DRAFT

DEPARTMENT/PROGRAM ASSESSMENT HANDBOOK

Assessment Committee

TABLE OF CONTENTS

Appendix 6: Whittier's Four C's: A Curriculum in Context

CHAPTER 1: Overview of Assessment

Assessment at Whittier College is meant to provide departments an opportunity to engage in a comprehensive analysis of student learning. The department or program self-study review serves a culminating experience involving an integration of annual assessment results, analysis, reflection, sharing and change. Departments/Programs are encouraged to engage in assessment activities that will provide useful and meaningful products (results, narratives, and data) that will result in improving student learning, curriculum development and pedagogy. Our goal is for assessment is to be systemic, systematic, transparent and accessible. Our assessment practices are based on Astin's *College Impact Model* (1991). The two primary sources for our assessment programs have focused on:

1) *Inputs* – National data (NSSE, HEDS), faculty resources, student characteristics, library resources, technology, etc.
2) *Outputs* – program efficacy, measures of student learning outcomes, and student success.

Much of the information required to examine our *Inputs* is being gathered on a campus-wide basis and is made available to Departments and Programs through the Office of Institutional Research and Assessment (OIRA) website. Our current assessment focus has been the assessment of learning outcomes at the department/program levels and assessment of our liberal education program.
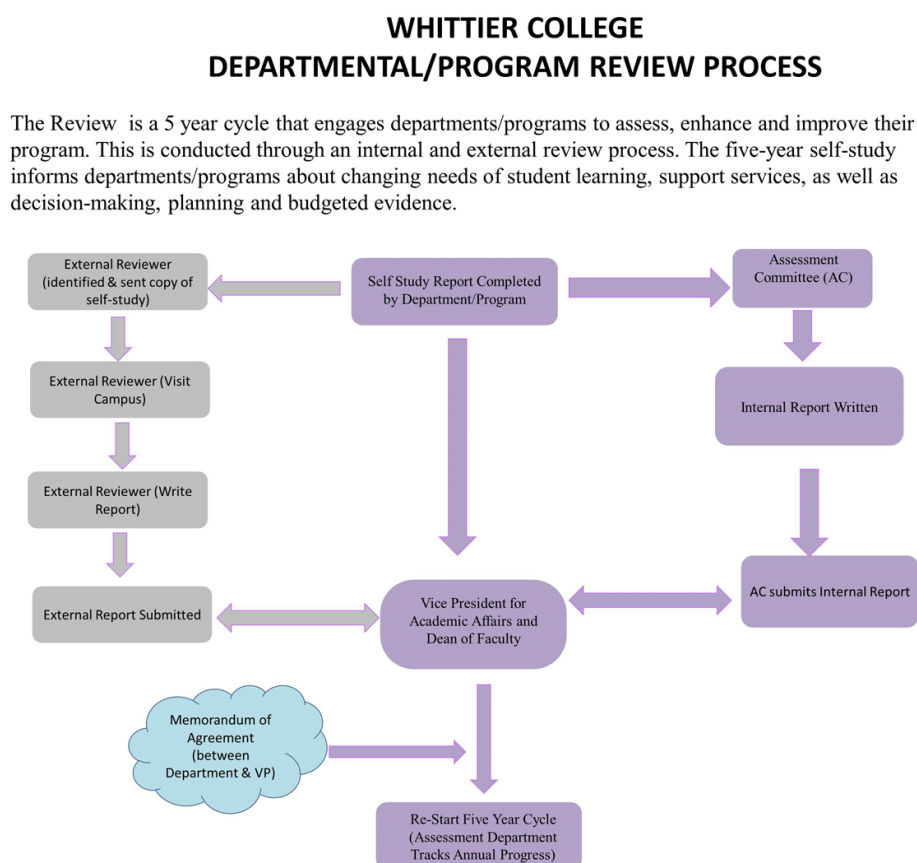
Department/Program Level Assessment

Each department/program has a mission statement and learning outcomes specific to their discipline as well as to our liberal education program. Departments are asked to submit yearly assessment plans (see Appendix 1c) assessing at least one of their learning outcomes and an yearly assessment report (see Appendix 1d) so that by the time of their self-study review multiple outcomes have been assessed. At the start of a five year cycle, every departments/programs will conduct self-studies (see Chapter 4).

Regular reviews of academic programs are an essential element of ensuring that the academic programs at Whittier College are vital, current, effective, and challenging. Self-studies are intended to be comprehensive and thoughtful summaries of the current programs, its recent history, and its future plans in the context of the discipline. In order to broaden campus-wide understanding of various programs and facilitate academic planning on a broad scale, self-studies will be submitted to the Office of Institutional Research and Assessment (OIRA) and the Assessment Committee of the faculty who are charged to perform an Internal Review.

Each Department/Program is asked to complete a Curricular Map (see Appendix 1a) and Long-term Assessment Plan (see Appendix 1b). The curricular map provides a visual of where and to what extent each of the department's/program's learning outcomes are being addressed.

Figure 1. Whittier College Department Review Process

WHITTIER COLLEGE
DEPARTMENTAL/PROGRAM REVIEW PROCESS

The Review is a 5 year cycle that engages departments/programs to assess, enhance and improve their program. This is conducted through an internal and external review process. The five-year self-study informs departments/programs about changing needs of student learning, support services, as well as decision-making, planning and budgeted evidence.

Every academic program (department or interdisciplinary program) should undergo a full review at least every five years. Such factors as planned leaves and sabbaticals, scheduled accreditation visits, and distribution among the academic divisions will be considered in scheduling reviews. This schedule does not, however, mean that departments are to assess their work and make changes only as part of formal reviews. The formal review should rather be seen as analogous to FPC's periodic reviews of individual faculty; the self-study, like the professional growth plan, should be an articulation and summary of a continuous process. Assessment of student learning should be an important part of every review.

HELPFUL GUIDELINES FOR ASSESSMENT

1) Rationale for assessment
- Assess yourself before someone else is asked to do so
- Assess what you believe to be important
- Assess in a way that is meaningful to you
-

2) **Mission:** (The Big Picture)

The mission should be a clear, concise statement of the overarching purpose that drives curriculum, instruction, research, and co-curricular activities in your program/discipline.

In a few sentences, the mission statement should articulate what is distinctive about your discipline with respect to other disciplines and also, if appropriate, what is distinctive about the way your department/program animates disciplinary learning here at Whittier College.

Example: Whittier College Music Department Mission Statement

The Whittier College Music Department provides a challenging yet supportive environment to students of wide ranging experiences and accomplishments, for the purpose of guiding and preparing them for a lifetime of musical exploration ranging from casual but informed listening, to intense graduate study and musical career paths.

When writing a Mission

Questions to consider:

- What are our department's values, intellectual traditions, or guiding principles that should be evident in the department?
- What distinguishes education at our **institution** (link the mission to the College's mission) and **department**?
- What makes our institution or department distinctive from that at comparable campuses?
- How are our intellectual traditions or values reflected in our approach to assessment? Is there congruence between
- Education ends and assessment means?

3) Goals: How We Will Accomplish the Mission

Goals are more specific than the Mission. Goals often include specific activities/experiences that the department will provide in service of the mission.

Example: Music Department Goals

a. To foster a sense of community within the department and promote musical activities that supports the wider Whittier community both on and off campus.
b. To ignite a quest for musical knowledge through the development of active learning and critical thinking skills.
c. To develop a complete understanding of the evolution and usage of the signs and symbols that constitutes the musical vocabulary of a wide array of music's.

4) **Desired Learning Outcomes**: How the Learner Will Be Changed as a Result of Participating in the Major or Program.

- Desired Learning Outcomes (hereafter, outcomes) express what students will be able to do as a result of participating in the program. Outcomes are what we measure to assess student learning. We typically situate learning outcomes in specific courses within our departmental curriculum.
- *One Example from Music*: When listening to given musical selections with which they are familiar, students will be able to discuss composers, genres, and forms within the context of the historical period in which the music was created.

When writing Goals and Outcomes

- Differentiate your Goals from Outcomes. Goals are broader, more global and outcomes are more narrowly focused and easily measurable.
- Make all outcomes measurable
- Make sure they measure student learning
- They should measure all levels of learning including higher learning: refer to Bloom's taxonomy (synthesize, integrate, apply) (see Appendix 3)
- The goals and outcomes should be linked to the mission

Chapter 2: Assessment Cycles

Academic departments and programs have been assigned to "cohorts" to facilitate implementation of a five year assessment cycle. Assessment tasks and responsibilities for departments and programs are clearly identified for each year of the cycle as are the roles of the faculty Assessment Committee and the Office of Institutional Research & Assessment (IRA).

