

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
- Provide the institution the information that it needs when communicating with external groups.

Procedure

Departments will submit to the Program Review Committee annual reports (see Annual Report Template) 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 is primarily responsible for the report.

Every six years, the chair will submit a comprehensive report. The report needs to include each of the following items:

1. Executive summary
2. Description of departmental mission and role within the college
3. Discussion and analysis of statistical information about the program
4. Program assessment
5. General Education and service courses
6. Departmental capacity and resources
7. Conclusion and Long-Term Vision
8. Appendices:
 - a. Basics statistical information about the program
 - b. The annual updates detailing the work done to assess program student learning outcomes.
 - c. Any data that substantiates the claims made in the report

The body of the report should be devoted to reflecting on and responding to the statistical data gathered for this review and the assessment work done over the last six years. The point of the six-year Program Review Report is to provide a current picture of the health, needs, effectiveness and goals of the program. While the appendices may be considerably larger, the body of the report itself should be in the range of 30 – 50 pages.

When sections include a numbered or lettered list, you should address each of the identified points. When a bulleted list is provided, you should address the points that are most central to your program.

The Program Review Committee will read the report, respond to it, and the department will meet with the Provost and the Dean for Curriculum and Educational Effectiveness to discuss this response. The executive summary and the Program Review Committee's response will be forwarded to the president's Executive Team.

1. Executive summary (2-5 pages)

In the executive summary, please include:

- A. Program mission statement and outcomes (condensed version if you have multiple forms)
- B. Alignment chart (Chart 4)
- C. At least three notable findings
- D. The most important next steps for your program

2. Description of departmental mission and role within the College (1-4 pages)

Describe and reflect on the way your program's mission and activities relate to the mission of the college.

- A. In what ways does your program relate to and contribute to the College's larger mission?
- B. In what ways does your program contribute to General Education?
- C. In what ways does your program provide support for other programs?

3. Basic statistical information about the program: discussion and analysis (5-10 pages)

The department should reflect on and respond to the statistical data in items A through E under **Data** below. Departments may wish to add supplemental information to the basic data set. The following questions are illustrative of the types of discussions that might be important for your department.

- Have there been any significant recent changes or issues in the department that provide important context for this report?
- In light of the information on teaching, research, and service for individual members, what are the main achievements of the department in research, teaching, serving the community, and administrative service? What would you like to be able to do better?
- In light of the data on faculty load, is the workload equitably distributed in the department? How are load issues addressed? What would you change?
- What does the profile of part-time faculty say about 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 quality of advising in your department: How heavy is your advising load? (Consult with the director of advising about whether your dept advises enough undeclared students.) How well are you advising students various groups of students (underrepresented, first generation college goers, etc.)? (Check with the registrar's office to see if there are persistent advising problems originating in your department.) What needs improving?
- What does the data concerning gender and ethnicity among your majors tell you about your program?
- When you reflect on the number and quality of declared majors and graduates over the 6 years, what trends do you see? Is any response needed?

Data Where available, use specific numbers and percentages rather than phrases like “many” or “most.” Any data which you specifically reference in the report should be included (perhaps in summarized form) as an appendix to the report.

Make sure that the following information is readily available in the department's assessment archive and that you have reviewed and reflected on it as a department.

- A. Profile of current full-time faculty (Chart 1).
 - a. An updated C.V. for each faculty member
 - b. Copies of, or links to, faculty reports on: (1) sabbaticals; and (2) professional development grants; (3) external grants received
 - c. individual faculty development plans
- B. Profile of part-time faculty (Chart 2)
- C. Instructional load data for each of the past six years.
- D. Number of graduates over the last five years (Chart 3).
- E. Alumni profile and survey data.
- F. Where applicable, results of norm-referenced test-scores (e.g. LSAT, ACS, MCATS).

4. Programs (12-18 pages)

A. *Student Learning Outcomes*

Please provide

1. Comprehensive statement of student learning outcomes for the majors in the department.
2. Alignment matrix (chart 4). If the majors offered by your department are sufficiently different, please provide separate charts.
3. Description of how the curriculum offered by the department does (or does not) 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. Given your dept's mission, are you satisfied with the comparisons?
4. Descriptions of any co-curricular activities that help advance your SLOs.

B. *Assessment of the Outcomes*

As a department, discuss the assessment work that has been done over the last six years.

1. Overview
 - a. Referencing your annual assessment work, summarize where your department stands with respect to each of its student learning outcomes.
 - b. Again referencing your annual work, what have been the most important assessment findings? What has your department done in response to these findings?
 - c. What additional plans does your department have to respond to what it has learned?
2. The details: for each of your learning outcomes
 - a. Extract the discussion for the most recent annual report treating the outcome and include it in this report.
 - b. Discuss any changes since the report.

