

**PROGRAM REVIEW AT WESTMONT COLLEGE:
MISSION-DRIVEN, MEANINGFUL, & MANAGEABLE**

I. Westmont Foundations. The Statement of Faith and Community Life Statements are covenantal documents that guide who we are as a community of faithful learners. Foundational documents guiding our program include the Mission Statement and the educational vision statements (What We Want for Our Graduates, Philosophy of Education at Westmont). Our Mission Statement identifies our purposes as a college. The educational vision documents center on qualities of personhood and intellectual abilities that transcend, and are a product of, each particular program of study and the general education process. All of our goals, outcomes, and assessment efforts should be consistent with our foundational documents. We recognize, of course, that not all of our aspirations are readily or ideally measurable.

II. Guiding Principles & Accreditation Standards. Program Review at Westmont is informed not only by our own foundational documents but also by external sources, especially established accreditation standards. The best practices enacted by other top-tier colleges with which we desire to be compared must be regularly examined, as well as best practices put forth by foundations based upon empirical evidence of practices in use at similar colleges. These best practices and templates will be thoroughly examined by the General Education and Program Review Committees and presented to the Academic Senate for discussion. Thorough examination may require pilot testing.

III. Institutional Assessment Priorities for Multi-Year Assessment Cycles. The Program Review Committee (PRC) will recommend assessment priorities (*see paragraph VI*) as determined by Westmont foundational documents, accreditation requirements, and the needs of the college identified by strategic planning activities. These priorities guide Institutional Learning Outcomes (ILOs). Typically, no more than one ILO will be assessed in any given year.

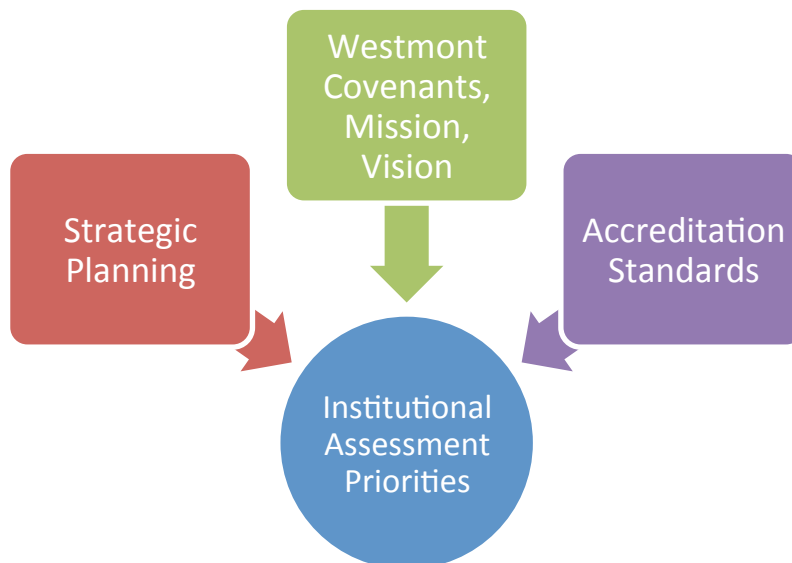
IV. General Education Outcomes and Coordinated Assessment. The General Education Committee, guided by the Philosophy of General Education at Westmont, will submit its proposed assessment plan to the PRC. The PRC will undertake to match up General Education Outcomes (GEOs) with ILOs to make the work more manageable in any multi-year assessment cycle. Some GEOs may be assessed at the institutional level; others may be assessed at the committee or department level.

V. Program Learning Outcomes (PLOs) and Multi-Year Action Plans. Academic and co-curricular programs will determine their PLOs guided by Westmont foundational documents, accreditation standards, appropriate disciplinary best practices and proficiencies, and help from the Dean of Curriculum and Educational Effectiveness. The Dean and the Program Review Committee will support departments as they determine their multi-year action plans, and will undertake to match up GEOs, PLOs, and ILOs where possible to make the work more manageable.

VI. A Comprehensive Strategy for Multi-Year Assessment Cycles. In consultation with the Academic Senate, the PRC will draft a comprehensive plan for the college-wide assessment of student learning, making every effort to streamline the work by aligning ILOs, GEOs, and PLOs where appropriate (e.g., “writing effectively” may be addressed in the same year by multiple departments and committees). The PRC will present the draft of the plan to the full faculty for discussion, solicit college-wide input, and submit the resulting plan to the Academic Senate. When the PRC and Academic Senate agree the plan is complete, it will be published to the entire college community well in advance of the beginning of the next assessment cycle.

VII. Purpose of Program Review. College-wide program review is meant to assess how well we are helping students become the graduates we envision in our educational mission and vision statements, and to inform decision-making and resource allocation. Program review reports also contribute to documenting the educational effectiveness of the college. These reports are critical for accreditation and fulfillment of the college mission and vision. The Academic Senate may require programs and departments to submit past reports and external reviews when submitting proposals for senate and faculty approval, or when senate makes recommendations to the Provost on issues pertaining to resources, strategic planning, and new programs and ventures. When programs make requests for hiring or other resources, the reports are helpful in showing both a documented need and a history of creative solutions attempting to fill the need in spite of a lack of ideal resources.

VIII. Flexibility. Given that our college, environment, and accreditation standards and policies will change, it is helpful to provide committees and persons charged with program review and assessment enough latitude to adapt to these changes, while simultaneously providing enough direction to accomplish the work.



Motion #1

Academic Senate moves that the faculty adopt the general framework for program review as outlined in the attached chart and description, entitled: *Program Review at Westmont College: Mission-Driven, Meaningful, & Manageable*.

Motion #2

Academic Senate moves that the faculty revise the Handbook to reflect the changes in college-wide Program Review procedures:

Current:

Curricular and academic policy changes are processed through the Academic Senate. The following items require submission by the Faculty Council for action by the full faculty for implementation: ...8) any addition, deletion, or substantial change to documents that describe the goals of the college-wide curricular program for assessment purposes (e.g., Institutional Learning Goals).

Proposed:

Curricular and academic policy changes are processed through the Academic Senate. The following items require submission by the Faculty Council for action by the full faculty for implementation: ...8) any addition, deletion, or substantial change to documents that describe the goals of the college-wide curricular program, ***including those drafted*** for assessment purposes (***e.g., Program Review at Westmont College: Mission-Driven, Meaningful, & Manageable; educational vision documents including “Philosophy of Education” and “What Do We Want for Our Graduates?”***).

Formal Recommendation from the Academic Senate to the New Provost:

Academic Senate recommends that the new Provost consider re-writing (singly or in concert with others) the foundational document, “What Do We Want For Our Graduates?” as an overarching, inspiring vision document that is consistent with the mission statement and incorporates aspects of physical and emotional health, creativity and creative expression, the value of the scientific method, and research experience. The new provost may also consider whether this document can and should be merged with the document, “Philosophy of Education.”