YEAR 1: Fall Semester: Self-Study and Selection of External Reviewer; Spring Semester: External and Internal Reviews

YEAR 2: "Closing the Loop" The findings and recommendations of the self-study are reviewed in the context of resource allocations decisions. The product of these discussions is a Memorandum of Understanding negotiated with the Dean of the Faculty. A second task is to develop an Action Plan for program improvement and a Long-term Assessment Plan for the next three years (Appendix 1b).

YEAR 3: Assessment of one learning outcome OR a component of the implicit or explicit curriculum[1]

YEAR 4: Assessment of one learning outcome OR a component of the implicit or explicit curriculum

YEAR 5: Assessment of one learning outcome OR a component of the implicit or explicit curriculum
      Spring Semester: Meet with IRA to plan for the next self-study.

Rationale:
A cohort model for assessment cycles assists departments/programs in long-term planning for assessment activities. In addition, the Assessment Committee can function more efficiently by spreading out the workload across multiple years. The cohort model, likewise, permits the Office of Institutional Research and Assessment to manage its workload more efficiently.

College-wide, on-going assessment of academic programs promotes continuous program improvement and facilitates the WASC accreditation process. The cohort model keeps the review process on a transparent schedule with support by the Office Institutional Research and Assessment. The "closing the loop" stage allows departments/programs to participate in meaningful discussions with the Dean of the Faculty related to college-wide resource allocation decisions.

---

[1] See Appendix 3a: Implicit and Explicit Curriculum

RED COHORT

Departments	Programs
Physics	Global & Cultural Studies
Economics	WCHL

Academic Year	2017-2018	2018-2019	2019	2019-2020	2020-2021	2016-2017
Cycle Year	**4**	**5**	**Summer**	**1**	**2**	**3**
Department/Program Responsibilities (Accreditation Activities)	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Meet with IRA Planning for Self-study Each semester submit syllabi to IRA	Preparation for Self-study	Submit Self-study to: Assessment Committee & External Reviewer Each semester submit syllabi to IRA	"Closing the Loop" Reflect/Plan/Revise Negotiate budgetary implications with the Dean Summary posted to website Develop Long-term Assessment & Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA
Department/Program Due Dates	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2018	Yearly Assessment Plan due by October 15th. Report due on or before June 1st, 2019	August 31st	Fall – Self-study Spring – Site Visit by External Reviewer	Before June 1, 2021	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2017
Responsibilities: (AC) Assessment Committee (IRA) Office of Institutional Research & Assessment	Yearly Assessment Plans & Reports due to IRA	Yearly Assessment Plans & Reports due to IRA	Provide data	AC: Write Internal Review Report	Long-term Assessment Plan and MOU due to IRA – Appendix 1b & 1k	Yearly Assessment Plans & Reports due to IRA
Resources found on: 1. Moodle Assessment Site 2. Faculty Assessment Handbook	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d		Self-Study: Chapter 3 External Reviewer Letters - Appendix 1g, 1h and 1i External Reviewer Outline- Chapter 5	Long-term Assessment plan-Appendix 1b Curricular Map – Appendix 1a	Annual Assessment Plan- Appendix 1c Annual Assessment Report-Appendix 1d

*Implicit/Explicit Curriculum (See Appendix 3a)

ORANGE COHORT

Departments   **Programs**

Art & Art History   Math   Social Work

Business   Chemistry

Academic Year	2017-2018	2018-2019	2019-2020	2020	2020-2021	2016-2017
Cycle Year	**3**	**4**	**5**	**Summer**	**1**	**2**
Department/Program Responsibilities (Accreditation Activities)	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Meet with IRA Planning for Self-study Each semester submit syllabi to IRA	Preparation for Self-study	Submit Self-study to: Assessment Committee & External Reviewer Each semester submit syllabi to IRA	"Closing the Loop" Reflect/Plan/Revise Negotiate budgetary implications with the Dean Summary posted to website Develop Long-term Assessment & Action Plan Each semester submit syllabi to IRA
Department/Program Due Dates	Yearly Assessment Plan due by October 15th. Report due on or before June 1st, 2018	Yearly Assessment Plan due by October 15th. Report due on or before June 1st, 2019	Yearly Assessment Plan due by October 15th. Report due on or before June 1st, 2020	August 31st	Fall – Self-study Spring – Site Visit by External Reviewer	Before June 1, 2017
Responsibilities: (AC) Assessment Committee (IRA) Office of Institutional Research & Assessment	Yearly Assessment Plans & Reports due to IRA	Yearly Assessment Plans & Reports due to IRA	Yearly Assessment Plans & Reports due to IRA	Provide data	AC: Write Internal Review Report	Long-term Assessment Plan and MOU due to IRA – Appendix 1b & 1k
Resources found on: 1. Moodle Assessment Site 2. Faculty Assessment Handbook	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d		Self-Study: Chapter 3 External Reviewer Letters -Appendix 1g, 1h and 1i External Reviewer Outline-Chapter 5	Long-term Assessment plan-Appendix 1b Curricular Map – Appendix 1a

*Implicit/Explicit Curriculum (See Appendix 3a)

GREEN COHORT

Departments			Programs
Child Development	Psychology	Modern Language	Lib Educ
Religious Studies	Biology	Music	Education MA Program

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021	2016-2017
Cycle Year	**2**	**3**	**4**	**5**	**Summer**	**1**
Department/Program Responsibilities (Accreditation Activities)	"Closing the Loop" Reflect/Plan/Revise Negotiate budgetary implications with the Dean Summary posted to website Develop Long-term Assessment & Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Meet with IRA Planning for Self-study Each semester submit syllabi to IRA	Preparation For Self-Study	Submit Self-study to: Assessment Committee & External Reviewer Each semester submit syllabi to IRA
Department/Program Due Dates		Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2019	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2020	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2021	August 31st	Fall – Self-study Spring – Site Visit by External Reviewer
(AC) Assessment Committee Responsibilities (IRA) Office of Institutional Research & Assessment	Long-term Assessment Plan and MOU due to IRA – Appendix 1b & 1k	Yearly Assessment Plan & Report due to IRA	Yearly Assessment Plan & Report due to IRA	Yearly Assessment Plan & Report due to IRA -	Provide data	AC: Write Internal Review Report
Resources found on: 1. Moodle Assessment Site 2. Faculty Assessment Handbook	Long-term Assessment plan-Appendix 1b Curricular Map – Appendix 1a	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d		Self-Study: Chapter 3 External Reviewer Letters -Appendix 1g, 1h and 1i External Reviewer Outline-Chapter 5

*Implicit/Explicit Curriculum (See Appendix 3a)

BLUE COHORT

Departments   **Programs**

Anthropology   Sociology   English   ENST/ENVS

Education (Credential Programs: CTC Accreditation)

Academic Year	2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017
Cycle Year	Summer	1	2	3	4	5
Department/Program Responsibilities (Accreditation Activities)	Preparation for Self-study	Submit Self-study to: Assessment Committee & External Reviewer Each semester submit syllabi to IRA	"Closing the Loop" Reflect/Plan/Revise Negotiate budgetary implications with the Dean Summary posted to website Develop Long-term Assessment & Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Meet with IRA Planning for Self-study Each semester submit syllabi to IRA
Department/Program Due Dates	August 31st	Fall – Self-study Spring – Site Visit by External Reviewer	Before June 1, 2019	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2020	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2021	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2017
Responsibilities: (AC) Assessment Committee (IRA) Office of Institutional Research & Assessment	Provide data	AC: Write Internal Review Report	Long-term Assessment Plan and MOU due to IRA – Appendix 1b & 1k	Yearly Assessment Plan & Report due to IRA	Yearly Assessment Plan & Report due to IRA	Yearly Assessment Plan & Report due to IRA
Resources found on: 1. Moodle Assessment Site 2. Faculty Assessment Handbook		Self-Study: Chapter 3 External Reviewer Letters -Appendix 1g, 1h and 1i External Reviewer Outline-Chapter 5	Long-term Assessment plan-Appendix 1b Curricular Map – Appendix 1a	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d

*Implicit/Explicit Curriculum (See Appendix 3a)

