

ANNUAL REPORT

AY 2023-2024

CURRICULUM CHANGES AND ASSESSMENT

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INTRODUCTION

This report contains all curriculum changes processed by the Curriculum Manager from July 1, 2023 through June 30, 2024. 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:

- 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 518 curriculum proposals launched between July 1, 2023 and June 30, 2024. Of the total proposals submitted, 66.7% were at the undergraduate level and 33.4% at the graduate level. Undergraduate program changes constituted 28.1% of all undergraduate curriculum changes; 57.1% were substantial course changes; and 14.8% were miscellaneous course changes. At the graduate level, 34.1% were program changes, 50% were substantial course changes, and 17.9% were miscellaneous course changes. There were 20 proposals adding a course to WMU Essential Studies, with 12 proposals for courses new to the catalog and two proposals with courses changes. Two proposals were submitted creating accelerated graduate degree programs (AGDP), three proposals for graduate certificate programs, four proposals for undergraduate certificate programs, and one proposal for deleting an undergraduate certificate program. Additionally, MOA 23/04 requires that concentrations be converted to majors at the undergraduate level or programs at the graduate level. Fifteen conversion proposals were completed for majors and seven for programs.

Faculty used assessment activities (either formal and/or informal) in 20.0% of course change cases. Further analysis shows that 66.5% of the undergraduate curriculum changes were the result of assessment of student learning and 33.5% of the graduate changes were attributed to assessment. These percentages are significantly higher than those reported in 2019-2020 most likely due to the change in how assessment activities are now being defined. Previously, only results of assessments of student learning were included.

Overall, assessment data was used 39.0% of the time for curriculum (program or course) changes. The next few paragraphs will break these data down by level (undergraduate and graduate) and proposal type (course and program).

At the **undergraduate level**, 69.6% of courses changes were substantive changes. Of these substantive changes, nearly one-third of the proposed substantive course changes (32.7%) were a result of assessment activities; 27.0% were based on informal assessment activities and 5.7% were guided by formal assessment activities. Non-substantive course changes based on assessment activities accounted for 20.4% of course proposals (31.5% - informal; 9.3% - formal). For academic program changes, 24.0% were guided by formal assessment activities, while 21.2% were based on informal assessment activities.

Results at the **graduate level** indicate that 73.2% of course changes were substantive. Of these substantive changes, 20.7% used formal assessment activities to guide changes while informal assessment activities were used 28.0% of the time. Non-substantive changes were based on assessment activities 33.3% of the time (26.7% - formal; 6.7% - informal). Program changes were driven by assessment activities 28.1% of the time (6.3% - formal; 31.7% - informal).

It should be noted that all curriculum proposals involving 5000 level courses (substantive or miscellaneous) were viewed as changes in the graduate curriculum. Proposals that had both miscellaneous and substantive changes to courses were only recorded under the substantive course change category. Additionally, proposals that converted concentrations to majors or programs were counted in the total number of program proposals.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences had 83 curriculum changes at the undergraduate level and 54 at the graduate level. Five undergraduate concentrations converted to majors and two graduate concentrations converted to programs and one new undergraduate minor was created. Two undergraduate majors and five graduate majors were deleted. The five graduate programs deleted were concentrations that were modified and added to the umbrella program for those department. Ten new undergraduate and three new graduate courses were proposed. Additionally, eight undergraduate and 11 graduate courses were deleted.

Table 1 shows that 30.7% of all changes in this college were based on assessment of some kind. Formal assessment of student learning accounted for 1.2% of the undergraduate changes (miscellaneous course change) and 2.2% of graduate changes (academic program change). Of those using assessments, 28.9% of undergraduate changes and 25.9% of graduate changes resulted from informal assessments of student learning.

Table 2 shows these data categorized by the type of curriculum change. These data show that 28.9% of the undergraduate proposals were academic program changes, 37.3% were substantive course changes, and another 33.7% program changes were miscellaneous course changes.

Data for graduate programs show that 50% of the proposals involved academic program changes, while 29.6% were substantial course changes, and 20.4% 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		4		3	7			1			1
BIOS		1			1			1			1
CAS					0						0
CHEM					0						0
COM		1	2	2	5			3		1	4
ECON		1		2	3			1		1	2
ENGL		2		2	4						0
FREN		3		2	5						0
GEOS				8	8			1		11	12
GWS					0						0
HIST		2		1	3					2	2
IIAS					0						0
MATH		2		2	4		1	1		11	13
MDVL	1				1						0
PHIL		1		2	3						0
PHYS				5	5			1			1
PSCI		2		1	3						0
PSY		1			1					2	2
REL				3	3			1			1
SCI				2	2					4	4
SEGS		2		8	10			2		1	3
SOC		2		8	19						0
SPAA				1	1					6	6
SPAN					0						0
STAT				4	4			1			1
WLL					0			1			1
Total	1	24	2	56	83		1	14	0	39	54

