

CURRICULUM AND ASSESSMENT REVIEW SUBCOMMITTEE to the CIC

The Curriculum and Assessment Review Subcommittee will meet with all academic and professional/technical programs on a regular and systematic basis in order to learn about changes that improved the quality and effectiveness of the programs. Each program is scheduled to be reviewed every six years. The subcommittee members do not evaluate or assess course content. The subcommittee is focused on improvements in quality and effectiveness of the overall program and what evidence there is of these improvements. It is also looking for evidence that program outcomes and institutional Student Learning Outcomes are being met.

The subcommittee recognizes that some evidence will be anecdotal; however, it is also interested in hard data. The subcommittee understands that the Planning, Research & Assessment office will help with data gathering.

The CIC wants a written response as well as a face-to-face meeting with the members of the subcommittee to address the following questions:

1. What changes were made to improve the quality and effectiveness of the program at the certificate or degree level (please be specific in your discussion whether you are discussing a certificate or a degree)? Include the rationale for the change(s).
2. What evidence is there that the changes resulted in an overall improvement to the program?
3. Please address the following:
 - a. What evidence is there that entry COMPASS cut-off scores are appropriate for placement in the program or area?
 - b. What evidence is there that students are achieving the Program Outcomes?
4. What evidence is there that students are achieving the college-wide Student Learning Outcomes and the outcomes for the specific program under discussion?
5. What changes do you plan for the future and what is your rationale for those changes?

For Professional/Technical only:

6. If the Occupational Program Review evaluators made curriculum recommendations how were those recommendations addressed? (Please include copies of these recommendations).

The following are suggestions of the types of data that can be used as evidence to support the fact that the changes resulted in improvements to quality and effectiveness. These are suggestions only and are not intended to be all inclusive.

- Increases in successful job placement
- Increases in course/program completion
- Improved student ACT results
- Increased enrollment in courses/programs
- Increases in transfer completion, both within the college and to outside four-year institutions