

DEPARTMENT/PROGRAM SELF-STUDY

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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 Structure¹

The department/program self-study process

Who was involved in the self-study (check all that applies):

- Faculty
- Other College faculty
- Students
- Alumni
- 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.

¹ 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)

| | <i>Majors</i> | | <i>Minors</i> | |
|----------------|------------------|------------------|------------------|------------------|
| | <i>Outcome 1</i> | <i>Outcome 2</i> | <i>Outcome 1</i> | <i>Outcome 2</i> |
| <i>Class 1</i> | | | | |
| <i>Class 2</i> | | | | |
| <i>Class 3</i> | | | | |
| <i>Class 4</i> | | | | |

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

- How have they changed since the last program review?
- How does each course further these learning outcomes?
- 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.

| | <i>Community</i> | <i>CUL (1-7)</i> | <i>CON</i> | <i>Communication (1-4)</i> |
|----------------|------------------|------------------|------------|----------------------------|
| <i>Class 1</i> | | | | |
| <i>Class 2</i> | | | | |
| <i>Class 3</i> | | | | |

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.

- Who does the department/program serve? [DATA PROVIDED BY IRA]²

| | First Years | Sophomores | Juniors | Senior | Totals |
|--------|--------------------|-------------------|----------------|---------------|---------------|
| Majors | | | | | |
| Minors | | | | | |

² 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?