



## PROGRAM REVIEW HANDBOOK

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# Program Review Guide: Executive Summary

**Program Review** is an essential, systematic, and ongoing process in higher education. At Westmont College, it is designed to support continuous program improvement. It provides faculty and staff with the opportunity to conduct a thorough, holistic, and evidence-based self-examination of a program—to recognize and highlight strengths, identify key areas for growth, and develop a realistic action plan to achieve meaningful improvements.

Program Review enables Westmont to assess the effectiveness of its academic and co-curricular programs, helping to strengthen and sustain the college's curriculum and offerings within a faith-based context. This process supports informed recommendations related to student learning, program design, pedagogical effectiveness, and resource allocation—all aligned with the college's mission and vision.

A robust Program Review process fosters collegial dialogue around program goals, learning outcomes, curriculum structure, pedagogy, and student development.

On a practical level, systematic Program Review is also required by Westmont's regional accrediting body—the WASC Senior College and University Commission (WSCUC).

WSCUC accreditation aids institutions in developing and sustaining effective educational programs and assures the educational community and the general public that an accredited institution has met high standards of quality and effectiveness (*2023 WSCUC Handbook of Accreditation*).

At Westmont, each academic department and the Student Life division undergoes a program review process in seven-year cycles. This process will lead to creating a program self-examination report which includes, but is not limited to, the following essential components:

- Evidence and analysis of student learning in relation to all program learning outcomes (PLOs)
- Exploration of Key Questions
- Alumni reflections and analysis
- Analysis of graduating majors
- Comparative analysis of curriculum

- Analysis of the departmental enrollment patterns during the program review cycle and plan for addressing patterns of under-enrollment or inequity
- Contribution to the college's diversity and inclusiveness efforts
- Academic success of different groups of students
- Program sustainability and adaptability
- Vision and proposed changes for the next seven-year cycle
- Draft of Key Questions for the next seven-year cycle.

Departments may include additional components in the review process as appropriate. For example, analysis of senior focus group interviews may provide valuable qualitative insights that can inform curricular revisions, pedagogical improvements, future planning, or goal setting.

If your department plans to request additional resources or an increase in its operational budget, a financial analysis must be conducted and included in the seven-year report. Similarly, if your department anticipates requesting a new faculty position within the next seven-year cycle, this request must be clearly substantiated in the report.

For programs not accredited by an external agency (e.g., NASM, CCTC, ACS, ABET), departments are required to engage an external reviewer—someone outside of Westmont College—who will examine program materials, conduct a site visit, and collaborate with the program review team to produce a written response to the departmental self-study and site visit findings.

The results of the program review process, along with the Program Review Team's report, will be discussed by department faculty during a post-review meeting with the Provost, the Dean of Curriculum and Educational Effectiveness, and the Program Review Team. Following this meeting, the department will develop and submit both an Action Plan and a Multi-Year Assessment Plan. The department will be responsible for implementing the program review recommendations over the course of the next seven-year cycle.

## **Seven-Year Program Review Cycle Activities**

All program review activities fall into place more smoothly when guided by a well-constructed Action Plan. Each year, your department will make progress

toward answering your Key Questions through assessment and program review activities. By September 15, you will submit the Annual Assessment Update Report to the PRC. Typically, departments focus on one learning outcome and/or Key Question per year.

Consider your department's overall strategy for addressing these questions. Reviewing past departmental materials can be helpful in clarifying your approach and determining next steps.

If you're unsure how to articulate or assess one of your outcomes, the Dean of Curriculum and Educational Effectiveness can provide guidance, resources, and suggestions. In addition, you will meet at least once with the Dean or PRC members to discuss your program review preparation. This meeting is an opportunity to review accomplishments and challenges, ask questions, and become familiar with best practices in program review.

Co-curricular departments may schedule their meeting with the Dean during the summer break. All co-curricular departments are expected to present their Seven-Year Program Review Report template to the PRC for review and approval during the academic year prior to submitting their full report.

Your Program Review Team will look for evidence of reflection and follow-up actions based on your findings. This process—often referred to as “closing the loop”—involves making programmatic changes aimed at improving student learning outcomes.

The PRC understands that even the best-laid plans sometimes require adjustment. If needed, you are encouraged to discuss revisions to your Action Plan with the Dean or a PRC member (current PRC membership is listed on the Educational Effectiveness website). You may also propose changes to your Multi-Year Assessment Plan in Section V of your Annual Assessment Update Report, which the PRC will review and provide feedback on.

Throughout the process, continue to reflect on how assessment can be made more meaningful and effective in supporting the continuous improvement and sustainability of your program.

# Table: Seven-Year Program Review Cycle Activities

Year	Activities	Documents to be submitted
<b>1</b>	<ul style="list-style-type: none"> <li>• Submit your Seven-Year Program Review Report by September 20 (Fall of Year 1)</li> <li>• Host an external reviewer site visit (Fall of Year 1)</li> <li>• Meet with the Program Review Team to discuss your Seven-Year Program Review Report and their response to the report (optional).</li> <li>• Based on your report findings and the Program Review's team response identify several <b>Key Questions</b> to be included in the Action Plan for the next program review cycle.</li> <li>• Meet with the Provost, Dean of Curriculum and Educational Effectiveness, and Team Leader to discuss your program review findings and the draft of your Action Plan.</li> <li>• Hold a program review retreat to finalize your Action Plan (optional).</li> <li>• Submit your Action Plan and Multi-Year Assessment Plan to the Dean of Curriculum and Educational Effectiveness by August 15 (Summer of Year 1)</li> <li>• Celebrate the progress of your department.</li> </ul>	<ul style="list-style-type: none"> <li>• Seven-Year Program Review Report</li> <li>• <a href="#">Action Plan &amp; Multi-Year Assessment Plan</a></li> <li>• Executive Summary for the Executive Team (optional)</li> <li>• Retreat agenda, detailed minutes and all retreat receipts for reimbursement</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Assess student learning in relation to one of your PLOs.</li> <li>• Explore or begin exploring your Key Question(s).</li> <li>• Submit your Annual Assessment Update Report by September 15.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Annual Assessment Update Report</a></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Assess student learning in relation to one of your PLOs.</li> <li>• Explore your Key Question(s).</li> <li>• Submit your Annual Assessment Update Report by September 15.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Annual Assessment Update Report</a></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Assess student learning in relation to one of your PLOs.</li> <li>• Explore your Key Question(s).</li> <li>• Submit your Annual Assessment Update Report by September 15.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Annual Assessment Update Report</a></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Assess student learning in relation to your last PLOs.</li> <li>• Explore your last Key Question(s).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Annual Assessment Update Report</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Submit your Annual Assessment Update Report by September 15.</li> </ul>	
<b>6</b>	<ul style="list-style-type: none"> <li>• Assess student learning in relation to your last PLOs.</li> <li>• Explore your last Key Question(s).</li> <li>• Submit your Annual Assessment Update Report by September 15.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Annual Assessment Update Report</a></li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Participate in your program review cohort meeting with the Dean of Curriculum and Educational Effectiveness at the beginning of the Fall semester.</li> <li>• Survey your alumni.</li> <li>• Conduct a student focus group study (optional).</li> <li>• Hold a program review report preparation retreat (optional).</li> <li>• Collaboratively prepare and write your Seven-Year Program Review Report.</li> <li>• <b>Identify potential external reviewers for your program and submit the “<a href="#">External Reviewer Request and Authorization Form</a>” to the Dean of Curriculum and Educational Effectiveness by April 1 (Spring of Year 7)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">External Reviewer Request and Authorization Form</a></li> <li>• Retreat agenda, detailed minutes and all retreat receipts for reimbursement</li> </ul>

# Producing the Seven-Year Program Review Report (Year 7)

## 1. Producing the Seven-Year Program Review Report

Your program review should reflect the collective work of all faculty in your department, including long-term adjuncts. Use the self-study as an opportunity for collaborative and collegial reflection over time on what your assessment data reveal about the program's strengths, challenges, and opportunities.