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		4	3	7			1		1
BIOS			1	1			1		1
CAS									
CHEM									
COM	1	2	2	5		1	3		4
ECON	1	1	1	3			2		2
ENGL		1	3	4					
FREN	2	1	2	5					
GEOS	1		7	8		3	2	7	12
GWS									
HIST	1	1	1	3		2			2
IIAS									
MATH	4			4		12(1)	1		13
MDVL			1(1)	1					
PHIL		2	1	3					
PHYS		5		5		1			1
PSCI		1	2	3					
PSY		1		1			2		2
REL		1	2	3		1			1
SCI		2		2				4	4
SEGS	7	2	1	10			2		2
SOC	6	4		10		1			1
SPAA		1		1		6			6
SPAN							1		1
STAT		2	2	4			1		1
WLL									
Total	24	31	28(1)	83		27(1)	16	11	54

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

() = Number of changes due to assessment results

COLLEGE OF AVIATION

The College of Aviation submitted 17 undergraduate and five graduate curriculum change proposals (Table 3). Three new undergraduate certificate programs and one graduate certificate program were created. Five new undergraduate and one new graduate courses were proposed. Of all undergraduate curriculum changes, 82.4% were changes suggested by organizations outside of WMU. Eighty percent of graduate changes stemmed from outside organizations.

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	0	14	3	17	0	0	4	1	5

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.

Academic program changes accounted from 27.8% of undergraduate curriculum changes and 20% of graduate curriculum changes (Table 4). The majority of changes for this college came in the form of substantive course changes (72.2% for undergraduate; 60% for graduate).

Table 4 - Categories of Curriculum Changes

Undergraduate Program				Graduate Program			
A	B	C	Total Number	A	B	C	Total Number
4	13	0	17	1	3	1	5

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 63 curriculum proposals at the undergraduate level and 51 at the graduate, resulting in a total of 114 proposals. Data in Table 5 shows that no changes at either level were due to formal assessment of student learning. Overall, 41.2% of all college curriculum changes were the result of informal assessments or suggestions from accreditation bodies, advisory boards, and the like, while 58.8% of changes did not fall into any of these categories. Informal assessments of student learning accounted for 20.6% and 21.6% of changes at the undergraduate and graduate level, respectively. Changes resulting from guidance by outside organizations accounted for 3.2% at the undergraduate level and 41.2% at the graduate level.

An examination of academic program proposals revealed that 11 concentrations were converted to majors at the undergraduate level, and one graduate concentration changed to a program. One program at the graduate level was deleted; one graduate program and one graduate certificate program were created. In terms of courses, eight undergraduate and 13 graduate courses were created, while one graduate course was deleted.

Table 5 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program					Graduate Program				
	A	B	C	D	Total Number	A	B	C	D	Total Number
CECP				4	4				1	1
ELRT		5		5	10		5	1	11	17
FCS		2	2	5	9			4	2	6
HPHE		4		21	25					
SPLS		1		7	8			5	1	6
TLES		1		6	7		6	11	4	21
Total	0	13	2	48	63	0	11	21	19	51

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 shows the data broken down by the type of curriculum change. These data show that 28.9% of curriculum changes were academic program changes, 60.5% were substantive course changes and 10.5% were miscellaneous course changes. As noted above, none of these changes resulted from formal assessment of student learning. At the undergraduate level 31.7% were academic program changes, 63.5% were substantive course changes, and 4.8% were miscellaneous course changes. Data for the graduate curriculum changes indicates that 25.5% involved academic program changes, 56.8% were substantial course changes and 17.6% were miscellaneous course changes.

Table 6 - Categories of Curriculum Changes

Department	Undergraduate Program					Graduate Program			
	A	B	C	Total Number		A	B	C	Total Number
CECP	4			4		1			1
ELRT		9	1	10		7	10		17
FCS	7	1	1	9		3	1	2	6
HPHE	5	19	1	25					0
SPLS	3	5		8		1	5		6
TLES	1	6		7		1	13	7	21
Total	20	40	3	63		13	29	9	51

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 46 curriculum changes (courses and programs) at the undergraduate level and 26 at the graduate level for a grand total of 72 curriculum proposals (Table 7). Of all course changes, 5.6% were based on formal assessment activities while 54.1% were based on informal activities. Formal assessment activities were used to drive 4.5% of undergraduate changes and 7.7% of graduate changes. Informal assessment of student learning from activities such as student feedback and faculty discussion accounted for 47.8% of graduate change and 23.1% of graduate changes. Information provided by accreditation bodies and organizations outside of the University drove 8.7% of undergraduate change proposals and 19.2% of graduate change proposals.

