Program Review Template for Six Year Reports

Rationale

Westmont’s program review process is designed to:
- Improve student learning
- Foster clear communication within each department, and between each department and other areas of the College
- Provide relevant contextual information for decisions regarding the allocation of resources

Procedure

Departments will submit to the Program Review Committee annual reports on activities involving assessment of student work. These reports will be due on September 15th. If the department chair changes in the course of the summer, the outgoing chair – or department liaison – is primarily responsible for the report.

Every six years, the chair will submit a comprehensive report. The Program Review Committee will read the report, respond to it, and the department will meet with the Academic Dean and the Director of Assessment to discuss this response. The report needs to include each of the following items:

1. Executive summary
2. Description of departmental mission and role within the college
3. Statistical information about the program: discussion and analysis
4. Program assessment
5. General Education
6. Resources
7. Conclusion and Long-Term Vision
8. Appendices:
   - Statistical information about the program (all charts, C.V., reports)
   - Any information that substantiates the claims made in the report

1. Executive summary

In the executive summary, please include:
- Program mission statement, outcomes
- Chart 5
- At least three notable findings
- The most important next steps for your program

2. Description of departmental mission and role within the College

A. What is the department’s mission?
B. In what ways does the department contribute to the College’s larger mission?
C. In what ways does the department contribute to General Education?

D. Recent history of the department. This short context could include an overview of the department's development, a summary of the issues identified, and if it is available, a summary of findings from most recent internal or external reviews.

3. **Basic statistical information about the program: discussion and analysis**

This section presents the departmental reflection on the statistical data collected for the report (faculty and graduate profiles, see items A through E). For instance, in light of the findings reported, the department could reflect on the following questions:

- What are the main achievements of the department? – in research, teaching, serving the community, administrative service. What would you like to be able to do better?
- Is the workload evenly distributed in the department? How are issues addressed?
- What is the role of part-timers in your department; are you satisfied with this role?
- Are women and minorities well represented in your department? What steps are you taking or have you taken to recruit a more diverse faculty?
- Consider the place of advising in your department: how heavy is your load? What do you think makes for a good advisor?
- Given the load of your department (chart 2), what would you hope you could do better?
- What does the data concerning gender and ethnicity among your majors tell you about your program?

In the appendices, include the following information, presented in the form of charts that show each item year-by-year.

A. Profile of current full-time faculty (see charts 1 & 2). Include:
   - An updated C.V. for each faculty member
   - Copies of, or links to, faculty reports on: (1) sabbaticals; and (2) professional development grants; (3) external grants received
   - Individual faculty development plans

B. Profile of part-time faculty (see chart 3)

C. Number of graduates over the last five years (see chart 4)

D. Where graduates over the past ten years have ended up, to the extent that the department knows this (graduate school and employer data). Please note: departments are encouraged to survey their alumni at regular intervals. The Office of Institutional Research will provide help with the surveys, the mailing and the cost.

E. Results of norm-referenced test-scores, where applicable (e.g. LSAT, ACS, MCATs)

Please Note: Much of this material is available from the Office of Institutional Research – see the appendices for an example of what can be gathered by the Office of Institutional Research.
4. Programs

A- Student Learning Outcomes

1) Comprehensive statement of student learning outcomes for the majors in the department, referencing as appropriate, links to the College-wide outcomes (see chart 5). If the majors are sufficiently different, please provide separate charts.

2) Matrix showing how student outcomes for the major(s) are aligned to courses offered by the department (see chart 5). If the majors are sufficiently different, please provide separate charts.

3) Description of how the curriculum offered by the department does (or not does) align with disciplinary expectations as articulated by national professional associations (if available); and/or description of how the curriculum compares with that of one or more peer institutions.

4) Description of co-curricular activities and of their relationship to the student learning outcomes (e.g. departmental retreat for students)

B- Assessment of the Outcomes

For each of the departmental goals or outcomes, summarize the work done in the past six years and list:

1. the evidence -this can be part of the appendices
   o What constitutes evidence:
     ▪ Departmental data such as student work, student surveys, rubrics, and use data.
     ▪ Relevant institutional data (i.e. NSSE report, Senior Interviews, Senior Survey questions)
     ▪ External data such as national exam results, reviews of artistic productions, alumni data, reports from employers or internship supervisors, and external reviewer reports.
   o A brief description -include, when relevant, the description of the assignment, the rubric, the number of items collected, the date(s) the data was gathered.
   o The location of the original data (where it can be accessed and reviewed).

2. the analysis of the evidence and conclusions
   o Describe what the results mean, based on departmental reflection on the results
   o How effective are the assessment methods that were used?
   o What have you learned about student learning?
   o Did the department make progress toward meeting its goal?

3. the steps taken to address the conclusions
   o What changes will be made or have been made because of the results? What results might the entire faculty benefit from knowing? How will/did these results get communicated?
   o Provide evidence of making changes in the program as a result of the assessment process. What new or revised goals have been set by
the department in response to what has been learned? How will these be studied? (What is basically needed here is a revised/updated six-year plan.)