To support this process, the Dean of Curriculum and Educational Effectiveness offers modest grants for department retreats to discuss the report.

Departments may receive a small stipend (up to \$25 per person) to cover retreat expenses. The PRC recommends holding **one retreat** during the seven-year cycle, choosing one of the following options:

- **Midway through Year 6**, to assess progress on the Seven-Year Program Review Report, assign responsibilities, and potentially begin writing sections of the report; or
- **Spring of Year 1**, to begin formulating Key Questions for the next review cycle.

To receive reimbursement, departments must submit:

1. A meeting agenda
2. Meeting minutes or notes on decisions made
3. All relevant receipts

If your department would like to request funding for a second retreat during the cycle, the chair must submit a written request to the Dean with a clear rationale.

The Seven-Year Report is significant on multiple levels. It should inform the campus community of:

- Progress on key departmental initiatives
- The extent to which students are achieving program learning outcomes
- Considerations for future planning and improvement.

Another important audience is the WSCUC accreditation team. With this in mind, the PRC encourages departments to demonstrate rhetorical sensitivity in



crafting the report. The Seven-Year Report is your opportunity to showcase departmental strengths, growth, vision, and needs.

Please consider your various audiences when writing. This report may influence perceptions of the quality of Westmont's academic programs and our institution's commitment to evidence-informed decision-making.

We urge you to present an honest, objective analysis of your findings—neither ignoring nor sugarcoating challenges. When issues are identified, aim to frame them in a problem-solving spirit, offering constructive and realistic solutions supported by data and reflective analysis.

## 2. Report Outline

There are four major sections to the Seven-Year Program Review Report:

**A. Introduction** (1-2 pages).

**B. Student Assessment & Program Review** (10-15 pages). Report what your department did and what you learned over the past seven years relative to the Institutional Learning Outcomes, your Program Learning Outcomes, and your Key Questions (*See Report Section B on Student Assessment & Program Review*).

**C. Conclusions and Vision for the Future** (3-4 pages). This section should include items the department would like to bring to the attention of the Academic Senate including requests for significant changes to program or staffing. We would also like to hear what your department has learned from assessment work and program review, particularly as it pertains to ILOs and to your department's Mission Statement, PLOs, and Key Questions. As a result, what changes have you made or will you be pursuing? Specifically, how have you sought or how will you seek to enhance student learning relative to the college's ILOs and to your department's PLOs? What Key Questions do you wish to explore during the next seven-year cycle? (*See Report Section C on reporting your conclusions.*)

**D. Appendices.** *See Report Section D on required and optional appendices.*

## REPORT SECTION A: INTRODUCTION

This section provides an opportunity to analyze your department's work over the past seven years and to highlight the quality and accomplishments of your

program. Begin with a brief introduction to your department that includes the following information:

- a. What is your department's Mission Statement? Please include the link to the webpage where the Mission Statement is posted.
- b. What are your department's Program Learning Outcomes (PLOs)? Please include the link to the webpage where the PLOs are posted.
- c. What Key Questions has your department explored during this seven-year review cycle?
- d. What recommendations did the Program Review Committee make to your department prior to or during this review cycle, and how did your department respond to them?

While showcasing your program, please reflect on the following questions:

- Are your students achieving the learning outcomes you intend? What evidence have you gathered regarding student learning in relation to the Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and your department's Key Questions?
- Which new initiatives or strategies have successfully enhanced student learning? Which have not, and why?
- Is your curriculum aligned with recent developments and current best practices in your discipline?
- Do you have sufficient staffing and resources to support your work and ensure the long-term sustainability of your program?

## *REPORT SECTION B: STUDENT ASSESSMENT AND PROGRAM REVIEW*

Over the past seven years, what did your department do and what did you learn relative to the college's Institutional Learning Outcomes, your departmental Program Learning Outcomes, and its Key Questions?

Please consider this from seven different perspectives:

1. Student Learning
2. Alumni Reflections
3. Curriculum Review

4. Program Sustainability and Adaptability
5. Contribution to Diversity
6. Additional Analysis

## **1. *Student Learning***

In this section of the report, the department should reflect on student learning over the past seven years. This is an opportunity to evaluate the extent to which students are attaining the knowledge, skills, and virtues that the program seeks to cultivate.

The discussion should be grounded in the department's assessment activities conducted since the last seven-year program review. It is recommended to include both quantitative and qualitative data. Departments considering student focus groups may [click [here](#) for some tips], and those planning to administer surveys may [click [here](#) for suggestions].

Please reflect on the evidence gathered and provide a thoughtful analysis addressing the following:

### **a. Substance**

- To what extent did your students meet the Institutional Learning Outcomes (ILOs) or established benchmarks?
- What did you learn about your students' performance in relation to your department's Program Learning Outcomes (PLOs)? Did students meet the standards or benchmarks you set (where applicable)?
- How has the assessment of student learning, in relation to both ILOs and PLOs, informed your department's Key Questions?
- What changes have you implemented—or do you plan to implement—to enhance student learning?

### **b. Assessment Methodology**

- Have your annual assessment results provided useful information for improving teaching, curriculum, or student support?
- How effective are your current assessment methods in accurately measuring student achievement?
- What revisions or enhancements do you plan to make to strengthen your assessment practices?

## **2. Student and Alumni Reflections**

Surveying alumni has proven to be a valuable tool for many Westmont departments in assessing how well they are achieving their program goals. Consider the following questions as you engage your alumni:

- How satisfied are your alumni with the program overall and with specific aspects of it?
- How well did the program prepare them for life after Westmont, including graduate studies and professional careers?
- Did the program offer meaningful opportunities to apply disciplinary knowledge and skills, and to explore discipline-related interests?

Additionally, consider how your alumni can help you address your department's Key Questions.

The process of surveying alumni is simpler than it may seem. A sample survey with standard questions has already been created in LimeSurvey. Look for the document titled "*How to Set Up and Administer Your Alumni Survey via LimeSurvey*" on that website. If you wish to customize the survey, you can access the survey [tips here](#). As you develop your version, you may find these useful [tips](#) helpful.

Each fall, the Registrar's Office uploads alumni data into the *Demographic Data* subfolder of your department's Program Review Archives on Egnyte. To obtain the most up-to-date email addresses, prepare your list of alumni and send it to the Director of Alumni and Employer Relations shortly before administering the survey. Because the alumni database is continually updated, using the most current email addresses is essential. Please limit your survey to alumni who graduated within the past seven years.

Your department may also find it helpful to conduct focus group interviews with current seniors and compare their feedback with the results from the alumni survey. Click here for [tips](#) on developing and facilitating focus groups.

## **3. Curriculum Review**

This review offers the department an opportunity to reexamine its curriculum to determine whether it is optimally designed to support student success—both within the major and in life beyond college. If General Education courses make up a significant portion of your curriculum, please include them in your evaluation.

Consider the following questions as you reflect on your curriculum:

- To what extent does your program provide students with opportunities to acquire disciplinary knowledge, skills, and competencies?
- Are there ways to structure the major more effectively to enhance student learning and progression?
- Could the sequencing of courses be improved for greater coherence and developmental progression?
- Do you offer a well-balanced and appropriate range of courses each academic year?
- How does your curriculum compare with those of similar departments at peer institutions?

Curriculum should not be defined too narrowly. Conversations with colleagues at other institutions can offer valuable insights into the broader philosophical framing of the major and its implications for pedagogy, course emphases, advising, and overall program design. If direct conversations are not feasible, reviewing materials such as academic catalogs or departmental websites can serve as useful alternatives.

After reviewing your current curriculum, [curriculum map](#) and [PLO alignment chart](#), consider the following:

- Are you satisfied with the current set of courses offered by your department?
- Are there gaps in the curriculum or ways in which departmental resources could be more effectively allocated to support student learning?
- Is the major structured to facilitate students' progression from introductory exposure to more advanced engagement with key learning objectives?
- Do your Program Learning Outcomes (PLOs) reflect multiple levels of mastery, including higher-order cognitive skills such as evaluation and creation?
- Do you offer a sufficient number of courses at each level of sophistication?
- How do these reflections relate to your department's Key Questions?

