Academic Program Review

2018-19 Handbook & Guidelines

Office of Academic Programs, Policy and Accreditation
# Table of Contents

Purpose and Intent .................................................................................................................. 3
Committee Structure and Review Teams ................................................................................. 4
Academic Program Review Schedule ...................................................................................... 4
  *Notification of Review* ........................................................................................................ 4
Timeline, Process and Responsibilities .................................................................................... 5
Program Self-Study Outline ..................................................................................................... 5
  *Introduction* .......................................................................................................................... 5
  *Response to Previous Recommendations* ........................................................................... 5
  *Program Description* .......................................................................................................... 5
  *Program Reflection & Analysis* ........................................................................................... 6
  *Supporting Documentation* ................................................................................................ 6
Committee Evaluation Process and Recommendations .............................................................. 6
Development of Program Action Plan ....................................................................................... 7
Frequently Asked Questions ..................................................................................................... 8
Appendices .................................................................................................................................. 10
  *Appendix A. Flowchart and Responsibilities* ..................................................................... 11
  *Appendix B. APR Self-Study Template* ............................................................................. 12
  *Appendix C. Supplemental Faculty Data* ........................................................................... 17
  *Appendix E. APR Review Team Self-Study Evaluation* ...................................................... 19
  *Appendix F. Evaluation Rubric* .......................................................................................... 21
  *Appendix G. Action Plan* ..................................................................................................... 23
  *Appendix H. Policy 02-50-005, Academic Program Review* ............................................. 24
  *Appendix I. Important Definitions* ..................................................................................... 26
Purpose and Intent
The five-year Academic Program Review (APR) process is an essential part of OHSU’s ongoing efforts to ensure the educational mission is being met through delivery of programs. The primary goal of the APR is to evaluate the quality of OHSU’s undergraduate and graduate educational programs, and provide faculty and academic units the opportunity to reflect upon the content of their programs, curricular delivery and research through an evaluation of program planning and effectiveness.

The Academic Program Review is intended to:

- Assess the quality and effectiveness of academic programs;
- Identify program strength and opportunities for improvement;
- Encourage both short-term and long-term goals and objectives;
- Establish program action plans and strategies for continuous improvement;
- Ensure that current and proposed degree and certificate programs are aligned with OHSU strategic priorities and Mission, Purpose and Goals;
- Utilize the information collected through the program review process to inform planning and priorities at the university level.

APR is linked to the Northwest Commission on Colleges and Universities (NWCCU) accreditation cycle, and specifically addresses course, program, and review of academic degree/certificate programs in Standard Two (2.C.1-2), Three (3.B.1-2), and Four (4.A.2-4, 6, 4.B.1-2).

APR is also linked to OHSU’s strategic plan through program level analysis and planning that demonstrates alignment with OHSU’s Mission, Purpose and Goals, and Core Theme Indicators. Overall, APR is an important mechanism by which the institution can measure alignment with Core Theme Indicators and strategic planning. In addition, it is essential that the self-study is driven by faculty in order to ensure an authentic representation of program planning. Academic units are empowered to determine their goals in collaboration with school level planning, and are expected to describe their program with respect to both regional and national peers and discipline trends. Programs and descriptions should be presented in an outcomes based format to ensure measurability of goals and quality of academic programming.

The review cycle is initiated by the APR Committee and Office of Academic Programs, Policy and Accreditation (APPA), who maintains the program review schedule for each school or college.
Committee Structure and Review Teams
The APR Committee is comprised of nine faculty members with representation from each school or college at OHSU. APR members are nominated by their school or college to a three year term. The appointment is endorsed by the APR Committee Chair and Office of the Provost. All nominations are confirmed OHSU Faculty Senate.

Each year, the APPA Office works with the APR Committee on program review assignments, and designates a Review Team for the purposes of evaluating program self-studies. APR committee members have the primary responsibility of ensuring the authentic evaluation of programs and services, and to determine if goals and outcomes are being achieved. Review Teams are responsible for developing an evaluative report within two weeks of the review meeting, which is submitted to the program and appropriate associate dean for the purposes of developing a response and/or correcting factual errors.

The APR Committee meets as a group no less than twice per academic year to discuss Review Team findings, identify trends, and consider school and institutional level recommendations for inclusion in the APR annual report.

Academic Program Review Schedule
The APR Committee establishes a schedule that strives for a balanced distribution of reviews across each school or college at OHSU and appropriate alignment with specialized accreditation obligations. On average, six to eight programs are reviewed annually. Each school or college is given the opportunity to review the schedule and may provide input on the need for flexibility or special scheduling considerations.

Factors that may influence the APR review schedule include:
- Timing with NWCCU or specialized accreditation reviews and site visits
- Substantive program changes
- Program suspension or closure
- Special circumstances relating to a combined or multi-program review

Notification of Review
As early in the process as possible, the APPA Office will notify the program of its selection for academic program review.
Timeline, Process and Responsibilities

OHSU conducts a systematic internal review of programs and/or departments once every five years, which takes roughly 12-18 months to complete. Stages of the APR process include:

1. Planning and data collection
2. Unit self-study
3. Evaluation by APR Review Team
5. Report to Faculty Senate and Provost’s Office

For a complete flow chart of the APR process and responsibilities, see Appendix A.

