Producing the Six-Year Program Review Report (Year 6)

1. Producing the Six-Year Program Review Report

Your program review should be the collective work of all faculty in your department, including adjuncts. So use this self-study as an opportunity to reflect collectively and collegially over a period of time on what your assessment data suggests about your program's strengths, challenges, and opportunities.

To this end, the Dean of Curriculum and Educational Effectiveness provides modest grants for departmental retreats in order to discuss the report and maybe even write parts of it. Departments will be given a small stipend to cover their retreat expenses (meal, rental cost, etc.), which they can use at their discretion. The PRC recommends that the department take at least two one-day retreats: one mid-way through Year 6 to discuss progress on the Six-Year Program Review Report, responsibilities, and perhaps even to do some of the writing; and one in the Spring of Year 1 as the department begins to formulate its Key Questions for the next six-year cycle. In order to be reimbursed, the department needs to provide: a) the meeting agenda, b) notes on decisions made, and c) filled-in boxes relevant to the program review retreats in the Multi-Year Assessment Plan. If the department would like to have funding for more than two retreats within a six-year cycle, the chair must submit a request to the Dean and provide the rationale and agenda for the third retreat.

If the department submits an incomplete report, it will be returned to be completed before an External Reviewer's site visit.

2. Report Outline

There are four major sections to the Six-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 six 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 have 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 six-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 is an opportunity to analyze your department's work over the last six years and to showcase your program's quality and accomplishments. Start with a brief introduction of your department which should include the following information:

a. What is your department's Mission Statement? Please provide the link to the website where the Mission Statement is posted.

b. What are your department's Program Learning Outcomes? Please provide the link to the where PLOs are posted.

c. What Key Questions has your department explored over this past six-year review cycle?

d. What recommendations did the Program Review Committee make to your department prior to or during this six-year cycle and how did you address them?

While showcasing your program, reflect on the following questions:

- Are your students learning what you desire them to learn? What data have you gathered about student learning relative to Institutional Learning Outcomes (ILOs)? Program Learning Outcomes (PLOs)? Key Questions?
- Which new steps helped to enhance student learning? Which did not? And why?
- Is your curriculum appropriate for their development in your discipline?
- Do you have the staff and other resources necessary for your work and the sustainability of your program?

REPORT SECTION B: STUDENT ASSESSMENT AND PROGRAM REVIEW

Over the past six years, what did your department do and what did you learn relative to the college's Institutional Learning Outcomes (if your department participated in an ILO assessment), your department's Program Learning Outcomes, and its Key Questions?

Please consider this from six 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 their students' learning over the preceding six years. This is an opportunity for you to discuss whether your students are achieving the knowledge, skills, and virtues that you believe they should as a result of your program.

This discussion will focus on the assessment work you have done since the department's last six-year program review report. It is advisable to collect both quantitative and qualitative data for your discussion. If you consider using student focus groups, click here for some tips. If you plan to survey your students, click here for suggestions.

Reflect on the evidence you have collected.

a. **Substance**

- If your department participated in ILO assessment, did your students meet the ILO standards or benchmarks?
- What did you learn about your students' learning relative to your department's PLOs?   Did your students meet the standards or benchmarks you established (if appropriate)?
- How did your assessment of student learning relative to ILOs and PLOs help you address your department's Key Questions?
- What changes have you made and/or do you plan to make to improve student learning?

b. **Assessment methodology**

- Are your annual assessment results giving you useful information for improving your work?
- How effective are your current methods for truly assessing student achievement?
- What changes do you plan to make to improve your assessment work?

2. *Student and Alumni Reflections*

Surveying alumni has proved a useful way for many departments at Westmont to learn about how well they are accomplishing their goals.

- How happy are your majors with your program and specific aspects of it?
- How well did the program prepare them for life after Westmont including graduate school and careers?
- Did your program provide opportunities to apply disciplinary skills and knowledge and explore discipline-related interests?

Also think about how your alums might help you to answer your Key Questions.

The process is easier than you might think, with the Administrative Assistant to the Provost able to help you get an electronic survey up and running. A sample survey, with standard questions, has already been created in LimeSurvey. Look for the document entitled "How to Set-up and Administer your Alumni Survey via LimeSurvey" on that website. If you want to customize your survey, click here for the survey template.

While working on your version of the Alumni Survey you may consider these useful tips. The Administrative Assistant to the Provost will provide you with the data you need for contacting your alumni. It is important to obtain your alumni distribution list right before you will be administering the survey. The alumni database is being constantly updated and you want to use the most current emails of your alumni. While administering your alumni survey furnish it to the period under review – six-years.

