ANNUAL REPORT

AY 2024-2025

CURRICULUM CHANGES AND ASSESSMENT

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Academic Unit Abbreviations

College of Arts and Sciences (CAS)

ANTH	Anthropology
BIOS	Biological Sciences
CHEM	Chemistry
COM	School of Communications
ECON	Economics
ENGL	English
FREN	French
GEOS	Geological and Environmental Sciences
HIST	History
IIAS	Institute for Intercultural and Anthropological Studies
MATH	Mathematics
MDVL	Medieval Studies
PHIL	Philosophy
PHYS	Physics
PSCI	Political Science
PSY	Psychology
REL	World Religion and Cultures
SCI	Mallinson Institute for Science Education
SEGS	School of Environment, Geography, and Sustainability
SOC	Sociology
SPAA	School of Public Affair and Administration
SPAN	Spanish
STAT	Statistics
LANG	World Languages and Literature

College of Aviation (AVS)

College of Education and Human Development

CECP	Counselor Education and Counseling Psychology
ELRT	Educational Leadership, Research, and Teaching
FCS	Family and Consumer Sciences
HPHE	Human Performance and Health Education
SPLS	Special Education and Literacy Studies
TLES	Teaching, Learning, and Educational Studies

College of Engineering and Applied Sciences (CEAS)

PAPR	Chemical and Paper Engineering
CCE	Civil and Construction Engineering
CS	Computer Science
ECE	Electrical and Computer Engineering
EDMMS	Engineering Design, Manufacturing and Management Systems
IEM	Industrial and Entrepreneurial Engineering and Engineering Management
ME	Mechanical and Aerospace Engineering

College of Fine Arts
ART   Gwen Frostic School of Art
MUS   Irving S. Gilmore School of Music
RIDI   Richmond Institute of Design and Innovation
THD   School of Theatre and Dance

College of Health and Human Services
BLS   Blindness and Low Vision Studies
NUR   Bronson School of Nursing
OT   Occupational Therapy
PT   Physical Therapy
PA   Physician Assistant
IHP   School of Interdisciplinary Health Programs
SPPA   Speech, Language and Hearing Sciences
SWRK School of Social Work

Haworth College of Business (HCOB)
ACTY   Accounting
BIS   Business Information Systems
FCL   Finance and Commercial Law
MGMT Management
MKTG Marketing
MSL   Military Science and Leadership

INTRODUCTION

This report contains all curriculum changes processed by the Curriculum Manager from July 1, 2024 through June 30, 2025. This report provides data for the whole university, each of the seven colleges and their departments.

Two sets of data are included in this report. The first divides curriculum changes into four categories. Please note that this assessment information was not available for all proposals.

A. Curriculum changes resulting from formal assessment of student learning.
B. Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.
C. Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.
D. Curriculum changes that do not fall into any of the categories above.

The second breaks curriculum changes down by type. This includes three different categories:

A. Academic program changes
B. Substantive course changes
C. Non-substantive course changes

Academic program changes include such things as the introduction of new programs, revision of existing programs, deletion of programs, or changes in admission or graduation requirements within a program. Substantive course changes include such things as introduction of new courses, changing the credit hours, prerequisites, or changing the enrollment restrictions or level of a course. Miscellaneous course changes include deletion of courses, changing the title and/or description of a course or changing the course number. The numbers in parentheses in the even numbered tables represent the number of changes that were based upon assessment activities. Assessment activities include much more than just student learning assessments, such as alumni feedback, academic trends, informal feedback, and course-embedded assignments. For a full range of these activities, please see the Curriculum Assessment Guide on the Faculty Senate website (https://wmich.edu/sites/default/files/attachments/u370/2024/Curriculum-Assessment-Guide.6-3-24.pdf).

CUMULATIVE UNIVERSITY RESULTS

There were 714 curriculum proposals launched between July 1, 2024 and June 30, 2025, although one proposal was to create a new course prefix and was omitted from the rest of this report. Seventy-five of these proposals were also for changes to be made for the 2026-2027 academic year and are also not included in this report. This left 638 proposals for this report, which is an increase of 120 more proposals than AY 2023. Of the 638 proposals remaining, 58.2% were at the undergraduate level and 41.8% at the graduate level. Undergraduate program changes constituted 25.8% of all undergraduate curriculum changes; 52.7% were substantial course changes; and 21.5% were miscellaneous course changes. At the graduate level, 28.4% were program changes, 50.4% were substantial course changes, and 21.3% were miscellaneous course changes. There were 53 proposals related to WMU Essential Studies. Twelve of these proposals were to make a course change for an existing WMU Essential Studies course; 15 proposals added an existing course to WMU Essential Studies; and 26 proposals created a new WMU course and added the course to WMU Essential studies. Two proposals were submitted creating accelerated graduate degree programs (AGDP) and two proposals for graduate certificate programs. Additionally, MOA 23/04 requires that concentrations be converted to majors at the undergraduate level or programs at the graduate level. Seven conversion proposals were completed for undergraduate majors and 22 for graduate programs.