Program Self-Study Outline

The self-study process and report offer a high-level summary of the program, reflecting ongoing self-examination by program faculty, staff and students. The program is responsible for selecting a team to write the self-study report, and making it available to appropriate stakeholders within the program and school or college, as well as external stakeholders. It is recommended that the team developing the report use simple and natural language, with the understanding that the Review Team may not be familiar with the discipline. The self-study should demonstrate that the program engages in ongoing systematic collection of meaningful, accessible and verifiable data—quantitative and/or qualitative, as appropriate indicators of achievement. For a complete list of guiding questions see Appendix B. Components of the self-study include:

Introduction

The Introduction may include information about any previous reviews and discuss the department’s response to recommendations emerging from the last review. If there have been any significant changes in the curriculum, budget, staffing, etc. they may be discussed in this section or elaborated on in the body of the report.

Response to Previous Recommendations

Programs that previously completed a program review will provide a narrative that discusses the program’s response to recommendations emerging from the previous five-year review process.

Program Description

This section is designed to be descriptive, rather than analytical. This section communicates the current mission, purpose and goals (MPGs) of the program. The descriptive sections convey a sense for the size, quality and scope of program activities.
In addition, this section examines the quality and effectiveness of the programs, student learning outcomes, faculty evaluations (professional review and course evaluations), and research activities.

**Program Reflection & Analysis**

This section of the report includes clear and specific recommendation or action the program could take to capitalize on its strengths and minimize weaknesses. By providing programs with an opportunity to use the information gathered for the analysis section, the program is able to think about goals, including but not limited to reallocation of resources to meet objectives, adjustment for student recruitment, etc. Areas for additional consideration may include:

- Strategies used to respond to possible challenges/opportunities in their field;
- Identify benchmarks that can be used to gauge performance, effectiveness;
- Sources of external funding to pursue;
- Shifts in program faculty (ex: retirements).

**Supporting Documentation**

Programs are not required to document all data in the self-study. However, it is expected that programs will append (at a minimum) the following supporting documentation:

- Key acronyms used in self-study (if needed);
- Program curriculum and summary of changes over the last five years;
- Summary of teaching load and research/faculty publications;
- Number of grants awarded and students on faculty grants;
- Letter of compliance from OHSU Assessment Council;

**Committee Evaluation Process and Recommendations**

The self-study report is submitted to the APPA Office for review by the assigned APR Committee Review Team. The Review Team writes a summative APR Program Report on the findings for each section of the self-study and provides both commendations and recommendations. See Appendix D for the APR Program Report and Appendix E for the Evaluation Rubric.

The APR Program Report is submitted to the program, leadership within the school or college, and Chair of the APR Committee. Programs may develop a response to the report and submit any revisions to correct factual errors. In addition, programs are provided with a Program Action Plan form, which helps the program to respond to the recommendations of the Review Team.
Each program will present the Self-Study and Review Team findings and the program Action Plan at the appropriate school level faculty committee. This will allow other programs to observe the role of APR in program evaluation and effectiveness and allow for additional faculty involvement and school-level oversight of the program’s Action Plan. Upon endorsement at the school-level, the Action Plan shall be submitted to the OPPA Office for documentation purposes. For more information about the Action Plan, see the section on Development of Program Action Plan.

The full APR Committee will meet (twice annually) to discuss Review Team recommendations, and identify areas for consideration and improvement across the university. Following the APR Committee meeting, the report is forwarded to Faculty Senate for its consideration. Upon approval, a recommendation and report is sent to the Office of the Provost.

**Development of Program Action Plan**

The purpose of the Action Plan is to use the information outlined in the Self-Reflection section of the self-study and the APR Review Team recommendations, and translate these ideas into actions with achievable outcomes. This planning process should also take into account any school level or institutional planning currently under way. The program chair/director is responsible for drafting the action plan, in consultation with faculty. All plans must be approved by the school level faculty, and the academic dean.

The Action Plan will:

- Be based on the informed, evidence-based inquiry of the program review;
- Recognize the limited availability of new resources and will strive to make program improvements considering current and future resources;
- Reflect findings/recommendations of the APR final report;
- Compliment the mission, purpose and goals of OHSU;
- Remain active until goals are achieved, a reevaluation of goals is put-forth as determined by school leadership, or the next program review is initiated.

*NOTE* this process is conducted once every five years and is endorsed by the program and academic dean. The Action Plan will be submitted to the APR Committee for review in the next APR cycle. For a suggested approach to Action Planning see Appendix F.
Frequently Asked Questions

What is the purpose of the Academic Program Review?
The APR process provides OHSU with an ongoing process for systematic review, assessment and planning and continuous improvement. The review process formalizes opportunities for program, school/college, and university level reflective practice.

