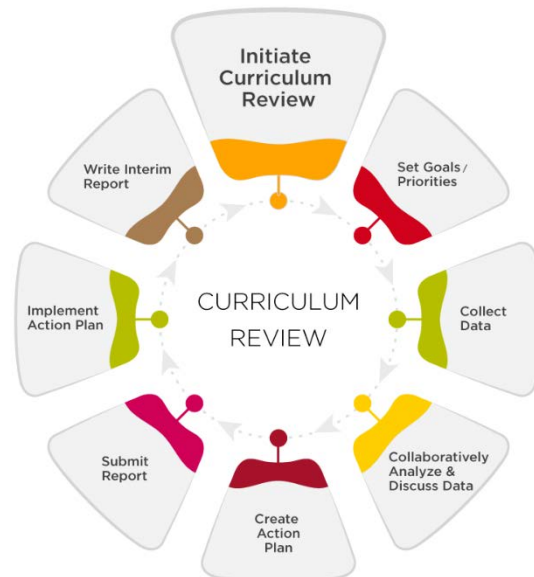




# Curriculum Review: Guiding Questions, Data Sources & Planning

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# Table of Contents

- Guiding Questions..... 4
  - Start Points for Drafting Guiding Questions ..... 5
- Data Sources to Inform Your Review ..... 8
- Making Meaning of the OIA Data for Your Curriculum Review ..... 10
- Student Surveys ..... 12
  - Sample Student Survey Questions..... 13
- Creating a Curriculum Review Plan..... 22
  - Example of a Curriculum Review Plan ..... 23
  - Template for Creating a Curriculum Review Plan..... 24
  - Curriculum Review Timeline Worksheet ..... 25
- References ..... 26

# Guiding Questions

## Definition

Guiding questions are critical questions or concerns that guide the curriculum review process (University of Calgary, 2019). Similar to a research study, a curriculum review uses guiding questions to focus inquiry on specific aspects of curriculum. You will not be able to investigate every facet of a curriculum, so the guiding questions identify what you most want to explore in the review; these could range from broad encompassing questions to specific curricular concerns.

NOTE: At least one guiding question must address a University of Calgary institutional priority related to teaching and learning.

## Importance of Guiding Questions

Guiding questions:

- Help you define your investigation
- Help identify what types of data to collect and can be used to write questions for student and instructor surveys and focus groups
- Structure the findings section of the curriculum review report
- Inform the development of an action plan
- Form the foundation of the interim report

Your Curriculum Review report will include a section on the critical questions used to guide the curriculum review process. You will probably have 3 – 5 questions that you address in your review. You may be given one or more guiding questions from your Unit Lead or Associate Dean of Teaching and Learning, so check to see if they have any standard questions you are expected to address in your review.

## Feedback on the Guiding Questions

While the Curriculum Review Committee is responsible for drafting the guiding questions, the Review Team as a whole provides feedback and approves the final choice of guiding questions. Every project is different, but you may also want to get feedback from students, advisory committees, and/or the dean, department head, or associate dean of teaching and learning. You might elicit feedback at a department meeting, through email, or other internal process.

# Start Points for Drafting Guiding Questions

This list can provide a starting point of questions to guide a curriculum review process:

## General questions:

- What are the strengths of the program?
- How are program-level learning outcomes (PLOs) addressed in specific courses of the program? Are there any program-level learning outcomes that are not adequately addressed?
- Looking at the scope and sequence of the courses within the program, are there any gaps and/or overlaps in learning outcomes? If so, where?

## Accreditation:

- If your program has an external accrediting body, you might add guiding questions to fulfill their requirements to allow you to complete both accreditation and the U of C's curriculum review process simultaneously.

## Purpose of the program:

- How current is the program? What is being emphasized? Are we preparing graduates for traditional and/or emerging roles?
- What careers do graduates of the program go on to have?
- How can we make the program more innovative?
- What is the right balance of discipline-specific courses and interdisciplinary courses to give students a solid grounding in the discipline yet enhance their learning of broader perspectives? What might a multidisciplinary approach look like?

## Students:

- Who are our students?
- What do students want out of the program? What are their career goals?
- Why is there so much drop-off in registration after the introductory course? Why do students decide not to continue in the discipline?
- What aspects of the program structure are problematic for students, and how might we address them?
- Which of our courses are required by students in other faculties/ programs?
- To what extent are our courses meeting the needs of non-major students?
- What percentage of alumni go on to graduate studies at our institution?