PURPLE COHORT

Departments   **Programs**

Philosophy   History   Whittier Scholars

Kinesiology & Nutrition   Political Science

Theatre

Academic Year	2017-2018	2018	2018-2019	2019-2020	2020-2021	2016-2017
Cycle Year	**5**	**Summer**	**1**	**2**	**3**	**4**
Department/Program Responsibilities (Accreditation Activities)	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Meet with IRA Planning for Self-study Each semester submit syllabi to IRA	Preparation for Self-study	Submit Self-study to: Assessment Committee & External Reviewer Each semester submit syllabi to IRA	"Closing the Loop" Reflect/Plan/Revise Negotiate budgetary implications with the Dean Summary posted to website Develop Long-term Assessment & Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA	Assess Learning Outcome(s) and/or Component(s) of Implicit or Explicit Curriculum* Review/Revise Action Plan Each semester submit syllabi to IRA
Department/Program Due Dates	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2018	August 31st	Fall – Self-study Spring – Site Visit by External Reviewer	Before June 1, 2020	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2021	Yearly Assessment Plan due by October 15th Report due on or before June 1st, 2017
Responsibilities: (AC) Assessment Committee (IRA) Office of Institutional Research & Assessment	Yearly Assessment Plan and Report due to IRA -	Provide data	AC: Write Internal Review Report	Long-term Assessment Plan and MOU due to IRA – Appendix 1b & 1k	Yearly Assessment Plan and Report due to IRA -	Yearly Assessment Plan and Report due to IRA -
Resources found on: 1. Moodle Assessment Site 2. Faculty Assessment Handbook	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Preparation for Self-study	Self-Study: Chapter 3 External Reviewer Letters -Appendix 1g, 1h and 1i External Reviewer Outline-Chapter 5	Long-term Assessment plan-Appendix 1b Curricular Map – Appendix 1a	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d	Annual Assessment Plan-Appendix 1c Annual Assessment Report-Appendix 1d

*Implicit/Explicit Curriculum (See Appendix 3a.)

Chapter 3

DEPARTMENTAL/PROGRAM SELF-STUDY

AND

ASSESSMENT OF EDUCATIONAL EFFECTIVENESS

DEPARTMENT/PROGRAM SELF-STUDY

TABLE OF CONTENTS

I. Snapshot of Department/Program

Majors/Minors [DATA PROVIDED BY IRA]

	First Years	**Sophomores**	**Juniors**	**Senior**	**Totals**
Majors					
Minors					

Enrollment in courses for the past five years [DATA PROVIDED BY IRA]
(Include department coursework and other courses taught by department members, e.g. INTD 100)

Enrollment	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**
(List courses)					
Totals					

Faculty

	FY 20XX	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**
Full Professor					
Associate Professor					
Assistant Professor					
Lecturer					
Visiting Professor					
Visiting Instructor					
Adjunct Faculty					

Administrative Support

Categories	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**
Clerical					
Laboratory Support					
Technology Support					
Other (list)					

Fiscal Resources

Categories	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**	**FY 20XX**
Budget Allocations					
Other Funding Sources					
Operating Expenses					

II. Department Description and Structure[2]

The department/program self-study process

Who was involved in the self-study (check all that applies):
- o Faculty
- o Other College faculty
- o Students
- o Alumni
- o Other (specify)

What are the plans for external reviewers?
- Possible Date:
- Possible Candidates Names:

Previous Action Plan or Recommendations from Prior Self-Study/Review
- Briefly outline the major findings, recommendations, and action plans of the previous review and the responses to them.
- What actions were taken as a result of the recommendations?

Meaning, Quality, and Integrity of your Degree (MQID)

Meaning: What are your expectations for your entering students? For what future are you preparing your graduates? What skills, values, attitudes, and knowledge should they have when they leave as a Whittier College graduate?

Quality: How are you preparing your students to be the graduates you want? Do the learning outcomes, the pedagogical techniques, and other learning experiences align with your expectations?

Integrity: How do you know that this preparation is working? How do you know that the students are achieving the learning outcomes at the appropriate level?

Insert Department Mission Statement, Goals, and Learning Outcomes.

---

[2] When responding to the questions/prompts in this document, departments/programs may address the following individually in discrete statements ("bullet points") or integrate information into longer, unified statements ("essay")

Curricular Map (See Appendix 1a for other example)

	Majors		Minors	
	Outcome 1	Outcome 2	Outcome 1	Outcome 2
Class 1				
Class 2				
Class 3				
Class 4				

- *I = introduced; P = practiced; R=reinforced*

a) How have they changed since the last program review?

c) How does each course further these learning outcomes?

d) How does the department/program contribute to College-wide programs (including the Freshman Writing Seminar, the Liberal Education Program, and the Whittier Scholars Program)? Use the table below to answer the question.

	Community	CUL (1-7)	CON	Communication (1-4)
Class 1				
Class 2				
Class 3				

III. Analysis of Evidence About Department/Program Quality & Viability

A. Evidence of Department/Program Quality

1. Students: Identify the students who are majors/minors in the department/program in the year prior/of to the self-study.
a) Who does the department/program serve? [DATA PROVIDED BY IRA][3]

	First Years	**Sophomores**	**Juniors**	**Senior**	**Totals**
Majors					
Minors					

---

[3] During the Spring of Year 5, obtain a list of majors and minors from IRA, and confirm its accuracy prior to responding to the rest of the prompts in the **Students** section.

b) What is the profile of the students who are majors/minors? (e.g., age, gender, SES, ethnicity, 1st generation, etc.) [DATA PROVIDED BY IRA]

Demographic 1	Demographic 2	Demographic 3	Demographic 4	Demographic 5

c) Alumni trends? (If desired, disaggregated by different demographic categories)

	FY 20XX	FY 20XX	FY 20XX	FY 20XX	FY 20XX
Majors					
Minors					

2. **The Curriculum and Learning Environment**
   Attachments:
   1. **Course of Study for Majors/Minors**
   2. **Syllabi**
   4. **Advising Sheets**

Curriculum Rationale
- Describe the structure of the curriculum and explain its context within the broader discipline
- How has the discipline changed in the last five years and how have these changes been integrated into the curriculum?
- What are the structures that ensure depth, breadth, and progressive development of knowledge and skills?
- Describe the rationale for assigning prerequisites to courses
- Indicate **new courses** added to the curriculum or courses which have undergone major revision in the last five years. Briefly explain the rationale for these events.
- Explain implemented instructional strategies and pedagogical innovations within the last five years.

Praxis
- Describe efforts to involve students actively in learning through undergraduate research, scholarly or creative activity, college and community partnerships, internships, study abroad, etc.
- How many students participate in these experiences?

Co-curricular Activities
- How, if at all, are co-curricular activities connected to the academic program?
- Describe how student clubs, council, lecture series, or other activities reinforce the academic program.

3. Student Learning and Success (Yearly Assessment Reports)
- Based on the results and discussion with department/program colleagues, what did your findings from the yearly assessment reports show you?
- How has the department/program use this student data/evidence for program improvement?
- What data/evidence was used to determine that students have achieved stated outcomes (e.g. capstone course, portfolio review, licensure examination, major surveys, student evaluations, advisory boards?)

   Attachments (Update Moodle):
   1. Long term Assessment Plan
   2. Yearly Assessment Plans (1 per year – 3 total)
   3. Yearly Assessment Reports (1 per year – 3 total)

4. **Faculty**

   Using the highest degree held by each faculty member, indicate the number of:

Faculty by Degree	Number	Percent of Faculty in Discipline
Adjunct Faculty		
Masters		
Doctorates		
Other		
Total		

- Describe the strengths of the faculty.
- How are faculty strengths used to address department needs?

What tools do you use to measure teaching effectiveness (course evaluations, class observation rubrics, documentation of student learning, etc.) Do tenured faculty regularly visit untenured track faculty? What feedback do you provide?

Professional Development and Scholarship

- Using the Whittier College model (Scholarship of Application, Scholarship of Discovery, Scholarship of Teaching, and Scholarship of Integration), describe the types of scholarship faculty are involved in.
- Identify organizations (professional, civic, etc.) in which faculty members participate and leadership positions held.
- Indicate the faculty's specific accomplishments, such as paper presentations, conference presentations, performances, practice.
- Identify unmet professional development needs among faculty.

Attachments: Faculty Vitae (Update Moodle)

B. Evidence of Program Viability and Sustainability

1. Demand for the Program

Enrollment in courses for the past five years [DATA PROVIDED BY IRA]

(Include department coursework and other courses taught by department members, e.g. INTD 100)

Enrollment	FY 20XX	FY 20XX	FY 20XX	FY 20XX	FY 20XX
(List courses)					
Totals					

- Summarize and describe enrollment trends for the past five years.

2. Allocation of Resources

Faculty

	FY 20XX	FY 20XX	FY 20XX	FY 20XX	FY 20XX
Full Professor					
Associate Professor					
Assistant Professor					
Lecturer					
Visiting Professor					
Visiting Instructor					
Adjunct Faculty					

- Indicate the number of faculty members teaching overloads or directed studies.
- Discuss sufficiency of faculty staffing to support department needs.

Student Support /Advising structures/Tutoring, supplemental instruction

- Does your department/program employ tutors?
- What forms of evaluation are you using, if any, to get information on quality of tutors?

