

Outcomes-Based Discipline Review

[Discipline Name]
[Semester and Year]

Pathway Dean:

Chair:

Committee Members:

Table of Contents

Section 1. Discipline Demographic and Enrollment Data.....	1
A. Discipline Enrollment Data	1
Section 2. Effectiveness of the Curriculum	3
A. Major Revisions to the Discipline in the Past three Years.....	3
B. Major Challenges to the Discipline	3
C. Currency of the Curriculum	3
D. Curriculum Map and Student Learning Outcomes.....	5
E. Core Learning Outcomes	6
Section 3. Student Success Metrics by Academic Program	8
A. Course Success Rate	8
Section 4. Resources to Support the Discipline.....	10
A. Current Faculty Ratios	10
B. Facilities and IT Support	10
C. Professional Development	10
Section 5. Student and Faculty Surveys.....	12
D. Student Survey	12
E. Faculty Survey	12
Section 6. Action Plan for Improvement	14
A. Action Plan Based on Demand for the Discipline.....	14
B. Action Plan Based on Effectiveness of the Curriculum	14
C. Action Plan Based on Student Success in the Discipline.....	14
D. Action Plan Based on Resources to Support the Discipline	14
E. Action Plan Based on Student and Faculty Surveys.....	15
Recommendations:	15
Rationale for recommendations:.....	15
Person responsible for implementing the recommended actions:	15
Date of completion:	15
Appendix.....	16

List of Tables

Table 1. [Discipline Name] Discipline FTES: Year 20XX-XX through Year 20XX-XX	1
Table 2. [Discipline Name] Discipline by Student Characteristics: Semester 20XX through Semester 20XX	1
Table 3. Comparison of Peer Institutions to NOVA's [Program Name] Discipline	4
Table 4. Curriculum Map for [Discipline Name]	5
Table 5. [Discipline Name] SLO Assessed for the Past 5 Years	5
Table 6. [Discipline Name] CLOs Assessed for 2018-19 to 2022-23	6

List of Figures

Figure 1. Success Rates for First and Second-Year High-Enrolled Courses in [Discipline Name]: [Fall 20XX] through [Fall 20XX]	8
Figure 2. Success Rates for First and Second-Year High-Enrolled Courses in [Discipline Name]: [Spring 20XX] through [Spring 20XX]	8
Figure 3. Success Rates in High-Enrolled First and Second-Year Discipline Courses by Race/Ethnicity: [Fall 20XX] through [Fall 20XX]	8
Figure 4. Success Rates in High-Enrolled First and Second-Year Discipline Courses by Race/Ethnicity: [Spring 20XX] through [Spring 20XX]	8
Figure 5. Success Rates in High-Enrolled First and Second-Year Required Discipline Courses by Mode: [Fall 20XX] through [Fall 20XX]	8
Figure 6. Success Rates in High-Enrolled First and Second-Year Required Discipline Courses by Mode: [Spring 20XX] through [Spring 20XX]	9

Appendix

Appendix 1: Discipline Level Enrollment and Success	16
Table A1. Course Success Rates in First and Second-Year High-Enrolled Required Discipline Courses: [Semester 20XX] through [Semester 20XX]	16
Table A2. Success Rates in [Course Number] by Race/Ethnicity: [Semester 20XX] through [Semester 20XX]	16
Table A3. Success Rates in [Course Number] by Course Mode: [Semester 20XX] through [Semester 20XX]	17
Appendix 2: Student and Faculty Survey Results	18

Seven-Year Discipline Review for [Discipline Name]

Section 1. Discipline Demographic and Enrollment Data

A. Discipline Enrollment Data

Table 1. [Discipline Name] Discipline FTES: Year 20XX-XX through Year 20XX-XX

Program	Degree Program					Average	% Change 20XX-XX to 20XX-XX
	20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX		
[Discipline Name]							
Total							

Note: The annual FTES include Summer, Fall, and Spring.

Table 2. [Discipline Name] Discipline by Student Characteristics: Semester 20XX through Semester 20XX

Category	Subgroups	Semester 20XX		Semester 20XX		Semester 20XX		Semester 20XX		Semester 20XX	
		#	%	#	%	#	%	#	%	#	%
Headcount											
Gender	Male										
	Female										
Race/Ethnicity	White										
	Black/African American										
	Asian										
	Hispanic/Latino										
	American Indian/Alaska Native										
	Native Hawaiian/Other Pacific Islander										
	Two or More Races										
	Unknown										
	Not Specific										
	Age Group	Under 18									
18-21											
22-24											
25-29											
30-44											
45-59											
60 & Over											
Enrollment Status	Full-Time										
	Part-Time										
Student Type	First-Time										
	Returning										
	New Transfer										
Discipline Placement	[Discipline Name]										

1. Does the discipline enrollment data indicate any pattern that needs to be addressed?

Yes:

No:

If yes, highlight area(s) (e.g., gender, age, ethnicity, etc.) and explain why.