## Student learning experiences:

- To what extent do teaching and learning activities across the program scaffold student learning, building it from an introductory level to more complex concepts?
- What teaching and learning activities are currently being used? Is there sufficient diversity?
- What high-impact educational practices (Kuh, 2008) do we have in our program, and where are they located? Do we need to any or distribute them differently across the program?
- What aspects of the National Survey of Student Engagement (NSSE) do we excel at? What results are we dissatisfied with, and how might we address them?

- How might we plan experiential learning opportunities for students? What would that look like? How would it be scaffolded and assessed?
- How are we connecting theory to practice? What improvements should be made in this area?

**Student assessment:**

- To what extent do student assessment strategies across the program support and capture student learning?
- What student assessment strategies are used in the program, and do we need greater diversity in these strategies?
- What are the DFW rates (grades of D or F, withdrawals) for the program? What is the rate to completion? If the statistics are not reasonable, what measures should we take to improve?
- How do we incorporate formative feedback across the program?
- Are our policies around (grading, deferrals, etc.) effective, or do we need to set/ examine specific policies?

**Prerequisites:**

- Do we have the right prerequisites for upper-level courses?
- Are more prerequisite courses needed for students to be successful in upper-level courses? Less?
- Is a lack of prerequisite courses in certain upper-level courses problematic for students in terms of their success in certain upper-level courses? Do they have the necessary understanding in order to succeed in these courses?

**Consistency across sections of a course:**

- What approaches are different instructors taking in multiple sections of a course? How consistent are course outcomes, student learning experiences, and student assessments? Are there any issues, especially in courses that are prerequisites for other courses?
- How much flexibility should we give different instructors in multiple sections of a course to bring their own expertise and research interests to the learning experience?

**Content coverage:**

- Are students getting opportunities to acquire foundational knowledge in the field?
- Is there an appropriate balance between foundational knowledge/ content and other curricular concerns such as critical thinking and communication?
- To what extent does the program facilitate student learning of (writing skills, critical thinking, professionalism, innovation, research skills or other initiative or strategy being targeted)? How can this learning be enhanced?

**Core courses:**

- Do we have the right core (required) courses in the program?
- How are the content and theories in core courses built upon in subsequent courses? How are we scaffolding student learning throughout the program?
- Is there adequate flexibility in the program to allow students to take courses of interest to them, such as the embedded Sustainability or Mental Wellbeing and Resilience Certificate?

**Program structure:**

- Where are the bottlenecks in the program and how do we resolve them?

- What courses have high percentages of failure rates and/or withdrawal?
- What courses are out of sequence or offered in the wrong term?
- Who is graduating from our program, and who isn't? Why do students transfer out of the program?

**Intended and Perceived Curriculum:**

- How effective are instructors at conveying course expectations to students? What is the difference between the intended curriculum and what students actually learn (the perceived curriculum)?

**Academic integrity:**

- How do students learn about academic integrity? Are we doing enough and the right things in this area?
- How do we help students who are struggling?

**Areas of Emphasis:**

- Do we concentrate on the learning experience in service courses that have students from all faculties (for example, first-year tutorials) or dedicate more resources to advanced courses that have more of our majors?
- Should writing-intensive courses be at the 200-level or throughout the program?

**Faculty/ department and institutional priorities:**

- How does our program align with graduate attributes, at the faculty and/or institutional level?
- Does our program align with strategic priorities?
- How are Indigenous perspectives being incorporated into the program in terms of Indigenous pedagogies and/or content?
- Are there any new or emerging priorities or initiatives that we should examine as part of our review; for example:
  - How do we enhance mental health and wellness in our students and staff?
  - What are our priorities regarding technology integration into teaching and learning?
  - What are our priorities regarding the internationalization strategy?
  - How is experiential learning enacted in the program and what opportunities exist to further incorporate it?

# Data Sources to Inform Your Review

Various sources of data can be used to inform decisions made during the curriculum review process at the University of Calgary. In addition to the mandatory data sources, you might want to rely on your disciplinary research strengths.

For each guiding question you will gather data from at least one source. If the data are readily available, there is no need to do further data collection. If not, determine what is realistic given practical constraints (usually time and money).

