Directions for Completing a Course Review

The Course Review process is an opportunity for you to critically examine your course; evaluate how consistently it is being taught across all methodologies and locations; remember how it affects, and is affected by, other courses and programs at JC (both within and outside your department); and how the college may be able to better support the course. Please consider the questions carefully and provide as complete and accurate an evaluation of the course as possible. If there are issues/problems/concerns that you become aware of as a result of completing this review, please discuss them with your Dean and/or Department Chair.

Broad Inclusion: This is a course review and not a section review. As much as possible, please coordinate with other course instructors, both full- and part-time, to create an accurate description of what happens in each course. If the course is modularized (e.g. lecture plus lab or clinical), please consider all parts of the course together as a whole; there is no need to submit separate copies for each module. The committee is looking for information about how the course is taught in general and how it fits in the overall College curriculum; it is not evaluating your specific course instructional material.

Support: Members of the Curriculum and Assessment Committees are available to help faculty with this work. If you are having any difficulty, please do not hesitate to seek assistance. Often another member of your department who has completed a Review recently is also a good resource.

Be complete: There are several portions of the review that ask for additional explanation and/or documentation. Make answer all questions completely and include all supporting material.

Distribution: Please send **one hard copy and one electronic version** of all of the Course Review material to the chair of the Curriculum Committee or to Ellen Young. They will distribute material to the committee for consideration.

Help with specific items on the Course Review Guide Sheet

In many cases, the questions can be answered right in the Course Review Template. In some cases, a longer answer will be needed, so please attach a narrative page with answers indicated by the appropriate category code/number (e.g. C2, DQ2, etc.)

Calendar
C1 If this course should be moved from Active to Inactive, do not go on with this review; simply inform the Curriculum Committee chair that this needs to be done. If the course needs to be moved from Inactive to Active, please indicate that in the narrative and complete the review. Be sure to include a new Master Course File (Taxonomy Summary) Form and Official Course Outline.

Documentation
D1 (Taxonomy): A valid copy of the Taxonomy Summary Form should be included. Current electronic copies should be available from the Curriculum chair if you can't find the file. If Taxonomy change forms have been submitted since the last course review, please update it for this submission. There are many places where the course description is given (catalog, taxonomy form, official course outline, syllabi); check to see that they are all the same. There should be only one course description. If the official course description no longer reflects what is being taught in the course, change it on a Taxonomy Change Form (and submit it separately to the committee) and on both the new Taxonomy Summary Form and Official Course Outline.

D2 (Course Outline): An updated version of the Official Course Outline should be attached. Current copies should be available from the Academic Dean's office. Please send a copy of the updated Course Outline to the academic Dean's office if changes were made to the previous version.

D3 (Content Delivery): Do all faculty use the same course objectives? syllabi? text? assignments? tests? teaching methodologies? Indicate how consistency – especially of overall course outcomes – is maintained across sections. (This is particularly important if it is a prerequisite for another course.)

D4 (Prerequisites): If not up-to-date, correct the prereq list in the Taxonomy Summary Form. If they need to be changed, submit a Taxonomy Change form to the committee.

D6 (Syllabus): Please include copies of syllabi for each delivery methodology used for this course.

Discipline and Quality
DQ1 (Variety): Describe the delivery methods used in the course (lecture, discussion, laboratory, group work, hands-on experiments, demonstrations, audiovisual materials, etc.). Are there ways in which the course could be delivered more effectively if you had access to other technology? Are there techniques you would like to utilize in the course that you don't think are available or that you lack the training to utilize? Please include these items as the Curriculum Committee sees the diverse instructional methodologies used throughout JC and may be able to provide assistance.

DQ3 (Assessment data): Please provide a copy of the ADO assessment rubrics used for the course, including the most recent success data (data can be reported either in the appropriate column on the success table – preferred – or as a printout of data from IR).

DQ4 (Outcomes): The syllabus should contain a list of assessment outcomes for the course and a short narrative stating what course activities will meet/assess those outcomes. If such a description is not currently in the syllabus, please indicate how this will be addressed the next time the course is offered.

Currency
CU1 (Currency): We have struggled with the issue of how to define currency and how to determine its existence, but this list may be helpful as you consider your own efforts to stay current in your field. (Please include any other means you may use for achieving currency.)
   Reading professional journals/reviews
   Attending conferences
   Conducting research
   Serving on advisory committees
   Incorporating new ideas, new approaches and new technologies into the course.
   Using new, updated textbooks and other class materials

CU2 (Copyright): Provide the textbook's copyright date (it should also be stated in the syllabus). If it is not within the last 4 years, explain why an older publication is used. Please indicate if there are plans to update the text.

CU3 (Action Plan): This is not asking whether the course is part of a program that has an upcoming review; it is asking whether a prior program review identified this course (or issues related to this course) as being one of the program's Action Plans for the next few years. If that is the case, please briefly identify the reasons for the Action Plan and what is being done to address those concerns.
 9/2016

Transferability

T1: Please show evidence of the course transfers to other institutions. Course transfer information is available at www.jccmi.edu/transfer/course-equivalencies/ and www.michigantransfernetwork.org/. Mark only <u>one</u> column per school, depending on whether the course is accepted for one-to-one course equivalency, only for departmental or general education credit, is not accepted for credit, or the equivalency information is unavailable.