The next phase of Initiative II (program-level assessment) of the university-wide learning outcomes initiatives is documentation of departments’ curriculum review and revision processes.

Generally, the process summaries should describe:

- the frequency of the process;
- how data is collected;
- who is involved in the review and their roles in the process;
- the process by which data is used to inform decisions;
- if revision occurs, who is responsible for implementing any changes and measuring their impact; and
- where documentation produced during/for the process will be retained.

The three examples on the following pages are generic descriptions of curriculum review and revision processes. Feel free to use or adapt language from any of them.

For questions, please contact Beth Whiteman, eawhitem@andrew.cmu.edu.
Our department engages in a full curriculum review and revision process every five years. The process is guided by the Associate Department Head and a small committee of faculty, appointed by the Department Head. The committee, which typically meets once a semester (more frequently in year four as we prepare for year five) is responsible for collecting and analyzing data and coordinating the spring curricular review meeting (in year five). Curriculum review coincides with the university’s Advisory Board process as well as our discipline-specific accreditation process.

Though data collection varies from review to review, we typically gather data from:

- Senior Exit Survey: Revised and administered annually.
- Alumni Survey: Revised and administered every 4 years.
- Employer Survey: Revised and administered every 3 years.
- Recruiter Interviews: Informal discussions held annually with employers visiting campus during career and job opportunity fairs.
- Student Performance Measures: We measure student progress on the department’s seven program outcomes every year using criteria developed for senior project courses.
- Institutional Data: We request departmental data from the Office of Institutional Research and Analysis as available.
- Current Students: Every semester we discuss with our Student Advisory Committee the quality of their experiences in courses, with faculty, with advisors, etc. We keep a running list of concerns and issues they raise when they involve “larger” curricular questions.
- Alumni in Graduate Programs: We track annual graduate student enrollment (numbers, programs, institutions).

In January of year five, the entire department meets to examine the findings from the various measures collected and analyzed over the preceding four years and uses them along with information: (a) on advances in the discipline, (b) about the strengths of our faculty, (c) on the changing nature of the workplace where our students are employed, (d) from external benchmarking and other external data sources, and (e) from analysis of the impact of prior curricular changes. The meeting typically results in the refinement or revision of some of our program outcomes and mapping of courses that we offer to the new outcomes to identify potential gaps, overlaps and bottlenecks. We leave the meeting with a list of new courses that we need to develop, a list of current courses that need revision and other action items that impact the education of our students (e.g., co-curricular departmental offerings).

The Associate Department Head is responsible for writing a summary report for the Department Head that describes the outcomes of the spring meeting and includes data used in the analysis. The Department Head is ultimately responsible for assuring that actions agreed upon by the faculty are implemented and the impact of the actions is assessed in subsequent processes. Rationale for actions delayed, abandoned or eliminated is appropriately documented. All documentation is maintained on the department’s main server.

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1To ensure ongoing curricular coherence, the Department Head is responsible for assuring that semi-annual Curriculum Committee decisions are consistent with program outcomes.
Example 2

Our department has a standing Curriculum Committee that meets once a semester to discuss new course proposals; review institutional data for our department (e.g., CIRP Survey, End of Year Survey, NSSE, Advising Survey, Graduate Student Survey); consider concerns raised by the Student Advisory Council about particular requirements, courses, etc. The Department Head chairs the committee. The committee is also responsible for the larger curriculum review and revision process, which we engage in every six years.

Because our students are employed and/or pursue graduate education in a variety of fields, we collect data that we believe best represents the impact of our program on our students. Our assessment methods and the collection timeline are represented below.

