

Guidelines for Program Review Site Visit and External Review Report

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

Preparation for the Site Visit

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

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

In preparation for the visit, you will:

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

Guidelines for the Site Visit

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

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

Overview of the External Review Report

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

1. Agree before leaving the campus upon its structure and the responsibilities of individual team members for the preparation of various sections.
2. Review additional information provided by individuals associated with the program within one week subsequent to the site visit.
3. Prepare the written External Review Report by addressing the following areas:
 - **Findings:** This section includes facts, evidence and observations that the team considers to be significant with respect to their subsequent evaluations and recommendations.
 - **Evaluations:** Based upon the findings, the team should make judgments about such features as the sufficiency or adequacy of physical resources (e.g., laboratories, classrooms, research equipment, clinical sites, etc.), of personnel resources (e.g., faculty mentors, technical staff, support personnel, etc.), the administrative structure, the number of applicants and quality of accepted students, the educational program and curriculum, the subsequent success of

graduates, the adequacy of faculty and student publications and extramural funding, etc. Evaluations should recognize areas in which the program exceeds expectations as well as those that represent challenges.

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

Purpose of the External Review Report

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

Team Chair Responsibility for the External Review Report

The Chair prepares and finalizes the team report as follows.

- Compile and edit team members' contributions into a coherent document and return the draft External Review Report to the team members for review.
- The Chair makes requested revisions that are deemed necessary for the accuracy and completeness of the report.
- The Team Chair sends the final report to the Chair of the program's Self-Study Committee.
 - The External Review Report should contain:
 - Title page
 - Table of contents with page numbers
 - One-page Executive Summary
 - Body of the External Review Report (Sections I, II, and III)
 - Relevant appendices

External Review Report Length and Page Format

The report should be 1½ -spaced, using 10 or 12-point font, and should include page headers and page numbers. Generally, reports are three to ten pages in length.

Body of the External Review Report

SECTION I. OVERVIEW AND FINDINGS

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

SECTION II. EVALUATIONS

A. Program Quality

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

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

B. Program Sustainability

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

- What do data on student attrition and retention show for various sub-groups of students, including different demographic groups, degree levels, and majors?
- What do data show about graduation rates and time to completion?
- Are retention and graduation rates satisfactory? If not, what plans should be made to address student success?
- Has the program identified its major challenges? How? Are there processes and plans underway to address these challenges?

- Are there adequate resources for the program to continue to operate and fulfill its mission effectively? In what areas are more resources needed?
- Is there effective planning that takes into account human, physical, technological and financial and academic needs, and sets clear priorities?
- Is there an effective alignment between program resource allocations and its priorities, mission and goals?
- Has the program identified indicators of its effectiveness and the evidence that it needs to determine whether it is achieving its educational purposes and learning objectives?

SECTION III. RECOMMENDATIONS

After reviewing the data and considering the programs plans for change, provide recommendations, insights, and potential strategies as appropriate.

Sample Title Page and Table of Contents

<p>LOMA LINDA UNIVERSITY (NAME OF SCHOOL)</p> <p>EXTERNAL REVIEW REPORT OF (NAME OF PROGRAM)</p> <p>Date of visit</p> <p>Review Team Roster List names of members.</p>
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