

Chapter 4: Internal Reviews

The faculty Assessment Committee conducts the Internal Review during Year 1 of the five year Assessment cycle. Depending on the workload of the full Assessment Committee, a sub-committee may be assigned to review a department/program self-study and report their findings to the full committee. Using guidelines based on the WASC Criteria for Review (CFR), the sub-committee will evaluate the self-study and complete the *Summary Sheet for Internal Reviewers*. The full committee approves the *Summary Sheet for Internal Reviewers* report and sends copies to the Dean of the Faculty, the department/program, and the Office of Institutional Research and Assessment. The final report will be uploaded to Moodle at the end of Year 1.

The *Summary Sheet for Internal Reviewers* is included in this chapter.

The reviewer will assess and report their judgments on:

I. Departmental Mission, Goals, and Learning Outcomes

- 1)What is the relationship of the Department/Program goals and Learning Outcomes to the mission of the institution and the mission statement of the Department/Program?
- 2)Do Learning Outcomes apply to majors and non-majors? How have they changed since the previous program review?
- 3)How does each course further the Learning Outcomes?
- 4)What are the Department/Program connections to college-wide programs?

II. Evidence of Department/Program Quality

- 1)Who does the Department/Program serve?
- 2)What is the profiles of the students who are majors/minors?

III. Curriculum and Learning Environment

- 1)How have instructional strategies and pedagogical innovations changed within the last five years?
- 2)PRAXIS: How have students been actively engaged in learning through undergraduate research, college and community partnerships, internships, study abroad, etc.
- 3)If so, how are co-curricular activities connected to the academic program? How do student clubs, councils, lecture series, or other activities reinforce the academic program?

IV. Student Learning and Success

- 1)How does the Department/Program use student data/evidence for program improvement?
- 2)What data/evidence is used to determine that students have achieved stated learning outcomes? (e.g. capstone course, portfolio review, licensure exam, major surveys, student evaluation, advisory boards?)

V. Faculty

- 1)What are the strengths of the faculty and how are they used to address department/program needs?

- 2) What types of scholarship are faculty engaged with and what are the accomplishments?
- 3) What, if any, are unmet professional development needs among department/program faculty

VI. Evidence of Program Viability and Sustainability/Demand for Program

- 1) What are enrollment trends?
- 2) How have these trends informed departmental/program planning?

VII. Allocation of Resources

- 1) Faculty: Are teaching and administrative loads sufficient to support department/program needs?
- 2) Student Support/Advising Structures: How are faculty advisors selected? How is advising assessed?
- 3) Information & Technology Resources: How do library holdings and technological resources support the program?
- 4) Facilities: Are adequate facilities available to support department/program needs?
- 5) Financial: How does the operating budget support current needs? What opportunities/constraints does the budget provide/impose?

VIII. Summary Reflection

- 1) What curricular revisions have resulted from the self-study?
- 2) What resources/staffing changes have been made or would like to make based on systematic assessment?

IX. Future Goals & Planning for Improvement

- 1) What are the department/program goals for the next four years?
- 2) How does the department/program plan to capitalize on strengths to address challenges and opportunities for growth?
- 3) What improvements could be made by reallocating existing resources /with additional resources?
- 4) What collaborations have been identified to improve program quality?

Summary Sheet for Internal Reviewers

Department/Program: _____ **Date of Review:** _____

Instructions: Please complete this summary sheet and use it to identify key areas of Strength and Suggestions for Consideration and Growth.

I. Competencies, Departmental Mission, Goals, and Learning Outcomes	Strengths/Suggestions for Consideration
How students demonstrate: a) specialized knowledge; b) broad and integrative knowledge; c) intellectual skills; d) applied and collaborative learning; and e) civic and global learning	
Relationship of the Departmental/Program goals and learning outcomes to the mission statement.	
Do learning outcomes apply to majors and non-majors? How have they changed since previous program review?	
How does each course further the learning outcomes?	
Department/Program connections to college-wide programs.	

Evidence of Department/Program Quality

II. Students	Strengths/Suggestions for Consideration
Who does the department/program serve?	
What is the profile of the students who are majors/minors?	
What is the profile of the graduates?	

III. Curriculum and Learning Environment	Strengths/Suggestions for Consideration
Description of the structure of the curriculum and explanation of its context within the broader curriculum.	Purview of External Reviewer
How the discipline changed in the last five years and how these changes have been integrated into the curriculum	Purview of External Reviewer
What are the structures that ensure depth, breadth, and progressive development of knowledge and skills?	Purview of External Reviewer
Description of the rationale for assigning prerequisites to courses.	Purview of External Reviewer
Indication of new courses or major course revisions and the rationale for these changes	Purview of External Reviewer
Explanations of implemented instructional strategies and pedagogical innovations within the last five years.	
<p>PRAXIS</p> <p>Description of involvement of students actively in learning through undergraduate research scholarly or creative activity, college and community partnerships, internships, study abroad, etc.</p>	
<p>Co-curricular activities</p> <p>Are and if so, how are co-curricular activities connected to the academic program? Describe how student clubs, council, lecture series, or other activities reinforce the academic program.</p>	

IV. Student Learning and Success	Strengths/Suggestions for Consideration
What has the student data/evidence for program improvement shown?	
How does the department/program use student data/evidence for program improvement?	
What data/evidence is used to determine that students have achieved stated outcomes? (e.g. capstone course, portfolio review, licensure exam, major surveys, student evaluations, advisory boards?)	

V. Faculty	Strengths/Suggestions for Consideration
Description of faculty strengths and how faculty strengths are used to address department needs	
Description of types of scholarships faculty are in and faculty accomplishments	
Identification of unmet professional development needs among faculty	
Describe how your department/program measures teaching effectiveness?	

Evidence of Program Viability and Sustainability

VI. Demand for Program	Strengths/Suggestions for Consideration
Summary and description of enrollment trends	

VII. Allocation of Resources	Strengths/Suggestions for Consideration
Faculty: Teaching and Administrative loads and sufficiency of faculty staffing to support department needs	
Student Support/Advising Structures: Description of how faculty advisors are selected and how advising is assessed.	
Student Support/Advising Structures: Describe how your department/program hire/employee tutors? How are they evaluated? Do you work with CAAS?	
Information & Technology Resources: Description of how library holdings and technology support the department/program	
Facilities: Availability to program and their sufficiency	
Financial Resources: How does the operating budget support current needs? What opportunities/constraints does the budget provide/impose.	

VIII. Summary Reflections	Strengths/Suggestions for Consideration
What curriculum revisions have resulted from the self-study and the past five years?	
At what level are student learning outcomes being achieved?	

Description of resources/staffing changes you have made or like to make based on systematic assessment	
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IX. Future Goals & Planning for Improvement	Strengths/Suggestions for Consideration
Goals for next four years clearly identified	
Describe how will changes contribute to the improvement of the program and time line for completion	
Department/program plan to capitalize on strengths to address challenges and opportunities for growth	
What improvements could be made by reallocating existing resources/with additional resources	
Identification of collaborations to improve program quality	