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

Your program review should be the collective work of all faculty in your department, including long-term 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 department retreats in order to discuss the report. Departments will be given a small stipend to cover their retreat expenses (no more than $25 per person). The PRC recommends that the department take one retreat: either mid-way through Year 6 to discuss progress on the Seven-Year Program Review Report, responsibilities, and perhaps even to do some of the writing; or in the Spring of Year 1 as the department begins to formulate its Key Questions for the next seven-year cycle. In order to be reimbursed, the department needs to provide: a) the meeting agenda, b) the meeting minutes or notes on decisions made, and c) all receipts. If the department would like to have funding for two retreats within a seven-year cycle, the chair must submit a request to the Dean and provide the rationale for the second retreat.

Seven-year reports are significant on multiple levels. Some critical aspects of the report include informing the community of the progress made by the department on key initiatives, the degree to which students are attaining program learning outcomes, considerations for future discussion and evaluation, and more. Another critically important audience is the WSCUC accreditation team. With that in mind, the PRC asks that each department strive to show rhetorical sensitivity in the report narrative. The seven-year report is an opportunity to showcase department strengths, growth, vision, and future needs. We ask that you be aware of and consider potential audiences when writing your report. Your report may be used to make a judgment about the quality of academic programs at Westmont or of how our institutional culture approaches evidence-informed decision-making. We suggest that you not ignore, neglect or sugarcoat your issues but rather provide an objective description and thoughtful analysis of what your department has found through the program review process. As issues are identified, it would be helpful to present those issues with a "problem solving spirit" that suggests constructive (and realistic) solutions.

## 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*