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April 22, 2024

Jonathan Labovitz, DPM
Dean
Western University of Health Sciences
College of Podiatric Medicine
309 East Second Street
Pomona, CA 91766

Dear Dr. Labovitz:

On behalf of the Council on Podiatric Medical Education (CPME or Council), I wish to inform you of the decision of the Council regarding the accreditation of the Western University of Health Sciences College of Podiatric Medicine. The Council's action was taken at its recent meeting held April 20, 2024.

On-Site Visit and Accreditation Decision

Based on review of the comprehensive report of the evaluation team, the college's written response to the team report, and your presentation to the Accreditation Committee (Committee) on April 18, 2024, the Council **granted accreditation of the Western University of Health Sciences College of Podiatric Medicine through April 2032**. A comprehensive on-site re-evaluation may be expected in fall 2031. The maximum first-year class enrollment for the college is 50.

The evaluation team that conducted the on-site evaluation of the college November 6-9, 2023, noted one area of potential noncompliance and made seven recommendations from CPME 120, *Standards and Requirements for Accrediting Colleges of Podiatric Medicine*. After review of the college's response to the team report and following your presentation to the Accreditation Committee, it was determined that the area of noncompliance has been adequately addressed and only one recommendation remains as all other recommendations have been adequately addressed. The remaining recommendation will require an updated response from the college for review at the Accreditation Committee and Council's October 16-19, 2024, meetings.

*At the bottom of this letter (Attachment 1) you will find a **detailed breakdown of the Council's final decision** concerning the on-site team's identification of concerns/recommendations.*

Attached to this email you will find a copy of the final evaluation report, which includes the findings of the evaluation team. A certificate of accreditation is attached, and the original will be sent separately by mail.

In addition, during their recent meetings, the Accreditation Committee and the Council considered the additional information submitted by the college and requests the following:

- What is the mechanism used by central administration in allocation of resources to the college of podiatric medicine? The Accreditation Committee requests additional information as it pertains to how the new projections model will play out in preparation for academic year 2025-2026.

Important Updates:

- **Annual Report 2024:** The full annual report for academic year 2023-2024, which is attached to this email, will be due **September 1, 2024**.

- The first-year headcount is due **September 15, 2024**.
Related to first-year headcount, the Council and the Accreditation Committee use the following definition in determining whether colleges of podiatric medicine are within their respective maximum enrollments:

*Headcount is defined as **all students enrolled at the end of the second week of the fall semester in courses included in the first year of the curriculum** of the college podiatric medicine, without regard to identification of the graduating class of the students. This enrollment number includes new students, graduates of summer remedial programs, students returning from leaves of absence, and 4 1/2-year and 5-year students enrolled in first-year courses in the fall semester.*

- **CPME has a new address.** Please update CPME's address, including where it is referenced within the Statement of Accreditation Status, in any publication in which it may appear (student handbooks, website, etc.).

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Unless otherwise noted, all items for review at the October 2024 meetings of the Accreditation Committee and Council will be due **September 1, 2024**. Please feel free to contact me at hstagliano@cpme.org should you have any questions.

Sincerely yours,



Heather Stagliano, DHSc, CAE
Executive Director of the Council on Podiatric Medical Education

- c: Robin Farias-Eisner, MD, PhD, MBA, FACOG; President
JT Marcoux, DPM; Chair of the CPME
Eric Stamps, DPM; CPME Accreditation Committee Chair

Attachment 1

Potential Areas of Noncompliance Identified During the On-Site Visit

	Standard	Team's Findings	Council's Decision
1.	Standard 1D Mission and Planning – Ongoing Evaluation and Standard 8A Educational Program Effectiveness – Assessment Plan	The CPM needs to develop a clear alignment of the strategic plan with a well-developed assessment plan to monitor the effectiveness of the implementation of the strategic plan to ensure the achievement of the mission, goals, and objectives.	The Accreditation Committee and Council determined that this area of potential noncompliance has been adequately addressed and requires no further follow-up.