<table>
<thead>
<tr>
<th>ASSESSMENT METHOD</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior exit interview</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Job placement</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Student Advisory Council minutes</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Alumni survey</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Graduate school tracking</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Senior student review</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Student self-report on internship</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
</tbody>
</table>

1 Fall
2 Spring

During the fall semester of year six, the curriculum committee presents their findings, based on analysis of the above information, to the entire faculty. Outcomes of recent Presidential Advisory Board Processes are also reintroduced. We discuss any major issues before the committee proceeds to identify action items, which are typically presented in the early spring for ratification or revision.
The college requires its programs to engage in curriculum assessment every ten years. The areas we assess are: (1) student learning, (2) student experience, (3) instruction, and (4) curriculum. The measures for each assessment area are administered accordingly:

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>How Assessed?</th>
<th>What Frequency?</th>
<th>Who is Asked?</th>
</tr>
</thead>
</table>
| **Student Learning** | i. Selected second year course  
ii. Selected fourth year course  
iii. Faculty assessment of student performance via analysis of papers, projects, juries, productions, internship reflection papers, etc.  
iv. Alumni survey  
v. Employer survey  
vi. Retention and graduation data | i. Every 4 years  
ii. Every 4 years  
iii. Every 8 years  
iv. Recent year’s graduates surveyed every October; Full population surveyed every 8 years  
v. Every 8 years  
vi. Per Institutional Research and Analysis’ schedule | i. Students in selected second year course  
ii. Students in selected fourth year course  
iii. Faculty discuss student learning outcome achievement as evidenced in student papers, projects, internship reflection papers  
iv. Recent year’s graduates and graduates from previous 25 years  
v. Employers of our graduates  
vii. Students |
| **Student Experience** | vii. Graduating senior survey  
viii. Student Advisory Council feedback  
x. Alumni survey  
x. Retention and graduation data  
xii. End of Year Survey | vii. Annually  
viii. Biennially (each semester)  
x. Recent year’s graduates surveyed every October; full population surveyed every eight years  
x. Per Institutional Research and Analysis’ schedule  
xii. Per Institutional Research and Analysis’ schedule | vii. Graduating seniors  
viii. Student Advisory Council members  
x. Not applicable  
xii. Students  
xii. Students |
| **Instruction** | xiii. Faculty Course Evaluations  
xiv. Alumni survey | xiii. Annually  
xiv. Recent year’s graduates surveyed every October; full population surveyed every eight years | xiii. All students taking courses within the discipline  
xiv. Recent year’s graduates and graduates from previous 5-10 years |
| **Curriculum** | xv. Internal faculty review  
xvi. External faculty review  
xvii. External benchmarking | xv. Every ten years  
xvi. Every five years (Advisory Board Reviews)  
xvii. Every nine years | xv. Not applicable  
xvi. Not applicable  
xvii. Aspiration and comparison programs |

The Head is responsible for coordinating the assessment activities, typically with assistance from one to two graduate assistants, an administrative assistant, and in consultation with faculty possessing assessment expertise. In year eight\(^2\), a small committee, chaired by a senior faculty member is responsible for analyzing the data and providing a written summary report to the faculty in advance of

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\(^2\) The Head may initiate discussion in a regular faculty meeting should data warrant more immediate consideration than provided by the decennial review schedule.
its two-day meeting held in January. Participants in the two-day meeting include program faculty, undergraduate and graduate student representatives, academic advisors, program coordinators and various invited guests (e.g., Dean, alumni).

A draft outline of the meeting is supplied below.

**Day 1: Morning**
- Overview of program outcomes
- Overview of current curriculum and curriculum map
- Review of results and changes from last decennial review
- Assessment Committee report and discussion

**Day 1: Afternoon**
- Discussion/evaluation of assessment results (continued from morning session)
- Small group work (according to four assessment areas): Action plans

**Day 2: Morning**
- Small group work continues
- Small group presentations

**Day 2: Afternoon**
- Large group meeting and implementation plan development

The Head and respective faculty are responsible for implementing the actions emerging from the two-day meeting. Curriculum development is a discussion topic at subsequent faculty meetings, when needed, allowing for adjustments or changes as indicated by additional feedback and data collection. The Head’s assistant is responsible for documenting the proceedings of the two-day meeting. The information is retained on the Head’s and assistant’s hard drives.

Revisions or changes to courses during interim periods (between decennial reviews) are considered by the program’s Curriculum Committee in its biannual meetings, with final approval by the Head.