[Click here to enter text.](#)

Identify Action Plan for improvement: [Click here to enter text.](#)

Section 2. Effectiveness of the Curriculum

A. Major Revisions to the Discipline in the Past three Years

List significant revisions in the past seven years. [Click here to enter text.](#)

B. Major Challenges to the Discipline

1. List current challenges identified by the discipline steering committee and any work pending on these. [Click here to enter text.](#)
2. Identify Action Plan(s) for improvement. [Click here to enter text.](#)

C. Currency of the Curriculum

1. Discipline Courses/Sequences

- a. List courses, including electives added or deleted in the past seven years, and describe why.

[Click here to enter text.](#)

- b. Is the sequencing of courses efficient? Do the courses build on one another?

Yes:

No:

If no to both or either, explain and identify Action Plan(s) for improvement.

[Click here to enter text.](#)

2. Discipline Course Content Summaries

- a. Is there a course content summary posted on the NOVA website (<https://www.nvcc.edu/courses/>) for each of the courses the discipline offers?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, please send update to Academic Affairs and list updated course content summaries.

[Click here to enter text.](#)

- b. Have course content summaries been reviewed in the past three years?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, identify an Action Plan when course content summaries will be reviewed/revised.

[Click here to enter text.](#)

3. Syllabi Review

- a. Was a representative sample of syllabi for each course collected and reviewed in the past three years?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, explain and identify an Action Plan when syllabi will be *reviewed*.

[Click here to enter text.](#)

- b. If yes, are the syllabi consistent with course content summaries? Do the syllabi follow the prescribed format the college has determined?

Yes:

No:

If no to above, explain and identify an Action Plan when syllabi will be *revised*.

[Click here to enter text.](#)

4. Comparison of the Curriculum, Discipline, and Courses to Similar Disciplines

- a. Identify peer institutions offering a similar academic program. The following table is just an example:

Table 3. Comparison of Peer Institutions to NOVA's [Program Name] Discipline

Institution	NOVA	Peer Institution 1	Peer Institution 2	Comparable Virginia Community College
Names of Programs of Study (Credit Hours)				
Curriculum Differences				
Course Differences				
Online Degree Programs				
Program Enrollment (if available)				
Other				

- b. Compared to the first two years at peer institutions, what are the discipline's strengths and weaknesses?

[Click here to enter text.](#)

- c. What recommendations from peer institutions might improve the discipline?

[Click here to enter text.](#)

- d. Identify Action Plan(s) for improvement where needed.
 Click here to enter text.

D. Curriculum Map and Student Learning Outcomes

Note: The Curriculum Map depicts where discipline courses address the student learning outcomes of the academic program(s) and general education core competencies. The Student Learning Outcomes reported for the past five years is provided by the Office of Academic Assessment (Annual Planning and Evaluation Report). The Curriculum Map below is provided by the Office of Academic Assessment.

Table 4. Curriculum Map for [Discipline Name]

Student Learning Outcomes	CLO Alignment with SLOs*	Courses Fulfilling SLOs/CLOs:							
		[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]
		[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]
1)									
2)									
3)									
4)									
5)									
6)									
7)									

Note: I = Introduced, P = Practiced, M = Mastered

- a. Is the academic program’s Curriculum Map(s) current?
 Yes:
 No:

If not, send updated Curriculum Map(s) to the Office of Academic Assessment.

- b. Provide schedule of SLO assessments for the past five years in the table below.

Table 5. [Discipline Name] SLO Assessed for the Past 5 Years

Student Learning Outcomes	20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX
[SLO 1]					
[SLO 2]					
[SLO 3]					
[SLO 4]					
[SLO 5]					
[SLO 6]					
[SLO 7]					

c. Were all SLOs assessed at least twice in the past five years?

Yes:

No:

If no, list SLOs not assessed twice and indicate when they will be assessed next.

[Click here to enter text.](#)

d. Based on the last assessment of each SLO was the target met?

Yes:

No:

If no, identify actions for improvement. [Click here to enter text.](#)

e. Describe current SLO assessment measures needing improvement.

