

**WASC Senior College and University Commission (WSCUC)  
Program Review**

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## Samuel Merritt University Program Review Guide

### Program Review

Program Review is one component of SMU's Institutional Effectiveness Framework<sup>1</sup> and is also a requirement of the University's regional accreditation agency, WASC Senior Colleges and University Commission (WSCUC). The WSCUC program review process consists of cyclical and comprehensive programmatic self-inquiry, analysis, reflection, and planning; it also entails external review of a program's self-study and an on-site visit by those reviewers. Since all academic programs at SMU undergo rigorous specialty accreditation processes by profession-specific accrediting agencies in regular cycles, **our program review process is integrated with the specialty accreditation processes of each program.**

According to WSCUC, three expected features of a program review process are<sup>2</sup>:

- I. Outcomes-based assessment of student learning and development
- II. Continuous quality improvement processes that are evidenced based to support decision making
- III. Use of program review results to inform planning and budgeting.

Both the program review and specialty accreditation processes are a shared responsibility among all SMU stakeholders: faculty, staff, students, academic and administrative leaders in all divisions, the Board of Regents, and community partners. While the primary responsibility to complete both the specialty accreditation and PR processes lies with the dean, chair, or program director of an academic program, the compilation of a self-study, orchestration and completion of an on-site visit from an accreditation team, and the completion of the Program Review/Accreditation Self-study Articulation Report (PRASAR, p. 3) represents a collaborative effort.

### Program Review Resources

All documents required to complete the program review process are located on the SMU website at <https://www.samuelmerritt.edu/academic-affairs/faculty-resources-and-support>. Completed review documents are archived on the Institutional Effectiveness Center Canvas site: <https://samuelmerritt.instructure.com/courses/2638679>

These documents include:

- SMU Program Review Guidelines
- PRASAR Template (Program Review Accreditation Self-study Articulation Report)
- SMU Program Review Schedule
- WASC Senior College and University Commission Program Review Resource Guide – 2013 Handbook of Accreditation Update [updated October 2015]

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<sup>1</sup> See SMU Institutional Effectiveness Framework graphic, p. 9