How is Academic Program Review different from Assessment Planning?
The APR process is designed to provide a broader scope review of program quality and effectiveness. The OHSU Assessment Council is a standing committee charged with promoting campus-wide assessment activities to improve learning outcomes that align with university mission and strategic goals. In an effort to support a positive culture of assessment as a collaborative effort, the OHSU Assessment Council will provide feedback to app programs in their yearly assessment report. The feedback from the Assessment Council will be collected during the Academic Program Review.

How are programs selected for review and how long will it take?
The APPA Office and Academic Program Review Committee works with leadership in each school or college to set a schedule. The process is cyclical, with each program undergoing review/evaluation one every five years. Every effort is made to properly align the APR review with obligations for specialized accreditation. Each review takes roughly 12-18 months to complete.

How is the self-study conducted?
Each program will review the guidelines in preparation for the APR self-study. Programs are expected to adhere to program review timelines and general framework, but each program (based on its articulated needs and goals) may approach the self-study in its own way. In light of these unique characteristics, programs should meet with their dean and the Office of Academic Program, Policy and Accreditation prior to beginning the self-study process.

What is the structure for the final self-study report?
Questions on the self-study template are designed to prompt reflection and discussion among the program team members writing the self-study. Not all of the questions will be relevant to each program. A section has been provided for programs do discuss why certain sections may not be relevant to the discipline, etc. Furthermore, the APR largely examines the program as it currently exists. The sections on Recommendations and Action Planning will give programs the opportunity to communicate goals and next steps for the future.
Who sits on the APR Committee/Review Team?
The Academic Program Review (APR) Committee is comprised of nine faculty members with representation from each school or college at OHSU. APR members are nominated by their school or college to a three year term. The appointment is endorsed by the APR Committee Chair and Office of the Provost. All nominations are confirmed by the OHSU Faculty Senate.

What happens with the self-study once the review is complete?
After the self-study has been submitted to the APPA Office, the APR Review Team convenes to discuss the report. Within two weeks of the review meeting, a report will be submitted to the program for response and revisions to correct factual errors. After the response has been received, the full APR Committee will meet (twice annually) to discuss Review Team recommendations, and identify areas for consideration and improvement across the university. Following the APR Committee meeting, the report is forwarded to Faculty Senate for its consideration. Upon approval, a recommendation and report is sent to the Provost.
Appendices

Appendix A. Flowchart and Responsibilities
Appendix B. APR Self-Study Template
Appendix C. Form I- Supplemental Faculty Data
Appendix D. Form II- Supplemental Student Data
Appendix E. APR Review Team Self-Study Evaluation
Appendix F. Evaluation Rubric
Appendix G. Action Plan
Appendix H. Policy 02-50-005, Academic Program Review
Appendix I. Important Definitions
Appendix A. Flowchart and Responsibilities

Five Year Academic Program Review

1. Office of Academic Programs, Policy, and Accreditation (APPA) initiates APR

2. Programs gather data, convene faculty, students, staff and other relevant stakeholders to complete self-study.

3. Programs submit self-study to APPA office.

4. APPA reviews self-study documentation and survey results; submits self-study to APR 3-person Review Team.

5. 3-person Review Team reviews report, makes recommendations, submits to program review.

6. Program Chair responds to recommendations and drafts action plan that will be submitted for school level review.

7. School reviews and endorses action plan. Submitted to APR committee for evaluation with next 5 year review.

8. Faculty Senate reviews program documents and Review Team recommendations.

9. Faculty Senate submits report to Provost including program documents, recommendations and program response.

10. Provost determines if program meets standards of academic quality.

11. Next Program Review, 2 years.

12. Next Program Review, 5 years.
Appendix B. APR Self-Study Template

I. **INTRODUCTION**

The introduction may include information about the history of the program, any previous reviews and discussion of the program’s response to recommendations emerging from the last review. If there have been any significant changes in the curriculum, budget, staffing, etc. they may be discussed in this section or elaborated on in the body of the report. It is expected that programs will complete the self-study in consultation with faculty, students, appropriate staff, and in some cases alumni.

A. **PROGRAM NAME:**

B. **DEGREES/CERTIFICATES REVIEWED UNDER THE SELF-STUDY:**

C. **GENERAL INFORMATION**

1. Identify the participants in the self-evaluation process. Please select all that apply.
   - [ ] Faculty
   - [ ] Alumni
   - [ ] Students
   - [ ] Employers
   - [ ] Staff
   - [ ] Others, please specify

2. When were meetings held to complete this self-evaluation process?

3. Who prepared the document?

4. Who reviewed the report? Describe how the program elicited feedback from faculty, students and other stakeholders.

5. Provide a brief history of the program. Describe any major changes or emerging trends that have surfaced in the last 5 years.