Advising
- Describe the process of student advising, including how faculty advisors are selected or assigned.
- What structures are in place to ensure that students receive appropriate advising for courses and career goals?

- Describe how advising effectiveness is assessed (e.g. survey of seniors, faculty self-reflections, etc.) [attach form(s)]
- Mentoring and/or Advising Load

	Faculty name	Faculty name	Faculty name
Advisor in Primary Major			
Advisor in Second Major			
Mentor			
Total			

Information and Technology Resources

- Describe how library holdings support the department/program (print and electronic holdings in the teaching and research areas of the department/program)
- Describe how technology services support the department/program (; technology resources available to support pedagogy, research, and students' needs.)

Facilities

- What facilities (including offices, classrooms, laboratories, equipment, and collaborative learning spaces) are available to the program? How sufficient are they?

Administrative Support (Staff)

Categories	FY 20XX	FY 20XX	FY 20XX	FY 20XX	FY 20XX
Clerical					
Laboratory Support					
Technology Support					
Other (list)					

- Discuss whether the administrative demands of the department/program are being met?

Financial Resources

Department/Program Budget for the last five years:

Categories	FY 20XX	FY 20XX	FY 20XX	FY 20XX	FY 20XX
Budget Allocations					
Other Funding Sources					
Operating Expenses					

- Discuss how the operating budget addresses the current needs of the program.
- What opportunities does the budget provide and what constraints does it impose?

- In what ways, if any, has the program been successful in augmenting the regular budget with additional funds? (Success in this area will not be used as a rationale for decreasing the regular operating budget.)

IV. Summary Reflections

This section includes an interpretation of the significance of the findings in the analysis of program evidence. It should summarize the department/program's strengths, challenges and opportunities for growth.
- Given that the self-study covers the past five years, what curriculum revisions would you like to see resulted from this process?
- To what extent are student learning outcomes being achieved at the expected level?
- Describe resources or staffing changes you have made or would like to make based on systematic assessment.

V. Future Goals & Planning for Improvement

The purpose of this section is to begin creating an evidence-based plan for strengthening the department/program. In Year 2 "Closing the Loop," an Action Plan and a Long-term Assessment Plan will be developed based on the findings and recommendations of this self-study and an analysis of the reports of the Internal and External Reviewers. The department/program reflects, plans, and potentially revises curriculum, procedures, policies, etc. The final step in the process involves meeting with the Dean of the Faculty to develop a Memorandum of Understanding (MOU) which places the findings and recommendations in the context of resource allocation decisions.
- What are the projected goals for the next four years? What changes are needed to your department/program to accomplish your goals?
- Rationale for proposed changes: Explain how the proposed change explicitly ties to the results from your Annual Reports and Self-study? How will this change contribute to the improvement of the program?
- Proposed Completion: Semester of when the proposed change will be complete and/or effective.
- How will the department/program capitalize on strengths and address challenges and opportunities for growth?
- What improvements could be made by reallocating existing resources?
- What improvements could only addressed through additional resources?
- Where can collaborations be formed to improve program quality?

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 identifies to improve program quality?

<u>Summary Sheet for Internal Reviewers</u>

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.	
PRAXIS Description of involvement of students actively in learning through undergraduate research scholarly or creative activity, college and community partnerships, internships, study abroad, etc.	
Co-curricular activities 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.	

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	

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	

Chapter 5

External Review Outline and Summary Sheet

After the Visit Report: Template for External Reviewer

In writing their report, the external reviewer should focus on the issues that relate to the major, the academic discipline, and the preparation and skills provided to students who are studying the field in some depth. The reviewer is asked to submit a written review and evaluation of the program, including the Summary Sheet within [three] weeks of the site visit. The report should be around 3-5 pgs.

The new WASC 2013 Standards have thirty-nine Criteria for Review (CRF) across the four standards. Program review continues to be a priority for WASC. The CRFs that highlight the quality assurance and improvement are:

The reviewer will assess and report their judgments on:

I. Institution and Department
   5) Is the department aligned to the mission of the institution?
   6) To what extent does the department serve the various needs (community, student, professional)?

II. Quality of the Curriculum
3) Is the curriculum comprehensive, current and appropriate to the level and purpose of the program? Please explain.
4) Does the design of the curriculum enable students to develop the skills and attain the outcomes needed for graduates of this program? Please explain.
5) Do the learning outcomes assessments influence curricular modifications? Please explain.
6) Have the curricular modifications been effective in improving student learning outcomes? Please explain.

III. Quality of the Faculty
4) Are the faculty numbers and composition sufficient to support the programs offered by the department? Please explain
5) Do the scholarly activities of the faculty (research productivity, etc.) meet the departmental expectations? Please explain.
6) Are the competencies and credentials of the faculty appropriate for the discipline and program offerings? Please explain.
7) Do the faculty areas of specialization correspond to program needs, and concentrations in the major? Please explain.
8) Does the system for evaluating teaching practices facilitate continuous improvement of teaching and learning throughout the program? Please explain
9) Are faculty members engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum? Please explain.

IV. Quality of Resource Adequacy
3) Are departmental resources (library, laboratories, equipment, etc.) current and adequate in meeting student and faculty needs? Please explain.
4) Is the administration of the program efficient and effective in meeting professional standards? Please explain.

5) Do faculty members receive adequate support which enables them to participate in on-going professional development necessary for staying current in their field? Please explain.

V. *Quality of the Students and Learning Environment*

4) Does the quality of incoming and graduated students meet discipline-specific norms for the department's programs? Please explain.
5) Based on the needs of graduates, are students supported throughout the curriculum to develop the skills/outcomes specified by the department/program faculty? Please explain.
6) Do departmental advising structures ensure that students are provided with the opportunities to develop the skills/outcomes needed for graduates of the major/program? Please explain.
7) Do students have adequate opportunities to participate in internships, field experiences, and undergraduate research that meet the expectations for the major? Please explain.

VI. *Progress toward Goals and Objectives*

3) Does the assessment plan yield the necessary information for determining how well students are demonstrating the program student learning outcomes? Please explain.
4) Does the quality of the program/major requirements adequately match disciplinary and professional standards? Please explain.
5) Does the department evaluate or reflect on ways it has succeeded in meeting its goals and objectives since its last academic program review? Please explain.

VII. *Overall Program Summary*

1) Does the department makes use of assessment results, institutional research data, and other information obtained from students/alumni/employers for evaluating strengths and opportunities for growth? Please explain.
2) Have the overall strengths and opportunities for growth of the program have been identified? Please explain.
3) Based on assessment results, have recommendations for program improvement been clearly identified? Please explain.

<u>During the Visit-Summary Sheet for an External Reviewer</u>

Program: _____   **Date of Review: _____**

Instructions: Please complete this summary sheet and use it to identify key areas (strengths and improvements needed) to address in your final report. Attach to your final report.

I. Institution and Department	Strengths/Suggestions for Consideration
The department alignment to the mission of the institution.	
The extent to which the department serves the various needs (community, student, and professional).	

II. Quality of the Curriculum	Strengths/Suggestions for Consideration
The curriculum is comprehensive, current and appropriate to the level and purpose of the program.	
The design of the curriculum enables students to develop the skills and attain the outcomes needed for graduates of this program.	
The learning outcomes assessments influence curricular modifications.	
The curricular modifications have been effective in improving student learning outcomes.	

III. Quality of the Faculty	Strengths/Suggestions for Consideration
The faculty numbers and composition are sufficient to support the programs offered by the department.	

The scholarly activities of the faculty (research productivity, etc.) meet the departmental expectations.	
The competencies and credentials of the faculty are appropriate for the discipline and program offerings.	
Faculty areas of specialization correspond to program needs, and concentrations in the major.	
The system for evaluating teaching practices facilitates continuous improvement of teaching and learning throughout the program.	
Faculty members are engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum.	

IV. Quality of Resource Adequacy	Strengths/Suggestions for Consideration
Departmental resources (library, laboratories, equipment, etc.) are current and adequate in meeting student and faculty needs.	
The administration of the program is efficient and effective in meeting professional standards.	
Faculty members receive adequate support which enables them to participate in on-going professional development necessary for staying current in their field.	

V. Quality of the Students and Learning Environment	Strengths/Suggestions for Consideration
The quality of incoming and graduated students meets discipline-specific norms for the department's programs.	
Based on the needs of graduates, students are supported throughout the curriculum to develop the skills/outcomes specified by the department/program faculty.	
Departmental advising structures ensure that students are provided with the opportunities to develop the skills/outcomes needed for graduates of the major/program.	
Students have adequate opportunities to participate in internships, field experiences, and undergraduate research that meet the expectations for the major.	