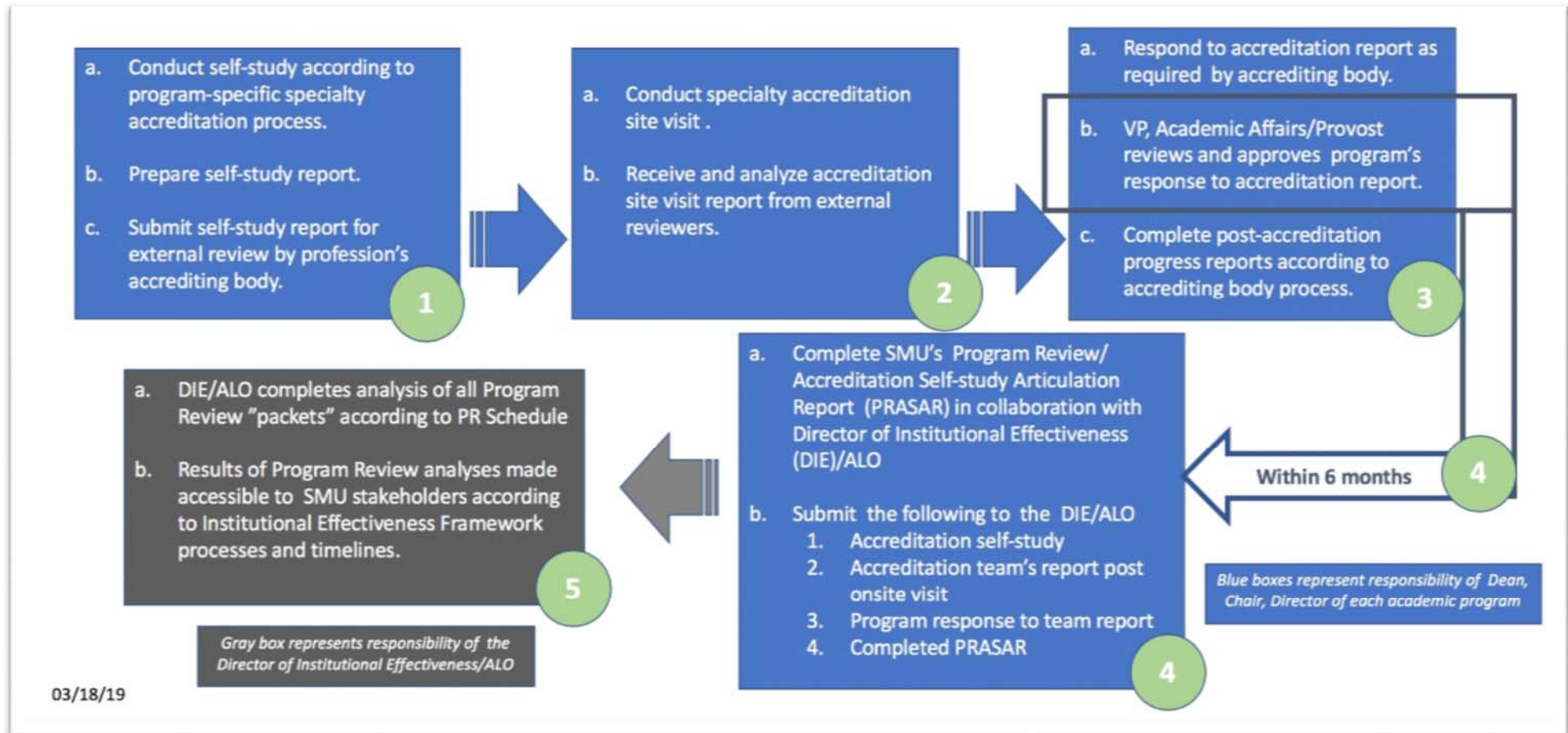
<sup>2</sup> Adapted from WASC Senior College and University Commission. (2015 update). Program Review Resource Guide – 2013 Handbook of Accreditation Update, pp. 4 – 8. These 3 features (I – III) comprise the major components of the analysis of PRs completed by the Director of Institutional Effectiveness/ALO (Step 5-a in PR process illustrated on p.2)

Support for completion of the program review process is available from the Vice President of Academic Affairs/Provost and the Office of Institutional Effectiveness <sup>3</sup>

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<sup>3</sup> The Office of Institutional Effectiveness is a new 2019 SMU entity; development of its formal structure is in progress

## WSCUC Program Review Process



## Program Review/Accreditation Self-Study Articulation Report (PRASAR) Guidelines

These guidelines are used to complete Step 4-a of the Program Review Process, using the PRASAR template, which is a separate document.

Program:	
Date - accreditation visit report to program:	
Date - PRASAR report:	
PRASAR author name(s) & title(s)	

<b>Required Elements of a WSCUC Program Review</b>  <div>Components listed in the gray box relate the particular element (A-Q) to the component (I – III) of the program review analysis completed by the DIE/ALO</div>	In this column, you are provided with a description of the element, and <i>examples of references that can be made to accreditation self-study (in italics)</i> .  If your self-study does not address the required element, provide a narrative response in the table, referring to self-study appendices that may be appropriate.
<b>A Academic &amp; Professional Standards</b>	Provide academic and professional standards of your discipline. <i>Refer to section(s) of self-study where accreditation standards with associated criteria or required elements are listed (e.g., TOC, first pages of self-study sections)</i>
<b>B Annual Learning Results</b>  <div>Component I</div>	Provide annual learning results reports and other related evidence (e.g., rubrics, copies of survey instruments, other assessment instruments). Sample of student work made available for accreditation on site visiting team.  <i>Refer to self-study section(s) (and appendices) where student learning outcomes are addressed.</i>
<b>C Assessment Plans</b>  <div>Components I, II</div>	Provide assessment plans and other related evidence that the program engages in assessment for the purpose of continuous improvement. <i>Refer to self-study section (and appendices) that describes program's approach to assessment or educational effectiveness.</i>
<b>D Curriculum Map</b>  <div>Component I</div>	Provide a list of all courses offered in your curriculum, identifying courses that are required or elective; and the course delivery mode (e.g., face-to-face; online; blended/hybrid; distance education). Identify how the alignment of learning outcomes at the course (CLO), program (PLO) and institutional (ILO) levels are mapped and where evidence of attainment of learning outcomes can be accessed.

