Program Review Template for Field Group Self-Study Report

How to use this template:

Simply put, this template should be used as a guide. It is not meant to replace the guidelines already set forth in the Faculty Handbook, but to provide additional information that may help in the completion of the Self-Study Report. There are four major sections in this template:
- *Introduction*
- *Current Structure*
- *Direct Assessment*
- *Appendix*

In each of the sections, you will find a basic description of the section and key pieces that would fit into that section. In addition, the corresponding questions to be addressed, as laid out in the Faculty Handbook, are provided here as well:

1) *a. What are the main educational objectives of the major?*
   b. In regard to which of these objectives does the Field Group seek improvements and why?
2) *a. How does the Field Group's curriculum serve students who are not majors?*
   b. In what ways does the Field Group seek to improve its contribution to the education of non-majors?
3) *How does the Field Group's curriculum relate to the College's educational objectives?*
4) *How does the Field Group's curriculum and its requirements for both majors and minors, compare with the curriculum and requirements at other undergraduate institutions?*
5) *What is the relationship of the Field Group's curriculum and requirements to the most important scholarly and pedagogic developments in the Field Group's discipline or interdisciplinary field, since the Last CR?*
6) *In what ways does the Field Group contribute to the public intellectual life of the College and the Consortium?*
7) *How does the Field Group work with cognate departments or programs in the Claremont Consortium?*
8) *What approaches are taken within the Field Group to assess student learning?*
9) *In the judgment of the Field Group, what are the strengths and weaknesses of the library and/or IT services or resources that support the Field Group?*
10) *What areas or specific questions should the Visiting Committee address during its visit and its final report?*
11) *How does the Field Group assess student learning?*

The numbers from the questions above will be referenced where appropriate in the following template using the corresponding numbers above.

Introduction

In this section of the report, you should describe the program in general terms and how it began at the college. This is not the most important part of the report, but this is where you will set the stage for what will come. Here are some things that should consider including in this section:
- History of the program at Pitzer
  o How and when did the Field Group start?
  o Why was the Field Group created?
    ▪ What important scholarly and pedagogical foundations was it born from? (5)

- Where is the program today in terms of its initial creation and its connection to scholarly and pedagogical changes in the field? (5)

Current State of the Field Group
In this section, you should describe the program in detail. This should include a description of the Field Group that covers faculty demographics, student demographics, the existing requirements for majors and minors (if there is no major, then just the existing Student Learning Outcomes), and the courses offered. Here are some of the topics that could go into this section:

- General information about the FG people, such as:
  - Student Level
    - General demographics
    - How many majors/minors you have had? How has this changed over the years?
    - How many students currently take courses in the FG? How has this changed over the years?
      - How many Pitzer non-majors take courses in the FG? (2.a)
        - In core courses or top courses depending on your structure?
      - How many non-Pitzer students take courses in the FG? (7)
        - In core courses or top courses depending on your structure?
      Note: What does this mean for the growth of the program and in what specific areas? Are there specific areas of need?
  - Faculty Level
    - How many faculty members there are and their area of focus? (Faculty CV)
    Note: What does this mean for the growth of the program and in what specific areas? Are there specific areas of specialization where there is a gap?

- Student Learning Outcomes (SLOs) (This entire section addresses the main educational objectives of the major):
  - Listing the requirements
    - List the SLOs and how they compare/relate to:
      - Other similar undergraduate institutions/programs. (1.a)
      - Pitzer's Educational Objectives (3)
    - List the major/minor requirements and how they compare to other similar institutions. (4)
    Note: How do the SLOs link to your major/minor requirements?
    - Describe how the SLOs and requirements relate to the most important scholarly and pedagogical developments in your specific field. (5)

- Curriculum description, such as:
  - How many courses and what are they? (6 and Course List)
    - You can just list the courses in the appendix and reference them here.
  - How are the courses organized, such as specific areas of emphasis? (6 and 1.a)
    - Link this back to the SLOs/requirements each course addresses.
    - Link this back to the most important scholarly and pedagogical developments in your specific field. (5)
    - How has the curriculum changed with the field since the last Comprehensive Review?
  - How do the courses offered serve students who are not majors/minors? (2.a)
  - How does the curriculum compare to the curriculum of other undergraduate institutions? (4)
  Note: Having a curriculum map will help with the curriculum and SLO sections of the report.

