

## **Annual Report on Assessment and Curriculum Change - 2008**

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### **Introduction:**

This report contains all curriculum changes processed by the Curriculum Manager from July 1, 2007 until May 1, 2008. Two sets of data are included in this report. The first divides the curriculum changes into four categories.

- A. Curriculum changes resulting from assessment
- B. Curriculum changes resulting from the Graduate Program Review conducted in the 2005 – 2006 academic year.
- C. Curriculum changes that were required by organizations outside of the university such as accreditation bodies.
- D. Curriculum changes that don't fall into any of the categories above.

It should be noted that a significant number of curriculum changes in the last category (D) are simple course deletions or name changes. Course deletions can result when a faculty member with a certain expertise retires or leaves the university. Since the department may not have anyone to teach the course, it is eventually deleted. Course name changes often occur when the nomenclature in a field changes. These name changes are simply done to keep the course titles current within the field. Since these two types of changes are typically not going to be assessment based, they have been designated in the odd numbered tables as numbers in parentheses.

The second table breaks the curriculum changes down by type. This includes three different categories.

- A. Academic program changes
- B. Substantial course changes
- C. Miscellaneous course changes

Academic program changes include such things as the introduction of new programs, revision of existing programs, deletion of programs, or changes in admission or graduation requirements within a program. Substantial course changes include such things as introduction of new courses, changing the credit hours, prerequisites, and/or the description of a course, or changing the enrollment restrictions or level of a course. Miscellaneous course changes include deletion of courses or changing the title of a course. The numbers in parentheses in these even numbered tables represent the number of changes that were based upon assessment results.

This report will first give the data for the entire university and then break it down by colleges. The data for each college is further broken down by department. It should be noted that there were no curriculum changes for the College of Aviation during this reporting period. Also, some changes made it through the curriculum manager prior to the use of the new forms that ask for assessment information. The number of proposals using the old form, which did not include assessment information, is given at the bottom of each odd numbered table. The changes that did not include assessment data, however, are included in the even numbered tables.

### **Cumulative University Results:**

There were 313 curriculum changes processed during the nine months covered by this report. One hundred and sixty-five were at the undergraduate level and 148 at the graduate level. Seventy of the curriculum changes (22.4%) were the result of assessment of student learning while 34 (10.9%) were the result of the graduate program review. Thus, approximately 1/3 of the changes were the result of either assessment or the graduate program self-study. One should keep in mind that 65 changes (20.8%) were processed prior to the new forms that ask if assessment is involved in the process leading to the curriculum change. If these proposals are eliminated from the calculation, the percentage of changes due to assessment rises from 22.4% to 28.2%. Also, 19.8% of the changes were simply course deletions or name changes that might not be expected to result from assessment.

At the undergraduate level, nearly half of the proposed changes (46.7%) were substantial course changes. Miscellaneous course changes accounted for 37.6% of the proposals while academic program changes represented 16.0%. As might be expected, very few of the miscellaneous course changes (4.8%) were the result of assessment of student learning. Nearly one third (32.5%) of the substantial course changes were the result of assessment, while 38.5% of the academic course changes were initiated because of assessment data.

The results at the graduate level were similar to the undergraduate changes in that substantial course changes accounted for more of the proposals (55.4%) than the other two categories. Interestingly, there was exactly the same number of academic program changes (22.3%) as miscellaneous course changes (22.3%). In the case of the graduate level changes, 15.2% of the miscellaneous course changes, 15.9% of the substantial course changes, and 42.4% of the academic program changes were attributed to assessment results.