<b>Required Elements of a WSCUC Program Review</b>  <div>Components listed in the gray box relate the particular element (A-Q) to the component (I – III) of the program review analysis completed by the DIE/ALO</div>	<p>In this column, you are provided with a description of the element, and <i>examples of references that can be made to accreditation self-study (in italics).</i></p> <p>If your self-study does not address the required element, provide a narrative response in the table, referring to self-study appendices that may be appropriate.</p>
	<p><i>Refer to entire sections and/or subsections of self-study that address standards related to curriculum. Do not repeat narratives from self-study. Referring to appendices that summarize curriculum mapping would be helpful.</i></p>
<b>E Curriculum Flow Chart</b>  <div>Component I</div>	<p>Provide a document that describes your program’s curriculum flow or sequencing, ensuring that the semester in which the course is offered is indicated.</p> <p><i>Identify an appendix or page in the self-study that provides this information.</i></p>
<b>F Curriculum vitae - Faculty</b>	<p>Provide a roster of all active faculty members that clearly indicates each member’s employment category (regular full-time/part-time; adjunct). Location of faculty CVs should be indicated.</p> <p><i>List pages in self-study where this information is provided.</i></p>
<b>G Quality Criteria – Faculty</b>  <div>Components I, II</div>	<p>Provide your program’s criteria for “quality faculty” (in the aggregate, not individual faculty members). Describe how programs determine that criteria for quality of faculty is met (e.g., course evaluations)</p> <p><i>Refer to self-study sections where faculty qualifications and monitoring of faculty quality is addressed.</i></p>
<b>H Faculty Profile</b>	<p>Provide a summary of program’s faculty profile which includes: a) years of teaching experience; b) faculty demographics; and c) status (e.g., active, on sabbatical).</p> <p><i>List an appendix or pages in self-study where this information is provided.</i></p>
<b>I Publications – Faculty</b>	<p>Provide bibliographic notations of all faculty and student publications within the past five years.</p> <p><i>List an appendix or pages in self-study where this information is provided.</i></p>
<b>J Essential Faculty Work/Teaching Load</b>  <div>Components II, III</div>	<p>Provide a description of your hiring and evaluation processes for faculty and work/teaching load guidelines used to determine faculty instructional assignments.</p> <p><i>Refer to section(s) of the self-study where these processes are described.</i></p>

<b>Required Elements of a WSCUC Program Review</b>  <div>Components listed in the gray box relate the particular element (A-Q) to the component (I – III) of the program review analysis completed by the DIE/ALO</div>	<p>In this column, you are provided with a description of the element, and <i>examples of references that can be made to accreditation self-study (in italics).</i></p> <p>If your self-study does not address the required element, provide a narrative response in the table, referring to self-study appendices that may be appropriate.</p>
<b>K Student Satisfaction Results</b>  <div>Components I, II</div>	<p>Provide a summary of student satisfaction data. <i>Refer to self-study section(s) and appendices where student satisfaction is addressed.</i></p>
<b>L Definition of Graduate Success</b>  <div>Components I, II</div>	<p>Provide your program’s criteria for a successful graduate. Describe the evidence you use to measure the success of your graduates (e.g., data related to alumni employment, alumni employer feedback, licensure exam results, continuation to graduate school). <i>Refer to self-study section(s) and appendices where this element is addressed.</i></p>
<b>M Graduate Survey Results</b>  <div>Components I, II</div>	<p>Provide summary of graduate/alumni survey results. Refer to self-study section(s) and appendices where this element is addressed.</p>
<b>N Student Retention, Attrition, &amp; Graduation</b>  <div>Components I, II</div>	<p>Provide summary of data showing student retention, attrition, and graduation rates. <i>List self-study sections and/or appendix/appendices showing this data.</i></p>
<b>O Student Demographics</b>	<p>Provide student demographic information. <i>List self-study sections and/or appendix/appendices showing this data.</i></p>
<b>P Mission alignment</b>  <div>Component III</div>	<p>Provide a description of how the University’s mission, your School’s mission (if applicable) and your program’s mission are aligned. <i>Refer to self-study section where this element is addressed.</i></p>
<b>Q Alignment of Program Strategic Priorities –</b>	<p>Provide a description of your program’s strategic plan designated for a set time period (e.g., 5-year plan), indicating how elements of the plan potentially contributes to accomplishing current SMU strategic priorities delineated in SMU’s 2017 – 2026 strategic plan.</p>