External sources can also be helpful in addressing these issues. Some departments have discovered curricular gaps through that [alumni surveys](#).

Materials from professional or disciplinary organizations can provide insight into national trends and emerging expectations within your field.

As part of your review, compare your program with those of at **least three peer institutions**. Include a brief analysis of this comparison in your report, noting similarities, differences, and any potential areas for improvement.

#### ***4. Program Sustainability and Adaptability***

The central question to address in this section is whether your department is likely to remain viable and thriving over the next ten years. A helpful tool for this reflection is a **SWOT Analysis**, which enables departments to assess their internal strengths and weaknesses, as well as external opportunities and threats.

Identify your program's **strengths**:

- What does your department do well?
- What unique resources or capabilities do you possess?
- Which internal factors can you leverage to achieve your goals and maintain a competitive edge?

Acknowledge areas of **weakness**:

- Where does your department fall short?
- In what areas do peer institutions outperform you?
- What internal limitations (e.g., staffing, resources) hinder your program's effectiveness or sustainability?

Note external **opportunities**:

- Where do you see unmet needs in your field or community?
- Are there emerging trends or areas of growth that your department could address?
- Which opportunities could be transformed into programmatic strengths?

Identify potential **threats**:

- What external factors (e.g., economic, demographic, regulatory) could impact your program's success?
- How might these challenges affect your ability to deliver your curriculum or maintain enrollment?

Use the insights from your SWOT analysis to brainstorm and prioritize strategic actions. Leverage your strengths to capitalize on opportunities, address weaknesses to mitigate threats, and consider creative approaches to long-term success.

You may also wish to reflect on broader questions of **adaptability and sustainability**, such as:

- Will your department be able to sustain programming and meet stakeholder needs amid rapid changes in higher education and the professional landscape?
- Can you continue to support curriculum development, faculty and student research, and institutional service in the face of internal pressures (e.g., enrollment fluctuations, staffing changes, limited resources)?
- Are there more efficient ways to utilize or reallocate existing resources?

For some departments, it may be more urgent to focus on external challenges and opportunities; for others, internal adaptability is the priority. It is up to your department to define the primary focus of this section and articulate it clearly in your report. Your reflections on sustainability and adaptability may also align with your Key Questions.

The following questions may assist in defining the scope of your sustainability/adaptability inquiry:

**How does your program serve society?** Consider both your **major** and **minor**. In what ways does your program address current and emerging societal and professional needs? Is your program positioned to survive and thrive in a rapidly changing higher education landscape? In particular, how is your **minor** appealing to Westmont students?

Analyze enrollment trends and projections for your majors, minors, and—if applicable—General Education courses. Consider both external influences (e.g., national trends, labor market changes) and internal factors (e.g., staffing, course offerings, institutional priorities).

Per the *Guidelines on Faculty Loads and Low Enrollments* adopted by the Academic Senate in 2019, all seven-year reviews must include an analysis of enrollment patterns over the past seven years. Departments are expected to address persistent issues of under-enrollment or inequity. Provide a clear analysis of your department's **enrollment patterns over the past seven years**, including any issues of under-enrollment or inequity. Describe how your department plans to respond to these patterns and the strategies you will use to enhance enrollment, equity, and program sustainability.

This can be a broad discussion in which you examine the professions your students tend to pursue, as well as the transferable skills they acquire through your program. Professional organizations in your discipline may provide helpful insights into the employability and relevance of degrees in your field. Additionally, data from your alumni survey, along with a comparative analysis of your curriculum against those of peer institutions, will likely prove useful in this context.

You may also benefit from consulting with small departments at other institutions. For example:

- Are departments with 3–5 full-time faculty increasingly relying on part-time adjuncts?
- Are they sharing faculty with other departments?
- Do they offer a broader or narrower range of courses?
- What is the balance between theoretical and applied coursework?
- Do they offer tracks or concentrations within the major?
- Are hybrid majors or minors being developed in collaboration with other departments?
- How are internships integrated into the curriculum?
- How are these programs marketed?

### **How does your department serve Westmont?**

Reflect on your department's contribution to the broader educational experience at Westmont:

- Is your program attracting and graduating an appropriate number of students?
- Are you reaching a diverse and well-balanced student population?
- How does your department support other academic programs across campus?
- If your department does not produce many majors, are you contributing significantly to the education of students in other majors?
- What role do minors play in your department's academic offerings?

As part of this analysis, examine the **gender and ethnicity** of your graduates and compare these demographics to those of the college overall. This data is available in your departmental *Program Review* folder on the shared Egnyte drive. If your findings reveal areas of concern, please discuss steps your department can take to address them—these may become new Key Questions for the next review cycle.



## ***5. Contribution to Diversity***

Preparing your seven-year report offers an excellent opportunity to reflect on the department's contributions to the college's diversity and inclusion efforts. Each fall, your department receives student diversity data—including graduation and retention rates, grades in introductory courses, and GPAs by semester—disaggregated by race, gender, and first-generation status. These data support your department in evaluating student success within your program. The Data Analyst or the Assistant Vice President for Research, Planning, and Implementation uploads this information to your departmental Program Review Archive on Egnyte.

Please address the following questions as you prepare this section of the report:

- Which processes are in place to support the success of all students, regardless of their background? How does the Student Diversity Data inform departmental decisions related to curriculum, pedagogy, and resource allocation?
- Which practices have been particularly effective in promoting diversity, equity, and inclusion? Please reference the Student Diversity Data uploaded to your Program Review Archive on Egnyte.
- How does the department identify barriers to student success, and what interventions have resulted from this analysis?
- What steps has the department taken to pursue a more inclusive pedagogy and curriculum?
- Do departmental courses incorporate content that reflects a diverse range of perspectives and experiences?
- Do course syllabi and instructional materials promote learning opportunities for students of all backgrounds?
- Does the department offer JRD courses? If so, what have faculty members learned from teaching them?
- In the past seven years, in which diversity and inclusion events or initiatives have departmental faculty participated? Which events have they organized or facilitated? What insights did faculty gain from these experiences?
- What is the gender and race/ethnicity breakdown of faculty in your department? Are faculty satisfied with this data? If not, what actions has the department taken—or is planning to take—to improve faculty diversity?
- What is the gender and race/ethnicity breakdown of students in your department? Are faculty satisfied with this data? If not, what

measures has the department implemented—or is planning to implement—to enhance student diversity?

You may also wish to consider the following additional questions:

- Do faculty encourage students to question and critically engage with readings, lectures, and scholarly perspectives? Do all students feel comfortable expressing their views?
- Are students involved in articulating and refining Program Learning Outcomes (PLOs)?
- How does the department assess the impact of campus climate on student success and engagement in the program?
- In what ways does the department address systemic bias and discrimination that may impact student learning and experience?
- How does the department recognize and support students' identities and cultural backgrounds?
- How does the department interpret and address retention gaps across different student groups?
- What support does the department provide for students of color, women, and first-generation students?
- What measures are in place to support faculty of color and women colleagues?

If your department needs assistance interpreting diversity data or developing recommendations for improvement, you are encouraged to consult with the Chief Diversity Officer or request her support.

## ***6. Additional Analysis***

Your department may also need to pose additional questions or gather further information to assess student learning in relation to the college's Institutional Learning Outcomes, your Program Learning Outcomes, and/or your Key Questions. Consider the following areas as examples:

1. **General Education (GE):** This is especially relevant if your department offers a substantial portion of GE courses or is primarily responsible for a specific GE area. In most cases, direct assessment of GE student learning outcomes is not required, and your department may rely on data already collected by the General Education Committee. However, if your department is solely responsible for a GE area, you are expected to collect and analyze the relevant data and include findings and recommendations in your seven-year report.

