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| **Academic Disciplines** | | |
| College Name: | |  |
| Academic Years Reviewed: | |  |
| Discipline Area: | |  |
| **Review Summary** Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline. | | |
| **Program Objectives**  What are the objectives of the discipline? | |  |
| To what extent are these objectives being achieved? How do you know the extent to which they are being achieved? | |  |
| How does this discipline contribute to other fields and the mission of the college, including addressing the college’s vision for equitable access for students? | |  |
| **Prior Review Update**  Describe any quality improvements or modifications made since the last review period. | |  |
| **Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | |
| **Indicator 1: Need** | **Response** | |
| 1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? |  | |
| 1.2 How will students be informed or recruited for this discipline? |  | |
| * 1. What, if any, new Academic Transfer degrees/major options have been added/deleted to the college’s offerings during the last review period? What determined this action? |  | |
| 1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? |  | |
| **Indicator 2: Cost Effectiveness** | **Response** | |
| 2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?) |  | |
| 2.2 What steps can be taken to offer curricula more cost-effectively? |  | |
| 2.3 Is there a need for additional resources? |  | |
| **Indicator 3: Quality** | **Response** | |
| 3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)? |  | |
| 3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods? |  | |
| 3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? |  | |
| 3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty? |  | |
| 3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? |  | |
| 3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports? |  | |
| 3.7 To what extent is the discipline integrated with other instructional programs and services? |  | |
| 3.8 What does the discipline or department review when developing or modifying curriculum? |  | |
| 3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities? |  | |
| 3.10 How does the college determine student success in this discipline? |  | |
| 3.11 Did the review of quality result in any actions or modifications? Please explain. |  | |
| List any barriers encountered while implementing the discipline. | | | |
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| **Performance and Equity**  Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available. | | | | | | |
| **Academic Discipline Area** | |  | | | | |
| **Course Title** | |  | | | | |
| **Course Description** | |  | | | | |
|  | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | |  |  |  |  |  |
| Credit Hours Produced | |  |  |  |  |  |
| Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students | |  |  |  |  |  |
| IAI Status (list code) or Form 13 Status (list signature dates and institutions) | |  |  |  |  |  |
| How does the data support the course goals? Elaborate. | |  | | | | |
| What disaggregated data was reviewed? | |  | | | | |
| Were there identifiable gaps in the data? Please explain. | |  | | | | |
| **Academic Course Review Results** | | | | | | |
| **Intended Action Steps**  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. |  | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? |  | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? |  | | | | | |
| **Rationale**  Provide a brief summary of the review findings and a rationale for any future modifications. |  | | | | | |
| **Resources Needed** |  | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? |  | | | | | |