It may be helpful for your department to conduct senior student focus group interviews and compare the results to the Alumni survey findings. Here are some tips for developing and administering focus groups.

3. *Curriculum Review*

This review provides an opportunity for the department to reexamine its curriculum to see if it is ideally configured for student success in the major and life beyond. If GE courses constitute a significant part of your curriculum please factor this into your curriculum review.

- How well does your program provide opportunities for students to learn disciplinary knowledge, skills, etc.?
- Are there ways you could structure your major more effectively?
- Is more effective sequencing of courses possible?
- Do you offer an appropriate range of courses each year?
- Is your curriculum comparable to curricula of similar departments at relevant peer institutions?

Curriculum should not be defined narrowly. Perhaps conversations with colleagues at other institutions may be helpful with respect to the overall philosophical framing of the major and the implications of that framing for pedagogy, emphases within courses, advising and so forth. If direct conversations are not feasible then perhaps studying written materials such as the catalog would be helpful. After looking at your existing curriculum, curriculum map and PLO alignment chart, are you content with the courses currently offered by your department? Are there holes or ways that resources could be allocated more effectively to help students learn what they need to learn? Is the major structured well, so that students can progress from more rudimentary exposure to the key learning objectives to more advanced expressions? Do your PLOs cover multiple levels of mastery, including the highest cognitive levels (evaluating and creating)? Discuss whether you offer enough courses at each level of sophistication. Address your Key Questions as appropriate.

Outside sources can be helpful in answering these questions. Some departments have found that alumni surveys have highlighted gaps in their curricula. Consult materials produced by professional or disciplinary organizations, which may provide a sense of national trends for your major. You should also compare your department's program with those of several peer institutions and include a brief analysis of this comparison in your report.

4. *Program Sustainability and Adaptability*
The basic question that needs to be addressed here is whether your department is likely to be around in ten years' time! Here are some questions to address:

- What does your department understand to be the primary challenges to your program's sustainability?
- Will your department be able to maintain programming and meet the needs of stakeholders in a rapidly changing professional and higher education environment?

- Will it be able to sustain its curriculum development and delivery, faculty and student research, and institutional service in response to internal challenges, such as changes in enrollment, staffing, or resource allocation?
- Do you need to consider more efficient mechanisms for utilizing or repurposing existing resources?

For some departments, it is more important to analyze external challenges and opportunities, while others need to focus on responses to internal changes. It is up to your department to set priorities and address them. Please state in your report the specific focus of your inquiry in this area. Understandably, your program sustainability or adaptability efforts may relate to your main Key Questions.

The following questions may help your department to identify the parameters of your sustainability or adaptability inquiry.

- First, **how does your major serve society?** How does your program meet current and potential needs in society and in relevant professions? Is your program well-adapted to survive and thrive in a rapidly changing higher education environment? This may be a wide-ranging discussion in which you examine the state of the various professions that your students gravitate toward as well as the transferable skills they acquire. Information from your alumni survey will likely be relevant here. In addition, your discipline's professional organizations may provide information on the employability of students with degrees in your field. Are there any changes to courses or curriculum you need to make in light of your findings here? There may be something to be gained from talking about sustainability issues with comparable small departments around the country. Are other departments of three to five full-time faculty relying more on part-time adjunct faculty? Are they sharing faculty with other departments of the college? Do they offer a wider or narrower variety of courses? What is the balance of their theoretical and more applied courses? What tracks do they have within their majors? Do they offer hybrid majors in conjunction with other departments? How do they integrate internships in their curricula? How do they market their programs? We expect your department to compare your program with at least three similar programs at peer institutions and include your findings in the report.

- Second, **how does your department serve Westmont?** How does your program contribute to Westmont's educational experience? Is your program attracting and graduating an appropriate number of students? Is your program attracting and graduating a good number and a good mix of students? How is your department serving other programs? There are departments that do not produce many majors but provide education to other majors. You may also consider the number of minors offered by your department.   As part of this discussion, take a look at the gender and ethnicity of your graduates, and compare the percentages to those for the college as a whole. You will find this information in your departmental Program Review folder on the shared drive Egnyte. If your answers to any of these questions aren't what you would have hoped, discuss how you can address these issues. They may become one of your next Key Questions.