VI. Progress toward Goals and Objectives	Strengths/Suggestions for Consideration
The assessment plan yields the necessary information for determining how well students are demonstrating the program student learning outcomes.	
The quality of the program/major requirements adequately matches disciplinary and professional standards.	
The department evaluates/reflects on ways it has succeeded in meeting its goals and objectives since its last academic program review.	

VII. Overall Program Summary	Strengths/Suggestions for Consideration
The department makes use of assessment results, institutional research data, and other information obtained from students/alumni/employers for evaluating strengths and opportunities for growth.	
The overall strengths and opportunities for growth of the program have been identified.	
Based on assessment results, recommendations for program improvement have been clearly identified.	

Chapter 6: Closing the Loop

The final step in the departmental/program review process involves working with the Dean of the Faculty to create a Memorandum of Understanding. The findings and recommendations of the department/program self-study, the internal review report completed by the members of the Assessment Committee, and the report of the external reviewer inform discussion with the Dean about assessment planning and resource allocation decisions. In the cohort model, these discussions should occur during the fall semester of Year 2 as the department/program reflects, plans, and potentially revises curriculum, procedures, policies, etc. More specifically, it is expected that

- By September 30th of Year 2, the Department/Program will review the internal review and the external review reports and submit a "Response to the Internal/External Review" to the Dean of the Faculty. The scope and breadth of this response document will depend on the contents of the self-study, internal review, and external review reports; however, there are three primary functions of the document.
    - The document should inform the Dean of the Faculty of department/program assessment plans (i.e., a schedule) for Years 3 through 5 of the assessment cycle
    - The document should facilitate discussion between the Dean and the department/program about resource allocation decisions
    - The document should include a draft Memorandum of Understanding (MOU)
- During October and November of Year 2, the Department/Program Chair will meet with the Dean to discuss the review (i.e., the self-study, internal review report, external review report, and the response document) and resource allocation.
- By the end of the fall semester of Year 2, the Dean and the Department/Program Chair will have finalized and signed a Memorandum of Understanding.

For sample MOUs, see Appendix 1j: Memorandum of Understanding (MOU)

Chapter 7: Annual Assessments

It is the expectation of faculty to participate in on-going assessments of departments and programs with the goal of continuous program improvement. The faculty Assessment Committee, the Director of Assessment, and the Office of Institutional Research and Assessment should be viewed as resources for facilitating this process.

In the cohort model for continuous assessment, a Long-term Assessment plan is developed during the Year 2 "Closing the Loop" stage. This plan is based on the feedback from the Self-study, the Internal Review by the Assessment Committee, the External Review, and the discussions that led to the MOU (Memorandum of Understanding) between the department/program and the Dean of the Faculty. The department/program selects learning outcomes that are to be assessed during Years 3, 4, and 5 of the assessment cycle. The Long-term Assessment Plan can and should be revised during Years 3, 4, or 5 if data/evidence suggests that alternative assessments would be more valuable for continuous program improvement.

Yearly Assessment Plans should be submitted to the Director of Assessment by October 15th during Years 3, 4, and 5. After the department/program has completed the planned assessment the Yearly Assessment Report should be submitted to the Director of Assessment on or before June1st. It is the responsibility of the department chair or program director to submit the plans and reports.

In addition to continuous program improvement, a goal of Yearly Assessments is to use them to inform the department's or program's self-study which begins the next cycle of assessment.

See Appendix 1b: Action Plan and Long-term Assessment Plan, Appendix 1c: Yearly Assessment Plan, and Appendix 1d: Yearly Assessment Report

APPENDICES

Appendix 1: Forms
      a. **Curricular Map**
      b. **Action Plan and Long-term Assessment Plan**
      c. **Yearly Assessment Plan**
      d. **Yearly Assessment Report**
      e. **Internal Reviews**
      f. **External Review Guidelines**
      g. **Introduction/Invitation Letter to External Reviewers**
      h. **Confirmation Letter to Participate as an External Reviewer**
      i. **Sample External Review Schedule**
      j. **Sample Memorandum of Understanding**

Appendix 2: WASC Guidelines for Self-Study Reports

Appendix 3: Glossary
      a. **Implicit and Explicit Curriculum**
      b. **Bloom's Taxonomy**

Appendix 4: Overview of Criteria for Review (CFRs)
Appendix 5: A Reference of Definitions of Terms
Appendix 6: Whittier's Four C's: A Curriculum in Context

Appendix 1a

Curricular Map

The Curricular Map should be revised/updated during Year 2 of the Assessment Cycle.

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Course #					
Course #					
Course #					
Course #					
Course #					
Course #					
Course #					
Course #					
Course #					
Course #					

*I = Introduced the concept; P = Primary course of instruction; R = Reinforcement of the concept/outcome

Appendix 1b

Long-term Assessment Plan

Learning Outcome/Curricular Component	Year of Assessment
Outcome/Curricular Component X	20XX
Outcome/Curricular Component X	20XX
Outcome/Curricular Component X	20XX

*Each academic year departments are asked to submit an Annual Assessment plan (fall semester) assessing at least one of their learning outcomes or curricular components. Once the assessment is complete, departments are then asked to submit an assessment report of their findings, analysis and recommendations. This report is submitted each spring/early summer. At least one learning outcome or curricular component should be assessed annually. These assessments are conducted during Years 3, 4, and 5 of the Assessment Cycle.

Appendix 1c

Yearly Assessment Plan
Cohort _____
Academic Year_____
Learning Outcome/Curricular Component:

_____

Direct Assessment of Student Learning	*Course Embedded Assessment* _____Test _____Papers _____Projects _____Other (specify):
	Non Course Embedded Assessment _____Paper in the Major _____Other (specify):
Indirect Assessment	*Authentic Assessment* _____Practica _____Internship _____Study Abroad _____Other (specify):
	Non Course Embedded Indirect Assessment _____HEDS _____NSSE _____BSSE _____Focus Groups _____Alumni Data _____Other (specify):

Appendix 1d

Yearly Assessment Report
Cohort: _____
Academic Year: _____
Learning Outcome/ Curricular Component:
_____

1.   Introduction: Question Posed

2.   Method: method & criteria to assess outcomes

   A. Schedule

   B. Population and sampling

   - All students

   - Student Cohort (at risk, under-represented, graduating class)

   - Random Sampling

   C. Members of the Interpretation Team

3. Results: describe the data --qualitative, quantitative, portfolios, longitudinal. Tables and

   graphs should go here. Talk about the results in a systematic way: a) are your objectives

   being met; and b) what are the strengths and the weaknesses of your students.

4. Analysis/Discussion: Answer the question. What does the data mean to us? What does it

   mean to students? Have your faculty and students look at the results and have them

   explain it form their perspective.

5. Conclusions: summarize most important findings. Establish benchmarks or talk about

   developing them if this is initial research

6. Final Report: Determine how and with whom you will share the results. Document the

   suggested recommendations and changes from the results.

Appendix 1e: Interview Review

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 and Growth
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 and Growth
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 and Growth
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.	
PRAXIS Description of involvement of students actively in learning through undergraduate research scholarly or creative activity, college and community partnerships, internships, study abroad, etc.	
Co-curricular activities 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.	

IV. Student Learning and Success	Strengths/Suggestions for Consideration and Growth
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 and Growth
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 and Growth
Summary and description of enrollment trends	

VII. Allocation of Resources	Strengths/Suggestions for Consideration and Growth
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 and Growth
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	

IX. Future Goals & Planning for Improvement	Strengths/Suggestions for Consideration and Growth
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	

Appendix 1f: Guidelines for Selecting External Reviewers

Qualifications

These are suggested qualifications for External Department/Program Reviewers. The External Reviewer should

- Be a full-time, part-time or emeritus faculty member at an accredited institution (WASC, SACS, etc.)
- Have an educational and/or practice background that is similar to the curriculum reviewed
- Have a minimum of 7 years of teaching, administrative, or practice experience related to the curriculum reviewed

External Reviewer Selection: Department/Program Roles

The Department/Program under review has the right and responsibility to:

- By the 2nd Monday of October of the self-study year, provide the Dean of the Faculty a list of three recommended External Reviewer candidates, with a brief biography and/or CV of each candidate
- Identify and communicate to the Dean of the Faculty any potential conflicts of interest between the external reviewer candidates and the department/program or its members (e.g., former employee, former student, graduate school adviser or classmate, co-author or research collaborator, applicant for employment, immediate family member affiliated in the department/program, served as External Reviewer in the last review, etc.)
- Consult with the Dean of the Faculty in the selection and invitation of an External Reviewer by the end of the fall semester
- Clarify roles and responsibilities with the External Reviewer
- Provide feedback to the Dean of the Faculty regarding External Reviewer's Performance

Adapted from Council on Social Work Education Handbook (2012*). Educational Policy and Accreditation Standards Handbook.* Alexandria, VA: CSWE.

