

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 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.