and Program Director(s) within 2 weeks following the program review meeting of the additional information needed and establish a date by which the additional information must be submitted to the PRC. Once this additional information is submitted, the PRC will notify the Provost and begin developing its *Formal Findings & Recommendations Report*. If the required additional information is unable to be reported in a timely manner, the program will submit to the PRC a strategic plan detailing how the required information will be collected and reported in its next program review. Once this strategic plan is submitted, the PRC will notify the Provost and begin developing its *Formal Findings & Recommendations Report*.

3. Reject the program review as being incomplete or inadequate. If the program review is incomplete (large amounts of missing information; no future goals provided) or inadequate (program goals/outcomes are poorly developed, external accreditation recommendations are ignored, decisions/conclusions are not supported by the data reported), the PRC may decide to reject the program review. The PRC will notify the College Dean, Program Director(s), and Provost of this decision within 2 weeks following the program review meeting. The program will then develop and submit to the PRC a strategic plan detailing how the program will complete an adequate program review by the end of the next academic year.

   Following the program review, programs will submit a copy of their final accreditation report to the PRC for review. This will allow the PRC to schedule, and determine if any additional information will be required, for the next program review.

Formal Findings & Recommendations Report
Once a decision has been made, the PRC begins developing a *Formal Findings & Recommendations Report*. This report summarizes the PRC's evaluation of the recently completed program review. In this report, the PRC may decide 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
- 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

The report may also contain a *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 Faculty Senate. The Faculty Senate can then choose to make comments and return the Report to the PRC. Upon reviewing the comments, the PRC will then forward the Report to the College Dean, Program Director(s), Provost, and Academic Council within 4 weeks following the completed program review. The Director of Institutional Research will also keep a copy of this report to inform the strategic planning process.

Program Review Evaluation

At least twice a year, the PRC will meet to discuss and evaluate the program review process. As a result of these discussions, the PRC may decide to modify the program review process (change the calendar/timeline or require additional information from all programs). The PRC will also meet to discuss the development of a rubric by which to evaluate program reviews for completeness and adequacy. The Director of Institutional Research will lead the PRC in the development of this rubric.

Other Duties of the PRC

In addition to conducting program reviews, the PRC will also be responsible for reviewing proposals for new programs. An outline of this process can be found in the *Program Review Committee By-Laws* for each campus.

Faculty Senate / PRC Alignment

Faculty Senate By-Laws: The purpose of the TU-C Faculty Senate will be to represent the interests of the entire faculty including:

- **Composition and constitution of standing and special committees**
  WASC Guiding Principles: Academic program review is a faculty-driven process; that is, a faculty committee usually organizes and implements the program review process
  Program review committee members are typically appointed by the faculty senate or academic senate, but may include members of the administration as well
  The Faculty Senate or Academic Senate usually defines the program review process through a formal written program review policy

- **Curriculum development and oversight**
- **Establishment and oversight of educational standards**
  WASC CFR 2.7: All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations
  WASC CFR 4.4: The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including periodic program review. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy
  WASC CFR 4.6: Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning
  WASC CFR 4.7: The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

- **Active participation in long-range planning and institutional development**
  WASC CFR 4.2: Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives & priorities of the institution
  WASC CFR 4.3: Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning

- **Addressing any matters of importance to the faculty and making recommendations to the Dean, President, …**
  WASC Guiding Principle: Agreed-upon recommendations emanating from program review are the result of deliberations between the department, the Academic or Faculty Senate, & senior administrators (e.g., Deans and Provosts) with decision-making power regarding priority setting & resource allocation

WASC Definition & Purpose of Program Review:
A program review is a cyclical process for evaluating and continuously enhancing the quality and currency of programs. This type of review is usually conducted as a formative assessment to assist with ongoing planning and improvement of programs. Such institutional program review is required by WASC standards. The evaluation is conducted through a combination of self-evaluation, followed by peer-evaluation by reviewers external to the program or organization (of which a specialized accreditation is one form). The results of this evaluation process are then to be used to inform follow-up planning and budgeting processes at various levels in the institution—program, department, college, university and incorporated into the institution's quality assurance system.