Faculty used assessment activities (either formal and/or informal) in 80.7% of all course change cases. Further analysis shows that 0.4% of the undergraduate course changes were the result of formal assessment activities and 79.0% of course changes resulted from informal assessment activities. At the graduate level, no course changes were made based on formal assessment activities, however, 82.3% of the graduate changes were attributed to informal assessment activities. Formal assessment activities were responsible for 3.1% and 0% of program changes at the undergraduate and graduate levels, respectively. Informal activities guided 60.8% of undergraduate program changes and 44.7% of graduate program changes. These percentages are much higher than those reported in 2023-2024. The Curriculum Assessment Guide was directly linked in the proposal templates to assist faculty when answering this question. These results show that this template change was very important.

Overall, assessment data was used 73.9% of the time for all curriculum (program or course) changes. Of all proposals where the assessment activity type could be determined, formal

assessment directed 0.8% of these proposals and informal assessment activities accounted for 99.2% of proposals. The next few paragraphs will break these data down by level (undergraduate and graduate) and proposal type (course and program).

At the **undergraduate level**, 53.2% of all changes were substantive changes, while 21.2% of changes were non-substantive. Substantive changes were done for 71.5% of course changes. Of these substantive course changes, 80.8% were a result of assessment activities; 99.4% were based on informal assessment activities and 0.6% were guided by formal assessment activities. Non-substantive course changes based on assessment activities accounted for 28.5% of course proposals (0% - formal; 74.75% - informal). For academic program changes, 3.2% were guided by formal assessment activities, while 62.1% were based on informal assessment activities.

Results at the **graduate level** indicate that 40.2% of course changes were substantive. Of these substantive changes, 0% used formal assessment activities to guide changes while informal assessment activities were used 25.9% of the time. Non-substantive changes were based on formal assessment activities (0% of the time and informal assessment activities were used 52.6% of the time. Graduate level courses are considered those courses at the 5000-level or above. Program changes were driven by assessment activities 28.1% of the time (0% - formal; 44.2% - informal).

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences had 86 curriculum changes at the undergraduate level and 63 at the graduate level, an increase of 12 proposals over last academic year. Four undergraduate concentrations converted to majors and eight graduate concentrations converted to programs. One undergraduate minor and one master's degree program was created. Twenty-one new undergraduate courses were established while seven graduate courses were abolished.

Table 1 shows that 59.7% of all changes in this college were based on assessment of some kind. Formal assessment of student learning accounted for 4.7% of the undergraduate changes and 0% of graduate changes. Of those using informal assessments, 53.5% of undergraduate changes and 61.9% of graduate changes resulted from informal assessments activities.

Table 2 shows these data categorized by the type of curriculum change. These data show that 31.4% of the undergraduate proposals were academic program changes, 37.2% were substantive course changes, and another 31.47% program changes were miscellaneous course changes. Data for graduate programs show that 30.2% of the proposals involved academic program changes, while 50.8% were substantial course changes, and 19.0% were miscellaneous course changes.

Table 1 – Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program				
	A	B	C	D	Total Number	A	B	C	D	Total Number
ANTH		1		2	3					0
BIOS				1	1					0
CHEM		9		2	11		4		1	5
COM	1	3		3	7					0
ECON		4		2	6		7		1	8
ENGL	1		1	2	4		3		3	6
GEOS		3		2	6		12			12
HIST		1		1	2		2		2	4
IIAS				1	1					0
LANG		7			7					0
MDVL					0		1			1
PHIL		4		3	7					0
PSCI				4	4					
PSY		1		1	2		1	2	7	10
REL		6		2	8					0
SEGS		1		1	2				1	1
SOC	2	1		3	6		2			2
SPAA				3	3		1		8	9
SPAN		3			3		2			2
STAT		1		3	4		2		1	3
Total	4	45	1	36	86	0	37	2	24	63

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 2 – Categories of Curriculum Changes