[Click here to enter text.](#)

E. Core Learning Outcomes

List general education/core learning outcomes (CLOs) schedule for 2018-19 to 2022-23

Table 6. [Discipline Name] CLOs Assessed for 2018-19 to 2022-23

VCCS Core Learning Outcomes	2018-19	2019-20	2020-21	2021-22	2022-23
<p>Civic Engagement: Students will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.</p> <p>Operationalize: [insert discipline's operationalized outcome]</p>					
<p>Critical Thinking: Students will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.</p> <p>Operationalize: [insert discipline's operationalized outcome]</p>					
<p>Professional Readiness: Students will demonstrate skills important for successful transition into the workplace and pursuit of further education.</p> <p>Operationalize: [insert discipline's operationalized outcome]</p>					
<p>Quantitative Literacy: Students will calculate, interpret, and use numerical and</p>					

quantitative information in a variety of settings. Operationalize: [insert discipline's operationalized outcome]					
Scientific Literacy: Students will recognize and know how to use the scientific method, and to evaluate empirical information. Operationalize: [insert discipline's operationalized outcome]					
Written Communication: Students will express effectively in a variety of written forms. Operationalize: [insert discipline's operationalized outcome]					

*CLOs to be assessed.

- a. Based on the last assessment of each CLO was the target met?

Yes:

No:

If no, identify actions for improvement. [Click here to enter text.](#)

- b. Describe current CLO assessment measures needing improvement.

[Click here to enter text.](#)

Section 3. Student Success Metrics by Academic Program

Note: Course success, retention, graduation, and transfer-out rate data at the discipline level are provided by OIR. Based on the data, answer the following questions.

A. Course Success Rate

Figure 1. Success Rates for First and Second-Year High-Enrolled Courses in [Discipline Name]: [Fall 20XX] through [Fall 20XX]

[Figure inserted here]

Figure 2. Success Rates for First and Second-Year High-Enrolled Courses in [Discipline Name]: [Spring 20XX] through [Spring 20XX]

[Figure inserted here]

Did the discipline meet overall course success rate college target of no less than 76 percent?

Yes:

No:

If no, explain why and identify action for improvement. [Click here to enter text.](#)

Overall Discipline Course Success Rate by Race/Ethnicity

Figure 3. Success Rates in High-Enrolled First and Second-Year Discipline Courses by Race/Ethnicity: [Fall 20XX] through [Fall 20XX]

[Figure inserted here]

Figure 4. Success Rates in High-Enrolled First and Second-Year Discipline Courses by Race/Ethnicity: [Spring 20XX] through [Spring 20XX]

[Figure inserted here]

Did all ethnicities meet overall discipline course success rate tar college target of no less than 76 percent?

Yes:

No:

If no, mark ethnicities that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

Overall Discipline Course Success Rate by Mode

Figure 5. Success Rates in High-Enrolled First and Second-Year Required Discipline Courses by Mode: [Fall 20XX] through [Fall 20XX]

[Figure inserted here]

Figure 6. Success Rates in High-Enrolled First and Second-Year Required Discipline Courses by Mode: [Spring 20XX] through [Spring 20XX]

[Figure inserted here]

Did all modalities (in-person, online, and Hybrid) meet overall discipline course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark modalities that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

Overall Discipline Course Success Rate by Session (7-Week, 13-Week & 15-Week)

Figure 7. Success Rates in High-Enrolled Required Discipline Courses by Session: [Fall 20XX] through [Fall 20XX]

[Figure Inserted Here]

Figure 8. Success Rates in High-Enrolled Required Discipline Courses by Session: [Spring 20XX] through [Spring 20XX]

[Figure Inserted Here]

Did all sessions meet overall discipline course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark sessions that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

Section 4. Resources to Support the Discipline

Reflect on faculty and staff in the discipline and the degree to which their needs are met in order for them to be successful with students. Comment on the categories included below.

A. Current Faculty Ratios

Note: The Human Resources provides this data.

1. Ratio of Full-Time to Part-Time Faculty by Campus.
[Click here to enter text.](#)
2. Are the numbers of faculty and staff sufficient to meet students' needs in order for them to be successful?
Yes:
No:

If no, explain additional faculty/staff are needed and identify Action Plan(s) for improvement. [Click here to enter text.](#)

B. Facilities and IT Support

1. Are the discipline facilities adequate (classrooms, labs, libraries, and other instructional facilities, and office space)?
Yes:
No:

If no, justify why. What additional facilities are needed? Identify an Action Plan for improvement. [Click here to enter text.](#)

2. Are discipline equipment/technology adequate and current?
Yes:
No:

If no, justify why. What additional equipment/technology is needed? [Click here to enter text.](#)

Identify an Action Plan for improvement. [Click here to enter text.](#)