An investigation of these proposals show that one undergraduate certificate program was deleted and one accelerated graduate degree program was created. One new course was created and two courses were reactivated at the undergraduate level. At the graduate level four new courses were created and one course was deleted.

Table 7 - Evaluation of Curriculum Changes Resulting from Assessment

Department	Undergraduate Program						Graduate Program				
	A	B	C	D	Total Number		A	B	C	D	Total Number
CCE											
CPE		12	4	5	21			1			1
CS	1	5		7	13			1		4	5
ECE							2	1		1	4
EDMMS	1				1			2	4	4	10
IEE/IEM		2		2	4				1	1	2
MAE		3		4	7			1		3	4
Total	2	22	4	18	46		2	6	5	13	26

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 shows the data broken down by the type of curriculum change. These data indicate that 41.3% of all UG proposals from the college were academic program changes. Of all undergraduate proposals from the college 56.5% were substantive course changes, and 2.2% of were miscellaneous course changes. None of these substantive course changes were the result of formal assessment of student learning. Two of the academic program proposals were based on formal student learning assessments.

Data for graduate programs show that 34.6% of all proposals from the college were academic program changes, 38.5% of all proposals were substantive courses changes, and 26.9% were miscellaneous course changes. Two proposals at the graduate level resulted from formal assessment of student learning.

Table 8 - Categories of Curriculum Changes

Undergraduate Program					Graduate Program			
Department	A	B	C	Total Number	A	B	C	Total Number
CCE				0				0
CPE	9	12		21		1		1
CS	4(1)	9		13	2	3		5
ECE				0	3(2)	1		4
EDMMS	1(1)			1	2	4	4	10
IEE/IEM	2	1	1	4		1	1	2
MAE	3	4		7	2		2	4
Total	19(2)	26	1	46	9(2)	10	7	26

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

() = Number of changes due to formal assessment results

COLLEGE OF FINE ARTS

The College of Fine Arts had 39 curriculum changes at the undergraduate level and one at the graduate level for a total of 40. Data in Table 9 show that 2.6% of all undergraduate proposals the college were based on formal assessment of student learning. The one graduate curriculum change was not due to formal student learning assessments. Informal assessments accounted for 15.4% of undergraduate changes and 53.8% of changes were due to suggestions from outside organizations.

The College of Fine Arts converted three undergraduate concentrations to majors. Additionally , 12 undergraduate courses and one graduate course were created.

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		1	1	2	4					0
DANC		1		3	4					0
MUS		2	3	2	7					0
RIDI			11	1	12				1	1
THEA	1	2	6	3	12					0
Total	1	6	21	11	39	0	0	0	1	1

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 shows the data broken down by the type of curriculum change. At the undergraduate level 28.2% of all undergraduate proposals were academic program changes, 51.3% were substantive course changes and 20.5% were miscellaneous course changes. These data also show that one of the undergraduate academic program changes was due to assessment

of student learning. The one proposal at the graduate level was driven by informal student assessment activities.

Table 10 - Categories of Curriculum Changes

Undergraduate Program					Graduate Program			
Department	A	B	C	Total Number	A	B	C	Total Number
ART	1	2	1	4				0
DANC	1	3		4				0
MUS	4	1	2	7				0
RIDI	1	7	4	12		1		1
THEA	4(1)	7	1	12				0
Total	11(1)	20	8	39	0	1	0	1

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 21 curriculum changes at the undergraduate level and 22 at the graduate level for a total of 43 curriculum changes. Overall, 3.5% of all curriculum changes were based on formal or informal assessment and suggestions from outside organizations. The college created one new minor and two graduate certificate programs while deleting one undergraduate major.

Table 11 shows that 4.8% of all undergraduate proposals was based upon formal assessment data while none of the graduate proposals were based on formal assessment. Additionally, 4.8% of undergraduate changes were based on organizations outside of WMU such as accreditation bodies or advisory boards. Informal assessment accounted for 28.6% of undergraduate proposal and 31.8% of graduate proposal.

Table 11 - Evaluation of Curriculum Changes Resulting from Assessment

	Undergraduate Program				
Department	A	B	C	D	Total Number
BLS					0
NUR					0
OT				1	1
PA					0
PT					0
SIHP	1	6		7	14
SPPA				2	2
SWRK			1	3	5
Total	1	6	1	13	21

Graduate Program				
A	B	C	D	Total Number
			2	2
				0
			1	1
				0
	2		8	10
	4			4
	1			1
			4	3
0	7	0	15	22

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 shows these data by the type of curriculum change. 42.9% of all undergraduate changes were academic program changes. Another 38.1% were substantive course changes. The remaining 19.0% of changes were miscellaneous course changes. Formal assessment of student learning was responsible for one academic program change at this level.