2. **Finances:** Include an analysis of departmental finances if you are requesting a significant increase in resources.
3. **Faculty:** Consider issues such as faculty quality, teaching load, upcoming retirements, and desired areas of expertise for future hires.
4. **Advising:** Evaluate the effectiveness and structure of academic advising within your department.
5. **Employer/Internship Supervisor Feedback:** Incorporate data from surveys of employers or internship supervisors where applicable.
6. **Facilities:** Assess whether current facilities support your program's goals and identify areas needing improvement.
7. **Collaboration with Other Departments:** Reflect on interdisciplinary partnerships and opportunities for growth.
8. **Integration of Faith and Learning:** Discuss how your program integrates faith and learning in curricular and co-curricular contexts.
9. **Collaboration with Library Liaison:** Evaluate the extent and impact of collaboration with your departmental library liaison.
10. **Student Participation in Off-Campus Programs:** Consider how off-campus programs contribute to student learning and development.
11. **Student-Faculty Research Opportunities:** Assess the availability, quality, and outcomes of research collaborations between students and faculty.

## *REPORT SECTION C: REPORTING YOUR CONCLUSIONS AND LOOKING FORWARD*

Your program faculty have now gathered and analyzed a wide range of data—well done! This section invites you to reflect on what you've learned through the assessment and program review process and to look ahead.

**First**, summarize what your department has learned from your assessment efforts and program review.

**Second**, consider how these insights have shaped or will shape your program. What changes have you already made? What changes do you plan to pursue? Think broadly. What is your vision for the department over the next seven to ten years?

Please identify changes that span a range—from modest adjustments to courses or curriculum to more ambitious goals that may require significant

institutional support. Ideally, your list should include both types of changes, as this information will later inform your Action Plan.

Keep in mind that requesting substantial institutional resources is similar to applying for a grant. Strong proposals are grounded in thorough program and budget analysis, supported by clear evidence of need. As with any grant process, funding is not guaranteed. Your vision for the future should not rely heavily on securing all requested resources.

As part of this reflection, review your department's **mission and vision statements**. In light of your findings, are these statements still relevant and appropriate?

Use your conclusions to begin outlining your **Action Plan** and **Multi-Year Assessment Plan**. This section should also include a **first draft of Key Questions** to guide your next program review cycle. Note that departments are not expected to include detailed elements of the Seven-Year Program Review Report in the Action Plan at this stage.

## *REPORT SECTION D: APPENDICES FOR THE SEVEN-YEAR PROGRAM REVIEW REPORT*

### **Required Appendices and Filled-In Templates**

1. Previous PRC Recommendations
2. The link to the departmental Program Review site where program mission, vision, goals and program learning outcomes for the current Seven-Year Program Review Report are posted
3. Summary of assessment results for every PLO (preferably in the form of a table or a chart)
4. Rubrics and assessment instruments for every PLO
5. Reports on closing the loop activities for every PLO (may be included in the Report Section 2).
6. [Curriculum Map](#) or the link to the document
7. [PLO Alignment Chart](#) or the link to the document

8. [Alumni Survey](#)
9. Peer institution comparison (can be incorporated in the body of the report)
10. Faculty race/ethnicity and gender breakdown
11. Student race/ethnicity and gender breakdown
12. Student Diversity Data summary
13. Review of library holdings (to be developed in collaboration with the departmental library liaison)
14. Student Internship report (if applicable)
15. Budget analysis if the department is asking for additional funding
16. The list of items to be considered for the Action Plan and potential Key Questions

## ***OPTIONAL APPENDICES***

1. Relevant syllabi for major changes in the curriculum such as a new capstone course, senior seminar, internship requirement, experiential learning course, etc.
2. Adjunct faculty profiles if there are issues with hiring and sustaining adjunct faculty.
3. Senior-student focus-groups interviews

## **INCOMPLETE REPORTS**

As stated in the Faculty Handbook, the Program Review Committee (PRC) is charged with assessing and documenting the effectiveness of academic program curricula to ensure that program goals are being met. This responsibility is fulfilled through the program review process. In this regard, the PRC, in consultation with the Provost, has the authority to request revisions and resubmission of the Seven-Year Program Review Report when the submitted document fails to address all required components, contains incomplete or inaccurate information, draws unsupported conclusions, or does not identify appropriate goals based on the evidence presented.

In all cases, requests for revision are made with the goal of program improvement and will be communicated to the Department Chair in a timely and collegial manner. The PRC will clearly specify which aspects of the report require revision. The timeline for resubmission will be determined by the PRC, based on the number and complexity of the requested edits.

## Following the Seven-Year Program Review Report

Once a department has completed its Seven-Year Program Review Report, it enters the first year of the next seven-year cycle. This phase includes the following steps:

- A written response from a three-person program review team, consisting of the external reviewer and two members of the Program Review Committee;
- Follow-up discussions with the Provost, the Dean of Curriculum and Educational Effectiveness, and your program review team;
- Submission of the department's [Action Plan](#) and [Multi-Year Assessment Plan](#) to the Dean by **August 15**;
- Review and discussion of the Action Plan by the Academic Senate. The department chair or a departmental representative will be invited to participate in this discussion;
- Review of selected Action Plan items by the Strategic Planning Committee.

## External Review

If your program is **not** accredited by an external accrediting agency (e.g., NASM, CCTC, ABET), you are required to engage an external reviewer—someone outside of Westmont—who will evaluate your program materials and submit a written analysis as part of the program review process. This external reviewer will serve as a member of the program review team assigned to your department and will co-author the team's formal response to the department's Seven-Year Program Review Report in collaboration with the PRC members.

It is both important and beneficial for your department to carefully select a qualified reviewer who can effectively evaluate your program and provide meaningful insights into student success.

## Timeline for Selection of an External Reviewer

In the spring semester prior to submitting the Seven-Year Program Review Report, department chairs are responsible for identifying 3–4 qualified external reviewers and submitting their names to the Dean of Curriculum and Educational Effectiveness by **April 1**, using the **External Reviewer Request and Authorization Form**.

## Qualifications of External Reviewers

When submitting external reviewer recommendations, please ensure that candidates meet the following criteria:

- Possess the appropriate terminal degree.
- Are employed full-time as faculty or administrators at a higher education institution.
- Have substantial college-level teaching experience.
- Have experience with program administration.
- Are knowledgeable about assessment of student learning outcomes, program review, and accreditation processes.

It is also beneficial if external reviewer candidates:

- Have worked at an institution similar to Westmont.
- Are familiar with Westmont's mission and purpose.
- Understand WSCUC accreditation requirements and standards.

To maintain an objective external perspective, departments should avoid recommending reviewers who have current personal ties to Westmont.

Examples of such ties include:

- Being a recent Westmont employee or related to a Westmont employee.
- Having recently interviewed or applied for a position at Westmont.
- Having children currently enrolled at Westmont.
- Having been previously employed at Westmont.

All relationships between proposed reviewers and department faculty or staff must be disclosed in the recommendation.

The Dean of Curriculum and Educational Effectiveness will contact potential candidates to confirm their availability and suitability. In consultation with the Provost when necessary, the Dean will make the final decision regarding the selection of the external reviewer from the department's recommended candidates.

## **Compensation for an External Reviewer's Expenses**

Compensation for an external reviewer's expenses is determined by the Provost's Office. Once a reviewer is selected and approved, the Provost's Office will handle the necessary paperwork.

For their participation in the program review process, each reviewer will receive an honorarium and reasonable reimbursement for local travel from the Provost's Office. If the reviewer is not local, the department chair should discuss available resources to support the site visit with the Provost.

Additionally, the Provost's Office will reimburse the department up to \$40 per person for the department's dinner with the external reviewer. If the total bill exceeds this amount, the department may cover the difference using department funds. Please note that alcoholic beverages are not covered by Westmont; any such expenses must be paid separately by individuals using their personal credit cards.

## **Program Review Materials**

At least four weeks before the visit, the Dean of Curriculum and Educational Effectiveness will send the following documents to the external reviewers:

- The Seven-Year Program Review Report, including all appendices;
- Links to the departmental website containing information about the program, faculty, mission statement and goals, student learning opportunities, Program Learning Outcomes (PLOs), Multi-Year Assessment Plan, and Curriculum Map;
- Evidence of student learning and other relevant artifacts;
- A link to the College Catalog for course descriptions;
- A link to the Campus Map.

