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| Developmental English Language Arts (Reading and Communication Skills) |
| College Name: |  |
| Fiscal Year in Review: |  |
| **Review Summary** |
| **Program Objectives**What are the objectives or goals of the program?  |  |
| To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?  |  |
| How does this program contribute to other fields and the mission of the college? |  |
| **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. 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 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs. |  |
| **Indicator 2: Cost Effectiveness** | **Response** |
| 2.1 What are the costs associated with this program? |  |
| 2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? |  |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.  |  |
| 2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively? |  |
| 2.5 Are there needs for additional resources? If so, what are they? |  |
| **Indicator 3: Quality** | **Response** |
| 3.1 How is the college working with high schools to reduce developmental needs? |  |
| 3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)? |  |
| 3.3 What innovation has been implemented or brought to this program? |  |
| 3.4 To what extent is the program integrated with other instructional programs and services? |  |
| 3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? |  |
| 3.6 How well are completers of developmental courses doing in related college-level courses |  |
| 3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year? |  |
| 3.8 Provide a description of the developmental sequence. Colleges may attach a graphic representation. |  |
| 3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming? |  |
| **List any barriers encountered while implementing the program.** |
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| **Data Analysis for English Language Arts** Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available. |
| 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 |  |  |  |  |  |

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| **Review Results** |
| **Rationale**Provide a brief summary of the review findings and a rationale for any future modifications. |  |
| **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? |  |

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| **Resources Needed** |  |
| **Responsibility**Who is responsible for completing or implementing the modifications? |  |