C. *Conclusion*

Overall, what are the strengths and weaknesses of various demographic groups of your students? What adjustments to your program are appropriate to respond to the characteristics of your students? What progress have you made in making these changes? What are the next steps you want to take?

D. Future

Describe the direction for the department's next assessment efforts as part of a systematic evaluation of student performance.

Data Where available, use specific numbers and percentages rather than phrases like “many” or “most.” Any data to which you specifically make reference in the report should be included (perhaps in summarized form) as an appendix to the report.

Verify that the all relevant evidence related to both your six-year and annual reports is readily accessible in your department's assessment archive.

Types of evidence:

- Departmental data such as student work, student surveys, rubrics, and participation data, including data on instances of relevant informal and non-formal learning.
- 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.
- Include, when relevant, the description of the assignment, the rubric, the number of items collected, the date(s) the data was gathered.
- Identify the location of the original data (where it can be accessed and reviewed).
- Include meeting notes and agendas that give evidence of departmental discussions of the evidence.

5. General Education and Service Courses (1-5 pages)

If relevant, report on your department's contribution to the General Education program.

Relevant questions might be:

- What percentage of your department's load is devoted to General Education?
- What conversations have happened in your department and with the General Education Committee?
- How effective have the courses in your department been in meeting the General Education goals established for courses taught in your department?
- What changes in the assessment of this area would you suggest to the GE committee?

If relevant, report on your department's role in supporting other departments. Relevant questions might be:

- What percentage of your courses supports other departments?
- What conversations are you having in your department or with other departments related to service courses?
- Have there been any changes (or are the desired changes) in the level of involvement?
- How effective have the courses in your department been in meeting the needs of other departments?

Data Include as appendices any sets of data to which you specifically refer in this section. Place any relevant meeting notes into your department's assessment archive.

Also make sure that your departmental assessment archive includes copies of or links to relevant General Education area reports.

6. Financial and Program Resources (3-6 pages)

In this section, please discuss the financial, programmatic, and staffing resources available to, needed, and used by your program.

A. Financial Resources

- Discuss the adequacy of the current budget to meet existing program needs.
- Within the current budget, how could resources be reallocated more effectively?
- What additional resources will be desirable to accomplish program goals and enhancements described in the next Section? What intermediate steps are feasible?

B. Program Resources

Discuss the ways the students and faculty in your department depend on, interact with or make use of

- A. The Library Collection/Database resources
- B. Library staff
- C. The Internship Office
- D. The Office of Life Planning
- E. Off-campus Programs
- F. Disability services

Possible points of discussion are:

- How important are these services to your department? What needs do you have in these areas? How responsive are the services to your department's needs/requests?
- How often do you and your students interact with the services? What is the quality of these interactions? Do you have any data on your students' use of these services and the level of your students' satisfaction?
- What do you expect student to learn from these services? Are your and your students' expectations being met?
- Do you have any suggestions for the offices?

Data Verify that your departmental assessment archive includes copies of your budget for the last six years. Include any program-use data as an appendix.

7. Conclusion and Long-Term Vision (3-6 pages)

- A. Outline the major departmental accomplishments over the last six years.
- B. Describe where the department would like to be in six years (including a list of program improvement goals) and reflect on departmental strategies for achieving this vision.
- C. What is your plan for achieving your program's vision? Include a time line. Identify the most important next steps and the individuals responsible for directing these actions.
- D. Include a Multi-year plan for the next program review cycle.

Data Make sure that copies of all materials submitted for CIP and line-item budget requests have been placed in the assessment archive. Update your multi-year plan in your assessment archive.

CHART 1A: Full Time Faculty*

Faculty Member	Date hired	Termination Date	Gender	Ethnicity	Rank/(Year)	Tenure Status/(Year)

CHART 1B

Faculty Member	Year	# Units		Load Credit		# advisees	Notes: (Chair, Diversity recruitment specialist, library liaison, internship specialist, speech tournament, etc.)
		Lower/Upper	Total	Lower/Upper	Total		
Jones	2007						
	2008						
	2009						
	2010						
	2011						
	2012						
	Total						
Smith							

Notes on individual teaching loads

Also, if students are involved in research during the semester, provide the number of contact hours for each semester.

* Faculty with full-time contracts (12 units/semester), whether on tenure track, year-long or semester-long contract

CHART 3

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												
	Number of Seniors			Ethnicity						Tracks		
	F	M	Total	la	an	as	bl	hp	wi			
Year -e.g. 2004-2005												
Year 2												
Year 3												
Year 4												
Year 5												

- la: Hispanic/Latino
- an: American/Alaskan Native
- as: Asian
- bl: Black or African American
- hp: Hawaiian/Pacific Islander
- wi: White