## Mandatory Data Collection:

According to the Quality Assurance Handbook Curriculum Reviews (2019), data collection from certain sources is mandatory:

1. Standard Report from the Office of Institutional Analysis (OIA)
  - a. Demographic information, such as number of students, DFW rates, attrition
  - b. NSSE engagement indicators and responses (%) for specific questions, if applicable
2. Curriculum mapping data
3. Student feedback (survey, focus group, etc.)

In addition, a review team can collect other data as needed to inform their review.

## Other Potential Sources of Data:

There are many potential sources of data which could inform a curriculum review. The classification scheme that follows has been adapted from Worthen, Borg and White (1993), and is not exhaustive.

1. Data collected directly from individuals associated with the program, including students, alumni, and instructors:
  - a. Self-reports: attitudes, opinions, satisfaction, behavior, or history
    - i. Surveys or questionnaires: administered on paper, orally, by telephone, by computer, or in person, eg., annual student exit survey, satisfaction survey
    - ii. Interviews, eg., exit interviews
    - iii. Focus groups
  - b. Teaching and learning artifacts
    - i. Quantitative student performance indicators, eg., test results, grades on assignments
    - ii. Assignments: papers, essays, discussion board posts, portfolios (including digital portfolios) and other indicators of student learning
    - iii. Learning activities: simulations, debates, presentations in person or online
    - iv. Personal records such as journals or logs
2. Data collected from existing organizational information or formal repositories or databases



- a. Records
  - i. Standard Report from the Office of Institutional Analysis
  - ii. Program documentation
  - iii. Past curriculum and unit reviews
- b. Curriculum mapping data (collected from instructors)
- c. Canadian Graduate and Professional Student Survey (CGPSS)
- 3. Data collected through unobtrusive measures
  - a. Environmental scan or an examination of similar programs across the province or across Canada
  - b. Literature review
- 4. Data collected by an independent (external) reviewer, often associated with accreditation
  - a. Open-ended observations
  - b. Reports and reviews which may include other data collection methods
- 5. Other data sources as identified by the review lead
  - a. Current or potential employer data

# Making Meaning of the OIA Data for Your Curriculum Review

## Some points to keep in mind:

- The same data sets are drawn for each curriculum review committee. It is up to your committee to determine which data sets are of interest/importance for your context. OIA uses a standard data template designed by the VP Teaching and Learning.
- Different types of data are collected on different time frames, so remember to check the dates on each page of the report. Some of the data may not be as current as you'd like, but the OIA will report on the most current data they have.

OIA reports data based on snapshots:

1. Student enrolments reflect the December 1<sup>st</sup> snapshot.
  2. Course grades are run mid-June.
  3. Course data including section enrollees, sections, and course enrollees reflect snapshots as following: June 1<sup>st</sup> for Spring term, August 1<sup>st</sup> for Summer term, December 1<sup>st</sup> for Fall term, and April 1<sup>st</sup> for Winter term.
- The data can be used to respond to some of your guiding questions OR it may be used to generate some guiding questions.
  - Data are neither good nor bad, but surprising results can be good conversation starters.
  - Context is everything. You are the best people to interpret your data.
  - NSSE data are collected every three years and reports on the experiences of first year students and fourth year students in your program (if applicable).

## Questions you may want to pose based on:

### Program-based Data

- How are our retention rates? Are there any noticeable trends in that data?
- How are our graduation and time-to-completion rates? Any surprises or concerns?
- How are the overall numbers of degrees granted by our program? What are the trends?

### NSSE Survey Data

- What are we doing well?
- What stands out to us? Any surprises? Could these surprises help shape our guiding questions and/or data collection?
- How do our NSSE results compare to our overall faculty results (if applicable)?
- What trends are evident in our department's NSSE scores?
- If our NSSE scores are based on low numbers of respondents, how much do we think that these trends reflect the overall program?
- Where do we see the biggest changes in NSSE results over time?
- What 2-3 areas do we want to work on over the next few years?

- Given that this data is designed to provide institutional-level information, is there anything significant that we can infer about our program?
- What do the data tell us about our program?

### **Student Data**

- What trends do we notice in our total number of undergraduate students by year?
- Does the comparison of full-time and part-time student numbers provide us with any food for thought?
- Does the comparison of enrolment by gender raise any questions?
- Does the information about numbers of international students provide any insights into our current program?
- What do we notice about our grade distribution trends? Are there any possible guiding questions raised by this information? Is there anything we need to discuss as a faculty or department?
- What trends do we see in our grade distribution data (by numbers and/or by percentages)?
- What do we notice about our DFW (grades of D and F, and W - withdrawals) rates? What trends do we see in this information? Are there any surprises in this information?
- As this is a program-level review, are there any important observations from our course level DFW information? For example, are students able to succeed in courses that have pre-requisites?