II. **RESPONSE TO PREVIOUS RECOMMENDATIONS**

Please provide a narrative that discusses the program’s response to recommendations emerging from the last five-year review process (if applicable).

III. **PROGRAM DESCRIPTION & ANALYSIS**

This section is designed to be descriptive, and communicates the current mission, purpose and goals (MPGs) of the program. The descriptive sections convey a sense of the size, quality and scope of program activities. This section also provides an assessment of the quality and effectiveness of the
PROGRAMS, WITH EXAMINATION OF STUDENT LEARNING OUTCOMES, FACULTY AND STUDENT DEVELOPMENT, BUDGET OBLIGATIONS AND RESOURCE UTILIZATION.

A. **Program Mission, Purpose and Goals**
   1. How does the program define its mission (i.e., what is the area of focus, area of excellence, who is served, who benefits from program research and activities)?
   2. In practice, how does the mission influence program structure and decision making?
   3. Describe how the Program’s mission statement reflects the program’s purpose, primary activities and stakeholders.
   4. How are the program’s purpose and goals communicated to faculty, students and stakeholders?
   5. What are the current, relevant critical issues and approaches in the field, and how are they reflected in the mission statement?

B. **Evaluation of the Program**
   Summarize the Student Learning Outcomes Assessment Plan. How do you assess student learning outcomes for degree/certificate programs? What are you doing with the findings to implement change and to assess overall program improvement?

C. **Faculty**
   1. Discuss the program’s faculty. Please complete Tables 1 and 2 on Form I- Supplemental Faculty Data.
   2. What efforts have been made to retain and diversify the faculty? What types of challenges does the program face related to faculty diversity and recruitments in attracting a wide breadth of expertise?
   3. How does the program interpret and define faculty diversity? Over the last five years, what percentage of your faculty is diverse? How have you utilized university resources to increase diversity and inclusion efforts?

D. **Teaching Evaluations and Faculty Development**
   1. How have teaching evaluations been used for program improvement?
   2. What internal and external faculty development opportunities do faculty take advantage of?
3. Are there gaps in faculty development opportunities? What is needed?

4. For research focused education programs, how many faculty are funded and what is the average number of grants per faculty member? Complete Table 3 on Form I-Supplemental Faculty Data and include in appendices.

E. STUDENTS

1. Discuss the 5-year enrollment trend. Is it appropriate to the program’s capacity? What is the program’s plan to maintain or adjust capacity?

2. Has the number and/or quality of matriculates changed in the last five years? If so, how? Please complete Table 1 on Form II-Supplemental Student Data, and include in the appendices.

3. Describe the selection criteria and how it has impacted matriculates. What level of control can you assert to influence these trends?

4. How does the program interpret and define student diversity? Over the last five years, what percent of your student population is diverse? How has the program utilized university resources to increase diversity and inclusion efforts?

F. STUDENT SERVICES AND CAREER DEVELOPMENT

1. Discuss how students utilize support services, and whether or not the current level is adequate for the number of students in the program.

2. Aside from learning outcomes, what are the critical benchmarks for your program? How have your students met these benchmarks over the last five years?

3. How does the program support the career development of its students?

4. How do you define scholarly output? What is the scholarly output per student? Please complete Table 2 on Form II-Supplemental Student Data and include in the appendices.

5. Are students getting awards and/or grants? Please complete Table 2 on Form II-Supplemental Student Data and include in the appendices.

6. What sort of student feedback is collected about the learning environment? What did you learn from it, and what has been done with this information.
G. **BUDGET/OBLIGATIONS**

1. *What revenue sources does the program have access to? Choose all that apply and include the percentage of the program’s total revenue that comes from the selected source.*
   - ☐ Tuition __%  ☐ Philanthropy __%
   - ☐ State Appropriations __%  ☐ Indirect Cost Return __%
   - ☐ Clinical/Patient Care __%  ☐ Research Grants __%
   - ☐ Training Grants __%  ☐ Contracts __%
   - ☐ Other, please specify and include %

2. *Describe your annual financial obligations. What does it cost to run the program?*

H. **TUITION AND RESOURCE UTILIZATION**

1. *How does tuition (or graduate stipends) compare to similar programs at other institutions?*

2. *For research focused education programs, what percentage of students are on faculty grants? Please provide a breakdown of grants awarded and student numbers in the appendix.*

3. *What resources is the program utilizing to fulfill its mission (e.g. library holdings, computer equipment, facilities, research labs, core facilities, clinical placements)? What resources, if any, is the program sharing with other programs?*

4. *How are program resources (equipment, space, staff support, etc.) allocated? How could they be reallocated?*

IV. **SUPPLEMENTAL INFORMATION**

*Please provide a narrative that addresses any additional information or feedback you may have about the self-study process, as well as any justification for omitted sections (optional).*

V. **PROGRAM REFLECTION**

*Provide a brief narrative that addresses the top five things you learned about your program as a result of engaging in the reflective self-study. What goals would you set and/or changes you would make to the program based on what you have learned through this process? Examples may include: analysis and goal setting may include: reallocation of resources to meet objectives, adjustment for students recruitment, strategies used to respond to possible challenges/opportunities in the field, the*
IDENTIFICATION OF BENCHMARKS THAT CAN GAUGE PERFORMANCE AND EFFECTIVENESS, SOURCES OF EXTERNAL FUNDING TO PURSUE, SHIFTS IN PROGRAM FACULTY.

