Program Review Guide: Executive Summary

Program Review is an essential, systematic, ongoing process within higher education and at Westmont College is aimed at continuous program improvement. Program Review provides the opportunity for Westmont faculty and staff to conduct a thorough, holistic, and evidence-based self-examination of a program in order to recognize and showcase its strength, identify major areas of improvement, and create a realistic action plan for achieving desired improvements. Program review enables Westmont to examine the effectiveness of academic and co-curricular programs – to strengthen and maintain the college's curriculum and programming within a faith-based context – by generating and pursuing informed recommendations related to student learning, program design, pedagogical effectiveness, and resource allocation in achieving the college's mission and vision. A healthy program review process will provoke vigorous collegial discussions of program objectives and outcomes, curriculum organization, pedagogy, and student learning and development.

On a more pragmatic note, systematic program review is a process required by Westmont's regional accrediting agency, the Accrediting Commission for Western Association of Schools and Colleges for the Senior Colleges and Universities (WSCUC).

> All programs offered by the institution are subject to systematic program review. The program review process includes, but it is not limited to, analyses of student achievements of the program learning outcomes; retention and graduation rates; and where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (*2013 WSCUC Handbook of Accreditation*, CFR 2.7).

At Westmont, each academic department and the Student Life division undergoes a program review process in six-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
- Program sustainability and adaptability
- Inventory of Educational Effectiveness Indicators (IEEI)
- Vision and proposed changes for the next six-year cycle
- Draft of Key Questions for the next six-year cycle.

A department may include additional components of the review process as appropriate. For example, the analysis of senior focus group interviews may be a valuable piece of qualitative data for your curricular modifications, pedagogical adjustments, future planning or goal setting.

If your department is requesting additional resources or increases in the operational budget, you need to complete an analysis of departmental finances and include it in the six-year report. If your department is planning to request a new faculty position within the next six-year cycle, you need to substantiate your request in the report.

If a program is not accredited by an external accrediting agency (e.g., NASM, CCTC), a department is required to utilize an outside (external to Westmont) reviewer who will review program materials, conduct a site visit and collaborate with the program review team on producing a written response to the departmental program review report and site visit.

The results of the program review process and program review team's response will be discussed by department faculty at the post-review meeting with the Provost, Dean of Curriculum and Educational Effectiveness, and the Team Leader. Following the meeting, the department will develop and submit an Action Plan and Multi-Year Assessment Plan and will be accountable for implementing program review recommendations in the next six-year cycle.