MC
MONTGOMERY
COLLEGE

Academic Program Review
Discipline Report 2017-2018

Discipline Name:

Section One: Overview

1. **History/Discipline Profile/Purpose and Vision**

   a. What is the role of your discipline at the College? Provide a brief overview of the discipline and how this discipline serves students.

   b. Discuss the discipline's relationship to the MC 2020 strategic themes and the mission of the College? Discuss how this discipline addresses the MC 2020 themes and any activities related specifically to the MC 2020 themes.

2. **Curriculum Information**

   a. In the table below, list all discipline courses and map each course to the General Education Competencies. Insert an 'X' in the appropriate box.

List all discipline courses	General Education Competencies and Areas of Proficiencies						
	Written & oral communication	Scientific and quantitative reasoning	critical analysis and reasoning,	technological competency	Information literacy	Arts and Aesthetic Awareness	Personal and Civic and Social Responsibility

b. List any discipline course below and (a) indicate what program it supports or if a course **does not** support a specific program, (b) indicate how it supports student success.

List Discipline Course(s)	A. List Name of Program Course Supports *(Prerequisite or required course for academic program)*	B. Other *(Explain how this course supports student success)*

Section Two: Data

3. **Institutional Data for Discipline** *(Discipline data provided by OIRE)*
Review and discuss discipline data and address benchmarks. If the discipline did not meet any of the given benchmarks, provide an explanation and specific plans to reach the given benchmarks. Use chart below to address this question. *(Specific plans to address data benchmarks should be reflected in the recommendations.)*

Data	Benchmark	Met	Not Met	Explanation
FT and PT faculty ratios by course	55FT:45PT			
Student to Faculty ratios by course	20:1			
Percentage of class sections cancelled in any course does not exceed 9% of total class sections.	9%			
Percentage of low enrollment sections in a course is less than 11%.	11%			

Section Three: Benchmarking

4. **Discipline and Student Perspective (optional)**
   Using a method identified by the discipline (e.g. focus group, survey or in-class questionnaire), collect information from students in your discipline to better understand their educational experience. Potential topics to include are:
   - Special or unique features of the discipline
   - Any questions that would inform the discipline's impact on student success and meeting the student's educational goals.

5. **Discipline Models and Best Practices**
   Conduct a benchmarking analysis to compare discipline practices with three other institutions. For community college comparisons, use the MC Peer Institutions List provided. To explore connections to four-year institutions, chose schools where students in your discipline are most likely to matriculate. You may select a combination of two and four-year institutions. *(Use the findings gathered from this information to craft possible recommendations).*

College Name: List name(s) of people and position(s) interviewed, institution's website, phone number(s), and any other pertinent contact information.	1:	2:	3:
Briefly explain why this institution was chosen.			
What similarities or connections exist between the discipline at MC and the chosen institution?			
What differences exist between the discipline at MC and the chosen institution? If using a four-year institution, what differences impede connection between the two institutions.			
Summary Questions: Based on information from the three institutions above, please answer the following questions below:			
For community college comparison, how does MC's discipline course offerings, and content compare to the institutions in quantity, scope, and depth? If examining a four-year institution, are the MC's discipline course offerings preparing students for a seamless transition?			

Is MC's discipline curricular content current and reflective of current standards and practices in the field, if not, provide an explanation?
Based on the findings, what changes (additions or modifications) should this discipline consider?

Section Four: Strengths, Weakness, Opportunities, and Threats

Based on the information collected in the previous sections, conduct a SWOT analysis. Provide your answers in bullet format. From this analysis, use this information to craft possible recommendations.

- **Strengths:** What areas does the discipline excel? What are the advantages of offering courses in this discipline? What do others see as the discipline's strengths?
- **Weakness:** What areas does the discipline not perform as desired? What is not functioning as well as it could? List any risks, needs, and demands for services that the discipline cannot currently meet.
- **Opportunities:** What factors are present that enable the discipline's future success?
- **Threats:** What external factors, to the College, if any, impact the discipline's future success?

	Strengths:	Weakness:
Internal		
External	Opportunities:	Threats:

Section Five: External Peer Reviewer (Optional)

a. Discipline are welcome to invite an external peer reviewer. This is ***optional*** to the program review for disciplines without degree programs. It is suggested that the reviewer come from one of the schools in which our students most frequently transfer or our programs articulate.
b. See additional handout explaining guidelines to conduct the external peer review visit.

Section Five: Complete the CAR Recommendations Report (separate form)

After completing this report, the discipline should identify recommendations for the future development of this discipline and its programs. These are high level action items that the discipline wishes to accomplish in the next five years. Use the CAR Recommendations Report for your recommendations.

- General Guidelines when writing CAR Recommendations….
    - Use action words
    - Indicate any known associated cost or cost estimates for recommendation implementation
    - Identify responsible person accountable for recommendation implementation
    - Be implementable in the five-year time period
    - Be reasonable and thoughtful based on CAR reports, institutional data and faculty discussion
    - Be measurable and outcomes oriented
    - Be limited to ten or fewer
    - Be aligned with MC 2020 Strategic Themes, if applicable

Additional Resources and Information
　　　　CAR Website: www.montgomerycollege.edu/car
　　　　CAR Mailbox: collegeareareview@montgomerycollege.edu