<p><b>Required Elements of a WSCUC Program Review</b></p> <p>Components listed in the gray box relate the particular element (A-Q) to the component (I – III) of the program review analysis completed by the DIE/ALO</p>	<p>In this column, you are provided with a description of the element, and <i>examples of references that can be made to accreditation self-study (in italics).</i></p> <p>If your self-study does not address the required element, provide a narrative response in the table, referring to self-study appendices that may be appropriate.</p>
<p><b>with SMU Strategic Priorities/Objectives (1 – 4)</b></p> <p>Component III</p>	<p><i>For a general response to this element, refer to your self-study section(s) and appendices related to a program-specific strategic plan.</i></p> <ul style="list-style-type: none"> <li><i>If any component of your program-specific strategic plan is synergistic with any one of the 4 SMU priorities (with its associated bullet list of objectives) listed below, please include this in your response AND describe budget implications that must be considered to implement strategic goals.</i></li> <li><i>If no synergies between components of your program-specific strategic plan and those of the University-wide strategic plan are evident, make this statement explicitly. Provide budget implications that must be considered to implement your program’s strategic goals</i></li> <li><i>If you were not required to submit a program-specific strategic plan as part of your specialty accreditation self-study, submit a strategic plan as your response to this Program Review element.</i></li> </ul>

**1. Innovative Education: Deliver innovative education that prepares graduates who are committed and able to meet future healthcare needs.**

- Design and deliver innovative health sciences education that serves a diverse group of students and broader geographic markets
- Invest in interprofessional education, immersive learning, community engagement, hybrid education and technology to best meet student’s learning needs.
- Develop new, innovative and effective campus environments to support learning.

**2. Meaningful Partnerships: Develop meaningful partnerships that benefit students, faculty, healthcare employers and the broader community.**

- Build mutually beneficial partnerships with Sutter Health
- Nurture and expand robust partnerships with other healthcare organizations
- Partner with local organizations to improve community health & advance health equity.