Appendix 1g: Introduction Letter to External Reviewer

Dear Professor XXX,

Based on your professional qualifications, we have identified you as a potential reviewer for Whittier College's _____ department's comprehensive program review. All academic programs go through the review process every five years to confirm compliance with Western Association of Schools and Colleges (WASC) standards. We would like to ask you if you would be interested in participating as the External Reviewer for this department.

If you agree to participate, we will send you an outline of the criteria for evaluating the program and your responsibilities and expectations as an External Reviewer. At least one month prior to your visit, we will send you a copy of the department self-study. During your visit, you will have the opportunity to interview and meet with department members, key administrators, and students. Following the visit, you will be asked to submit a final report summarizing your findings, commendations and recommendations.

For your assistance, the college offers an honorarium, in addition to covering the cost of all travel, lodging and meals. If you agree to participate, we will follow-up with more details and advise you about hotel accommodations and transportation.

We look forward to hearing from you (please reply to all).

Sincerely,

Vice President of Academic Affairs and Dean of Faculty

cc. Office of Institutional Research and Assessment

cc. Department Chair of _____

Appendix 1h: Invitation Letter to External Reviewer

[On Whittier College letterhead]

Date
Address
Dear

Whittier College requests a comprehensive program review of all academic programs every five years. Our _____ department is scheduled for a program review during this academic year. We would like to formally invite you to participate as the external reviewer for this department.
As an external reviewer:
1. Whittier College and the Department ask you to examine the program's self-study to confirm compliance to WASC (Western Association of Schools and Colleges) standards.
2. Prior to the visit, the Office of Institutional Research and Assessment will send you a letter of instruction that will outline the criteria for evaluating the program and your responsibilities and expectations as an External Reviewer. The department also receives a copy of this letter.
3. At least one month prior to your visit, the department chair will forward a copy of the self-study and supporting documents.
4. In order to obtain as accurate an assessment as possible, you have the authority to examine all records relevant to these instructions. You are further authorized to seek additional information from personnel relevant to the department's self-study.
5. Your final report should include a summary of your findings, identifying areas of strength and making suggestions for continued growth and development. You will be provided a template to formulate your findings, commendations, and recommendations. This report will be forwarded to the Dean of Faculty, the Department, the Faculty Assessment Committee, and the Office of Institutional Research and Assessment.
6. Prior to your arrival, the department chair will create an agenda for your visit that will give you the opportunity to interview/meet department members, key administrators, and students.
7. Elizabeth Ibarra, Administrative Assistant to the Vice President of Academic Affairs will advise you about hotel accommodations and transportation.

We look forward to hearing from you about your participation as the external reviewer for the _____ department at Whittier College.
Sincerely,

Vice President of Academic Affairs and Dean of Faculty
cc. Office of Institutional Research and Assessment
cc. _____Department Chair

Appendix 1i

Confirmation to Letter to Participate as an External Reviewer
[On Whittier College ltr. Head]

Date
Address
Dear

As I mentioned to you [on the telephone / by e-mail] on [date], Whittier College requests a comprehensive program review of all academic programs every five years. Our _____ department is scheduled for a program review during this academic year. [The program is preparing or has prepared] its self-study and will be ready for an External Reviewer to visit our campus [during the XXXX semester or on Month-Date-Year]. This letter verifies that you have agreed to participate as the External Reviewer for the _____ program.

Responsibilities

The responsibilities of an External Reviewer include reviewing the departmental self-study, confirming the information through dialogue with department members and constituents during the visit, and preparing a 3-5 page report according to the provided guidelines. The report is shared with the Dean, the department faculty, the Faculty Assessment Committee and the Office of Institutional Research and Assessment. As you are aware, department reviews are very important for student and college level planning; your consultation will influence the future direction of the program.

Criteria for the Report

In preparation for your visit to Whittier College, please review the enclosed criteria and guidelines for the visit and report. The categories under review, and around which you should structure your report, are below for your quick reference:

1. Institution and Department
2. Quality of the Curriculum
3. Quality of the Faculty
4. Quality of Resource Adequacy
5. Quality of Students and Learning Environment
6. Progress toward Goals and Objectives
7. Overall Program Summary

Role of the External Reviewer

The External Reviewer discusses with the department the strengths and the challenges identified in the self-study, and provides suggestions that enhance departmental growth. We ask you, as a consultant/evaluator, to focus on program strengths and ways we can build upon them, rather than prescribing mandates about curriculum content and/or departmental functions. Examples of role misunderstandings and boundaries violations include:

1. Advocating for particular readings, curriculum, and pedagogy;
2. Entertaining "side bar" conversations from student, faculty, or other community members without the knowledge and consent of the department/program chair;
3. Expanding the scope of the review beyond the areas of the letter of invitation and the review guidelines;
4. Identifying individuals rather than focusing on departmental actions; and
5. Failing to disclose conflicts of interest, including status as a former or current mentor or friend of faculty members, faculty members or administrators who are currently or formerly employed at Whittier College, intention to apply for a faculty or administrative position at Whittier College or other institutions in immediate competition with the academic programs of Whittier College.

In the event that there are violations of the boundaries of the External Reviewer role, we have the right to ask you to clarify and revise the report you submit.

Process and Procedures

We appreciate the time and talent you have agreed to invest in the program review process. Please note the procedures following your visit and review:

1. Submit your written report within [three] weeks of the site visit. Please submit electronic copies to the individuals below, and mail a signed paper copy to the Vice President of Academic Affairs and Dean of Faculty.
   a. Darrin Good, Vice President for Academic Affairs and Dean of Faculty, dgood@whittier.edu
   b. Susana Santos, Director of Institutional Research and Assessment, ssantos3@whittier.edu
   c. [Name], _____ Department Chair, [email address]
2. Upon receipt of your report, the College may take up to three weeks to review the document and/or request revisions.
3. The College offers a $XXX honorarium, all travel, lodging and meal costs.
4. The honorarium and expense reimbursement will be paid upon acceptance of the consultant's report. Elizabeth Ibarra, Administrative Assistant to the Vice President of Academic Affairs, will assist you.

Thank you for your consideration of this request.

Sincerely,

XXXXXXXX
Vice President of Academic Affairs and Dean of Faculty
Enclosure:
Departmental Reviews and Assessment of Educational Effectiveness: External Review Outline and Summary Sheet

Cc: Department Chair
Office of Institutional Research and Assessment

Appendix 1j: Sample External Review Schedule
<mark>**(* Remember to allow time for walking from meeting to meeting)**</mark>

Whittier College Department/Program

Name of External Reviewer College/University

Date

9:30   Meet with Vice President for Academic Affairs and Dean of Faculty
           Mendenhall

10:00   Meet with Department/Program Chair
           Room

11:00   Observe Class
           Room

12:00   Meet with Professor
           Room

12:30   Lunch with Students
           Chef's Table at the CI

1:30   Break

2:00   Observe Class
           Room

2:30   Meet with Professor
           Room

3:00   Meet with Professor
           Room

3:30   Break

4:00   Meet with Vice President for Academic Affairs and Dean of Faculty again to wrap-up

5:00   [Possible Dinner with Faculty]

Apprendix 1k: Sample Memorandum of Understanding

Sample #1

DRAFT
Memorandum of Understanding
Learning Assistance Center
Division of Academic Affairs
September 2013

This Memorandum of Understanding outlines the consensus reached by the Learning Assistance Center (LAC) and the Division of Academic Affairs based on the recently conducted program review. It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in the annual report.

Since the last program review in 2005, the LAC has moved to a new location in the Horn Center, which also now houses the University Center for Undergraduate Advising. In addition, the LAC has focused on demonstrating compliance with national standards of learning assistance, including achieving certification by the College Reading and Learning Association for its tutor education program. Recently the LAC has been involved in several components of the university's "Highly Valued Degree Initiative" to support and improve student success.

 The program review identified several areas for consideration and recommended action. The review identified a need for continued expansion of partnerships with other units and persons on campus that promote student learning, including academic departments, faculty, and the Faculty Center for Professional Development, among others. The importance of sharing data with LAC stakeholders was stressed. Continued attention to assessment, including a focus on assessment data and information regarding specific student groups, was identified as a priority. In light of lost staff positions, the reviewers recommended that the leadership structure of the LAC be assessed to ensure optimal year-round staffing and appropriate professional development for staff and student employees.

    It is therefore agreed that:

1. The LAC will continue to strengthen and expand partnerships between LAC programs and other units and individuals that support student learning across campus.

2. The LAC will continue to strengthen assessment of the outcomes and effectiveness of its various programs.

3. Working with Academic Affairs, the LAC will assess its leadership structure.

4. The LAC will maximize data use by sharing information with stakeholders, particularly deans, department chairs, and faculty who utilize LAC resources.