### **Whole Report**

- Based on the data in the report, what are we doing well in this program?
- What do we want to know more about, and how do we find out? For example, if we want to know more about high attrition rates, we might want to interview students who have transferred to other programs.
- What data should we take back to all faculty for discussion/interpretation?

## Student Surveys

It is mandatory to collect student data in some form, such as a student survey, focus group, or interviews. The suggestions in this section are in the form of surveys, but they are readily adaptable as needed for your data collection method and purposes. If you decide to do a student survey, you may want to use Qualtrics, an online survey tool. The University of Calgary has an institutional license, making it free of charge to use it for your curriculum review. For more information about creating a Qualtrics account, go to:

<https://oia.ucalgary.ca/qualtrics-login>

You are allowed to collect student survey data without applying for ethics approval, as long as you are using the results for program evaluation purposes. More information about exemptions from ethics review can be found at:

[http://www.ucalgary.ca/research/files/research/150130-cfreb\\_research\\_exempt\\_from\\_review.pdf](http://www.ucalgary.ca/research/files/research/150130-cfreb_research_exempt_from_review.pdf)

If you think you may want to use the data for other purposes, such as dissemination (conference presentations and/or articles), please seek guidance from the Conjoint Faculties Research Ethics Board:

<https://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>

### Purposes of the Survey

As with any survey, the purpose of the survey will determine what questions you ask of students. Some groups want to know general student perceptions of the program, while others would like to know students' future career goals, satisfaction with the program, which courses they found problematic, or the likelihood that they will apply for graduate school.

In the next section we offer some samples of student survey questions as a starting point. Please adopt or adapt the ones that will be useful for you and create new ones as needed to gather the data that will be most helpful for your review.

### Instructions for a Student Survey

Please adapt these instructions as needed for your survey:

Welcome to the Student Survey for [program] majors. You are receiving this survey because you are in your third or fourth year of studies. Your feedback is very valuable to us as we review the [name of program]. The information you provide will help us improve the student learning experience of [program] majors.

The survey should take about 15 minutes to complete. Your responses are completely confidential and your name will never be associated with your responses or comments. No personal identifying information will be shared. Only aggregate data will be used for program evaluation purposes.

## Sample Student Survey Questions

With grateful thanks to Dr. Chris Sears, Psychology Department, for many of the questions listed below:

### General Questions

I will be graduating in:

- Fall 2018
- Spring 2019
- Fall 2019
- Spring 2020

Did you complete 75% or more of your [program] courses at the University of Calgary?

- Yes
- No

Please estimate your overall GPA for the fall 2017 and winter 2018 terms combined:  
(text response)

Did you work full-time or part-time during the past academic year?

- Yes
- No

If so, how many hours per week did you work during the past academic year?  
(text response)

Please indicate the degree you will receive at graduation:

- (List potential degrees, including Honours)
- 
-

## Student Satisfaction Questions

Please rate your satisfaction with your learning experiences in [faculty or department] on each of these items (matrix table):

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Sure	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
Variety of courses available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of academic challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching in lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching in labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your overall satisfaction with your learning experiences in the [program name]:

- Very satisfied
- Satisfied
- Somewhat satisfied
- Not sure
- Somewhat dissatisfied
- Dissatisfied
- Very dissatisfied

How likely are you to recommend the [name of program] at the University of Calgary to others?

- Very likely
- Likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Unlikely
- Very unlikely

## Course Availability

After starting the [program name] major, how frequently did you experience difficulties fitting [program name] courses into your academic schedule?

- Never
- Rarely
- Sometime
- Often
- All the time

## Student Perceptions About the Program

Please rate the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Not Sure	Somewhat Disagree	Disagree	Strongly Disagree
There are too many students in [program name] courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to take all the [program name] courses I wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more [program name] courses offered in the evenings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more [program name] courses offered in block week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be more [program name] courses offered online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to get an A in [program name] courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a [program name] major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The volume of work in the program has been manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found the program to be intellectually stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any aspect of the above.  
(text box)

Why did you select [program name] as a major?  
(text box)

**Prerequisites**

Core courses are intended to teach essential concepts and theories that are needed for success in higher-level courses. In your experience, to what extent have the following required core courses adequately prepared you for success in higher-level courses? If you have not yet taken a particular core course, select N/A

	Well Prepared	Prepared	Somewhat Prepared	Not Sure	Somewhat Unprepared	Unprepared	Not at all Prepared	N/A
XXXX 211	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
XXXX 231	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
XXXX 301	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
XXXX 331	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on prerequisite courses and how well they prepared you for subsequent courses:  
(text box)



## Program-level Learning Outcomes

The following table shows the broad expectations for student learning in the program. How well do you think the course work that you have completed so far has helped you to learn these knowledge and skills?

