

## Curricular Review Evaluation Methods

### Planning & visioning

Process	Description	Data collected; how often
Curriculum assessment and review plan	A comprehensive document that describes the objectives, assessment methods, participants timelines and data management related to curriculum review cycle.	n/a  Every seven years; typically aligned with cyclical review process.
Ideal graduate	Visioning of the attributes and unique strengths of an ideal graduate of the program.	Qualitative.  Typically collected every four-five years.
Program visioning	Identifying broader program purpose and unique areas of focus (including key disciplinary educational practices). Builds towards consensus for future decision-making.	Qualitative.  Typically collected every four-five years.
Intended learning outcomes	Makes clear what students know, value and are able to do by the end of the program.	Qualitative.  On-going review in context with other curricular review data.
SWOT analysis	Participatory strategic planning framework identifying helpful and harmful factors that are of internal and external origin; used in curricular processes to aid in visioning.	Qualitative.  Typically collected every three-four years.
SOAR analysis	Participatory strategic planning framework based on appreciative inquiry; looks to answer what is working and how to do more of what works; used in curricular processes to aid in visioning	Qualitative.  Typically collected every three-four years.

## Survey

Population	Description	Data collected; how often
Alumni	Measures the degree to which past students believe they achieved program-level learning outcomes; overall satisfaction with program; overall satisfaction with program delivery; information on current professional or academic status. Intended to be anonymous.	Likert-type rating scales; open-ended questions.  Typically collected every three-four years; linked to cyclical review and used to inform continuous improvement.
Industry / employers	Provides general information on current industry trends; desirable graduate attributes; overall perceptions of program quality; strengths and expectations of graduates. Intended to be anonymous.	Likert-type rating scales; open-ended questions.  Typically collected every three-four years; linked to cyclical review and used to inform continuous improvement.
In program students	Measures the degree to which current students believe they are achieving program-level learning outcomes; overall satisfaction with program; overall satisfaction with program delivery. Intended to be anonymous.	Likert-type rating scales; open-ended questions.  Typically collected every two years.
Exiting students	Measures quality of the program and satisfaction with curriculum and overall program delivery. Intended to be anonymous.	Likert-type rating scales; open-ended questions.  Collected annually.
Faculty & instructors	Provides general information on the quality of the program; strategic directions for program; satisfaction with curriculum. Intended to be anonymous.	Likert-type rating scales; open-ended questions.  Collected as required.

## Focus group

Population	Description	Data collected; how often
Alumni	Measures experienced strengths of and gaps in curriculum, including overall satisfaction with program and overall satisfaction with program delivery in light of their current status. Can comment on perceptions of learning outcomes.	Qualitative.  Typically collected every three-four years; linked to cyclical review and used to inform continuous improvement.

Population	Description	Data collected; how often
Industry / employers	Describes perceived strengths and gaps in curriculum; identify emerging industry trends; strengths and expectations of graduates; fit of learning outcomes to industry expectations.	Qualitative.  Typically collected every three-four years; linked to cyclical review and used to inform continuous improvement.
In program students	Measures experienced strengths of and gaps in curriculum, including overall satisfaction with program and overall satisfaction with program delivery. Can comment on perceptions of learning outcomes.	Qualitative.  Typically collected every three-four years; linked to cyclical review and used to inform continuous improvement.
Exiting students	Measures experienced strengths of and gaps in curriculum, including overall satisfaction with program and overall satisfaction with program delivery. Can comment on perceptions of learning outcomes.	Qualitative.  Collected annually.
Faculty & instructors	Describes perceived strengths and gaps in curriculum, likely related to a specific area (e.g. high-impact educational practices). Help in identifying emerging disciplinary trends.	Qualitative.  Collected as required.
Multiple stakeholders	Describes perceived strengths and gaps in curriculum; identify emerging disciplinary trends; identify areas of improvement; fit of learning outcomes to expectations.	Qualitative.  Collected as required. Linked to cyclical review or major program change.

### Curriculum mapping

Process	Description	Data collected; how often
CurricKit™	A database-driven survey tool that supports the collection and analysis of a program's curriculum to determine where, when and how learning outcomes are taught and assessed. Internal tool.	Nominal data and open-ended questions.  Typically collected every 3-5 years.
Course progression maps	A visual representation of a program's curriculum.	Course descriptions and offerings; pre-requisites  Revised annually.

Process	Description	Data collected; how often
Other mapping techniques	Any manual mapping method that systematically describes where, when and how learning outcomes are taught and assessed.	Nominal and qualitative data. Typically collected every 3-5 years.

#### Student work

Types	Description	Data collected; how often
Student grades	Assessment and assignment scores; used to assess student performance, program consistency and learning outcomes alignment.	Numerical scores; written feedback Collected as needed.
ePortfolios	Demonstrates student achievement of learning outcomes using student-selected evidence. Also demonstrates student progression.	Written reflections; selective student work Collected as needed.
Example student work	Artifacts selected by students or instructors used to demonstrate achievement of learning outcomes.	Selected student work. Collected as needed.

#### Measures of student achievement over time

Process	Description	Data collected; how often
Student self-assessment of learning	Data collected to measure students' self-perceived abilities related to learning outcomes.	Likert-type rating scales. Collected every 1-2 years.
Concept and skill assessment	Pre-post testing designed to evidence: a) a specific cohort's understanding of key disciplinary concepts and skills or b) multiple cohort's understanding of a specific concept or skill. Demonstrates strengths and gaps in the curriculum.	Quantitative or qualitative. a) collected at beginning of year 1 and end of year 4 b) collected annually

## Other data sources

Process	Description	Data collected; how often
Past curricular review data	A comparison between the findings of a method (e.g. student survey) against findings of the same method from an earlier curriculum review cycle.	Compared on an on-going basis
Analogous program search	A search for similar programs that can inform how other programs are innovating or delivering a curriculum differently. Can provide program benchmarks.	Qualitative. Conducted every 3-5 years.
Global assessment rubrics	Used to assess and evidence student progress and achievement of learning outcomes at the program level. Can help identify curricular strengths and weaknesses.	Qualitative and nominal data. Conducted as needed.



*Curricular Review Evaluation Methods* by Gavan Watson, copyright 2013 Open Learning and Educational Support, University of Guelph is made available under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 2.5 Canada license, <http://creativecommons.org/licenses/by-nc-sa/2.5/ca/>