Guidelines for Curricular Audit AY 2008-2009  (September 10, 2008)

I. Purpose and Overview

As follow-up to the WASC visit and subsequent re-accreditation, CIIS is reviewing all of its existing student learning outcomes and assessment processes with an eye to re-align them with the realities of our programs and what we have been learning so far through the initial cycles of inquiry. The ultimate goal is for all academic units to reach the “developed” level by WASC’s standards in the ongoing assessment of student learning and a clearer understanding among faculty and students about the intended outcomes of the education being provided. This will, in turn, aid in recruitment and retention efforts as programs are better equipped to explain to the world (and themselves) what their educational mission is and how they are achieving it.

By June 1, 2009, all programs will deliver a summary of their work during the year in the area of assessment to the AVP and DAA with an emphasis on findings and actions derived from the curricular audit process. A format for the required report will be provided.

II. Reviewing Existing Learning Outcomes

The first step in the audit process is to take a close and systematic look at the learning outcomes you have developed so far as a program. As a faculty, you should meet and review them through a process of collaborative inquiry with someone facilitating and someone else taking careful notes. Please consider the following questions for each goal and, for the entire set as a whole as applicable;

1. How well does this goal reflect what we are trying to do as a program?
   a. Is it broad enough and/or specific enough to cover the essential learning?
   b. Is it expressed at an appropriate level (for example, in the hierarchy of critical thinking skills) for a graduate program?
   c. Does it address a key element of the program not covered by other goals?
   d. How does it map into courses in the “course-SLO” matrix? Which courses address it and at what level of mastery? (1-introduction, 2-intermediate, 3-applied (advanced)
III. Phase II- Assessment

2. How is the SLO being assessed?
   a. At the course classroom level: sources and methods.
   b. At the program level: sources and methods, including aggregation.
   c. If not being assessed directly now, could it be? If not, why not? (may need to break overarching goals into separate, more specific objectives).
   d. How should the newly revised goal be assessed?

IV. Evaluation/ refinement

1. How well is the curriculum as written “balanced” in terms of coverage of key goals in the courses offered and in the sequence?
2. What changes are necessary in either the learning goals (goals you have stated but that are not well represented in courses, key goals you have not stated but that are represented) or the curriculum (courses that are missing, etc.) based on what you have been learning?
3. How can you optimize your assessment processes so that you can get an increasingly clear picture of how well you are achieving the key goals of your program? What would the key performance indicators be for each goal (e.g. the level of mastery you expect and how you would know it has been achieved) and how would you hope they would change over time?
4. How can faculty be involved in the process in a way that is efficient and streamlined but also substantive (use of rubrics, pre-formatted forms, reflective summaries, benchmarks)?

V. Next Steps

1. Create a new curricular “map” that connects learning goals to the courses in which those goals are engaged and at what level (1-3).
2. Specify the changes that would be required in content, teaching methods, etc. so that the map would be aligned in this way.
3. Provide a timeline for when and how you will achieve the revised curriculum.
4. Provide a reflective statement that encompasses the processes you have engaged in during this audit (including the “before” and “after” maps) and what you have learned along the way.
5. Specify your next steps for the next cycle of review (AY 2009-2010). If this kind of inquiry is to be incorporated into your standard practices, what changes will you have to make in meetings, workload, etc. to be sure that you can continue to do it?
VI. Model and Process for Curricular “Map”

1. List all student learning outcomes.
2. Come up with easy gloss for each (e.g., “apply to real world”).
3. Instructor for each course speaks to how well it covers stated goals and at what level of mastery. Colleagues discuss and agree on a rating for each course and learning objective.
4. Instructor specifies how he/she knows this is happening (sources and methods of assessment).
5. At the end, identify opportunities for aggregation of assessment at department level.

Example Table

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Objectives (1=introductory; 2=intermediate; 3=mastery)</th>
<th>Connect theory &amp; practice</th>
<th>Critically read</th>
<th>Critically write</th>
<th>Critically reflect</th>
<th>Apply to real world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Culture</td>
<td>2</td>
<td>2</td>
<td>2-3</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tbody>
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