## **Site Visit**

During the external reviewer's campus visit, they may verify materials referenced in the program review report and interview faculty, students, and administrators to gather accurate and comprehensive information. Campus



visits should be scheduled approximately six weeks after the reviewer receives the Seven-Year Program Review Report and accompanying materials—typically in October or November—and should not exceed two days.

The Department Chair, Program Review Team Leader, and Executive Assistant to the Provost will collaborate to construct the site visit schedule. As a standard practice, the visit should begin and end with a meeting between the program review team, the Provost, and the Dean of Curriculum and Educational Effectiveness.

**As the host, the department under review is responsible for:**

- Submitting the Seven-Year Program Review Report and all relevant or requested materials in a timely manner.
- Collaborating with the Program Review Team Leader and the Provost's Office to develop the site visit schedule. Once review dates are confirmed, please contact the Provost's Office as early as possible to schedule the welcome and exit interviews. While these meetings typically depend on the reviewer's travel plans, early coordination can influence travel arrangements to ensure availability. *Please avoid scheduling these meetings on Wednesday afternoons or the fourth Friday of October.* The Program Review Committee asks all departments to prioritize scheduling with the Senior Administrative Assistant to the Provost.
- Designating a private, secure workspace for the external reviewer during the visit.
- Reserving rooms for all program review team meetings with students, alumni, faculty, staff, and administrators, and providing the finalized site visit schedule to the Provost's Office.
- Informing students, staff, and faculty about the site visit and preparing them to participate in individual and group meetings with the external reviewer.

**Departments are encouraged to:**

- Schedule individual meetings between the external reviewer and each faculty member, including faculty from other departments the program serves, as well as lab coordinators, where applicable.
- Organize meetings with current students in the major.
- Include opportunities for classroom observations and other relevant activities that will help the external reviewer understand both the strengths and challenges of the program.

# Program Review Committee's Evaluation of Seven-Year Reports

Each Seven-Year Program Review Report is evaluated by a three-member program review team, along with the Dean of Curriculum and Educational Effectiveness and the Assistant Vice President of Research, Planning, and Implementation. Drawing on this collective feedback, the program review team authors a single response to the department's seven-year report and site visit. The review team typically consists of one faculty and one staff member from the Program Review Committee (PRC), as well as the external reviewer selected for the program. External reviewers are identified and confirmed by the end of the spring semester preceding the report submission. The review team's analysis is guided by both the college's standards for Seven-Year Report evaluation and the disciplinary guild standards.

If the department under review is accredited by an external agency (such as NASM or CCTC), the Dean of Curriculum and Educational Effectiveness will serve on the team in place of an external reviewer.

For all teams, the Dean will coordinate the program review schedule, manage external reviewer contracts, and collaborate with team leaders on constructing the site visit schedule, developing lines of inquiry, handling site visit logistics, and finalizing the team's report.

## The Role of the Team Leader

A faculty or staff member of the Program Review Committee (PRC) will serve as the Team Leader. The Team Leader is responsible for the following:

- Collaborating with the Department Chair, External Reviewer, and Provost's Office to help construct the site visit schedule;
- Setting the due date for the submission of the **Program Review Team Worksheet**;
- Scheduling conference calls with all team members prior to the External Reviewer's site visit to review the combined PR Team Worksheet and identify additional lines of inquiry;
- Assigning sections of the response report to individual team members for drafting;
- Providing support and information to the External Reviewer as needed;

- Compiling the drafted sections into a single document in accordance with the **Program Review Team's Response to the Seven-Year Report** format and submitting the final report to the Dean of Curriculum and Educational Effectiveness within six weeks of the site visit;
- Participating in the External Reviewer's exit meeting with the Provost and Dean; and
- Participating in the departmental program review meeting with the Provost and Dean.

## The Role of the Team Member

Members of the program review team collaborate to produce an effective and comprehensive evaluation of the program and its Seven-Year Report. Each team member is expected to:

- Read the Seven-Year Report in its entirety;
- Complete and submit the **Program Review Team Worksheet** by the designated deadline;
- Participate in team conference calls organized by the Team Leader;
- Develop and submit relevant lines of inquiry in advance of the site visit;
- Attend the External Reviewer's exit meeting with the Provost and Dean, if possible;
- Complete and submit assigned sections of the team response within four weeks of the site visit; and
- Provide timely revisions and feedback on the final draft of the program review team's report.

The final report must be submitted to the department and the Dean of Curriculum and Educational Effectiveness within six weeks of the site visit. Team members may also participate in the departmental program review meeting with the Provost and Dean.

## The Role of the External Reviewer

External Reviewers conduct their site visit approximately four weeks after the Seven-Year Program Review Report has been submitted. As members of the program review team assigned to the department, they contribute to the team's written response by offering insights based on the Seven-Year Report, supplementary documents, and observations made during the site visit. Their contribution also includes discipline-specific recommendations. External

Reviewers use the **Program Review Team’s Response to Seven-Year Report** template as the framework for their submission.

Responsibilities of the External Reviewer include:

- Reading the Seven-Year Report in full and submitting initial responses using the **Program Review Team Worksheet**;
- Participating in a pre-visit conference call (approximately one hour) with other review team members to discuss the compiled worksheet;
- Attending all assigned meetings during the site visit as outlined in the schedule;
- Drafting and submitting their assigned sections of the team’s response report based on the template, supporting documents, and site visit observations by the agreed deadline;
- Reviewing, commenting on, and approving the final draft of the team report in a timely manner before submission to the department.

**Upon consultation with the Team Leader and the Dean, an External Reviewer may request additional materials** before or during the site visit in order to:

- Evaluate the relevance, currency, and quality of curricular offerings;
- Assess the appropriateness and effectiveness of student learning and program outcome measures;
- Determine whether assessment-based decisions align with best practices in the discipline;
- Review faculty teaching quality and the scope of scholarly activity and accomplishments;
- Evaluate the program’s effectiveness in recruiting and retaining successful students and faculty;
- Provide an evidence-based evaluation of the program’s strengths and areas for improvement in comparison to peer institutions.

The program review team’s report will inform the department’s development of its Action Plan, Multi-Year Assessment Plan, and Key Questions for the next review cycle.

If the department disagrees with any part of the team’s evaluation or recommendations, faculty may submit a formal written response. This response will be reviewed during the departmental meeting with the Provost and the Dean of Curriculum and Educational Effectiveness.

## **Program Review Team’s Report Template**

The following template is used by program review teams to provide a formal response to the Seven-Year Program Review Report and the external reviewer’s

site visit. All team members contribute to the team's report and consult with the Dean of Curriculum and Educational Effectiveness, the Assistant Vice President for Research, Planning, and Implementation, and the WSCUC Accreditation Liaison Officer (ALO).

**Westmont College \_\_\_\_\_ Department**

**Team**

**members:** \_\_\_\_\_  
\_\_\_\_\_

**Date:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Introduction to be written by Westmont team member.**

### **I. Departmental Action Plan and Program Review Committee**

**Recommendations from the program team's response to the previous seven-year report**

- **Small section addressed by Westmont team member**

This section comments on the degree to which the report addresses all recommendations that were previously identified.

### **II. Evidence and Analysis of Student Learning**

- **Section addressed by Westmont team member and External Reviewer**

This section discusses whether the criteria and standards of achievement for the PLOs adequately match disciplinary/professional standards; whether student achievement is adequate for the degree and discipline/profession; whether assessment methods are effective; whether closing the loop activities have been identified and implemented; and whether assessment practices yield the information necessary to determine how well students are meeting established expectations and benchmarks outlined in each PLO. Relevant suggestions and recommendations are welcomed.

### **III. Alumni Satisfaction**

- **Section addressed by Westmont team member and External Reviewer**

This section includes comments on the alumni survey questions, interpretation of the alumni survey results, and how findings will be used for program improvement. Discuss the degree to which alumni are well-prepared for careers in their chosen majors and for life after college.