VI. SUPPORTING DOCUMENTATION

This section is designed to capture additional information requested in the self-study. In addition, programs are also requested to provide key pieces of documentation related to Student Learning Outcomes Assessment and curricular modifications that have occurred over the last five years.

A. Form I- Supplemental Faculty Data
B. Form II- Supplemental Student Data
C. Letter of compliance from OHSU Assessment Council
D. Program Curriculum and Summary of Changes over last five years
Appendix C. Supplemental Faculty Data

Form I- Supplemental Faculty Data

Table 1- Program Faculty Rank

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Faculty</th>
<th>Total FTE</th>
<th>Total # Professor</th>
<th>Total # Assoc. Prof</th>
<th>Total # Asst. Prof</th>
<th>Total # Senior Instructor</th>
<th>Total # Instructor</th>
<th>Total # Affiliate</th>
<th>Total # Scientist</th>
<th>Total Recruited</th>
<th>Total Promoted / Tenured</th>
<th>Total Retired/Departed</th>
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Table 2- Program Faculty Responsibilities

<table>
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<tr>
<th>Faculty Name, Include credential</th>
<th>Primary Appointment</th>
<th>FTE Dedicated Toward Program</th>
<th>Research Areas</th>
<th>Courses</th>
<th>Mentorships</th>
<th>Committees</th>
<th>Other Roles/Functions</th>
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<tbody>
<tr>
<td>e.g. Janet Smith, PhD</td>
<td>Professor, Biomedical Engineering</td>
<td>Optical wire lumenectomy</td>
<td>Scientific Ethics [CONI 650]</td>
<td></td>
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<td></td>
<td>Graduate Council</td>
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</table>

5-Year Academic Program Review

Supplemental Faculty Data pg. 1

Form I- Supplemental Faculty Data

Table 3- Faculty Accomplishments

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Faculty Awards</th>
<th>Number of Faculty Publications</th>
<th>Number of Grants Awarded</th>
<th>Number of Students on Faculty Grants</th>
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Appendix D. Supplemental Student Data

Form II- Supplemental Student Data

Table 1- Matriculate Demographics

Please complete the tables below for each degree or certificate offered by your program. If your program requires a specific qualifying exam other than the GRE, please indicate the type of exam in the “other qualifying exam” column and provide the relevant matriculate data. To complete the section on “race/ethnicity” please review the following definitions:

- Minority—Includes American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino, any race and two or more races.
- Underrepresented Minority (URM) in healthcare professions: American Indian/Alaska Native, Underrepresented Asian (Korean and Vietnamese), Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic/Latino, any race and two or more races (with at least one race classified as URM).

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Matric.</th>
<th>Total with Advanced Degrees</th>
<th>Quality Measures</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Student Residency Status</th>
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<td></td>
<td>N</td>
<td>%</td>
<td>Average GPA</td>
<td>GRE Verbal</td>
<td>GRE Quant.</td>
<td>GRE Analy.</td>
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Table 2- Student Publications and Grants/Awards

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<th>Year</th>
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<th>Number of Student Grants/Awards</th>
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Table 3- Student Degree/Certificate Completion

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<th>Year</th>
<th>Degree Level</th>
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<th>Number of Students Completed</th>
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<td>2015-16</td>
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5-Year Academic Program Review

