Discipline Review Template



**Discipline Name:** Click here to enter text.

**Department:** Click here to enter text.

**Date:** Click here to enter text.

**Department Chair:** Click here to enter text.

**Discipline Team Leader:** Click here to enter text.

**Discipline Team Members:** Click here to enter text.

# Overview of the Discipline Review

## The Mission

Jackson College is an institution of higher education whose mission is “Together we inspire and transform lives.” In fulfilling its mission, Jackson College provides learning opportunities and services which:

* Enable learners to transfer college credit and successfully pursue their education at other institutions.
* Enable learners to become employed and advance in a variety of occupations.
* Enable learners to participate successfully in general, occupational or transfer disciplines.
* Enable learners to become or remain productive employees.
* Assist learners in identifying and reaching their educational goals.
* Support the economic development of individuals and the community.
* Enrich cultural, vocational and other intellectual interests of individuals and the community.

## Philosophy

As an institution accredited by the Higher Learning Commission that strives for continuous quality improvement (CQI), JC uses regularly scheduled discipline review as a tool to assess programs and disciplines in terms of relevance, effectiveness and meeting stakeholder needs.

## Purpose of the review

To determine that a discipline meets the current and future needs of students and external stakeholders, and that it has academic integrity, the findings are used for:

* Program/discipline planning
* Decision-making for improvement
* Revision of program mission and goals
* Resource allocation and budget requests
* Reporting program progress and results to appropriate audiences

## Every discipline of the College should have a mission and goals aligned with

* the mission and strategic goals of the College
* the goals of the department in which it resides
* the APRPs of the faculty in the discipline.

## Structure

This template is specific to discipline reviews. A related but separate template is created for program reviews. Each program and discipline have a review scheduled every five years. The discipline review timetable is posted on the faculty page on the JC Intranet

## Timeframe

Reviews will be presented at the Academic Council during the academic year.

## Gathering information

* Collect and review data that document specific aspects of the discipline.
* Data may be quantitative or qualitative, direct or indirect, may include performance indicators such as billing contact hours and may take the form of surveys. Certain elements must be quantitative.
* A focus group that would best assist the review team in gathering data should be created and focus group discussion held
* It is best to use multiple sources of evidence.

## Procedure

### Pre-Planning

* All Course Review should be brought up-to-date in the months leading up to the start of the Discipline Review
* Department Chair and Lead Faculty determine Team Leader and Team members.
* Establish timeframes for completion of each step in the review.

### The Program/Discipline Review

* Identify what data are needed and request those not already provided from sources.
* Determine the makeup of the department/discipline stakeholders’ input group
* Conduct a stakeholders’ focus group meeting facilitated by Institutional Research and Effectiveness, gather/discern input on the program/discipline.
* Meet with other departments and disciplines in order to determine curricular needs relevant to their departments.
* Meet regularly to analyze data, address problems, and confirm progress.
* Keep appropriate academic deans regularly informed of status. Build in milestone checkpoints with supervising dean at the end of Section 1, Section 4, once Action Projects have been identified, and other times as needed.
* Complete review with proposed Action Projects prior to deadline.

### Presentation of Report

* Forward Discipline Review Report to Supervising Dean
* Present Review during meeting with Deans and other relevant parties.
* Finalized discipline review is forwarded to Dean Coordinator to be added to the Academic Council Agenda. This should be done one week prior to presentation to AC. Executive Summary and Action Plans presented at Academic Council.
* After review by Academic Council, VP for Instruction forwards Executive Summary and Action Projects with budgetary implications (i.e., equipment, staff) to Leadership Council for consideration.
* Discipline review(s) will be saved on the JC Intranet under Faculty tab.
* Submit Action Plan updates to Academic Council each year.

# Section 1: Leadership

1. What are the current goals for your discipline, and how do they align with the current Strategic Agenda?
2. How does your discipline ensure equity and inclusion? Provide examples and results.

# Section 2: Curriculum & Student Learning

1. Assessment of Student Learning
   * What are the benchmarks for student learning in each course in discipline?
   * What are the outcomes of those student learning benchmarks over last 5 years?
   * Identify and discuss needed areas of improvement and action plan.
   * Provide evidence of student learning across assessments.
2. Course Review Chart:

## Course Reviews: Because most of the analysis of individual courses takes place in the Curriculum Committee’s Course Review Process, it is not necessary to duplicate that work. The Curriculum Committee must have reviewed all courses in this discipline within the last five years.

