

Creating Research Questions and an Evidence Inventory to Guide Curriculum Review

Research Question	Supporting Evidence	Notes
1. Are the learning outcomes for the course appropriate for the grade level?	<ul style="list-style-type: none"> • Course outcomes from the syllabus – aligned with program outcomes • Course class schedule • Grade level or program year • Program course sequence • Interview with course instructor and/or course coordinator • Student performance record 	
2. Are the course learning outcomes, teaching matter, activities, and assessments in alignment?	<ul style="list-style-type: none"> • Course syllabus • Time assigned per topic • Classroom activities • Coding or alignment • Exam blueprints showing density of outcomes covered per exam • Course class schedule • Course outcomes • Exam/test questions • Other assessment activities 	
3. Are the course learning outcomes appropriately aligned with the program goals, accreditation standards, and/or college-wide goals?	<ul style="list-style-type: none"> • Copy of college-wide goals • Program learning outcomes • Course outcomes • Accreditation standards 	
4. If the course is team-taught, is there evidence that efforts were made to ensure consistency and smooth transitions?	<ul style="list-style-type: none"> • Interview with course coordinator and instructors • Coordinator and instructor meeting schedules and/or minutes • Exam blueprints 	
5. Is there evidence that efforts have been made to align content between courses (concurrent and sequential)?	<ul style="list-style-type: none"> • Pre-requisites • Program course sequence • Interview with course coordinator and/or instructor 	

Creating Research Questions and an Evidence Inventory to Guide Curriculum Review

Research Question	Supporting Evidence	Notes
6. Are active learning strategies being used in the course?	<ul style="list-style-type: none"> • Course syllabus • Class schedule • Interview with course coordinator and/or instructor 	
7. Does the workload for the course seem reasonable?	<ul style="list-style-type: none"> • Course syllabus • Student evaluations of the course 	
8. Is the student performance history for the course acceptable?	<ul style="list-style-type: none"> • Exam history • Longitudinal data if available • Overall grade history (pass rate) 	
9. Is there evidence that course-level assessment are being used to inform course-level change?	<ul style="list-style-type: none"> • Course-level map if available • Interview with course instructor and/or instructor • Exam history • Student evaluation of the course • Data-action reports if available 	
10. Are there sufficient human, technical, and financial resources available to support a quality learning experience?	<ul style="list-style-type: none"> • Interview with course instructor and/or instructor • Course syllabus • Activating learning strategies • Student evaluation of the course 	
11. Are the pre-requisites appropriate?	<ul style="list-style-type: none"> • Course syllabus • Program pre-requisite chart 	
COMMENTS		

Creating Research Questions and an Evidence Inventory to Guide Curriculum Review

Research Question	Supporting Evidence	Notes
COMMENTS		