	A Lot	Somewhat	A Little Bit	Not at all	Not Sure
Develop a knowledge base of theories and concepts within their primary area of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use different approaches to solving problems using well established ideas and techniques within the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locate and critically evaluate qualitative information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locate and critically evaluate quantitative information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate and communicate oral arguments based on information, theories, and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate and communicate arguments in writing based on information, theories, and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge and skills in a variety of contexts, including situations that are new to the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conceptualize, design, and implement research for the generation of new knowledge or understanding within the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Effectiveness of Learning Experiences

Please indicate the extent to which the following experiences have contributed to your learning in the [name of program]:

	To a great extent	To a moderate extent	A little bit	Not at all	N/A
First-year courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seminar-based courses and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory-based courses and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studio-based courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-op experiences, internships, or clinical placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-based projects or service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing-intensive courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capstone courses and projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad program or intercultural learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrative studies and experiences that transcend disciplinary boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Honours Program

Are you in the honours program and enrolled in the honours thesis seminar?

- Yes
- No

Was your honours thesis supervisor a regular faculty member in the [department, faculty] or an adjunct faculty member?

- Regular faculty member
- Adjunct faculty member
- Not sure

Please rate how satisfied you are with your honours thesis supervisor:

- Very satisfied
- Satisfied
- Somewhat satisfied
- Not sure
- Somewhat dissatisfied
- Dissatisfied
- Very dissatisfied

Please rate how satisfied you are with the research experience you acquired as an honours student:

- Very satisfied
- Satisfied
- Somewhat satisfied
- Not sure
- Somewhat dissatisfied
- Dissatisfied
- Very dissatisfied

Please rate how useful the honours thesis seminar was to you:

- Very useful
- Useful
- Somewhat useful
- Not sure
- Somewhat useless
- Useless
- Very useless

Please rate how useful each of the following honours seminar activities was to you:

	Very Useful	Useful	Somewhat Useful	Not Sure	Somewhat Useless	Useless	Very Useless
Scholarship information sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate school information sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching other students' presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation tips and advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving feedback on my presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on writing the honours thesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer feedback on my honours thesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor feedback on my honours thesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting as a group throughout the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your overall satisfaction with your honours thesis experience:

- Very satisfied
- Satisfied

- Somewhat satisfied
- Not sure
- Somewhat dissatisfied
- Dissatisfied
- Very dissatisfied

Do you have any other comments about your honours thesis experience that you would like to share with us?

(text box)

## **Future Plans**

Please select one of the following statements to best describe your situation in September [next academic year]:

- I will be starting a graduate program in [program name]
- I will be starting a graduate program in [other program associated closely]
- I will be starting law school
- I will be starting a graduate program not listed above
- I will be studying in a different undergraduate program
- I will be working full-time
- I hope to be working full-time, but I don't have a job waiting
- I will be traveling most of next year and not working full-time or going to school
- I am not sure what I will be doing
- None of the above (If you select this option, please respond to the next question)

If you chose "None of the above" for the previous question, please tell us what your plans are for September [next academic year]

(text box)

Do you plan on returning to school (university, college, SAIT, etc.) sometime in the next 5 years?

- No, I do not plan on returning to school in the next 5 years
- Yes, I will be a full-time student next year
- Yes, I will be a part-time student next year
- Yes, I plan on returning to school in the next 1-3 years
- Yes, I plan on returning to school in the next 4-5 years

## Concluding Questions

In your opinion, what are the strengths of the [name of program]?

(text box)

Thinking about the program as a whole, if you could KEEP one thing that was most impactful in terms of your learning, what would that be?

(text box)

Thinking about the program as a whole, if you could CHANGE one thing that would be most impactful for your learning, what would that be?

(text box)

Do you have any final comments about the [name of program] you would like to share with us? We greatly value your thoughts and opinions.