Results for the graduate curriculum changes showed that 18.2% were academic program changes, and 81.9% were substantive course changes. Formal assessment of student learning did not account for any of these changes.

Table 12 - Categories of Curriculum Changes

Undergraduate Program					Graduate Program			
Department	A	B	C	Total Number	A	B	C	Total Number
BLVS				0	2			2
NUR				0				0
OT		1		1		1		1
PA				0				0
PT				0		10		10
SIHP	6(1)	5	3	14		4		4
SLHS	1		1	2	1			1
SWRK	2	2		5	1	3		3
Total	9(1)	8	4	21	4	18	0	22

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 75 curriculum changes at the undergraduate level and 15 at the graduate level for a total of 90 proposals. One undergraduate change proposal used formal student learning assessment data to drive proposed changes. No graduate change proposals utilized formal student learning assessment data as a driver. One new major, one new minor, and four new courses were created at the undergraduate level. At the graduate level one new course was created. Moreover, two courses were deleted at level, respectively.

Table 13 shows that 1.3% of all undergraduate curriculum proposals were related to assessment of student learning. Additionally, 12% of proposed changes were based on informal assessment and 4% were done as a result of suggestions by organizations outside of the University. At the graduate level, 93.3% of curriculum changes did not fall into one of the main three categories (formal student assessment, informal student assessment, suggestions from outside organizations).

Table 13 - Evaluation of Curriculum Changes Resulting from Assessment

Undergraduate Program						Graduate Program				
Department	A	B	C	D	Total Number	A	B	C	D	Total Number
ACTY				2	2				2	2
BIS			1	7	8				2	2
FCL			1	7	8				3	3
HCOB	1	4		17	22		1		2	3
MGMT		4		13	17				2	2
MKTG		1	1	6	8				3	3
Total	1	9	3	62	75	0	1	0	14	15

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 shows these by the type of curriculum change. Academic program changes accounted for 12% of all undergraduate proposals. Substantive course changes made up another 78.7% of changes and miscellaneous course changes constituted 9.3% of these proposals. One substantive course change proposal utilized formal student learning assessment data.

At the graduate level, 40.0% of curriculum change proposals were academic program changes 40.0% were substantive course changes; and 20.0% were miscellaneous course changes. None of the curriculum changes at the graduate level were due to formal assessment of student learning.

Table 14 - Categories of Curriculum Changes

Department	Undergraduate Program			
	A	B	C	Total Number
ACTY	1	1		2
BIS	1	7		8
FCL		6	2	8
HCOB	3	19(1)		22
MGMT	1	12	4	17
MKTG	3	14	1	18
Total	9	59	7	75

Graduate Program			
A	B	C	Total Number
2			2
1	1		2
1	2		3
1	1	1	3
		2	2
1	2		3
6	6	3	15

A = Academic program changes

B = Substantive course changes

C = Miscellaneous course changes

() = Number of changes due to assessment results

OTHER CURRICULUM CHANGES

The Lee Honors College, an academically unaffiliated unit, created six new courses that were also created to WMU Essential Studies. Three additional courses were deleted from their portfolio.

There were a few organizational changes made across campus that will begin with the 2024-2025 academic year. The Departments of Dance and Theatre will become the School of Theatre and Dance. The LatinX and Latin American Studies minor will be housed in the Department of Spanish. The Gender and Women's Studies programs and courses will be housed in the Department of Sociology, although the Department of Gender and Women's Studies will continue to exist.

SUMMARY

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. Formal assessment activities are those that measure student learning, either directly or indirectly. However, other informal assessment activities were included such as student feedback and faculty discussions. Suggestions made by accreditation bodies and organizations outside of WMU were also included. The inclusion of all types of assessment were included to give a richer picture of how assessment was used in curriculum change decisions.

Assessment activity was divided into formal assessment (A in the odd number tables) and informal assessment activities (B in the odd numbered tables). The distribution between these two categories shows that 1.7% of all curriculum changes were due to formal assessment (and 23.1% due to informal assessment. Formal assessment was used in 1.7% of all undergraduate and graduate proposals, respectively, while 23.5% of undergraduate and 22.3% of graduate curriculum changes were due to informal assessment.

Because of the change in how assessment activities were reported and the lack of annual reports since 2019, meaningful comparisons of these data with previous data cannot be conveyed. Subsequent reports will compare current year data with previous years' data.