

## Curriculum Design Project/Program Review

	Yes	No	Needs More Data
<b>College Processes</b>			
Deans should require the review body to perform due diligence to address the following issues, and Deans must ultimately provide or certify the following before forwarding the proposal to the campus-wide review body.			
(1) the availability of resources, including teaching personnel, space requirements, and operating budget;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) that any cross-program or departmental implications have been identified, verified and resolved;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) academic integrity, i.e., the proposed course or program reflects intellectual rigor and teaching excellence;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) program coherence, e.g., articulation with other existing courses, determining placement within the major; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) that the impact on course and seat capacity can be managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Consistency with university mission and strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>External Factors</b>			
1 The existing program meets the present and long-term needs of your students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiter feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Graduates of your program are successful in finding a job or begin accepted into graduate school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The curriculum meets accreditation standards (if appropriate).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The curriculum is up-to-date and sensitive to changing needs in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Internal Factors</b>			
5 Attrition rate is acceptable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Enrollment is stable or increasing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Quality of students is stable or increasing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 More students are transferring in than transferring out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Faculty like the sequence and content of the existing program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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|---|--------------------------|--------------------------|--------------------------|
| 10 Students are pleased with the existing program.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Core learning outcomes are clearly stated for all students.<br>(attach)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Discipline-specific learning outcomes are clearly stated for<br>majors and required courses.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Students are assessed on their ability to meet these goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 Tests and other evaluation protocols emphasize higher-order<br>competencies.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 Every student has the opportunity to receive the instruction<br>and reinforcement necessary to meet these goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 There is a "capstone" or comprehensive assessment at the end<br>of the program.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Adapted from: Diamond, R.M. (2008). Designing and Assessing  
Courses and Curricula. San Francisco: Jossey Bass, Inc.