REVIEW OF PROGRAMS AND DISCIPLINES
INTRODUCTION AND INSTRUCTIONS FOR COMPLETION OF REVIEW REPORT

Purpose

To ensure that curricula are meeting the requirements for accreditation and aligning with institutional priorities, systematic reviews of programs are conducted every five years. The review is an opportunity for programs and disciplines to highlight their successes and to make plans for future improvements.

Contents
Discipline:

The curriculum review is comprised of 6 sections, each containing sets of questions, along with the information needed to provide an objective response.

1. Past & Present Initiatives
2. Common Course Outcomes
3. Enrollment
4. Curriculum Design
5. Community Need & Student Interest
6. Strengths, Challenges & Conclusions

Contents
Program:

The curriculum review is comprised of 8 sections, each containing sets of questions, along with the information needed to provide an objective response.

1. Past & Present Initiatives
2. Program Student Learning Outcomes
3. Common Course Outcomes
4. Enrollment
5. Completions
6. Curriculum Design
7. Community Need & Student Interest
8. Strengths, Challenges & Conclusions

Instructions for Lead Reviewers

Initial Review Meeting

1. Attend the initial review meeting to discuss the draft report with all discipline faculty, administration and the Curriculum Review Committee (CRC) representative.
2. Identify any additional information needed to respond to the questions. Based on the discussion, the Office of Curriculum and Student Learning (CSL) will revise and resend the report.

Responding to Review Questions

1. Seek input from all discipline faculty (full-time and adjuncts) and draft responses to the review questions.
2. Send the draft to your academic dean for feedback and revise as needed.
3. Send the final report to all full-time faculty for approval. Ballot all full-time faculty in the discipline. Discuss concerns and revise the report until majority consensus is reached. Record the final number who agreed, disagreed and gave no response on the final page of the report. Change the header of this report from 'revised report' to 'final report' and update the date in the footer.

4. Print and sign the report. Forward the report to your academic dean for approval. Send an electronic copy of the report to your academic dean. Your dean will forward the report for further approval. Note that once the report is approved, CSL will send you the necessary action strategies forms.

Creating Action Strategies
1. Seek input from all discipline faculty (full-time and adjuncts) and discuss action strategies.
2. Send the draft to your academic dean for feedback and revise as needed.
3. Send the final action strategies to all full-time faculty for approval. Ballot all full-time faculty in the discipline. Discuss concerns and revise the action strategies until majority consensus is reached. Record the final number who agreed, disagreed and gave no response for each action strategy where indicated on the form.
4. Print and sign each action strategy. Forward to your academic dean for approval. Send an electronic copy of the action strategies to your academic dean. Your dean will forward the action strategies for further approval.

Guidelines for Responses
- The responses should be clear and concise.
- Write to a broad audience; faculty from other disciplines should be able to understand your responses.
- Spell out acronyms the first time they are used.
- Opinions and anecdotes should be used sparingly and labeled as such (e.g. Anecdotally, we have found that...; We believe that…)
- Statements should be supported by the provided information (e.g. As seen in the above table, the ….)
- Use caution when interpreting data (e.g. Avoid making statements that claim there are 'significant' differences when no inferential statistics have been provided).
- Reread and revise your responses.