*List below each course in the program/discipline with the date of the last course review:*

|  |  |
| --- | --- |
| **Course** | **Date of Most Recent Course Review** |
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|  |  |

1. Transferability Chart:

*Complete the transfer equivalence table below for each course within the discipline:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution** | **Equivalent?** | **General Credit?** | **Unknown** |
| SHU |  |  |  |
| EMU |  |  |  |
| WSU |  |  |  |
| WMU |  |  |  |
| MSU |  |  |  |
| GVSU |  |  |  |
| UM |  |  |  |
| Other |  |  |  |

* + Based on transferability above, what changes are appropriate?
  + Describe any work that has been completed in this discipline with the MiTransfer through the following link

<https://www.mitransfer.org/equiv_search_by_transferring.cfm?filter_transferInstID=&search_subject=&search_course=&filter_acceptInstID=>

* + What courses have been altered or created as a result of this work? What courses must still be altered or created to complete these efforts?

1. Discuss strategies used to ensure consistency across curriculum (i.e., textbooks, master shell, syllabi, exams, adjunct coordination, etc.).
2. Review all prerequisites for courses within your discipline. Sequential courses **should not** be included (e.g. ENG 132 having a pre-req of ENG 131, etc.).
   * What evidence is there that the above non-sequential courses are necessary?
   * What other supports may be put into place to assist students to be successful without a pre-req?
3. For general education courses:
   * What are your course level outcomes and how do your outcomes compare to the other courses that meet this GEO requirement?
   * If there are significant differences, what are your plans to address those differences?
   * What Contextual Competencies have been undertaken in your area since your last Discipline Review? What improvements have been made to your offering as a result of that work?
4. What courses are currently being developed as CBE and which ones already exist as CBE?
5. How do your discipline courses align with and add value to the different pathway maps. Link to Pathways Map: <https://www.jccmi.edu/academics/programs-of-study/>
6. Across the courses in your discipline, examine and disaggregate success data, including withdrawals and pass rates, for the following modes:
   1. All modes
   2. 15-week face-to-face courses
   3. 15-week hybrid courses
   4. 15-week online courses
   5. 7-week face-to-face courses
   6. 7-week hybrid courses
   7. 7-week online courses
7. For each course in this program/discipline, look at enrollment trends over the last five years. Include both student enrollment and billing contact hours. (*provided by Institutional Research and Effectiveness)* 
   * Has the need changed over the last five years? To what do you attribute the change?
   * Based on enrollment data and the needs of the College, do you anticipate significant changes in the next five years? Why or why not?

# Section 3: Sustainability

1. Compare the curriculum of this discipline with that of at least three other comparable community colleges, including one you find exemplary. Explain why you chose these institutions. If you notice anomalies or differences in the disciplines at the comparative institutions, please cite and explain.
2. Budget: List any current or new needs anticipated in the next five years for major equipment, technology, and supplies used by courses in the discipline.

|  |  |  |
| --- | --- | --- |
| **Course** | **Equipment/Major Annual Supply Outlays** | **Campus/Center Location** |
|  |  |  |
|  |  |  |
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1. Stakeholders and Communication:
   * Who do you identify as your key stakeholders? (Students, Graduates working in the field, transfer institutions, other disciplines, community members/employees).
   * How do you communicate with your stakeholders, including Student Services, to ensure appropriate understanding of your course sequencing of your discipline?
   * Consider stakeholder feedback (examples could include course evaluations, student surveys, focus group). What were the key findings and observed trends?

# Section 4: Workforce

1. What is the current number of full-time and adjunct faculty in the discipline and what are the percentages of these in terms of BCH?
   1. Based on the above data, what needs to you anticipate in the future for staffing?
2. How do you mentor and engage new full-time faculty within the discipline?
3. How do you build a qualified adjunct pool? Discuss any known barriers and solutions to those barriers.
4. How do you build, mentor, and engage new adjunct faculty within the discipline?
5. Give examples of faculty professional development activities that have strengthened the delivery of your discipline?
6. Describe any services that members of this discipline provide internally (i.e., Community Concert Band plays at graduation; program hosts K-12 activities) and externally (i.e., School Career Days, Career Pathway Conferences).

# Section 5: Executive Summary and Action Projects

1. Based on the data and your section summaries and analyses of observations, provide an Executive Summary/overview of the discipline. (A SWOT analysis that details the discipline’s Strengths, Weaknesses, Opportunities, and Threats may be included but is not required.)
2. Based on the data and the Executive Summary, create an action project(s) for discipline improvement link action projects to the mission, vision, and strategic agenda.
3. Set reasonable time frames and deadlines.
4. Consider short term projects (1-3 years) as well as longer term projects (3-5 years) Be as specific as possible about who does what.
5. Include clearly defined methods of measuring progress.
   * Format for Action Projects
   * Program/Discipline Name:
   * Date of Report to Academic Council:
   * Top three Action Projects:
   * Activities/Steps for each plan:
   * Projected Impact on Other Areas of the College/Community:
   * Projected Time Line:
   * Person(s) Responsible:
   * Resources Needed:
   * Additional Comments: