Development and Implementation of a Holistic Course Review Process Embracing Collaboration between Assessment and Curriculum Committees

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Objective:

To develop and implement a comprehensive, holistic course review process that utilized student-provided feedback, self-assessment, and peer assessment while leveraging collaboration between committees to assure quality of our curriculum.

Methods:

Step 1 – Analyze
- Analyze existing course review process to:
  - Gain consensus on goals of a course review process
  - Identify opportunities for improvement

Step 2 – Compare
- Compare current practice to peer schools and published literature to identify best practices

Step 3 – Collaborate
- Collaborate with stakeholders by forming a joint Curriculum Committee (CC) and Assessment Committee (AC) Working Group (WG)

Step 4 – Create
- Create a new process and schedule for course review with self-assessment from course directors

Step 5 – Revise
- Revise process, schedule, and self-assessment survey based on user and stakeholder feedback

Step 6 – Implement
- Implement the new process as a pilot for P1 Fall courses and courses deemed to have had a substantive change

Step 7 – Refine
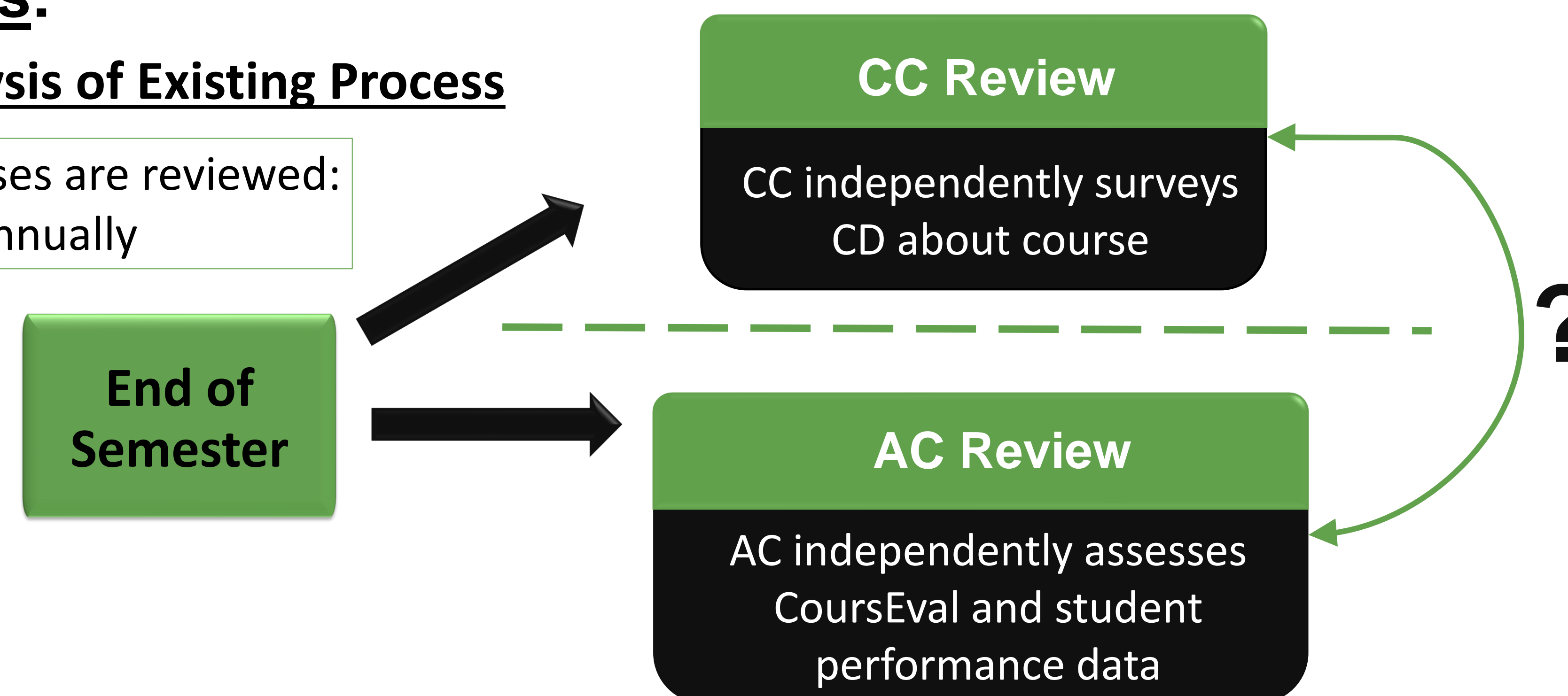- Refine process, schedule, and self-assessment survey based on assessment of pilot

Member	*Responsibility
Associate Dean for Education	Oversees whole process and liaises with department chairs and administrative team
Director of Assessment	Provides CoursEval and student performance data
Curriculum Committee Chair and Chair-Elect	Communicates feedback, critiques, and accolades identified during review to course directors
Assessment Committee Chair and Chair-Elect	Provides AC perspective to review and reports back to committee
Academic Fellow	Maintains Course Director Self-Reflection survey
Instructional Design Team[†]	Reviews learning management system organization and digital accessibility score
Program Director	Collects and reviews syllabi to ensure alignment to school's template standards

Table 1. Working group composition and responsibilities. *All faculty members participate in individual and group review of courses. [†]Instructional Design did not participate in pilot but will participate in future reviews. The academic fellow performed these responsibilities for pilot.

Results:

A. Analysis of Existing Process

Courses are reviewed:
- Annually

End of Semester

CC Review
CC independently surveys CD about course

AC Review
AC independently assesses CoursEval and student performance data

?

Opportunities for Improvement:
1. Minimal communication between committees
2. Variable incorporation of course directors (CD) in the process
3. Thought to be too superficial of a review
4. No closing of the loop - tracking of responses to feedback from year to year not feasible

B. Implementation of Revised Process

Courses are reviewed:
- Every 3 years
- After substantive change per CC

End of Semester

WG assigned to course for initial review
Individual Review

Results reported to CC and AC for additional comments/discussion
Committee Review

Syllabus updated by CDs and submitted to Program Director
Syllabus Revision

Interventions, revisions, and accolades from process documented
Closing of Loop

Course Reflection
Course Director(s) complete Self-Reflection Survey

Group Review
WG shares results of individual review and compiles feedback

CD Feedback Review
CD receives feedback from CC Chair

CC Syllabus Review
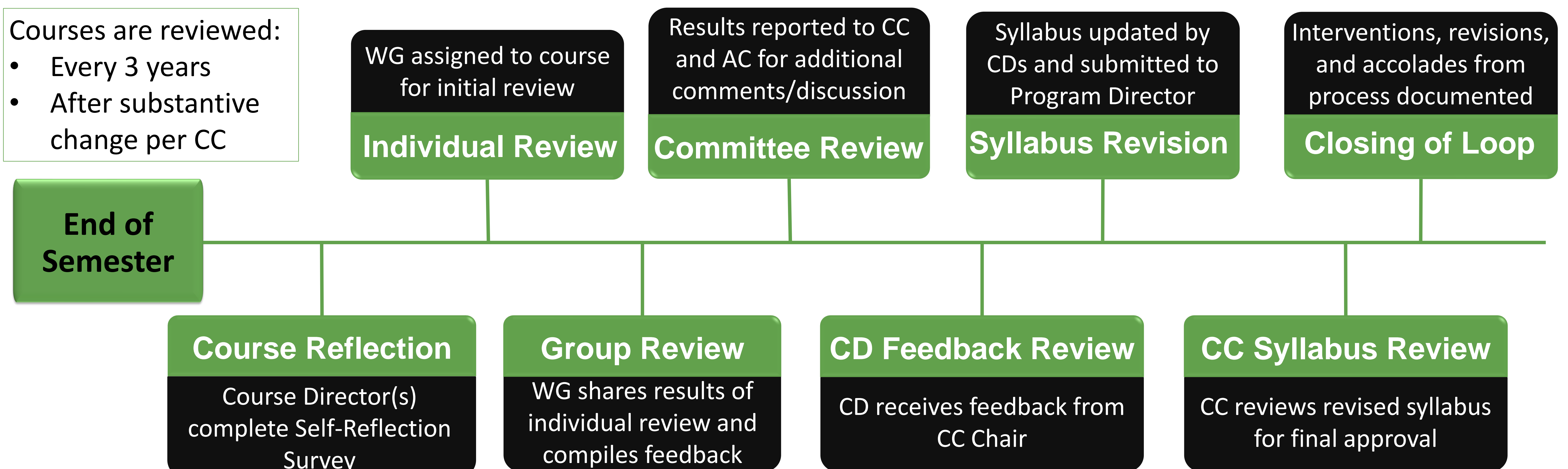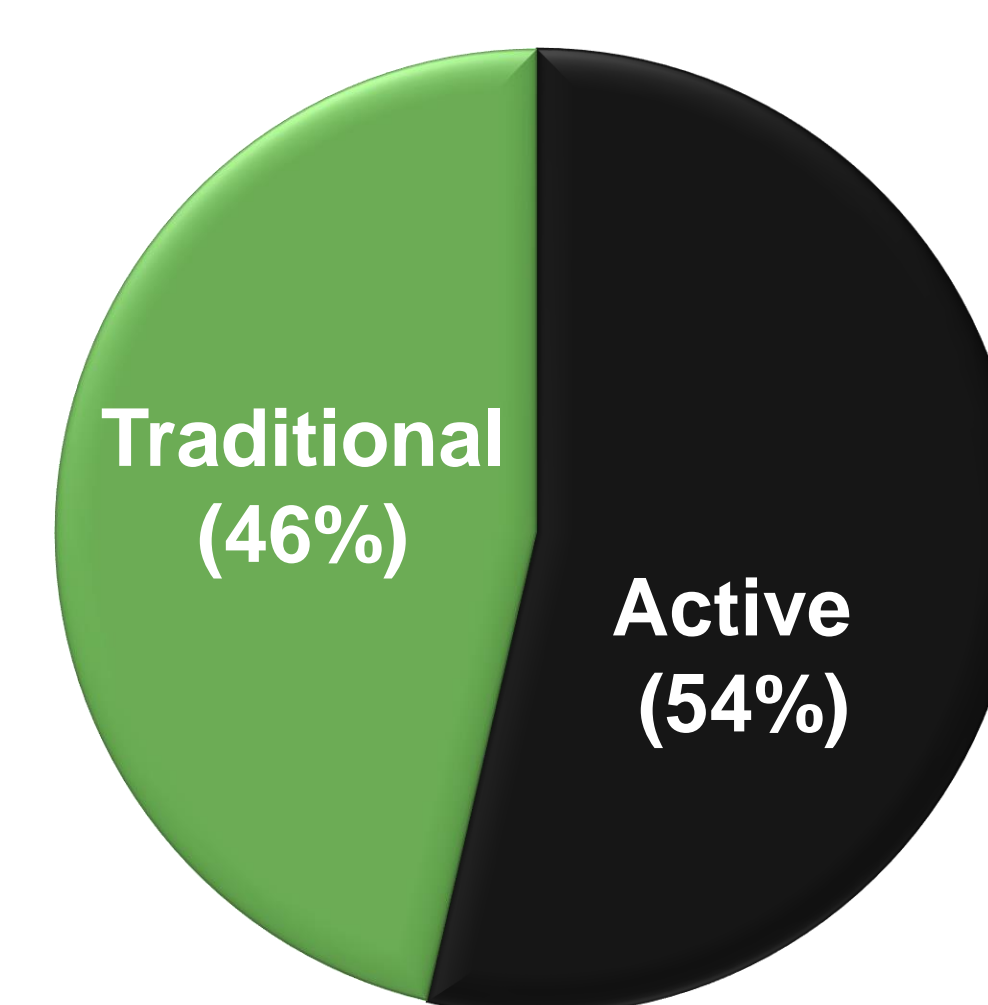CC reviews revised syllabus for final approval

Figure 1. Summary of the course review process timeline. A) The old course review process included disjointed analyses from AC and CC with several identified problems that limited collaboration and actionable feedback. B) The new process includes collaborative review that provides solutions to the identified problems. All syllabi are approved by the CC after revisions and submission to the program director. Course directors (CDs) are provided opportunity to respond to the review feedback after communication from the CC Chair.

A % Active Learning vs Traditional Lecture

Traditional (46%)
Active (54%)

B Types of Active Learning

Frequency — Discussion, Peer Teaching, Case Studies, Think-Pair-Share, Demonstrations, Polling, Peer Review, Problem-Solving w Real Data, Games, Roleplay, Reflections, Other
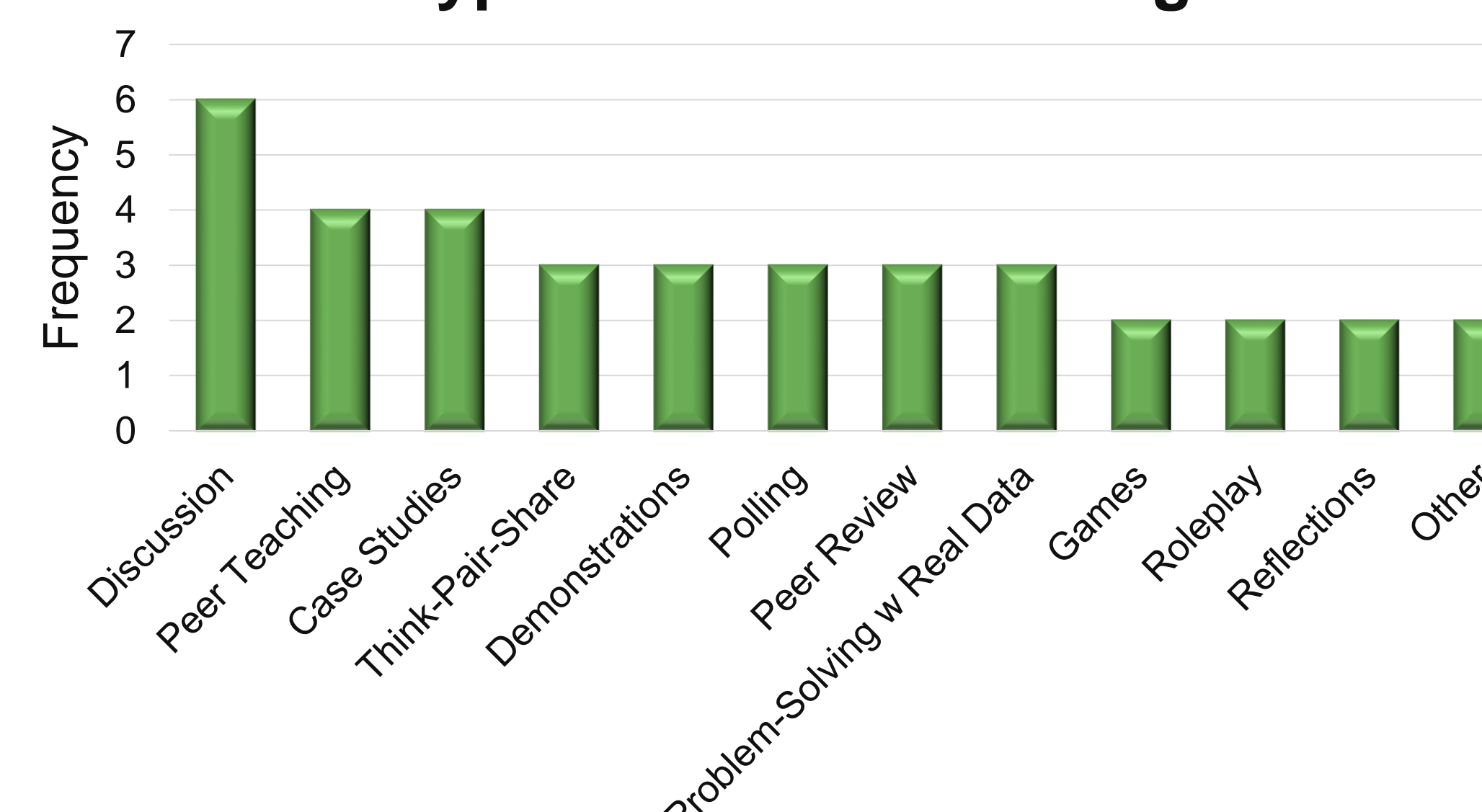
Figure 2. Results of four P1 Fall and two substantive change courses from CD Self-Reflection survey. A) Average reported active learning and traditional learning in the courses surveyed (n=6). B) Types of active learning reported to be utilized in lecture. No course director selected the use of Just-In-Time Teaching, minute papers, or muddiest point. The CD Self-Reflection survey included 32 items in 4 major sections: (1) Basic Course Information, (2) Content, Structure, and Teaching/Learning Methods, (3) Course Directorship, and (4) Assessments. The survey was designed to take ~1 hour to complete, on average.

Conclusions:

- The development and implementation of a holistic course review process was made possible through collaboration of key committees and prioritization and support from administration.

- With continued refinements from working group, committee, and faculty/administrative feedback, this process will serve as a critical component of our curricular quality improvement processes in the future.