

Program Review Team's Report Template

The following template is used by program review teams for providing responses to the seven-year program review report and external reviewer's site visit. All team members contribute to the team's report also seek the input of the Dean of Curriculum and Educational Effectiveness and Director of Research, Research, Planning and Implementation and WSCUC ALO.

Westmont College _____ Department

Team members:

Date:

Introduction to be written by Westmont team member.

I. Previous Program Review Committee Recommendations and Action Plan

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

This section comments on how completely the report addresses all items that were previously identified.

II. Evidence and Analysis of Student Learning

- **Section addressed by Westmont team member; External Reviewer's remarks welcome**

This section may elaborate 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 are yielding the needed information to determine how well students are learning the PLOs. Relevant suggestions and recommendations are welcomed.

III. Alumni Satisfaction

- **Section addressed by Westmont team member: External Reviewer's remarks welcome.**

This section may include comments on the alumni survey questions, interpretation of the alumni survey results, and on how data will be used for program improvement. We would like to hear comments whether alumni are well-prepared for careers in their chosen majors and the life after college.

IV. Major, Curriculum and Co-curricular Offerings

- **Section addressed by External Reviewer**

This section may address whether the current curriculum *content* and *design* (required depth and breadth of study, flow of courses, frequency of course offerings, overall coherence, alignment with desired learning outcomes, etc.) 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.

It would be helpful for us to learn whether students/alumni are satisfied with the overall quality of their learning experience; that 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**

This section may outline the major strengths and weaknesses of the program. We would like to hear whether

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

It would be helpful for us to know whether the program has accurately identified and prioritized the program's 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. The section may include comments on whether the program demonstrates a 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; External Reviewer's remarks welcome**

This section documents various activities (i.e., 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. Academic Departments need to interpret Student Diversity data uploaded to their departmental Program Review Archives on Egnyte.

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 clear, well-written, and complete (all required sections are included, required attachments are attached, and the Inventory of Educational Effectiveness Indicators clearly and convincingly demonstrates how faculty expectations for student learning align with student performance).

VIII. Recommendations

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