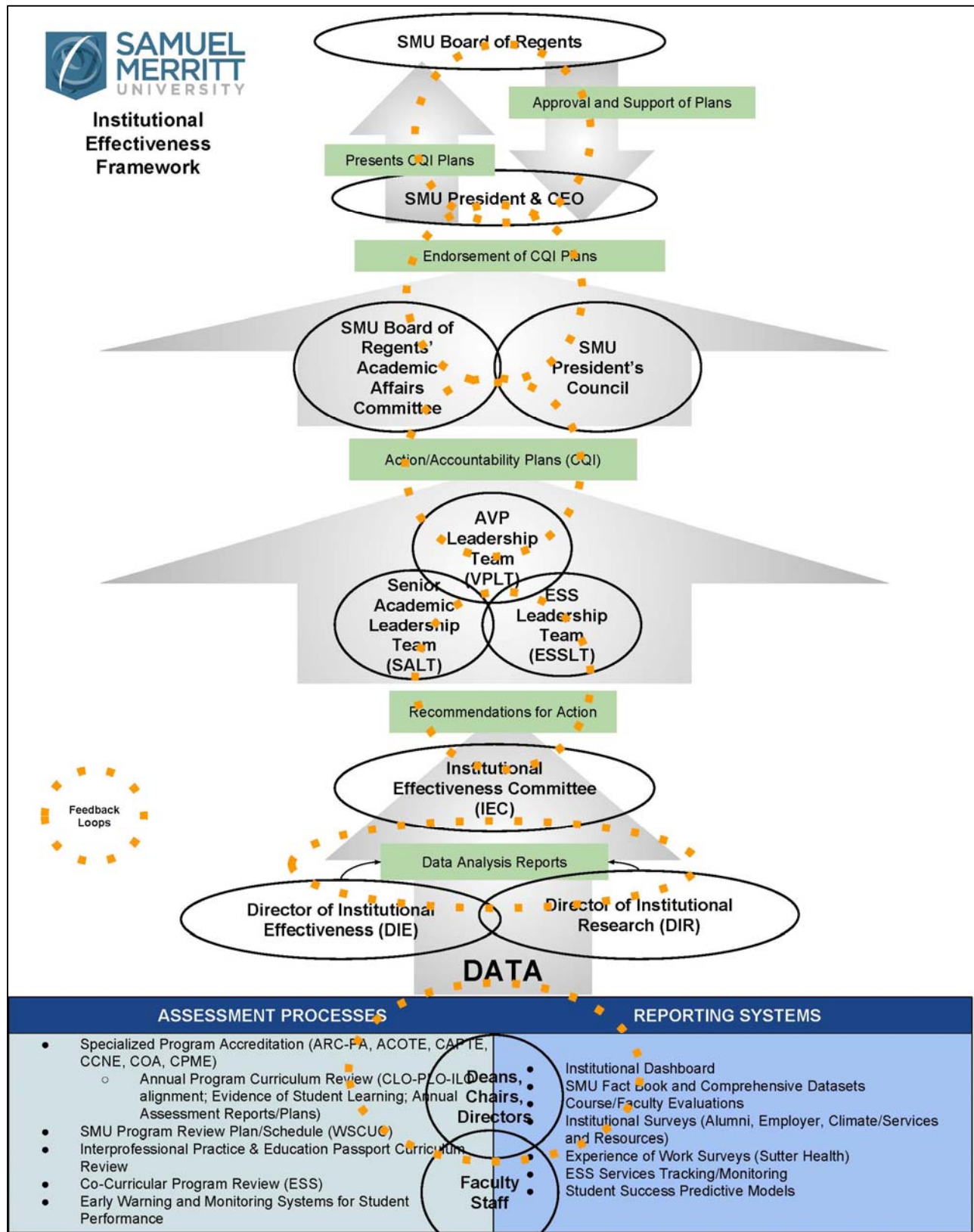
<p><b>Required Elements of a WSCUC Program Review</b></p> <p>Components listed in the gray box relate the particular element (A-Q) to the component (I – III) of the program review analysis completed by the DIE/ALO</p>	<p>In this column, you are provided with a description of the element, and <i>examples of references that can be made to accreditation self-study (in italics).</i></p> <p>If your self-study does not address the required element, provide a narrative response in the table, referring to self-study appendices that may be appropriate.</p>
	<p><b>3. Diverse Leadership, Faculty, Staff and Students: Recruit and retain diverse leadership, faculty, staff and students who advance learning, scholarship and service to the community.</b></p> <ul style="list-style-type: none"> <li>• Address barriers to recruiting and retaining diverse leadership, faculty, staff and students.</li> <li>• Create a dedicated institute to develop the next generation of faculty as teachers and leaders.</li> <li>• Invest in faculty scholarship and research.</li> <li>• Develop succession plans</li> </ul> <p><b>4. Financial Sustainability and Tuition Affordability: Assure financial sustainability and tuition affordability</b></p> <ul style="list-style-type: none"> <li>• Increase revenue by growing enrollment, creating profitable state-of-the-art simulation centers, and developing other non-tuition sources.</li> <li>• Build capacity for philanthropy and launch a major capital campaign.</li> <li>• Optimize financing and real estate opportunities to develop new campuses.</li> <li>• Offer high-value programs at competitive and affordable tuition supported by operational efficiencies, scholarship resources and financing options.</li> </ul>
<p><b>R (Optional)</b></p> <p><b>Additional comments, or references to accreditation self-study</b></p>	