Supplemental Student Data
# Appendix E. APR Review Team Self-Study Evaluation

## PROGRAM INFORMATION
- **Program Name:**
- **Review Date:**
- **APR Committee Reviewers:**

## PART I: INTRODUCTION
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

## PART II: RESPONSE TO PREVIOUS RECOMMENDATIONS
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

## PART III: PROGRAM DESCRIPTION

### A. PROGRAM MISSION PURPOSE AND GOALS (MPG)
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

### B. EVALUATION AND PROGRAM PLANNING
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

### C. FACULTY
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

### D. TEACHING EVALUATIONS AND FACULTY DEVELOPMENT
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

### E. STUDENTS
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

### F. STUDENT SERVICES AND CAREER DEVELOPMENT
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**

### G. BUDGET/OBLIGATIONS
- **Reviewer’s Comments:**
  - **Commendation:**
  - **Recommendation:**
<table>
<thead>
<tr>
<th><strong>H. Tuition and Resource Utilization</strong></th>
<th>![Early Development] ![Developing] ![Highly Developed]</th>
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</thead>
<tbody>
<tr>
<td>Reviewer's Comments:</td>
<td>Commendation:</td>
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<td>Recommendation:</td>
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<table>
<thead>
<tr>
<th><strong>PART IV- Supplemental Information</strong></th>
<th>![Early Development] ![Developing] ![Highly Developed]</th>
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<tbody>
<tr>
<td><strong>OTHER INFORMATION: Optional for Programs</strong></td>
<td>Reviewer's Comments:</td>
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<td></td>
<td>Commendation:</td>
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<td>Recommendation:</td>
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<thead>
<tr>
<th><strong>PART V- Program Reflection &amp; Analysis</strong></th>
<th>![Early Development] ![Developing] ![Highly Developed]</th>
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<tbody>
<tr>
<td><strong>Program Reflection</strong></td>
<td>Reviewer's Comments:</td>
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<td>Commendation:</td>
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<td>Recommendation:</td>
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<thead>
<tr>
<th><strong>PART VI- Supporting Documentation</strong></th>
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<tr>
<td>Reviewer's Comments:</td>
<td>Commendation:</td>
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<td>Recommendation:</td>
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<tr>
<th><strong>OVERALL RECOMMENDATIONS</strong></th>
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<tr>
<td>Does the subcommittee believe the program meets OHSU academic standards:</td>
<td>![Yes] ![No]</td>
</tr>
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</table>

Additional comments for Faculty Senate consideration:
## Appendix F. Evaluation Rubric

<table>
<thead>
<tr>
<th>Report Sections</th>
<th>Early Development</th>
<th>Developing</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I- Introduction</strong></td>
<td>Process is incomplete, no evidence of meetings; self-study compiled primarily by program head or a senior faculty member; little faculty and staff input; no input from students or other stakeholders; no indication of a process for faculty participation. Limited history of the program is provided.</td>
<td>Process is emerging, with evidence of meetings and narrow stakeholder engagement. A history of the program is complete but lacking detail.</td>
<td>Process is complete, with clear evidence of meetings, engagement of faculty, staff, students and other stakeholders is broad and collaborative. A complete history of the program is provided.</td>
</tr>
<tr>
<td><strong>PART II- Response to Previous Recommendations</strong></td>
<td>No description of previous APR or recommendations. Program did not address or implement recommendations, nor provide an explanation for not doing so.</td>
<td>Limited description of previous APR and recommendations. Program implemented some recommendations and provides explanations for not addressing all.</td>
<td>A clear description of previous APR recommendations and program level response. Program effectively addressed most, if not all, recommendations or incorporated them into its current 5-year plan.</td>
</tr>
<tr>
<td><strong>PART III- Program Description</strong></td>
<td>Overview of program MPG’s is incomplete; little or no discussion of mission influence on program structure and decision making and stakeholder activities. Little or no discussion of how program MPG’s are communicated to faculty, students and stakeholders. Discussion of relevant current issues is incomplete.</td>
<td>Overview of program MPG’s is emerging. Indicators of mission influence on program structure, decision making and stakeholder activities. Limited articulation of MPG’s to program faculty, students or stakeholders. Limited discussion of relevant current issues and impact to program.</td>
<td>Program has established its own set of MPGs unique to the program. Evidence of MPG’s influencing program design, decision making and stakeholder. Clear articulation of MPG’s to program faculty, students and stakeholders. Clear articulation of relevant current issues and impact to program’s mission.</td>
</tr>
<tr>
<td><strong>A. Program Mission Purpose &amp; Goals (MPG)</strong></td>
<td>Overview of program MPG’s is incomplete; little or no discussion of mission influence on program structure and decision making and stakeholder activities. Limited articulation of MPG’s to program faculty, students or stakeholders. Limited discussion of relevant current issues and impact to program.</td>
<td>Program has established its own set of MPGs unique to the program. Evidence of MPG’s influencing program design, decision making and stakeholder. Clear articulation of MPG’s to program faculty, students and stakeholders. Clear articulation of relevant current issues and impact to program’s mission.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Evaluation &amp; Program Planning</strong></td>
<td>Summary and analysis of Assessment Plan incomplete. Limited discussion of how findings are used to implement change and program improvement.</td>
<td>Summary and analysis of Assessment Plan is complete. Developing discussion of how findings are used to implement change and program improvement.</td>
<td>Summary and analysis of Assessment Plan is complete with clear indicators for measuring program quality/effectiveness. Uses findings to implement change/program improvement.</td>
</tr>
<tr>
<td><strong>C. Faculty</strong></td>
<td>No discussion of faculty trends that affect program development and faculty diversity; no succession planning (recruitment, retention, retirement) is evident.</td>
<td>Emerging discussion of faculty trends; preliminary planning for program development; faculty diversity recruitment and retention.</td>
<td>Explicit planning for program development based on faculty diversity and recruitment/retention needs. Supporting data used in planning.</td>
</tr>
<tr>
<td><strong>D. Teaching Evaluations &amp; Faculty Development</strong></td>
<td>Little or no discussion of how teaching evaluations are used for program improvement. Limited discussion of faculty development opportunities/gap analysis. Cursory information about faculty grants</td>
<td>Moderate discussion of use of teaching evaluations for program improvement. Emerging discussion of faculty development opportunities/gap analysis. Provides information related to faculty grants/awards.</td>
<td>Provides analysis of use of teaching evaluations for program improvement. Provides examples and relevant data related to faculty development opportunities/gap analysis. Reports complete information related to faculty grants/awards.</td>
</tr>
<tr>
<td>E. Students</td>
<td>No analysis of program enrollment and degree production in the context of program development, capacity and sustainability. No discussion of student diversity and plans to increase student diversity.</td>
<td>Curriculum appears to reflect current practice in the discipline. Uses rudimentary analysis of trends in enrollment and degree production to support program quality and sustainability. Some discussion about student diversity and recruitment planning.</td>
<td>Data about student performance and developmental needs informs program improvement. Well-developed and successful plans for student diversity recruitment, retention and success.</td>
</tr>
<tr>
<td>F. Student Services &amp; Career Development</td>
<td>Limited discussion of student support services; little analysis on adequacy of services. Initial discussion of program support and student career development. Incomplete information about scholarly output and student grants/awards. Cursory analysis of student feedback processes.</td>
<td>Emerging discussion of student support services; initial analysis on adequacy of services. Preliminary discussion of program support and career development. General information about scholarly output and student grants/awards. Preliminary analysis of student feedback processes.</td>
<td>Provides strong analysis of student support services and program goals for student career development. Provides complete information about scholarly output and student awards/grants. Thorough analysis of how student feedback is collected and utilized for program improvement.</td>
</tr>
<tr>
<td>G. Budget/Obligations</td>
<td>Initial data on revenue sources and annual financial obligations related to program operations. Does not identify important contextual factors or extenuating circumstances related to resource planning.</td>
<td>Preliminary discussion of resources; emerging resource planning or potential new revenue streams for the next 5 years. Identifies needs or sets priorities, but not linked to data. Limited discussion of factors affecting resource planning.</td>
<td>Detailed analysis of resource adequacy for the 5-year period; uses data to identify program needs and priorities. Developed understanding of unique program circumstances affecting resource needs informed by comparison to peer universities.</td>
</tr>
</tbody>
</table>