Possible evidence to consider in a program review:

Student profile
1. Enrollment trends – number of students enrolled (and FTE) for each class (1st year, 2nd year, etc) by…
    a. Gender
    b. Ethnicity
        i. Nonresident alien
        ii. Race and ethnicity unknown
        iii. Hispanic (of any race)
        iv. American Indian or Alaska Native (non-Hispanic)
        v. Asian (non-Hispanic)
        vi. Black or African American (non-Hispanic)
        vii. Native Hawaiian or Other Pacific Islander (non-Hispanic)
        viii. White (non-Hispanic)
        ix. Two or more races
    c. Age (date of birth)
    d. Location (zip code)
    e. Degree/track
    f. Employment status
    g. Transferred from another institution?
    h. Reasons why TUC was chosen
    i. Financial aid information
        i. (Un)subsidized loan amounts
        ii. Merit-based awards

2. Annual incoming cohort profile trends
    a. Undergraduate GPA (or GPA from previous institution)
        i. Grades in discipline-specific courses
    b. Admissions test or interview scores
    c. Intended degree
    d. Anticipated completion date
    e. Parents' level of education
    f. Number of applicants
    g. Admissions rates
    h. Acceptance rates
    i. Expectations (including expected salary upon graduation)

Curriculum delivery
1. Distribution of class sizes by level (1st year, 2nd year, etc)
2. Student learning outcomes, objectives, competencies
    a. Program-level
    b. Course-specific
3. Course syllabi
4. Reports from curriculum retreats (or other meetings where curricular issues are discussed)
5. Reports from external evaluators, accreditation agencies, or external curricula comparisons
6. Number of credit hours generated (sum of enrollment x credit hours across all courses)
    a. By term
    b. By mode: traditional, traditional w/ online, online w/ traditional, online-only, clinical
7. Results from course evaluation surveys

      a. By mode: traditional, traditional w/ online, online w/ traditional, online-only

      b. By primary delivery method: lecture, discussion, clinical

      c. By level

8. Results from faculty/staff surveys
9. Results from peer-, supervisor-, or self-evaluations of instructional delivery
10. Faculty development activities (focusing on improving instruction)
11. Program SLOs/objectives/outcomes/competencies

Student achievement and progress (by gender, race)

1. Accreditation status and reports
2. Program review reports
3. Number of graduates
4. On-time graduation rates
5. Graduation rates (+2 years)
6. Cohort retention rates (by class)
      a. Reasons for dropping/transferring
7. Student employment rates (1, 2, 5 years after graduation)
      a. Employed in vs. out of discipline
      b. Full-time vs. part-time
      c. Salary ranges (or salary expectations)
8. Placement of students into further education
9. Employer surveys (of graduates' preparation and performance)
10. Alumni survey results
      a. Ratings of perceived preparation received from TU
      b. Ratings of perceived abilities
11. Alumni achievements
12. Institutional SLO performance (annual reports)
      a. List of measures used to assess each SLO
      b. Expectations (criteria for each measure)
      c. Number of students below, approaching, meeting, exceeding expectations
13. Programmatic SLO/competencies performance
      a. Course grade distributions
      b. Student GPAs (by term, year, cumulative)
      c. Licensure/certification exam scores or pass rates
      d. Student achievements (research, presentations, projects)

Resource utilization and requirements

1. Student cost of attendance
      a. Annual tuition rate
      b. Average annual change in tuition rate
      c. Student fees
      d. Estimated materials cost (including textbooks)
      e. Estimated cost of living
2. Student cost of attendance
3. Number of credit hours generated by term
4. Number of sections offered by term
5. Annual budget
6. Income
      a. Tuition income

b. Partnership/Grant income
        c. Alumni donations
        d. Event/conference income
7. Costs
        a. Instructional personnel
        b. Support staff
        c. Technology
        d. Faculty travel and professional development
8. Costs per credit hour generated
9. Space utilization
        a. Office space (sq. ft; number of offices; number of offices shared)
        b. Lab space
        c. Classroom space
        d. Classroom space with instructional technology
10. Technical infrastructure