5. The program will provide an annual update on progress made towards the actions agreed to in this MOU, to be submitted in conjunction with its annual assessment report.

This MOU has been read and approved by:

Department Chair: _____   Date: _____

College Dean: _____   Date: _____

Vice Provost: _____   Date: _____

Sample #2

Memorandum of Understanding

MA in Global Logistics Program
Department of Economics
College of Liberal Arts
November 7, 2006

This Memorandum of Understanding outlines the consensus reached by the Department of Economics, the College of Liberal Arts, and the Division of Academic Affairs, based on the recently conducted program review. It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in the annual report.

The review of the pilot MA in Global Logistics revealed a program that has rapidly made progress since its inception five years ago. The external reviewer commented on the program's proven ability to fulfill the academic demands of this interdisciplinary field and to provide students with a structure that facilitates their learning. The internal reviewers also commented on the program's dedicated leadership, collegial faculty, and strong administrative support that give it the ability to meet the demand in this field. Both sets of reviewers recommended the program apply for permanent status.

Concerns emerging from the program review include these issues.

1. Some curricular changes are in order, including more in-depth study of supply chain logistics through two courses instead of one, and extending students' research projects past descriptive research to include the analysis of alternatives leading to program and/or policy recommendations.

2. Future faculty asked to teach in the program should include faculty from outside the discipline of Economics who can contribute expertise in such areas as supply chain management (from business) and/or decision modeling for logistics systems (from engineering). These could be joint hires between Economics and other departments/colleges.

3. Student learning outcomes assessment could be strengthened with the addition of an external advisory board to refine expected student learning outcomes and levels of student achievement; the collection of additional assessment information from direct measures (student work) and indirect measures (exit interviews); and the institution of meetings of all program faculty to review assessment information at the end of each cohort and to monitor student retention and graduation rates.

It is therefore agreed that:

1. The department will undertake curriculum revisions in light of the suggestions of the external reviewer.
2. The department will formalize its plan for assessment of student learning, implement the plan, and use the results for program improvement (to be reported in the annual report).
3. The department will regularly analyze data on retention and graduation of students in the M.A. in Global Logistics and use the results to examine the effectiveness of program delivery, advisement, and other student support activities.
4. The department will continue to recruit tenured and tenure-track faculty from the Colleges of Business and Engineering to sustain the interdisciplinary nature of the degree.

This MOU has been read and approved by:

Department Chair _____ Date_____

College Dean _____Date_____

Assoc. Vice President _____ Date_____

Appendix 2: WASC Good Practice: Subsection C dated September 2009

C. **Components in the Self-Study Report**

The self-study consists of evidence-based inquiry and analyses which are documented in a comprehensive self-study report. The specific format and content of a self-study report varies across institutions, but they usually share some core elements.

1. Introduction/Context

Most reviews begin with a section that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and may include:

- The internal context – In what department does it reside? In which school or college? What degrees does it grant? What concentrations are available?
- The external context – How is the program responsive to the needs of the region or area in which it serves?
- It may also include a brief history of the program or a description of changes made in the program since the last review (if relevant).

A key component in providing the context for the review is a description of the program's mission, goals, and outcomes.

- A mission statement is a general explanation of why your program exists and what it hopes to achieve in the future. It articulates the program's essential nature, its values and its work.
- Goals are general statements of what your program wants to achieve.
- Outcomes are the specific results that should be observed if the goals are being met.

Note that goals typically flow from the mission statement, and outcomes are aligned with goals. In addition, the program's mission, goals and outcomes should relate to the mission and goals of the college and institution.

2. Analysis of Evidence About Program Quality & Viability

The bulk of a self-study report consists of a presentation and analysis of evidence about the quality and viability/sustainability of a program. This major portion of the report addresses the extent to which program goals are being met by using evidence to answer key questions related to those goals. It is important for an institution's program review guidelines to identify the precise evidence to be analyzed in the self-study and for Institutional Research to provide a packet of relevant institutional data available on the program.

To facilitate meaningful analysis of the evidence, it is helpful to provide guiding questions to structure the self-study inquiry and report. These questions often produce deep discussions among faculty and are considered the most important aspect of the self-study process. Hence, a set of sample questions is embedded below within each of the core elements typically analyzed in a self-study report.

Program evidence falls into two categories:
- Evidence that addresses questions about program quality
- Evidence that addresses issues of program viability and sustainability

2a. Evidence of program quality typically addresses questions about:

Students – What is the profile of students in the program and how does the profile relate to or enhance the mission and goals of the program?
- Data in this category might include students' gender, ethnicity, age, GPA from previous institution, standardized test scores, type of previous institution, and employment status.
- Note that the specific list of indicators in this category will depend on the goals of the program.

The Curriculum and Learning Environment – How current is the program curriculum? Does it offer sufficient breadth and depth of learning for this particular degree? How well does it align with learning outcomes? Are the courses well sequenced and reliably available in sequence? Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar programs?
Evidence in this category might include
- A curriculum flow chart and description of how the curriculum addresses the learning outcomes of the program (curriculum map)
- A comparison of the program's curriculum with curricula at selected other institutions and with disciplinary/professional standards
- Measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching, faculty scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty)
- A description of other learning experiences that are relevant to program goals (e.g., internships, research experiences, study abroad or other international experiences, community-based learning, etc), as well as how many students participate in those experiences
- A narrative that describes how the faculty's pedagogy responds to various learning modalities and student learning preferences.

Student Learning and Success – Are students achieving the desired learning outcomes for the program? Are they achieving those outcomes at the expected level of learning, and how is the expected level determined? Are they being retained and graduating in a timely fashion? Are they prepared for advanced study or the world of work?
Evidence in this category might include:
- Annual results of direct and indirect assessments of student learning in the program (could be combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards

- Ongoing efforts by the department to "close the loop" by responding to assessment results
- Student retention and graduation rate trends (disaggregated by different demographic categories)
- Placement of graduates into graduate schools or post-doctoral experiences
- Job placements
- Graduating student satisfaction surveys (and/or alumni satisfaction surveys)
- Employer critiques of student performance or employer survey satisfaction results . Disciplinary ratings of the program
- Student/Alumni achievements (e.g., community service, research and publications, awards and recognition, professional accomplishments, etc.)

Faculty – What are the qualifications and achievements of the faculty in the program in relation to the program mission and goals? How do faculty members' background, expertise, research and other professional work contribute to the quality of the program?

- Evidence in this category might include:
- Proportion of faculty with terminal degree .
- Institutions from which faculty earned terminal degrees
- List of faculty specialties within discipline (and how those specialties align with the program curriculum)
- Teaching quality (e.g., peer evaluations, faculty self-review)
- Record of scholarship for each faculty member
- Faculty participation in development opportunities related to teaching, learning and/or assessment
- External funding awarded to faculty
- Record of professional practice for each faculty member
- Service for each faculty member
- Distribution of faculty across ranks (or years at institution)
- Diversity of faculty
- Awards and recognition

[Note that the specific list of indicators in this category will depend on the goals of a particular program/department/college.]

2b. **Evidence of program viability and sustainability** typically addresses questions about the level of student demand for the program and the degree to which resources are allocated appropriately and are sufficient in amount to maintain program quality:

Demand for the program

- What are the trends in numbers of student applications, admits, and enrollments reflected over a 5-8 year period?
- What is happening within the profession, local community or society generally that identifies an anticipated need for this program in the future (including market research)?

Allocation of Resources:

Faculty – Are there sufficient numbers of faculty to maintain program quality? Do program faculty have the support they need to do their work?

- Number of full-time faculty (ratio of full-time faculty to part-time faculty)
- Student-faculty ratio
- Faculty workload
- Faculty review and evaluation processes
- Mentoring processes/program
- Professional development opportunities/resources (including travel and research funds)
- Sufficient time for course development, research, etc.

Student support

- Academic and career advising programs and resources
- Tutoring, supplemental instruction, and T.A. training
- Basic skill remediation
- Support for connecting general learning requirements to discipline requirements
- Orientation and transition programs
- Financial support (scholarships, fellowships, teaching assistantships, etc)
- Support for engagement in the campus community.
- Support for non-cognitive variables of success, including emotional, psychological, and physical interventions if necessary
- Support for research or for engagement in the community beyond campus, such as fieldwork or internships

Information and technology resources

- Library print and electronic holdings in the teaching and research areas of the program
- Information literacy outcomes for graduates
- Technology resources available to support the pedagogy and research in the program
- Technology resources available to support students' needs

Facilities

- Classroom space
- Instructional laboratories
- Research laboratories
- Office space
- Student study spaces
- Access to classrooms suited for instructional technology
- Access to classrooms designed for alternative learning styles/universal design

Staff

- Clerical and technical staff FTE supporting program/departmental operations

Financial resources
- Operational budget (revenues and expenditures) and trends over a 3-5 year period

3. **Summary Reflections**

This portion of the self-study report typically interprets the significance of the findings in the above analysis of program evidence. Its purpose is to determine a program's strengths, weaknesses, and opportunities for improvement.
It is helpful to have questions that guide the interpretation of the findings, such as:
- Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?
- Are department/program goals aligned with the goals of the constituents that the program serves?
- Is the level of program quality aligned with the college/university's acceptable level of program quality? Aligned with the constituents' acceptable level of quality?
- Are program goals being achieved?
- Are student learning outcomes being achieved at the expected level?

It is also helpful to have evaluation criteria in mind; that is, what guidelines will be used to determine what the evidence suggests about the program's strengths and weaknesses? In some cases, an absolute standard may be used. For example, it may be decided that a student-faculty ratio of 20 to one is necessary to ensure program quality, and any ratio higher than that is unacceptable. In other cases, a norm-referenced criterion may be more appropriate. For example, if a national student survey was used to assess student satisfaction with the program, the evaluation criterion might be that your students' satisfaction is at least as high as students at other similar institutions.

4. **Future Goals and Planning for Improvement**
Self-study reports conclude with a section devoted to future planning and improvement. Findings from all prior sections of the report serve as a foundation for building an evidence-based plan for strengthening the program.
This section might address such questions as:
- What are the program's goals for the next few years?
In order to achieve these goals:
- How will the program specifically address any weaknesses identified in the self-study?
- How will the program build on existing strengths?
- What internal improvements are possible with existing resources (through reallocation)?
- What improvements can only be addressed through additional resources?
- Where can the formation of collaborations improve program quality?

Appendix 3: Glossary

Appendix 3a: Implicit and Explicit Curriculum

- *The Explicit Curriculum* consists of the formal educational structure of the Department or Program. This includes the Guidelines for the Major or Minor and the courses in a program or major.

- *The Implicit Curriculum* refers to the educational learning environment in which the explicit curriculum is presented. The implicit curriculum is evidenced through fair and transparent substance and implementation, the qualifications of the faculty, and the adequacy of resources. Attention to the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the college and the programs/departments.

    Departments/Programs should identify implicit curriculum areas that are germane for academic success of the students in the major/minor or program. Suggested elements of the implicit curriculum could include, but are not limited to those listed below:
    - Advisement
    - Retention
    - Termination policies from the major
    - Student participation in governance
    - Faculty
    - Administrative structure
    - Resources
    - Department/Program commitment to diversity
    - Partnerships with Disability Services, CAAS, etc.
    - Library

Council on Social Work Education (2008). *Educational Policy and Accreditation Standards*. Alexandria, VA: CSWE.

Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.).New York: Macmillan.

Appendix 3b: Bloom's Taxonomy

Category	Example and Key Words (verbs)
Knowledge: Recall data or information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. **Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.
	Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	**Examples**: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.
	Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.
	Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Appendix 5. Overview of Criteria for Review (CFRs)

The new WASC 2013 Standards have thirty-nine Criteria for Review (CFR) across the four standards. Program review continues to be a priority for WASC. The CRFs that highlight the quality assurance and improvement are:

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.
GUIDELINE: Student learning outcomes are reflected in course syllabi.
See also CFR 4.3, 4.4

2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.
GUIDELINE: The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.
See also CFR 4.3-4.4

2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's 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.
See also CFR 4.1, 4.6

2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.
GUIDELINE: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.
See also CFR 4.1-4.5

4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.
Distance Education and Technology-Mediated; Instruction Policy a Resource Guide to Program Review Substantive Change Policy; Substantive Change Manual
See also CFR 2.7, 2.10

4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.
See also CFR 1.2, 2.10

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.
GUIDELINE: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.
See also CFR 2.2-2.6

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.
GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.
See also CFR 2.2-2.6

4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.
See also CFR 2.6, 2.7

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.
See also CFR 1.1, 3.4

4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.
See also CFR 1.1, 2.1, 3.4

Appendix 5: A Reference of Definition of Terms

Specialized Knowledge

This category addresses what students in *any* specialization or major field of study should demonstrate with respect to that specialization. Tuning, a field-specific effort to map learning outcomes, is necessary to describe the concepts, knowledge areas and accomplishments that students in a *particular* specialization should demonstrate to earn the degree. This is a cross-college standardized space to articulate the particular concepts/skills/knowledge/accomplishments that your major versus non-majors/others provides students.

Description
- Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.   - Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.   - Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.   - Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.

Broad and Integrative Knowledge

This category asks students to consolidate learning from different broad fields of study (e.g., the humanities, arts, sciences and social sciences) and to discover and explore concepts and questions that bridge these essential areas of learning.

Description
- Describes and evaluates the ways in which at least twodivisions of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these divisions.   - Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core academic divisions of study.   - Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core divisions.

Intellectual Skills

This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).

	Description
Analytical inquiry	• Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and/or at least one other field..
Use of information resources	• Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances. • Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.
Engaging diverse perspectives	• Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities. • Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.
Ethical reasoning	• Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished. • Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively
Quantitative fluency	• Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations. • Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.
Communicative fluency	• Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. • Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language (spoken, written, visual, and/or digital) sources. • Negotiates with one or more collaborators to advance an oral argument or

	articulate an approach to resolving a social, personal or ethical dilemma.

Applied and Collaborative Learning

This category emphasizes what students can do with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom. This category includes research and creative activities involving both individual and group effort and may include practical skills crucial to the application of expertise.

Description
• Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.
• Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.
• Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.
• Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.

Civic and Global Learning

Students must demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

Description
• Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
• Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.
• Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.
• Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.

Appendix 6. Whittier's Four C's: A Curriculum in Context

Whittier's liberal education program has been carefully designed to prepare students for success in a complex and challenging world.

Whatever their major or ultimate career choice, all graduates will need (1) to function within a variety of **communities**; (2) to **communicate** perceptions, feelings, ideas, beliefs, and values; (3) to embrace and understand the differing **cultural perspectives** people bring to the challenge of being human; and (4) to make **connections**: between people and ideas, between disciplines, between their college experience and the world they will help to shape.

1. Community

Forging a community out of diverse individuals is the foundation of all the rest.

- First-year writing seminar (3 credits)
- Linked course (3 credits)
- Living-learning community

Each student's College Writing Seminar (INTD 100) is *linked* to another course (that is, all members of the seminar will be co-enrolled in another course as well)--making up a "living-learning community."

Students' writing seminars also correspond to their mentor groups. In many cases, the students' writing instructor also serves as their faculty mentor; and their peer mentor during orientation will continue throughout the fall. Students in the link also share a floor or area within a designated residence hall, where spaces are set aside for collaborative study. Commuting students within the living-learning community also have a place within this designated hall--a home away from home, in community with their peers.

2. Communication

Being able to frame and express our ideas in a variety of ways connects us with others, and is fundamental to both professional and personal development.

- Quantitative literacy course (3 credits)
- Writing-intensive course (3 credits)
- Creative and performing arts (2-3 credits)
- Senior presentation (1 or more credit)

Every major is also writing-intensive and involves a publicly presented senior project, the capstone to a Whittier education.

3. Cultural Perspectives

One of the marks of educated people is their informed awareness that not everyone thinks and feels as they do--that there is more than one way to think about the idea of the "self"; to build and sustain a family, a community, a society; to rear children; to teach values; to seek ultimate meaning--and that functioning effectively in an ever smaller world requires an ever deeper knowledge of the world others inhabit.

Understanding the present and future also requires an understanding of the past: the *history* of various cultural perspectives, as well as the exploration of others' surviving artifacts and cultural products (their art, their literature, their music).

At least one approved course from *four* of the following seven areas (12 credits total):

- African
- Asian
- Latin American
- North American
- European
- Cross-cultural
- Modern languages

These courses can come from a variety of disciplines, including history, anthropology, literature, religious studies, and philosophy, as well as modern languages.

4. Connections

Education has in general become more and more specialized. Yet there has never been a more urgent need for people who understand the "big picture": the way disciplines reflect and illuminate one another; the way seemingly disparate problems are actually related; the way science and math impact our daily lives.

The genius of liberal education is its special focus on this big picture--on preparing doctors who can see the cultural dimension of healing; executives who understand the social impact of their practices. People who can see and make meaningful connections can assess options with greater clarity, and thus are freer to make wise and ethical choices. For many great thinkers, there is no better definition of freedom--freedom fostered above all by a liberal education.

- Two paired courses or a sequence team-taught courses (6 credits).
- Science and Society course (4 credits).