**PART IV: Supplemental Information (optional)**

| Information provided about the program did not contribute to the reviewers' understanding of the program quality and effectiveness. | Information was relevant, but did not contribute significantly to the reviewers' evaluation of program effectiveness. | Additional information enhanced the discussion of specific actions or changes to be taken in the next 5 years. |

**PART V: Program Reflection & Analysis**

| Provided limited narrative that addresses what was learned through the self-study. | Emerging narrative about what was learned through the process; identified key areas for reflection and evaluation. | Strong reflection about self-study and integrated feedback into planning process. Articulates plan for future assessment of program needs and outcomes. |

**PART VI: Supporting Documentation**

| Some but not all of required supporting documents were provided. Information is limited and somewhat supports the program level goals. | Required supporting documents were provided. Documentation is sufficient and provides relevant information to support program level goals. | All supporting documents were provided and complete. Documentation is well thought out and provides context for program level goals. |
Appendix G. Action Plan

This section is designed to articulate areas of concern identified in the Review Team report. Each program shall draw on recommendations from the Review Team report to guide action planning. This action plan will identify program level planning goals and the resources that are needed to improve program level outcomes. The action plan will be reviewed at the school level and approved by the associate dean, and will be submitted to Faculty Senate as part of the Academic Program Review evaluation process.

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Actions to Address Recommendations</th>
<th>How Will Progress be Measured or Assessed</th>
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<tbody>
<tr>
<td><strong>(Example)</strong> DMD – Increase the number of students who pass the JCNDE on the first attempt.</td>
<td>Establish review sessions and individual help for students who are performing poorly on the mock exams.</td>
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</tr>
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Academic Program Review Handbook & Guidelines
Appendix H. Policy 02-50-005, Academic Program Review

1. Policy Statement

Academic Program Reviews (APRs) will be conducted for all OHSU Academic Programs at least once every five years to evaluate their quality and effectiveness and support educational activities as a community of faculty. The self-study is a key element of the APR Process. It is designed to assist Academic Programs in conducting a critical evaluation of their current activities, identifying specific strengths and areas for improvement, and to facilitate meaningful and productive strategic planning.

In addition to the internal review, an external review of the Academic Program may be undertaken as needed for an additional evaluation. The outcomes of the review should be a clearer understanding of the program’s quality of education, research, clinical service and community service or engagement.

To the extent feasible, OHSU will coordinate an institution-level review with the schedule and requirements of a specialized accreditation review.

2. Definitions

A. **Academic Program** is defined as a unique course of study that culminates in the awarding of a specific degree (or certificate) in combination with a specific major. An academic program is characterized by: (i) a coherent and specialized body of knowledge, methods and skills; (ii) a faculty-designed curricular path; (iii) faculty identification with an organized instructional effort in a subject matter area; (iv) increasing complexity in curricular content during the student’s period of study; and (v) specified learning outcomes or competency levels expected of program graduates.