Describe the extent to which alumni are satisfied with the overall quality of their learning experience; the degree to which they are adequately supported through the curriculum, advising and student support services to ensure their learning success; that the program provides adequate opportunities for internships, practice, professional development, and/or field experiences as appropriate.

#### **IV. Major, Curriculum and Co-curricular Offerings**

- **Section addressed by External Reviewer**

This section addresses whether the current curriculum *content* and *design* are appropriate to the level and purpose of the program and enable students to develop the skills, as well as attain the outcomes needed for graduates of this program. Include comments on required depth and breadth of study, flow of courses, frequency of course offerings, overall coherence, alignment with desired learning outcomes, etc.

Describe the extent to which students are satisfied with the overall quality of their learning experience; the degree to which they are adequately supported through the curriculum, advising and student support services to ensure their learning success; that the program provides adequate opportunities for internships, practice, professional development, and/or field experiences as appropriate.

#### **V. Program Sustainability and Adaptability**

- **Section addressed by External Reviewer**

The purpose of this section is to help identify major programmatic strengths, weaknesses, opportunities, and threats.

Describe the extent to which faculty specialties correspond to program needs and to the concentrations in which they teach. Address the degree to which faculty are adequately supported and engaged in ongoing professional development.

In light of your professional expertise, discuss the extent to which the program accurately identified and prioritized its most pressing resource needs; whether the program's student recruitment and retention processes are adequate; whether the program has adequate administrative and technical support (e.g., administrative assistant; laboratory coordinator; laboratory manager) and

whether overall program administration is efficient, effective, and meets professional standards. Include comments on the program's commitment to diversity in its curriculum, as well as a commitment to diversity in its student and faculty composition.

We would also like to hear whether the facilities (e.g., classrooms, laboratory sizes and spaces) are adequate to support teaching and faculty and student research, and whether the existing equipment is adequate to support teaching and research goals of faculty and students.

Finally, we would like to hear about national trends and projections for enrollment in the program and what may constitute a thoughtful and appropriate response to external and/or internal challenges and opportunities. We would like to hear what goals you would suggest the program set for the next seven years (please list in order of priority; the most important goal first) and how these goals comport with those identified in the most current seven-year report. We would like to know what goals would require additional resources and what level of resources these goals would require. How might the program secure these resources? Considering budget constraints, what are the most realistic and important strategies the program can use to achieve the highest priority goals?

## **VI. Contribution to Diversity**

- **Section addressed by Westmont team member and External Reviewer**

This section documents various activities (e.g., revising course syllabi so that they represent a diverse set of perspectives and experiences; participating in diversity reading groups and colloquia; mentoring students of color and female students; validating and attending to student's identities and cultural backgrounds; recruiting and supporting female colleagues and faculty of color) aimed at strengthening diversity and inclusiveness in the department and at Westmont. How well did the department interpret Student Diversity data uploaded to their departmental Program Review Archives on Egnyte? How do they plan to act upon this data?

## **VII. Other Observations**

- **Appropriate place for External Reviewer (and Westmont team member) to mention anything else that doesn't quite fit in previous sections**

This section may include comments on the departmental website; faculty dynamics and cohesiveness; library resources, etc.

## **VII. Completeness and Rigor**

- **Small section addressed by Westmont team member**

We would like to hear whether the seven-year report is complete, clear and well-written. The report is complete when all required sections are included, required attachments and appendices are attached and convincingly demonstrate how faculty expectations for student learning align with student performance.

## **VIII. Commendations**

- **Section addressed by both External Reviewer and Westmont team members. Can be bulleted or numbered.**

## **IX. Recommendations**

- **Section addressed by both External Reviewer and Westmont team members. Can be bulleted or numbered.**

# **Identifying Key Questions for the Next Review Cycle**

**In Year 1, your department will identify a series of Key Questions that will guide your program review work over the next five years.**

These Key Questions represent the most important issues your department wants to explore as it plans for the future. They may include:

- Questions emerging from the Seven-Year Program Review Report, the external review, or the program review team's response.
- Questions related to aspects of your program that have not previously been assessed.
- Questions prompted by a sense that students could perform better in certain areas.
- Questions addressing obstacles that may hinder your department from reaching its full potential.
- Questions about student performance in relation to institutional-level outcomes.

The goal is to ensure that your program review is driven by what matters most to your department. At the beginning of the review cycle, take time to discuss and identify these priorities. Some questions may be carried over from past reviews, while others will be newly developed.



Keep in mind that Key Questions may overlap with your Program Learning Outcomes (PLOs). For example, if your department is concerned about students' use of digital resources, you might create a new learning outcome around that theme to assess during the next cycle. At least one Key Question will likely focus on how students gain knowledge in your discipline, especially as measured against national benchmarks.

Ultimately, these Key Questions should help your department think strategically and work toward meaningful improvements in student learning and program quality.

To illustrate, consider the following example of Key Questions a department might adopt for the next several years:

- a) How can we help students conduct better research?
- b) How can we help students integrate their Christian faith with their study in the major?
- c) How might we adjust our curriculum in response to the changing demands of employers who hire our graduates?

Questions (a) and (b) would require corresponding program learning outcomes, which the department may need to develop. Question (c), by contrast, may not require a new learning outcome—unless the department has a specific experiential learning or internship component.

Ideally, a review cycle will focus on no more than five learning outcomes, unless an external accrediting body requires more. In the example above, the department would:

- Develop and assess learning outcomes related to questions (a) and (b),
- Investigate and implement changes related to question (c),
- Select two additional Key Questions, likely tied to existing learning outcomes, for continued assessment.

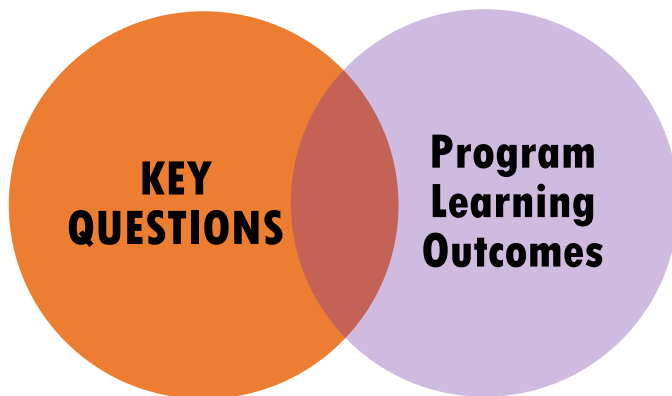
This example illustrates that while Key Questions may overlap with program learning outcomes, they are not the same.

A good number of Key Questions is typically two to four. Most will align with existing or newly created learning outcomes. However, Key Questions can address a wide range of topics beyond student learning outcomes, such as:

- The structure and content of your curriculum
- Contributions to General Education
- Students' preparation for life after Westmont
- Faculty teaching load distribution
- Student workload compared to other majors
- Financial sustainability of your program

- Diversity, equity, and inclusion in your department
- Integration of faith and learning within the major
- Student performance on Institutional Learning Outcomes (ILOs)
- Alignment of Program Learning Outcomes (PLOs) with your curriculum—Are the right outcomes in place? Are they mapped appropriately to course-level outcomes and curricular content?

Key Questions should reflect your department's strategic priorities and guide meaningful, actionable assessment and improvement efforts.



As you develop your Key Questions, keep in mind that your program's learning outcomes do not need to encompass everything your department values. Instead, they should reflect areas where the department intends to grow and serve as practical tools for assessing what students can demonstrate, produce, or represent as a result of their learning experiences in your program.

Additionally, be sure to consult with the Dean of Curriculum and Educational Effectiveness to learn about upcoming institutional assessment plans. For instance, if you are interested in evaluating student writing, coordinating your efforts with college-wide assessment initiatives may provide valuable alignment and support.