**College of Arts and Sciences:**

The college had 97 curriculum changes at the undergraduate level and 46 at the graduate level for a grand total of 143 curriculum changes. Six changes were processed prior to the implementation of the new forms and are not included in Table 1. A large number of the undergraduate changes occurred in the History Department that underwent a revision of its entire undergraduate program. Table 1 shows that 35.2% of the undergraduate changes and 30.4% of the graduate changes were based upon assessment data. The types of assessment tools used for data gathering included embedded questions, standardized exams, proficiency essays, capstone course assessments, exit surveys,

Table 1 – Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program				Total #	Grand Total
	A	B	C	D	Total #	A	B	C	D		
AFS					0				1	1	1
BIOS				3	3	2				2	5
CHEM					0				1(1)	1	1
COM				2	2				1	1	3
ENGL				1	1					0	1
ENVS				1	1					0	1
GEOG	6			1	7					0	7
GEOS				4(4)	4	2				2	6
HIST	21			42(39)	63					0	63
LANG				2	2					0	2
PADM					0	10*	2	1	14(14)	27	27
PSCI	5				5		1		8	9	14
PSY					0			1	1	2	2
SPAN			1		1					0	1
STAT					0				1	1	1
A-S				2(2)	2					0	2
Total	32		1	58(45)	91	14	3	2	27(15)	46	137

A = Number of curriculum changes resulting from assessment

B = Number of curriculum changes resulting from the Graduate Program Review

C = Number of curriculum changes that were required by an outside organization or external forces

D = Number of curriculum changes that were not the result of assessment

\* These 10 changes were due to both assessment results and the Graduate Program Review

Data does not include 6 changes that were submitted prior to curriculum forms asking for information regarding assessment

( ) = Number of changes that were simple deletions or course title changes

and other student and alumni surveys. In all, 33.6% of the curriculum changes in the college were the result of assessment. It should be noted that 70.6% of the changes that were not assessment based (category D) were either simple course deletions or course title changes.

Table 2 shows the data broken down by the type of curriculum change. The data show that 42.9% of the undergraduate proposals were academic program changes, 38.1% were substantial course changes, and 47.4% were miscellaneous course changes. Assessment was responsible for 42.9% of the academic program changes, 64.9% of the substantial course changes, and 4.3% of the miscellaneous course changes. The data for the graduate programs show that 23.9% of the proposals involved academic program changes, 28.3% were substantial course changes, and 47.8% were miscellaneous course changes. Assessment results were used in making 54.5% of the academic program changes and 61.5% of the substantial course changes. None of the miscellaneous course changes were attributed to assessment.

Table 2 – Categories of Curriculum Changes

Department	Undergraduate Program			Graduate Program		
	A	B	C	A	B	C
AFS					1	
BIOS		3		2(2)		
CHEM						1
COM	1	1		1		
ENGL			2			
ENVS		1				
GEOG	1(1)	5(3)	2(2)			
GEOS	4			2(2)		
HIST		23(21)	40			
LANG		2				
PADM				5(2)	9(8)	14
PSCI	5(5)			1	1	7
PSY	1	1	1		1	
SPAN	1	1				
STAT					1	
A-S	1		1			
Total	14(6)	37(24)	46(2)	11(6)	13(8)	22

- A = Academic program changes
- B = Substantive course changes
- C = Miscellaneous course changes

( ) = Number of changes due to assessment results

**Haworth College of Business:**

The college had 5 curriculum changes at the undergraduate level and 2 at the graduate level for a grand total of 7 curriculum changes. One change was processed prior to the implementation of the new forms and is not included in Table 3. The data in Table 3 show that one change at the undergraduate level was based upon assessment data using student surveys and analysis of student papers. One change that was not assessment based (category D) was a simple course deletion.

Table 3 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program				Total #	Grand Total
	A	B	C	D	Total #	A	B	C	D		
ACTY					0				1	1	1
BIS	1			2(1)	3					0	3
MKTG				1	1					0	1
HCOB				0	0				1	1	1
Total	1			3(1)	4				2	2	6

- A = Number of curriculum changes resulting from assessment
- B = Number of curriculum changes resulting from the Graduate Program Review
- C = Number of curriculum changes that were required by an outside organization or external forces
- D = Number of curriculum changes that were not the result of assessment

Data does not include 1 change that was submitted prior to curriculum forms asking for information regarding assessment

( ) = Number of changes that were simple deletions or course title changes

Table 4 shows the data broken down by the type of curriculum change. The data show that the one assessment based proposal was an undergraduate substantial course change.