C. Professional Development

1. List Professional Development Activities for the past academic year for the following areas:
 - a. Teaching Methods: [Click here to enter text.](#)
 - b. Professional Scholarship: [Click here to enter text.](#)
 - c. Faculty Advising: [Click here to enter text.](#)
 - d. IT: [Click here to enter text.](#)

e. Dual Enrollment: [Click here to enter text.](#)

2. Are professional development activities sufficient to meet students' needs for them to be successful?

Yes:

No:

If no, explain what additional activities or resources are needed and identify Action Plan(s) for improvement. [Click here to enter text.](#)

Section 5. Student and Faculty Surveys

Note: Discipline Review teams typically conduct faculty and student surveys. The Office of Strategic Insights will provide examples of the surveys to the team. Once the teams finalize the surveys, the OIR will administer the survey on Qualtrics and provide results. See Appendix 3 for Student and Faculty Program Review Results.

D. Student Survey

1. Has the student survey been conducted in the past seven years? [Click here to enter text.](#)

2.

If yes, when: [Click here to enter text.](#)

If no, submit a student survey to the Office of Academic Assessment by end of review semester one to be inputted into Qualtrics in the fall and administered by the discipline at the beginning of the spring semester.

3. Overall, were students satisfied with the discipline?

Yes:

No:

If no, please include an Action Plan for improvement. [Click here to enter text.](#)

4. Briefly list the major highlights of the student survey. [Click here to enter text.](#)
5. Are there any areas that were not covered in the previous sections that need to be included for improvement?

Yes:

No:

If yes, please include an Action Plan for improvement. [Click here to enter text.](#)

E. Faculty Survey

1. Has the faculty survey been conducted in the past seven years?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, submit a faculty survey to Office of Academic Assessment by end of review semester one to be inputted into Qualtrics and administered by the program in the beginning of the spring semester.

Briefly list the major outcomes of the faculty survey. If yes, when: [Click here to enter text.](#)

2. Are there any areas that were not covered in the previous sections that need to be included for improvement?

Yes:

No:

If yes, please include an Action Plan for improvement. [Click here to enter text.](#)

Section 6. Action Plan for Improvement

The final task of the Discipline Review process is to develop an action plan that includes recommendations for improving the academic program. The action plan should be in the following format and must emerge from the discussions based in Sections 1 through 5.

Recommendations:
Rationale for recommendations:
Person responsible for implementing the recommended actions:
Date of completion:

A. Action Plan Based on Demand for the Discipline

Recommendations:
Rationale for recommendations:
Person responsible for implementing the recommended actions:
Date of completion:

B. Action Plan Based on Effectiveness of the Curriculum

Areas for Development/Improvement

Recommendations:
Rationale for recommendations:
Person responsible for implementing the recommended actions:
Date of completion:

C. Action Plan Based on Student Success in the Discipline

Goals/Areas for Improvement

Recommendations:
Rationale for recommendations:
Person responsible for implementing the recommended actions:
Date of completion:

D. Action Plan Based on Resources to Support the Discipline

Resources needed to support the academic program by priority (1-3):

Recommendations:
Rationale for recommendations:
Person responsible for implementing the recommended actions:
Date of completion:

Recommendations: Rationale for recommendations: Person responsible for implementing the recommended actions: Date of completion:

Recommendations: Rationale for recommendations: Person responsible for implementing the recommended actions: Date of completion:

E. Action Plan Based on Student and Faculty Surveys

Areas to improve based on the feedback from the student and faculty surveys.

Recommendations: Rationale for recommendations: Person responsible for implementing the recommended actions: Date of completion:

Appendix

Appendix 1: Discipline Level Enrollment and Success

The following data is provided by the Office of Institutional Research.

Table A1. Course Success Rates in First and Second-Year High-Enrolled Required Discipline Courses: [Semester 20XX] through [Semester 20XX]

Course	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
High-Enrolled Required Discipline Courses in First Year															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
Subtotal															
High-Enrolled Program Required Discipline Courses in Second Year															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
Subtotal															
Overall Total															

Table A2. Success Rates in [Course Number] by Race/Ethnicity: [Semester 20XX] through [Semester 20XX]

Race/Ethnicity	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
White															
Black/African American															
Hispanic															
Asian															
American Indian/Alaskan															
Hawaiian/Pacific Islander															
Not Specified															
Two or More Races															
Unknown															
Total															

Table A3. Success Rates in [Course Number] by Course Mode: [Semester 20XX] through [Semester 20XX]

Course Mode	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
In-Person															
Online															
Dual Enrollment															
Total															

Appendix 2: Student and Faculty Survey Results