## **Action Plan and Multi-Year Assessment Plan**

By the end of the first year of the review cycle, your department will identify approximately two to four Key Questions to investigate over the next several

years. Most of these will relate to student learning, so it is important to ensure that appropriate learning outcomes are in place to support your inquiry. Based on these questions, your department will develop a preliminary roadmap for its program review work over the next five years.

This roadmap will take the form of a one- to two-page **Action Plan**, which the department chair or representative will present to the Academic Senate for review. In consultation with the chair or representative, the Senate will identify any items to be forwarded to the Strategic Planning Committee, which will consider them for inclusion in the college's broader strategic planning efforts.

The Action Plan helps both the Academic Senate and the Strategic Planning Committee understand what academic departments are focusing on and what resources or support they may need to improve their work.

In addition to the Action Plan, your department must submit a **detailed Multi-Year Assessment Plan**, which outlines how you will assess your learning outcomes over time.

**Both documents are due by August 15** and should be submitted to the Dean of Curriculum and Educational Effectiveness.

## Program Review Report Evaluation Timeline

Date/Timeline	Activities
September 20	Seven-year report submission date
September 30	Final day of the report distribution to all team members
Within four weeks after the seven-year report submission (if a site visit is scheduled for Fall)	Complete and submit the Program Review Team Worksheet to the Administrative Assistant to the Dean of Curriculum and Educational Effectiveness

Within five weeks after the seven-year report submission (if a site visit is scheduled for Fall)	<p>Team conference call with the purpose of:</p> <ul style="list-style-type: none"> <li>• identifying the program's strengths and areas for improvement</li> <li>• developing specific "lines of inquiry" for the site visit</li> <li>• assigning team members to write different sections of the response</li> </ul>
Late October-late November (unless specified otherwise)	Site visit
Within four weeks after the site visit	<p>Team members prepare their sections of the response and submit them to the Team Leader who compiles a PRC Report Response draft</p> <p>Team members conference call with the purpose of discussing the draft and editing the document to a final draft agreed upon by all team members</p>
Within six weeks after the site visit	Team Leader submits the team response to the Dean and the Department Chair
Spring semester (unless specified otherwise)	The Provost, Dean, and program review team meet with the Department under review

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[1] Large files such as faculty CVs and samples of student work should be available electronically and/or during the site visit, but will not be mailed to External Reviewers.

# APPENDICES

## *Alumni Survey Template for the Seven-Year Report*

Below are the standard survey items to be used by all programs. **Do not skip questions #1–8, 12–15, 17, 19, 21–22, and 25–27.** Other questions may be omitted or replaced with program-specific questions. To help ensure a strong response rate, please try to limit your survey to a total of 25 questions.

### Introduction

Welcome to the \_\_\_\_\_ alumni survey, administered as part of our department's 7-year review process. This survey is designed for recent graduates to tell us about their experience while at Westmont and provide insight on how their education is serving them today. It is also an opportunity to provide feedback to aid the department in improving its programs. Thank you for participating!

### Demographic Questions

1. **Gender**
  - a. male
  - b. female
  - c. prefer not to say
2. **Ethnicity/race**
  - a. American/Alaskan Native
  - b. Asian
  - c. Black
  - d. Hawaiian/Pacific Islander
  - e. Hispanic
  - f. White
  - g. Multiracial
3. **Year graduated**
  - a. less than a year ago
  - b. 1-2 years ago

- c. 3-4 years ago
- d. 5-6 years ago
- e. more than 6 years ago

**4. Which major/tracks did you complete? \_\_\_\_\_**

**5. Did you complete another major?**

- a. no
- b. yes

**5a. If yes, what was your other major(s) \_\_\_\_\_** [Skip pattern: only for those who answered **b** on 5]

**6. Did you complete a minor at Westmont?**

- a. no
- b. yes

**6a. If yes, what minor(s) did you complete? \_\_\_\_\_** [Skip pattern: only for those who answered **b** on 6]

**7a. If you were a transfer student how many years did it take you to complete your degree at Westmont?**

- a. less than two years
- b. two years
- c. more than two years

**7b. How many years did it take to complete your degree at Westmont?**

- d. less than three years
- e. three yours
- f. three and a half year
- g. four years
- h. four and a half year
- i. five years
- j. more than five years

**8. What degree(s) have you completed or are currently pursuing since graduating from Westmont College?**

- a. none
- b. Teaching credential
- c. Masters

- d. Doctorate
- e. MD
- f. Law
- g. other\_\_\_\_\_ (specify)

**8a. What is your advanced degree?** [Skip pattern: only for those who answered **b-g** on 8] \_\_\_\_\_

**8b. What institution granted/will grant your degree?** [Skip pattern: only for those who answered **b-g** on 8] \_\_\_\_\_

**8c. What was/is your (expected) date of graduation?** [Skip pattern: only for those who answered **b-g** on 8] \_\_\_\_\_

**8d. How well did Westmont prepare you for your advanced degree?** [Skip pattern: only for those who answered **b-g** on 8]

- a. excellent preparation
- b. good preparation
- c. adequate preparation
- d. poor preparation

**9. What was your first *professional job* out of college? ("Professional" includes service work like PeaceCorps, but not a job like waiting tables.)**

\_\_\_\_\_

**10. How long did it take after Westmont graduation to find your first *professional job* or be admitted to graduate school?**

- a. 0-6 months
- b. more than 6 months

### **Questions about most recent work experiences**

**11. Have you been employed in at least one paid position since leaving Westmont?**

- a. yes
- b. no

**12. What is your current employment status? (mark all that apply)**

- a. paid employment, full-time. Position: \_\_\_\_\_
- b. paid employment, part-time. Position: \_\_\_\_\_

- c. unpaid employment, child rearing, homemaking, volunteering, etc.
- d. unemployed – seeking employment in area of: \_\_\_\_\_
- e. unemployed – not seeking employment
- f. student

### **Program-Specific Items**

**13. How effective was the teaching in the \_\_\_\_\_ department?**

- a. outstanding
- b. strong
- c. adequate
- d. weak
- e. substandard

Please provide your comments:

\_\_\_\_\_

**14. How well would you say your education in \_\_\_\_\_  
[major discipline] prepared you compared you to your current peers  
(or other colleagues)?**

- a. considerably stronger
- b. above average
- c. average
- d. less than average
- e. considerably weaker

**15. The following set of questions ask a) how important each of the following program outcomes (skills and competencies) for your professional career and b) how successfully you have achieved each of Program Learning Outcomes at Westmont.**

#### Outcome 1: \_\_\_\_\_

**How important has this outcome been for your current professional career?**

- a. extremely important
- b. important
- c. neutral
- d. slightly important
- e. not at all

**To what degree have you achieved this outcome?**

- a. extremely well
- b. well



- c. moderately
- d. weakly
- e. not at all

**Outcome 2:**

---

**How important has this outcome been for your current professional career?**

- a. extremely important
- b. important
- c. neutral
- d. slightly important
- e. not at all

**How well have you achieved this outcome?**

- a. extremely well
- b. well
- c. moderately
- d. weakly
- e. not at all

**Outcome 3:**

---

**How important has this outcome been for your current professional career?**

- a. extremely important
- b. important
- c. neutral
- d. slightly important
- e. not at all

**How well have you achieved this outcome?**

- a. extremely well
- b. well
- c. moderately
- d. weakly
- e. not at all

#### Outcome 4:

**How important has this outcome been for your current professional career?**

- a. extremely important
- b. important
- c. neutral
- d. slightly important
- e. not at all

**How well have you achieved this outcome?**

- f. extremely well
- g. well
- h. moderately
- i. weakly
- j. not at all

#### Outcome 5:

**How important has this outcome been for your current professional career?**

- a. extremely important
- b. important
- c. neutral
- d. slightly important
- e. not at all

**How successfully have you achieved this outcome?**

- k. extremely well
- l. well
- m. moderately
- n. weakly
- o. not at all

**16. Did you participate in an internship (whether for units or not) as part of your \_\_\_\_\_ degree?** [Skip pattern: only those who answered the first three categories get the next three questions]:

**a and b on 16]**

- a. yes, for one semester/summer
- b. yes, for more than one semester/summer
- c. did not participate

**16a. Where was your internship placement? If more than one, please, list all.**

\_\_\_\_\_

**16b. To what degree did your internship(s) help you grow professionally?**

- a. none at all
- b. a little
- c. a moderate amount
- d. a lot
- e. a great deal

**16c. To what degree did your internship(s) help you grow personally?**

- a. none at all
- b. a little
- c. a moderate amount
- d. a lot
- e. a great deal

**17. Did you participate in an off-campus program or study abroad for a semester and/or Mayterm?**

- a. yes
- b. no

**17a. Please list the program(s)** [Skip pattern: only those who answered a on 17]:

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**18. Did you conduct research at Westmont?**

- a. yes, for more than one summer/semester
- b. yes, for one semester
- c. yes, for one summer
- d. did not participate

**18a. Did you present your research findings in any of the following venues? (select all)** [Skip pattern: only for those who answered a-c on 18]

- a. Westmont poster session or talk
- b. honors project
- c. conference poster session or talk
- d. published paper
- e. electronic site, web page, blog, etc.
- f. did not present the work

**19. How satisfied are you with the input of the departmental *academic advising*?**

- a. very satisfied
- b. satisfied
- c. somewhat satisfied
- d. somewhat dissatisfied
- e. dissatisfied
- f. very dissatisfied

**20. How satisfied are you with the input of the departmental *career advising*?**

- a. very satisfied
- b. satisfied
- c. somewhat satisfied
- d. somewhat dissatisfied
- e. dissatisfied
- f. very dissatisfied

**21. What were the best aspects of the \_\_\_\_\_ program?**

\_\_\_\_\_

**22. What *improvements* would you suggest for the \_\_\_\_\_ program?**

\_\_\_\_\_

**23. If you had to do it again would you be a \_\_\_\_\_ major again?**

- a. definitely yes
- b. probably
- c. definitely not

**24. Why or why not?**

\_\_\_\_\_

## Faith-Specific Items

We'd now like to ask you a couple of questions regarding your faith.

**25. How important was your Christian faith to you while a Westmont student?**

- a. not at all important
- b. sort of important
- c. quite important
- d. extremely important
- e. I was not a Christian

**26. How important is your Christian faith to you today?**

- a. not at all important
- b. sort of important
- c. quite important
- d. extremely important
- e. I am not a Christian

**27. How has your \_\_\_\_\_ training or experience impacted your Christian faith?**

\_\_\_\_\_

## Westmont Education Items

**28. The college mission statement is: *Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.***

**When you graduated from Westmont, would you have described yourself as (mark all that apply):**

- a. a thoughtful scholar
- b. a grateful servant
- c. a faithful leader
- d. prepared for global engagement with the academy
- e. prepared for global engagement with the church
- f. prepared for global engagement with the world
- g. none of the above

**29. Overall, how satisfied were you with the education you received at Westmont?**

- a. very satisfied
- b. satisfied
- c. somewhat satisfied
- d. somewhat dissatisfied
- e. dissatisfied
- f. very dissatisfied

**30. If a family member, friends, business acquaintance asked you to recommend an educational institution, how likely would you recommend Westmont?**

- a. very likely
- b. somewhat likely
- c. not very likely

**30a. Why would not you recommend Westmont?** [Skip pattern: only those who answered **c** on **30**].

**31. If you desire, please share with us anything else you would like to, including your contact information.**

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## *PLO Alignment Chart and Curriculum Map*

	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5
Alignment with Institutional Learning Outcomes ( if applicable)					
Benchmarks					



# TOOLS

## *Survey Development Tips*

### Survey Design Guidelines

#### 1. **Vary the Types of Questions**

Incorporate a mix of closed- and open-ended questions. Closed-ended questions typically require short responses or selection from a predefined list. These may include dichotomous options (e.g., “Agree/Disagree” or “Used/Did Not Use”) or scaled responses like the Likert Scale (e.g., “Strongly Agree” to “Strongly Disagree”). Open-ended questions, on the other hand, allow respondents to provide more nuanced feedback and may reveal insights not captured through fixed-response formats.

#### 2. **Control the Content**

Design surveys thoughtfully and strategically. Avoid the common mistake of including every question suggested by colleagues, especially if they are not directly tied to the survey’s purpose. Students are more likely to complete short, focused surveys where each item is clearly aligned with project goals.

#### 3. **Ensure Clarity and Minimize Confusion**

Craft questions that are clear, unbiased, and easy to understand. Avoid the following pitfalls:

- **Compound items** (e.g., “*Did you like the courses and instructors?*”)
- **Vague questions** (e.g., “*Did you learn because of your efforts or the efforts of the instructors?*”)
- **Confusing wording** (e.g., “*I rarely use the library. True/False*” – does “False” mean never, sometimes, or often?)
- **Incomplete response categories** – include an “Other” option when necessary.
- **Lack of time frame** – specify one if relevant (e.g., “*How many non-required books have you read in the past six months?*”)
- **Negative phrasing** (e.g., “*I received ineffective career advice. True/False*”)
- **Question order bias** – consider how earlier questions may influence responses to later ones.
- **Threatening or loaded language** (e.g., “*How concerned are you that our efforts to increase campus diversity threaten academic quality?*”)



Strive for inclusive, respectful language and keep in mind the diversity of your audience.

*Adapted from:*

Allen, Mary J. (2004). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Company, Inc., pp. 105–108.

## *Focus Group Tips*

**Purpose.** Focus groups are planned discussions among small groups of participants who respond to a series of questions about their beliefs, attitudes, and experiences. This method provides valuable personal interaction, allowing for follow-up questions and clarification in real time. Group members can hear and react to one another's perspectives, enabling facilitators to assess both individual views and the degree of consensus among participants. Students generally enjoy participating in focus groups, especially when they feel their opinions are respected and will be thoughtfully considered by faculty reviewing the results.

### **1. Skilled Facilitation Is Essential**

Facilitators guide and monitor the conversation, requiring a strong grasp of group dynamics and the ability to process and respond to input quickly and respectfully. Successful facilitation depends on building rapport and trust, encouraging participation from all members, and keeping the discussion focused on the group's goals. To promote honest and open feedback, facilitators should be neutral and have no authority over participants. Therefore, current department faculty must not serve as facilitators.

Facilitators typically prompt students to reflect on:

- What the program is doing well
- What the program is not doing well
- Suggestions for improving the program's effectiveness

Credibility and neutrality are key to creating a safe environment for authentic discussion.

### **2. Be Prepared and Organized**

Effective focus groups require thoughtful preparation. Facilitators should arrive with a well-structured set of questions and a clear plan for how the conversation will unfold. Focus groups generally follow three phases:

- **Opening Questions** – Warm-up questions that include everyone and foster a comfortable atmosphere
- **Issue Questions** – Core questions aligned with the project's main goals

- **Closing Questions** – Opportunities for participants to seek clarification or raise additional topics not yet discussed.

### **3. Foster Dialogue, Not Tension**

Focus groups can range in format from free-flowing to highly structured. Traditional focus groups are dynamic conversations guided by a skilled facilitator and emphasize interaction among participants. These sessions yield a rich array of perspectives and insights. In contrast, structured group interviews tend to be more scripted and less interactive. While they may be easier to facilitate, they often yield surface-level information rather than deep understanding.

### **4. Key Assumptions for a Successful Focus Group**

The effectiveness of a focus group depends on several important assumptions:

- Questions are clearly understood by participants.
- The environment encourages open and honest responses.
- Participants have sufficient knowledge to answer the questions.
- Participants are able to express their thoughts clearly.
- Facilitators accurately understand and interpret participants' responses.

*Adapted from:*

Allen, Mary J. (2004). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Company, pp. 118–120.

Krueger, Richard A., & Casey, Mary Anne. (2009). *Focus Groups: A Practical Guide for Applied Research* (4th ed.). Thousand Oaks, CA: SAGE Publications, pp. 35–36.6