B. **Specialized Accreditation** program reviews evaluate whether or not a particular program meets disciplinary and/or professional standards set by a disciplinary/professional body or a State licensing bureau. The accrediting body should be recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.
3. **Responsibilities**

A. The Office of the Provost shall be responsible for developing and implementing a consistent APR process for the evaluation of program quality and effectiveness in consultation with the Faculty Senate appointed APR Committee. The APR process will support faculty in reporting specific programmatic goals and objectives, actions to be taken to achieve those goals, a time frame for implementing the actions, and measures of their effectiveness. This will facilitate planning not only at the program level, but at the school and University-wide levels. The Provost may combine program evaluations for programs with low enrollment that involve some or all of the same faculty members or have substantive curriculum elements in common.

B. The Academic Program is responsible for the development of the self-study, meeting established deadlines, and responding to recommendations from the APR Committee through use of the Action Plan.

C. Each school/Academic Program is responsible for reviewing the self-study recommendations and commendations provided by the APR Committee. The school and/or Academic Program shall work together to develop Action Plans in response to self-study recommendations and for the advancement of programs specific goals.

D. The APR Committee, recommended by the schools and appointed by the Faculty Senate, is responsible for the review and evaluation of program self-studies as indicated on the Five-Year APR schedule, and reporting committee activities to the Faculty Senate. On behalf of the Faculty Senate, the APR Committee will submit a report annually to the Office of the Provost documenting activities and recommended Action Plans based on the evaluations conducted throughout the academic year. The Provost may accept the Action Plan or return it to the school and/or Academic Program for revision.

4. **Procedures**

Rules, methods, timing, place, and responsibilities for accomplishing the policy will be outlined by the Office of the Provost in the Academic Program Review Handbook.
Appendix I. Important Definitions

**Academic Program Review:** The Academic Program Review is designed to evaluate the quality of OHSU’s undergraduate and graduate educational programs, and provide faculty and academic units the opportunity to reflect upon the content of their programs, curricular delivery and research through an evaluation of program planning and effectiveness.

**Academic Program Review Committee:** The APR Committee is comprised of nine faculty members with representation from each school or college at OHSU. It is the responsibility of the Committee to establish the schedule for program review, conduct a review and analysis of scheduled programs, provide feedback to programs and school level leadership on general commendations and areas for improvement, as well as generate an annual report that documents common themes and recommendations to university level leadership.

**Program Review Team:** The Review Team is comprised of three members from the APR Committee. The responsibility of the Review Team is to evaluate individual programs and to bring reflections and recommendations to the APR Committee for consideration.

**Program Self-Study:** The self-study is developed by the program in preparation for the Academic Program Review. Components of the self-study include: introduction; description and analysis; program recommendations and supporting documentation. For detailed information, see the section related to the self-study outline on page 5.

**Program Action Plan:** The program action plan is developed after the self-study has been reviewed by the APR Committee. The action plan is designed to help programs respond to Review Team recommendations and set goals that will be evaluated in the next program review cycle, and will be assessed as a component of section 1. The Action Plan is developed by the program with the support of school level leadership.

**APR Program Report:** the Program Report is developed by the Review Team and reflects the program level feedback generated by the committee. The commendations and recommendations in this report should be used as a guide when developing the Program Action Plan. Other tools that may be utilized for program planning include: Part 7 of the Assessment Plan and the Recommendations section of the Self-Study.
APR Annual Report: The Annual Report is generated by the APR Committee and documents the work that has occurred over the academic year. The report is verbally presented to the Faculty Senate, and then formalized in a shared memorandum that is submitted to the Provost on behalf of the APR Committee and Faculty Senate. This report documents the programs reviewed, commendations and recommendations, and offers broader institutional level recommendations for university leadership consideration.

Student Learning Outcomes Assessment Plan: OHSU Academic Programs engage in an annual Assessment Planning Process to engage in meaningful data-driven program improvement while meeting standards set forth by NWCCU (standards 2.C.1, 2.C.2, and 2.C.3).

To ensure the highest levels of quality, all academic programs create and implement assessment plans that articulate student learning outcomes and assessment activities for determining student achievement of outcomes. Additionally, all academic programs reflect on student assessment and program statistical data as part of the annual reflection and review process.

Underrepresented Minority (URM): Any ethnic or racial group whose representation is disproportionately less in a given context relative to their numbers in the general population constitutes an underrepresented minority.

For students, OHSU defines underrepresented minorities based on minorities underrepresented in medicine, dentistry and nursing professions. The following students are considered an underrepresented minority when self-identifying race or ethnicity as follows:

- American Indian or Alaska Native
- Underrepresented Asian (Korean, Vietnamese)
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or more races (with at least one race classified as URM)
- Hispanic or Latino Ethnicity