Organizational (faculty, staff, administration) profile and productivity
1. Total faculty FTE
2. Faculty/staff headcount by
        a. Part-time vs. Full-time
        b. Race/ethnicity
        c. Gender
        d. Rank
        e. Contract length
        f. Discipline
        g. Primary function (instruction, instruction/research/service, research, service, executive/administrative, support/service professionals, technical/paraprofessionals, clerical/secretarial, skilled crafts, service/maintenance)
        h. Highest degree earned
3. Distribution of years experience for faculty
4. Licenses/Certifications
5. FTE student-to-FTE faculty ratio
6. Faculty retention rates
7. Faculty/Staff satisfaction surveys
8. Administration evaluation summaries
9. Faculty evaluation summaries
10. Record of scholarship activity
        a. Publications
        b. Presentations
11. List of faculty specialties within discipline
12. External funding awarded to faculty
        a. Grants submitted
        b. Grants received
13. Record of professional practice
14. Faculty service activities
        a. Community service
        b. Institutional service (committee participation)
15. Awards/recognition of faculty
16. Faculty sabbaticals

17. Faculty workload
    a. Distributions of credits/term
    b. Advising loads
18. Faculty development activities
    a. Sessions attended/provided (not focused on improving instruction)
    b. Sessions attended/provided (focused on improving instruction)
19. Faculty mentoring processes
20. Resources (release time, funds) available for professional development
21. Within-program committees
22. Program mission, vision, goals
23. Organizational flowchart
24. Faculty expectations, promotion criteria

Environmental Influences
1. SWOT reports

Student Support
1. Facilities
    a. Student satisfaction
    b. Faculty satisfaction
    c. Improvements/changes
    d. Budget
    e. Staffing
    f. Measures of performance
2. Administration
    a. Student satisfaction
    b. Faculty satisfaction
    c. Measures of performance
3. Food service
    a. Student satisfaction
    b. Faculty satisfaction
    c. Budget
    d. Staffing
    e. Measures of performance
4. Library
    a. Student satisfaction
    b. Faculty satisfaction
    c. Holdings
    d. Budget
    e. Staffing
    f. Measures of performance
5. IT
    a. Student satisfaction
    b. Faculty satisfaction
    c. Budget
    d. Staffing
    e. Measures of performance
6. Student Services office
    a. Student satisfaction

  b. Faculty satisfaction

  c. Budget

  d. Staffing

  e. Measures of performance

7. Admissions

  a. Standards/criteria

  b. Student satisfaction

  c. Faculty satisfaction

  d. New student orientation activities

  e. Budget

  f. Staffing

  g. Measures of performance

8. Bursar

  a. Student satisfaction

  b. Faculty satisfaction

  c. Measures of performance

9. Campus Life

  a. Student satisfaction

  b. Faculty satisfaction

  c. Availability

  d. Participation

  e. Budget

  f. Staffing

  g. Measures of performance

10. Registrar

  a. Student satisfaction

  b. Faculty satisfaction

  c. Budget

  d. Staffing

  e. Measures of performance

11. Financial aid

  a. Student satisfaction

  b. Faculty satisfaction

  c. Available scholarships/fellowships

  d. Financial consulting availability/participation

  e. Measures of performance

12. Student health

  a. Student satisfaction

  b. Faculty satisfaction

  c. Availability

  d. Participation

  e. Measures of performance

13. Academic advising

  a. Availability

  b. Participation

  c. Faculty satisfaction

  d. Measures of performance

14. Tutoring/remediation programs

  a. Availability

      b.   Participation

      c.   (Pass rates of participants?)

15. Student handbook

Experiential

1. Participation rates, outcomes, evaluations of clinical experiences, internships, or research experiences