Table 4 - Categories of Curriculum Changes

Department	Undergraduate Program			Graduate Program		
	A	B	C	A	B	C
ACTY				1		
BIS	1	2(1)	1			
MKGT		1				
HCOB				1		
Total	1	3(1)	1	2		

- A = Academic program changes
- B = Substantive course changes
- C = Miscellaneous course changes

( ) = Number of changes due to assessment results

**College of Education:**

The college had 6 curriculum changes at the undergraduate level and 26 at the graduate level for a grand total of 32 curriculum changes. Six changes were processed prior to the implementation of the new forms and are not included in Table 5. The data in Table 5 shows that although none of the undergraduate changes were due to assessment of student learning, 80.9% of the graduate changes were assessment based. Focus groups and student surveys were the assessment tools used to make these changes. In all, 65.4% of the curriculum changes in the college were the result of assessment. It should be noted that one of the changes that was not assessment based (category D) was a course deletion.

Table 5 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program					Grand Total
	A	B	C	D	Total #	A	B	C	D	Total #	
EDLD					0	17			4(1)	21	21
FCS				5	5					0	5
Total				5	5	17			4(1)	21	26

A = Number of curriculum changes resulting from assessment

B = Number of curriculum changes resulting from the Graduate Program Review

C = Number of curriculum changes that were required by an outside organization or external forces

D = Number of curriculum changes that were not the result of assessment

Data does not include 6 changes that were submitted prior to curriculum forms asking for information regarding assessment

( ) = Number of changes that were simple deletions or course title changes

Table 6 shows the data broken down by the type of curriculum change. The data show that 33.3% of the undergraduate proposals were academic program changes, and 66.7% were substantial course changes. There were no miscellaneous course changes. Assessment was not responsible for any of the six changes. The data for the graduate programs show that 57.7% of the proposals involved academic program changes, 19.2% were substantial course changes, and 23.1% were miscellaneous course changes. Assessment results were used in making 46.7% of the academic program changes, 100% of the substantial course changes and 83.3% of the miscellaneous course changes.

Table 6 - Categories of Curriculum Changes

Department	Undergraduate Program			Graduate Program		
	A	B	C	A	B	C
CECP				1		
EDLD				12(7)	5(5)	6(5)
FCS	2	3				
TLL				2		
COE		1				
Total	2	4	0	15(7)	5(5)	6(5)

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

**College of Engineering and Applied Sciences:**

The college had 16 curriculum changes at the undergraduate level and 40 at the graduate level for a grand total of 56 curriculum changes. Six changes were processed prior to the implementation of the new forms and are not included in Table 7. The data in Table 7 shows that only 1 of the changes was based upon assessment data. It should be noted, however, that 60.0% of the changes were the result of the graduate program review self study.

Table 7 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program					Grand Total
	A	B	C	D	Total #	A	B	C	D	Total #	
CS					0	1			4	5	5
ECE		1	1		2		28		6	34	36
MFE				1	1					0	1
PCI				7	7					0	7
ENGR					0		1			1	1
Total		1	1	8	10	1	29		10	40	50

A = Number of curriculum changes resulting from assessment

B = Number of curriculum changes resulting from the Graduate Program Review

C = Number of curriculum changes that were required by an outside organization or external forces

D = Number of curriculum changes that were not the result of assessment

Data does not include 6 changes that were submitted prior to curriculum forms asking for information regarding assessment

Table 8 shows the data broken down by the type of curriculum change. The data show that 18.8% of the undergraduate proposals were academic program changes, 75.0% were substantial course changes, and 6.3% were miscellaneous course changes. Assessment was not responsible for any of these changes. The data for the graduate programs show that 7.5% of the proposals involved academic program changes, 80.0% were substantial course changes, and 12.5% were miscellaneous course changes. Even though there was only one graduate program change that was the result of assessment, 72.5% were the result of the graduate program review.