## Program Review Schedule

Academic Program	Specialty Accreditation Agency	Last visit	Next visit	PRASAR due to DIE/ALO	Program Review analysis accessible to stakeholders
<ul style="list-style-type: none"> <li>Baccalaureate Program in Nursing (BSN)</li> <li>RN to BSN</li> <li>Accelerated BSN</li> </ul>	California Board of Registered Nursing (BRN)	2017	2022	Based on TBD	
<ul style="list-style-type: none"> <li>Baccalaureate Program in Nursing (BSN)</li> <li>RN to BSN</li> <li>Accelerated BSN</li> <li>Master's degree in Nursing (MSN)</li> <li>Doctor of Nursing Practice (DNP)</li> </ul>	Commission on Collegiate Nursing Education (CCNE)	2010	11/2-11/4/2020	11/01/2021	
	Commission on Collegiate Nursing Education (CCNE)	2017	11/2-11/4/2020	11/01/2021	
Entry-level Doctoral Degree Program in Occupational Therapy (OTD)	Accreditation Council for Occupational Therapy Education (ACOTE)	2018		08/01/2019	3/1/2020
Entry-level Doctoral Degree Program in Physical Therapy (DPT)	Commission on Accreditation in Physical Therapy Education (CAPTE)	2018		08/01/2019	3/1/2020
Entry-level Doctoral Degree Program in Nurse Anesthesia (DNP-CRNA) plan for Spr. 2022; Online DNP Completion Program (plan for 2023)	Council on Accreditation of Nurse Anesthesia Educational Programs (COA)	2014 (MSN)	2021 (DNP)	6 mos. post 2021 COA report response	2022 (DNP-CRNA)
Entry Level Master's Degree Program for Preparation of Physician Assistants (MPA)	Accreditation Review Commission on Education for the Physician Assistant (ARCPA)	2019	2021	6 mos. post ARCPA report response (2021/2022)	TBD
Doctoral Degree Program in Podiatric Medicine (DPM)	Council on Podiatric Medical Education (CPME)	2014	2022	6 mos. post CPME report response	

Revised April 2020

## Institutional Effectiveness Framework



### Program Action Plans

The essence of both the specialty program accreditation and WSCUC program review (PR) processes is continuous quality improvement. WSCUC calls for action plans for program improvement to be presented based on what is revealed in PR documents. Since SMU's PR process is integrated with each program's specialty accreditation, the WSCUC action plan requirement is met via completion of the document used to complete Step 4-b-3 (see graphic on p.2). Furthermore, regular tracking of improvement action plans is accomplished by Step 3-c, which varies in format for each academic program according to its accrediting organization.

### Program Review Analysis

Step 5 in the PR process provides a mechanism for the institution to reflect on the performance of its academic programs in the aggregate and to make the exercise of PR meaningful to all University stakeholders.

Step 5-a, completed by the Director of Institutional Effectiveness, in collaboration with members of their team, is a concise analysis of the PR material submitted by the dean, chair or director of an academic program according to the PR Schedule (p. 8). The number of program reviews included in one analysis will vary according to the schedule, likely two or more programs. The analysis is framed around the three components delineated on p. 1:

- I. Outcomes-based assessment of student learning and development
- II. Continuous quality improvement processes that are evidenced based to support decision making
- III. Use of program review results to inform planning and budgeting

By aggregating PR results across programs, the institution can gain insight into whether its strategic goals are being met and/or if modifications in the goals may be warranted; whether there are identifiable patterns in terms of improvement areas; and if budget planning processes are sufficiently considering PR findings when budget decisions are made.

Step 5-b contributes to maximizing the effectiveness and value of completing the arduous work of specialty accreditation and WSCUC program review via sharing of information openly with SMU stakeholders. Refer to documents describing the Institutional Effectiveness Framework (illustrated on p. 9) for details on how PR analyses are distributed among SMU stakeholders.

### Responsibilities

This section is a work in progress. Delineation of responsibilities relative to specialty accreditation/program review will be made explicit.

**Academic Program Head (Dean, Chair, Director)**

**Program faculty members**

**Dean, School of Nursing**

**Vice President, Academic Affairs/Provost**

**Director of Institutional Effectiveness (recruitment in progress)**

**Office of Institutional Effectiveness (to be formally established)**