(text box)

## Creating a Curriculum Review Plan

Once you have determined your guiding questions, you can start to create a plan for data collection, analysis, action planning, and writing the report. For each guiding question, you will use at least one data source to inform it. If the necessary data are already collected or available, there is no need to conduct further data collection. For example, the Standard Report from the Office of Institutional Analysis includes several years of demographic information, which could be sufficient to answer some questions. Other guiding questions can be better informed from multiple perspectives, such as students and instructors.

### **Some considerations when creating a curriculum review plan**

When creating your review plan, you might want to consider the following:

- What data have already been gathered that you can use to inform your guiding questions?
- What types of data can inform multiple guiding questions?
- How can we involve multiple perspectives in both data collection and analysis?
- How can we invite student perspectives in the curriculum review plan?
- What is reasonable given practical constraints (usually time and money)?
- How can we leverage existing processes and committees to get the work done? For example, is there an undergraduate curriculum committee that could provide feedback on program-level learning outcomes (PLOs), analyze data, etc.?
- If you think you might want to disseminate some of the results, have you received ethics approval or a certificate of exemption, as advised by Research Services?
- Have we built in a bit of flexibility to accommodate unforeseen circumstances?

## Example of a Curriculum Review Plan

Below are three examples of how guiding questions can be used to create a curriculum review plan.

Guiding Question	Rationale	Data Sources	Collection Strategy (Who, when)	Analysis Strategy (Who, how)	Notes
<b>Do we have the right prerequisites for upper-level courses? Are more prerequisite courses needed for students to be successful in upper-level courses? Less?</b>	DFW rates are high in some of our upper-level courses. Also, comments from the student exit survey indicate some duplication in the program.	Curriculum mapping Instructor survey Student exit survey Program docs OIA Standard Report	Mapping workshop in November, all due in Dec.  Review Lead to implement student survey in Feb/ March	Curriculum data in aggregate charts  All faculty invited to 2 data analysis discussions. Invite student council to participate.	Combine instructor survey questions about prerequisites with the curriculum mapping exercise.
<b>How are we incorporating group work into the program?</b>	Our National Survey of Student Engagement (NSSE) scores are low in Collaborative Learning: Worked with other students on course projects or assignments.	Curriculum mapping  Instructor survey  Student survey	Ask instructors to identify courses with group work, and what type  Ask students about their experiences with group work	Curriculum data about group work to be presented in aggregate charts. All faculty invited to 2 data analysis discussions. Invite student council to participate.	Add a couple of questions on group work to the curriculum mapping exercise and instructor/ student surveys.
<b>How do we enhance mental health and wellness in our students and staff?</b>	Not only is this an institutional priority, students and staff have mentioned workload issues, especially around exam time.	Instructor and/or student focus groups  Student survey  Curriculum mapping	Close to the end of term (fall and winter)	Create a Mental Health and Wellness Subcommittee with students and faculty, to analyze the data and come up with an action plan. Discuss recommendations at a faculty retreat.	Customize curriculum mapping to include timing of midterms and major assignments.

## Template for Creating a Curriculum Review Plan

Guiding Question	Rationale	Data Sources	Collection Strategy (Who, when)	Analysis Strategy (Who, how)	Notes



## Curriculum Review Timeline Worksheet

	Sept	Oct	Nov	Dec.	Jan.	Feb	March	April	May	June	July	Aug
Initiate CR – set up review lead and team												
Review previous action plan												
Create CR plan/timeline												
Communicate CR process to all academic staff												
Write guiding questions												
Choose data collection strategies												
Create a CR plan												
Revisit program-level learning outcomes												
Write/ revise course outcomes												
Orientation to curriculum mapping												
Do curriculum mapping												
Gather student/other data												
Literature review and/or environmental scan												
Collate/distribute data												
Data analysis												
Draft action plan												
Write the CR report												
Seek feedback from all academic staff												
Submit report to Unit Lead/Dean (inc. Grad Studies)												
Submit report to VPTL												
Submit Exec. Sum. and Action Plan to TLC of GFC												
Attend TLC for discussion and feedback												

## References

Kuh, G. D. (2008). *High-impact educational practices: A brief overview*. Retrieved from <http://www.aacu.org/leap/hip.cfm>

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Worthen, B., Borg, W., & White, K. (1993). *Measurement and evaluation in schools: A practical guide*. New York: Longman.