Department	Undergraduate Program				Graduate Program			
	A	**B**	**C**	**Total Number**	**A**	**B**	**C**	**Total Number**
ANTH		2	1	3				0
BIOS		1		1		1		1
CHEM	5	3	2	10		3	1	4
COM	2(1)	3	2	7				0
ECON	3	1	2	6	2	5	1	8
ENGL		4(1)		4	1	5		5
GEOS		5		5		12		12
HIST	1	1		2	3		1	4
IIAS		1		1				0
LANG	1		6	7				0
MDVL				0	1			1
PHIL		3	4	7				0
PSCI	3		1	4				0
PSY	1		1	2	6	2	2	10
REL	4	4		8				0
SEGS	2			2		1		1
SOC	2(2)	2	2	6	1		1	2
SPAA		2	1	3	3		6	9
SPAN	2		2	4		2		2
STAT	1		3	4	2	1		3
Total	27(3)	32(1)	27	86	19	32	12	63

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to formal assessment

COLLEGE OF AVIATION

The College of Aviation submitted 26 undergraduate and NO graduate curriculum change proposals (Table 3). This total was 4 more proposals over last academic year. One new undergraduate certificate program and five new courses were created. Of all undergraduate curriculum changes, 88.5% were in response to curriculum changes mandated by the Federal Aviation Administration (FAA).

Academic program changes accounted for 15.4% of undergraduate curriculum changes (Table 4). Substantive course changes accounted for 38.5% of proposals and 46.2% of proposals were non-substantive course changes.

Table 3 – Evaluation of Curriculum Changes Resulting from Assessment

Undergraduate Program						Graduate Program				
A	B	C	D	Total Number		A	B	C	D	Total Number
0	2	23	1	26		0	0	0	0	0

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 4 - Categories of Curriculum Changes

Undergraduate Program					Graduate Program			
A	B	C	Total Number		A	B	C	Total Number
4	10	12	26		0	0	0	0

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education and Human Development had 41 curriculum proposals at the undergraduate level and 123 at the graduate, resulting in a total of 164 proposals. This is a total of 50 proposals more than last year, and most of these were at the graduate level. Counselor Education and Counseling Psychology (CECP) established a new course prefix (CE), which led to many course changes in their curricula.

Data in Table 5 show that no changes at either level were due to formal assessment of student learning. Overall, 72.7% of all college curriculum changes were the result of informal assessments or suggestions from accreditation bodies, advisory boards, and the like, while 28.0% of changes did not fall into any of these categories. Informal assessments of student learning (column B) accounted for 61.0% and 70.7% of changes at the undergraduate and graduate level, respectively. Changes resulting from guidance by outside organizations accounted for 0% at the undergraduate level and 4.9% at the graduate level.

An examination of academic program proposals revealed that 12 concentrations were converted to programs at the graduate level. Ten programs and concentrations at the graduate level were deleted; one graduate certificate program was created. In terms of courses, three undergraduate and nine graduate courses were created, while one undergraduate and two graduate courses were deleted.

Table 6 shows the data broken down by the type of curriculum change. These data show that 31.7% of curriculum changes were academic program changes, 61.3% were substantive course changes and 16.7% were miscellaneous course changes. As noted above, none of these changes resulted from formal assessment of student learning. At the undergraduate level 36.6% were academic program changes, 36.6% were substantive course changes, and 24.4% were miscellaneous course changes. Data for the graduate curriculum changes indicate that 29.3% involved academic program changes, 61.8% were substantial course changes and 8.9% were miscellaneous course changes.

Table 5 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program A	B	C	D	Total Number	Graduate Program A	B	C	D	Total Number
CECP					0		54			54
ELRT		8		3	11		20	5	11	34
FCS		7		5	12		5		1	11
HPHE				6	6				2	2
SPLS		1			1	2			6	8
TLES		9		2	11		6	1	10	13
Total	0	25	0	16	41	0	87	6	30	123

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 6 - Categories of Curriculum Changes

Department	Undergraduate Program A	B	C	Total Number	Graduate Program A	B	C	Total Number
CECP					1	52	1	54
ELRT	2	1	8	11	17	16	7	40
FCS	10	3		13	1	5		6
HPHE	4	2	1	7	2			2
SPLS					6	2		8
TLES		9	1	10	9	1	3	13
Total	16	15	10	41	36	76	11	123

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

COLLEGE OF ENGINEERING AND APPLIED SCIENCES

The College of Engineering and Applied Sciences had 48 curriculum changes (courses and programs) at the undergraduate level and 19 at the graduate level for a grand total of 67 curriculum proposals (Table 7). This college submitted five fewer proposals than AY 2023. Formal assessment activities were not used to direct any of the curriculum proposals. Informal assessment activities were used to drive 35.4% of undergraduate changes and 57.9% of graduate changes. Information provided by accreditation bodies and organizations outside of the university drove 39.6% of undergraduate proposals and 26.3% of graduate proposals.

An investigation of these proposals showed that four new courses were created at the undergraduate level. At the graduate level eight new courses were also created. One new program was established at the graduate level.

Table 8 shows the data broken down by the type of curriculum change. These data indicate that 14.6% of all undergraduate proposals from the college were academic program changes; 72.9% were substantial course changes; 12.5% of were miscellaneous course changes. None of these proposals were the result of formal assessment of student learning.

Data for graduate programs show that 42.1% of all proposals from the college were academic program changes; 42.1% of all proposals were substantive courses changes, and 15.8% were miscellaneous course changes. Like undergraduate proposals, no graduate proposals were the result of formal assessment activities.

Table 7 - Evaluation of Curriculum Changes Resulting from Assessment

Department	A	B	C	D	Total Number	A	B	C	D	Total Number
CPE					0				1	1
CS		10	16		26		2	2	2	5
ECE		1			1		8			8
EDMMS		1			1					0
IEM				1	1			2		2
ME		5		3	8		1	1		2
PAPR			3	8	11					0
Total	0	17	19	12	48	0	11	5	3	19

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 8 - Categories of Curriculum Changes

Department	A	B	C	Total Number	A	B	C	Total Number
CPE	5	6		11	3		1	4
CS	2	21	3	26	1	5		5
ECE		1		1	3		2	5
EDMMS		1		1				
IEM		1		1		2		2
ME		5	3	8	1	1		2
PAPR								
Total	7	35	6	48	8	8	3	19

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to formal assessment results

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COLLEGE OF FINE ARTS

The College of Fine Arts had 73 curriculum changes at the undergraduate level and six at the graduate level for a total of 79, which is 39 more proposals than last academic year. These proposals were dominated by the School of Theatre and Dance and the Irving S. Gilmore School of Music. This college created 13 new undergraduate course and two graduate courses. Three courses were added to WMU Essential Studies and all program changes were revisions.

Data in Table 9 show that 0% of all undergraduate and graduate proposals were based on formal assessment of student learning. Informal assessments accounted for 84.9% of undergraduate changes and 100% of graduate changes. Suggested changes from outside organizations led to 1.4% of undergraduate proposals and no graduate proposal.

Table 10 shows the data broken down by the type of curriculum change. At the undergraduate level 21.9% of all undergraduate proposals were academic program changes, 63.0% were substantive course changes and 15.1% were miscellaneous course changes. At the graduate level, 83.3% were substantive course changes while 16.7% were miscellaneous course changes.

Table 9 – Evaluation of Curriculum Changes Resulting from Assessment

| | Undergraduate Program | | | | | | Graduate Program | | | | |
Department	A	B	C	D	Total Number		A	B	C	D	Total Number
ART		0		2	2						0
CFA				2							
MUS		24			24			6			6
RIDI		9	1	3	13						0
THD		29		5	34						0
Total	0	62	1	10	73		0	6	0	0	6

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 10 - Categories of Curriculum Changes

Department	Undergraduate Program				Graduate Program			
	A	**B**	**C**	**Total Number**	**A**	**B**	**C**	**Total Number**
ART		2		2				0
CFA		2		2				0
RIDI	2	10	1	13				0
THD	14	32	10	56		5	1	6
Total	16	46	11	73	0	5	1	6

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

COLLEGE OF HEALTH AND HUMAN SERVICES

The College of Health and Human Services had 38 curriculum changes at both the undergraduate and graduate levels for a total of 76 curriculum changes. This total was 33 more proposals over AY 2023 with many proposed changes coming from the Bronson School of Nursing, the Department of Physicians Assistant, and the School of Interdisciplinary Health Programs. Overall, no curriculum changes were based on formal assessment; however, 46.1% were based on informal assessment activities and 21.1% came from suggestions from outside organizations. The college created four new undergraduate courses, one new graduate course and deleted one undergraduate course. Three undergraduate concentrations were converted to majors and one was deleted. Additionally, one undergraduate major, one undergraduate minor, and one graduate program were deleted.

Table 11 shows that 23.6% of undergraduate proposals resulted from informal assessment activities, and 39.5% of were based on organizations outside of WMU such as accreditation bodies or advisory boards. Informal assessment accounted for 68.4% of graduate proposal and 2.6% of graduate proposal were from suggestions or requirements from organizations outside of the university.

Table 12 shows these data by the type of curriculum change. Academic program changes accounted for 39.5% of all undergraduate changes were. Another 39.5% were substantive course changes. The remaining 47.4% of changes were miscellaneous course changes. Formal assessment of student learning was responsible for no academic program change at this level.

Results for the graduate curriculum changes showed that 23.7% were academic program changes, and 28.9% were substantive course changes. Miscellaneous course changes accounted for 47.4% of graduate proposals.

Table 11 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program				
	A	B	C	D	Total Number	A	B	C	D	Total Number
BLVS		1			1		1		4	5
NUR		2	14	1	17				4	4
OT		1		2	3		6	1	2	9
PA							17			18
PT										
IHP		4	1	10	15		2		1	3
SPPA										
SWRK		1			1					
Total	0	9	15	14	38	0	26	1	11	38

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 12 - Categories of Curriculum Changes

Department	Undergraduate Program				Graduate Program			
	A	B	C	Total Number	A	B	C	Total Number
BLS	1			1	5			5
NUR	1	13	3	17	1	3		4
OT	2		2	4	2	6	1	9
PA				0				0
PT				0			17	17
IHP	10	2	3	15	1	2		3
SPPA				0				0
SWRK	1			1				0
Total	15	15	18	38	9	11	18	38

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

HAWORTH COLLEGE OF BUSINESS

The Haworth College of Business had 56 curriculum changes at the undergraduate level and 8 at the graduate level for a total of 64 proposals, which is 26 fewer proposals submitted than last academic year. Formal assessment activities did not guide any of these proposals. At the undergraduate level, one program moved home department, two new courses were created, three courses were added to WMU Essential Studies, and one program was deleted. At the graduate level, three concentrations were converted to programs and one new course was established.

Table 13 shows that 32.1% of proposed changes were based on informal assessment and 1.8% were done as a result of suggestions by organizations outside of the University. At the graduate level, 37.5% of proposals were base don informal activities and another 12.5% were based on outside organizations.

Table 14 shows these by the type of curriculum change. Academic program changes accounted for 19.6% of all undergraduate proposals. Substantive course changes made up another 69.6% of changes and miscellaneous course changes constituted 10.7% of these proposals.

At the graduate level, 50.0% of curriculum change proposals were academic program changes 37.5% were substantive course changes; and 12.5% were miscellaneous course changes. None of the curriculum changes at the graduate level were due to formal assessment of student learning.

Table 13 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program				
	A	B	C	D	Total Number	A	B	C	D	Total Number
BIS		9		7	16			1		1
FCL		1		1	3		2		3	5
HCOB				10	10					0
MGMT			1	7	8				1	1
MKTG		4		12	16		1			1
MSL		4			4					0
Total	0	18	1	37	56	0	3	1	4	8

A = Curriculum changes resulting from formal assessment of student learning.

B = Curriculum changes resulting from informal assessment of student learning such as student feedback and faculty discussions.

C = Curriculum changes that were required or suggested by organizations outside of the university such as accreditation bodies or advisory boards.

D = Curriculum changes that don't fall into any of the categories above.

Table 14 - Categories of Curriculum Changes

Department	Undergraduate Program				Graduate Program			
	A	B	C	Total Number	A	B	C	Total Number
ACTY				0				0
BIS		17		17		1		1
FCL	1	1		2	3	1	1	1
HCOB	3	6	1	10	1			1
MGMT	1	4	2	7				0
MKTG	5	8	3	16		1		1
MSL	1	3		4				0
Total	11	39	6	56	4	3	1	8

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

( ) = Number of changes due to assessment results

OTHER CURRICULUM CHANGES

As previously mentioned, Counselor Education and Counseling Psychology (CECP) established a new course prefix (CE) as a response to accreditation issues. This led to a number of course and program changes.

Some changes to departments and programs but did not result in any curriculum changes. The Digital Marketing & Ecommerce program moved from the Dean in the Haworth College of Business to the Department of Marketing. The Master of Public Health and the Master of Science in Nursing programs suspended new admissions. Finally, the Department of Gender and Women's Studies in the College of Arts and Sciences was officially closed, beginning Fall 2025, however their courses were moved to the Department of Sociology beginning in Fall 2024.

SUMMARY

There were nearly 16% more proposals submitted this academic year than the last one. Most colleges recorded a higher number of proposals submitted also. This was the last year that concentrations could be converted using the short from that was created just for this purpose. Going forward, departments will have to submit a proposal to delete these concentrations and another proposal to create the new program, if they change the concentration's curriculum, perm MOA 23/01.

It needs to be made clear that the definition of assessment used in this report does not completely parallel that of the Higher Learning Commission. However, there was large increase in proposals using some form of assessment when making decisions about curriculum change (programs and courses). This change can be attributed to the Curriculum Assessment Guide being linked directly in proposal templates. The WMU Curriculum Manager will continue to monitor proposals for this information and ask for it when it is not included.