Table 8 - Categories of Curriculum Changes

Department	Undergraduate Program			Graduate Program		
	A	B	C	A	B	C
CS				1(1)	4	
ECE		2	1	1	27	5
MFE	2			1		
PCI	1	6				
ENGR		4			1	
Total	3	12	1	3(1)	32	5

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

**College of Fine Arts:**

The college had 18 curriculum changes at the undergraduate level and 4 at the graduate level for a grand total of 22 curriculum changes. Three changes were processed prior to the implementation of the new forms and are not included in Table 9. The majority of the changes in the college came from the Music Department. The data in Table 9 show that none of the curriculum changes were based upon assessment data.

Table 9 – Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program					Grand Total
	A	B	C	D	Total #	A	B	C	D	Total #	
ART					0		1			1	1
MUS				18	18					0	18
Total				18	18		1			1	19

- A = Number of curriculum changes resulting from assessment
- B = Number of curriculum changes resulting from the Graduate Program Review
- C = Number of curriculum changes that were required by an outside organization or External forces
- D = Number of curriculum changes that were not the result of assessment

Data does not include 3 changes that were submitted prior to curriculum forms asking for information regarding assessment

Table 10 shows the data broken down by the type of curriculum change. The data show that 5.6% of the undergraduate proposals were academic program changes, 44.4% were substantive course changes, and 50.0% were miscellaneous course changes. The data for the graduate programs show that 50.0% of the proposals involved academic program changes, 50.0% were substantive course changes.

Table 10 - Categories of Curriculum Changes

Department	Undergraduate Program			Graduate Program		
	A	B	C	A	B	C
MUS	1	8	9			
ART				2	2	
Total	1	8	9	2	2	

- A = Academic program changes
- B = Substantive course changes
- C = Miscellaneous course changes

( ) = Number of changes due to assessment results

**College of Health and Human Services:**

The college had 23 curriculum changes at the undergraduate level and 30 at the graduate level for a grand total of 53 curriculum changes. Forty-four changes were processed prior to the implementation of the new forms and are not included in Table 11. The majority of the changes occurred in the Department of Social Work prior to the use of the new forms. The data in Table 11 show that 55.6% of the undergraduate changes were based upon assessment data. The types of assessment tools used for data gathering included formal student feedback and faculty evaluation of student work. There were no graduate program changes reported.

Table 11 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program					Grand Total
	A	B	C	D	Total #	A	B	C	D	Total #	
NUR	4				4					0	4
OT			4		4					0	4
PA/HOL	1				1					0	1
Total	5		4		9					0	9

A = Number of curriculum changes resulting from assessment

B = Number of curriculum changes resulting from the Graduate Program Review

C = Number of curriculum changes that were required by an outside organization or external forces

D = Number of curriculum changes that were not the result of assessment

Data does not include 44 changes that were submitted prior to curriculum forms asking for information regarding assessment

Table 12 shows the data broken down by the type of curriculum change. The data show that 21.7% of the undergraduate proposals were academic program changes, 56.5% were substantial course changes, and 21.7% were miscellaneous course changes. All of the graduate program changes were substantial course changes. Unlike all the other colleges, the majority of the changes in the College of Health and Human Services did not use the new curriculum change form, and thus did not supply information on assessment. Due to this fact, the assessment data below is probably not useful. It is interesting to note, however, that 80% of the academic program changes at the undergraduate level were based upon assessment data.

Table 12 - Categories of Curriculum Changes

Department	Undergraduate Program			Graduate Program		
	A	B	C	A	B	C
NUR	4(4)					
OT	1	3	1			
PA/HOL			1(1)			
SWRK		10	3		30	
Total	5(4)	13	5(1)		30	

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results