Concerns and Recommendations Identified During the On-Site Visit

	Standard	Team's Findings	Council's Decision
1	Standard 1C and 1D Mission and Planning – Goals/Objectives and Ongoing Evaluation Process	<p>a. While the skeleton of a strategic plan was provided within the self-study, work is still needed to ensure the plan includes clear goals/objectives with specific strategies, metrics, realistic timelines, and priorities so that ongoing evaluation of the plan is meaningful.</p> <p>b. The College should commit to prioritizing the actions that are required for the implementation of the strategic plan for the next two–three years before taking on new actions. For example, the CARE objective of the plan calls for a goal of expanding clinical service in California and Oregon, yet the site visit team learned of considerable effort being spent on developing clinical sites in other states such as Florida, Arizona, and Massachusetts.</p>	The Accreditation Committee and Council determined that this recommendation has been adequately addressed and requires no further follow-up.
2	3A - Administration	The College should evaluate the standing committee structures and assignments looking for redundancies in duties, opportunities to increase efficiencies, and repurposing faculty and administrator time without compromising the principle of shared governance to facilitate the actions of the College to accomplish its mission, goals, and objectives.	The Accreditation Committee and Council determined that this recommendation has been adequately addressed and requires no further follow-up.
3	Standard 4A Curriculum – Structure	<p>a. The CPM has adopted the CPME Competency Domains as its Program Learning Outcomes and has collected an abundance of curricular data. The CPM should link the student learning objectives identified in the didactic and clinical curriculum to the CPME Domain Competencies with benchmarks, to assess student performance in the program. This information should then be used to create a curriculum map. Continued updating and utilization of the map will enable the program to identify curricular deficiencies and eliminate redundancies.</p>	<p>The Accreditation Committee and Council determined that parts a and b of this recommendation have adequately been addressed and requires no further follow-up.</p> <p>Concerning part c, the Accreditation Committee and Council determined that although a comprehensive</p>

		<p>b. The CPM needs to establish a well-defined comprehensive and systematic curricular evaluation process across the entire podiatric curriculum.</p> <p>c. The CPM should create a strategy to increase online learning options including a regular refresh of online material, assessment of desired pedagogies, platforms (e.g., Articulate, Zoom, Teams) and support materials to enhance learning as well as to adequately reflect the course hours/load of engaging in online learning options.</p>	document (distance learning position statement) was created that meets expectations with the exception of addressing course hours/load of engaging in online learning, an update is requested for review at the October 2024 meetings.
4	Standard 4D Curriculum – Preclinical Sciences	The CPM course syllabi across the first two years need to be consistent in providing the student with learning objectives and linking them to overall competencies and programmatic outcomes.	The Accreditation Committee and Council determined that this recommendation has been adequately addressed and requires no further follow-up.
5	Standard 4E Curriculum – Clinical Sciences	<p>a. To enhance student clinical training experiences, the CPM Office of Clinical Education needs to use information from clinical training site evaluations completed by students to better track learning outcomes and provide feedback to the clinical training site.</p> <p>b. The CPM should review the clinical rotation learning competencies related to the clinical rotation evaluation form to ensure alignment between the competencies and the evaluation completed by preceptors.</p>	The Accreditation Committee and Council determined that this recommendation has been adequately addressed and requires no further follow-up.
6	Standard 5B Faculty – Size	The CPM in consultation with the faculty should develop a policy for contract negotiations that defines workload accurately and fairly across the areas of responsibility and prioritizes time distribution that supports program excellence.	The Accreditation Committee and Council determined that this recommendation has been adequately addressed and requires no further follow-up.
7	Standard 8B Educational Program Effectiveness – Assessment of Competencies	Creating a strong plan for the strategic assessment of competencies is essential for understanding and improving program success. While a variety of assessment methods, including formative and summative, are listed in the plan, it is recommended that in the assessment plan include a detailed linkage between the learning objectives and attainment of the competencies.	The Accreditation Committee and Council determined that this recommendation has been adequately addressed and requires no further follow-up.