- Describe the direction for the department's next assessment efforts.

In the appendices, provide Evidence of conversations:

- Ongoing departmental conversations on student work, institutional data and external data (e.g. NSSE report, Senior Interviews, Senior Survey questions) - i.e. departmental meeting notes. Provide evidence of COLLECTIVELY interpreting data that have been gathered (i.e., the department together reviews the data; department members from various departments reflect on the data together; faculty members from various institutions examine the data).
- Annual updates and associated feedback from your assessment coordinator/director of assessment since your last program review

C. Conclusion
Overall, what are the strengths and weaknesses of your students? What progress have you made in addressing them? What are the next steps you want to take (have new questions emerged? Have new ways to frame the questions emerged? What are some changes you are considering?). How does the external feedback/comparisons (with other national programs) help you in improving your program?

5. General Education

If relevant, report on the assessment of your department's contribution to the General Education program:

- What student learning outcomes have been articulated for the G.E. category taught in your department?
- What evidence has been collected in your department?
- What conversations have happened, in your department, between your and other departments, or with the General Education Committee?
- What conclusions did you draw from this work - to what extent are students learning?
- What changes in the assessment of this area would you suggest to the GE committee?
6. Financial and Program Resources

In this section, please discuss:
- the financial needs of your program in light of the findings of program review
- if you have not previously done so, the relationships between your program and other areas of the College - Library, off-campus programs... and the effectiveness of this relationship.

A. Financial Resources

- Discussion of the adequacy of the current budget to meet existing program needs. Provide a copy of the budget for the past six years in the appendices.
- What additional resources will be required to accomplish program changes and enhancements described in the next Section (#7)?

B. Program Resources

- Needs with respect to Library Collection/Database resources, and how department representatives have worked with Library staff: you might want to indicate how much your students use the library; what you expect them to learn in the library (research skills...); if the services provided by the Library (collection, instruction, access to other collations...) are sufficient; how your department has worked with the Library (collection development plan, coordination of instruction)
- Internship Office: indicate how many of your students use this service; how you coordinate your work with this office; how the vision of the internship office matches your vision for your majors; if you haven’t addressed the “serving society” requirement under the General Education section, discuss how you interact with the Internship Office to provide your majors with a way of fulfilling this requirement.
- Office of Life Planning: please discuss your interactions with this office; the number of majors and the type of services involved; the correlation between student outcomes and the mission of this office.
- Off-campus programs: please discuss your students’ use of this service; does the major (or some tracks within the major) require an off-campus experience? Are the off-campus programs offerings consistent with the goals for your major? How do you assess the quality of your majors’ experience and learning on the programs?

7. Conclusion and Long-Term Vision

A. A list of major departmental accomplishments over the last six years
B. Description of where the department would like to be in six years (including a list of program improvement goals) and possible departmental strategies for achieving this vision Include a copy of materials submitted for CIP and line-item budget requests.
C. Identify individual contributions for each anticipated action item.
CHART 1

Fill out one chart for each of the years included in the review

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Date hired</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Number of students</th>
<th>Number of advisees</th>
<th>Classes taught &amp; Number of Preparations***</th>
<th>Departmental Responsibilities*</th>
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Notes on individual teaching loads

* This can include: chair, diversity recruitment specialist, library liaison, assessment liaison, internship specialist, debate tournament...
Also, if students are involved in research during the semester, provide the number of contact hours for each semester.

** Full-time faculty are faculty who teach 24 units/year (or 12 units/semester), whether on tenure track or on a year-long or semester-long contract

*** List labs and the number of teaching units attached to the lab
CHART 2

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Date hired</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Number of hours</th>
<th>Total hours for the department</th>
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Notes: indicate the circumstances that explain the department’s decision to employ part-time faculty (year by year or with a summary of the reason is ongoing)

Summary: indicate the proportion of part-time help relative to the total number of hours of instruction in your department.

CHART 3

Instructional Load for your department
This information will be provided by the office of institutional research

Fill out one chart for each of the years included in the review
**CHART 4**

Fill out one chart for each of the programs in your department (e.g. Mathematics and Computer Science will need separate charts)

### Profile of Graduating Seniors

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<th>Number of Seniors</th>
<th>Ethnicity/Origin?</th>
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aa: African-American  
la: Latino/a  
asi: Asian  
ca: Caucasian  
int: International - let’s put this in a separate column  
na: Native-American  
oth: Other
### CHART 5

<table>
<thead>
<tr>
<th>Major in _____________</th>
<th>Program Goals</th>
<th>Specific Learning Outcomes</th>
<th>Where are the Learning Outcomes met?</th>
<th>How are they assessed?</th>
<th>Benchmark</th>
<th>Link to the learning standards</th>
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Rubrics
Portfolios
Capstone
Poster session
External Jury
Exit interviews
Written Surveys
Etc.

Benchmark
Link to the learning standards