- Third, **how does your department respond to existing external or internal challenges and opportunities?** Provide an analysis of the trends and projections for enrollment in the program, including majors, minors, and General Education courses if applicable, and respond to challenges and opportunities of your program. Provide analysis of the departmental enrollment patterns during over the past six-years and your plan for addressing patterns of under-enrollment or inequity.

5. Contribution to Diversity

Working on your six-year report presents an excellent opportunity to reflect on department's contribution to the college's diversity and inclusiveness efforts. You may consider the following questions while preparing this section of the report:

- Do courses offered by your department i**ncorporate content that represents a diverse set of perspectives and experiences?**
- Do course syllabi emphasize learning opportunities for all categories of students?
- Do department's faculty encourage students to disagree with the ideas in the readings and lectures as well as the perspectives of other scholars in the course? Do all students feel comfortable to express themselves?
- In which diversity and inclusiveness events and initiatives did your departmental faculty participate in the past six-years? Which diversity events did your faculty organize or facilitate? What did departmental faculty learn from those experiences?
- What is faculty gender and race/ethnic breakdown in your department? Are your faculty satisfied with the data? If not, which measures has your department undertaken or is planning to undertake with regards to faculty diversity?
- What is student gender and race/ethnic breakdown in your department? Are your faculty satisfied with the data? If not, which measures has your department taken or is planning to undertake with regards to student diversity?
- How does your department support students of color and women enrolled in your program?
- How does your department support faculty of color and female colleagues?

6. Additional Analysis

There may well be other questions that your department needs to ask and other information that it needs to gather in order to assess student learning relative to the college's Institutional Learning Outcomes, your department's Program Learning Outcomes and/or your Key Questions.

For example:

1. General Education, especially if your department GE offerings constitute a significant part of your curriculum. In most cases, no assessment of GE student learning outcomes is required, although the data already collected by the General Education Committee can be used for drawing conclusions. However, if your department is solely responsible for the GE

area, we expect your department to collect and analyze the data and include your findings and recommendations in the six-year report

2. Finances: an analysis of your finances is necessary in your report if your department is requesting a significant increase in resources

3. Faculty: quality, load, forthcoming retirements and desirable expertise of future hires

4. Advising

5. Employers'/internship supervisors' survey

6. Facilities

7. Interaction with other departments

8. Integration of faith and learning in your program

9. Collaboration with the departmental library liaison

10. Student participation in off-campus programs

11. Student/faculty research opportunities

When you finish your data analysis complete the [Inventory of Educational Effectiveness](#) for your program. This document helps your program to demonstrate how faculty expectations for student learning are aligned with student performance. This exhibit can also assist you in determining whether you have a reliable assessment system in place, and what additional components or processes you may need to develop. The college will draw upon or reference this document in preparing its institutional reports.

REPORT SECTION C: REPORTING YOUR CONCLUSIONS AND LOOKING FORWARD

You and your colleagues have now gathered and analyzed a lot of data points. Well done! This section asks you to take what you have learned from your work of assessment and program review and look to the future.

First, report on what your department learned as a result of all your assessment work and program review.

Second, in light of what you've learned, what changes have you made or do you intend to pursue?

Consider a big picture. What is your vision for the department five or ten years from now? Identify the *[changes](#)* you have made or plan to make as a department in light of what you have learned. These could include modest changes, such as adjustments to courses or curriculum, as well as bigger dreams that would require substantial institutional support. It would be ideal to have a list of changes that includes items that span this range; this information will be used later for drafting your Action Plan. Departments should be aware that, given limited resources, applying for significant additional resources from the institution is akin to applying for a grant.

Strong proposals will be grounded in thorough analysis of the program, its budget, and clear evidence for the need. As with grants, however, you may receive what you asked for or you may not. Your vision for the future and the changes you plan to make should not be largely dependent on hitting the jackpot.

As part of this first section, you should also look at your department's mission and vision statements. In light of what you have found through your program review, are they still relevant and appropriate?

Use your findings and reflections for listing the items that might be included in your Action Plan and Multi-Year Assessment Plan. This section also includes a first draft of Key Questions for your next review cycle. Departments are not expected to include details of Six-Year Program Review Report elements in the Action Plan.

REPORT SECTION D: APPENDICES FOR THE SIX-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 Six-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. Review of library holding (to be developed in collaboration with the departmental library liaison)

13. Internships report (if applicable)

14. Budget analysis if the department is asking for additional funding

15. [Inventory of Educational Effectiveness Indicators](#)
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

3. Senior-student focus-groups interviews