- Connection to the Greater Claremont Community
  o Contribution to Pitzer Community
    ▪ Please describe your FG's collaborative efforts with other Pitzer FGs. (7)
    ▪ Please describe your FG's contribution to Pitzer's public intellectual life outside of the curriculum. (6)
  o Contribution to the Claremont Consortium
    ▪ Please describe your FG's collaborative efforts with other Claremont College departments and/or programs. (7)
    ▪ Please describe your FG's contribution to the Consortium's public intellectual life outside of the curriculum. (6)
  o Contribution to the Greater Community
    ▪ Please describe the ways in which your FG has affected the greater community outside of the Claremont Colleges.
  o Connection to Pitzer services
    ▪ Library
      • Described the ways in which your FG has used the library. (9)
      • Describe the strengths and weaknesses of your relationship with the Library. (9)
    ▪ Information Technology (IT)
      • Described the ways in which your FG has used IT. (9)
      • Describe the strengths and weaknesses of IT. (9)
    ▪ Other Pitzer Resources
      • Describe any other resources you have used at Pitzer that are aimed at supporting student learning. (9)
      • Describe the strengths and weaknesses of any other resources you have used at Pitzer that are aimed at supporting student learning. (9)

Direct Assessment

This section of the report is where you quantify or validate what was described in the section above. The most important thing to remember is that surveys are not considered direct, and although they may provide indirect evidence of your FG's impact on teaching/learning, it is not a substitute for direct assessment. Direct assessment, however, refers to what is already happening in the classroom, such as tests, essays, projects, final papers, etc. In other words, things that are created or completed by students that are aimed at meeting the objectives of the course and indicating their level of comprehension of the material taught in the course. It is okay to use surveys and other forms of indirect evidence of the FGs impact, but it is not direct assessment. Here are some suggestions as to what should go in this section:
- Describe how the SLOs described earlier were assessed. (8 and 11)
  o Which SLOs were assessed and when?
    ▪ Was it part of the self-study or was it done before at some point?
  o What courses/coursework was used in the assessment?
  o Who was involved in the assessment?

- Describe the tools used in the assessment. (8 and 11)
  o If any rubrics were used, please describe them (also include them in the appendix)
  o If no rubrics, what other criteria was used to assess SLOs?
    ▪ Please describe them and include them in the appendix.

- Describe the findings from the direct assessment. (8 and 11)
  - What were the results? Some things you might want to include are:
    - Numbers
    - Quotes
    - Charts
    - Tables
  - What do the results mean for students meeting existing SLOs? (8 and 11)
    - In other words, to what degree are students meeting SLOs?

The Future of the FG and Implications for External Reviewers

In this section, you are to describe how you plan to address the results from the direct assessment and what you would like the Visiting Committee to focus on during their visit. Here are some suggestions about this section:
- How did your FG address the findings from the direct assessment to improve student learning? (8 and 11)
  - If your FG has not addressed any of the findings, please describe why not and how they will be addressed in the future.
  - ***Note: This is really about "Closing the Loop."***

- What areas within the FG still need improvement and why? (1.b and 2.b)
- What areas or questions should the Visiting Committee focus on? (10)
  - During the visit.
  - In the completion of their report.

Appendix

In this section, specific documents should be provided that support and supplement what has been described in this report. Here are some of the items you might want to include:
- Courses offered since the last Comprehensive Review
  - Title
  - Course Description
  - Syllabi
  - Enrollments per course (Obtained from Registrar's Office)
- Current CV of all tenured, tenure-track faculty, and multi-year contract faculty
- Rubrics and any other assessment criteria