













Curriculog: Assessment Review SOP

Curriculog Workflow: Overview

In Curriculog there are different types of proposals, each of which have different workflows to track the status of a task. Some of which include Assessment Reviews. Below are some examples of workflow types, along with the steps:

 2024-2025 Course Inactivation Form  9 mandatory 10 total
 2024-2025 Course Modification  11 mandatory 12 total
2024-2025 General Education Approval  10 mandatory 12 total

Types of Workflows

Workflow		
	Originator	▼
	Program Director Review	▼
	Division Dean Review	▼
	CQI - Curriculum Review	▼
	CQI - Assessment review	▼
	College Curriculum Council Review	▼
	Provost	▼

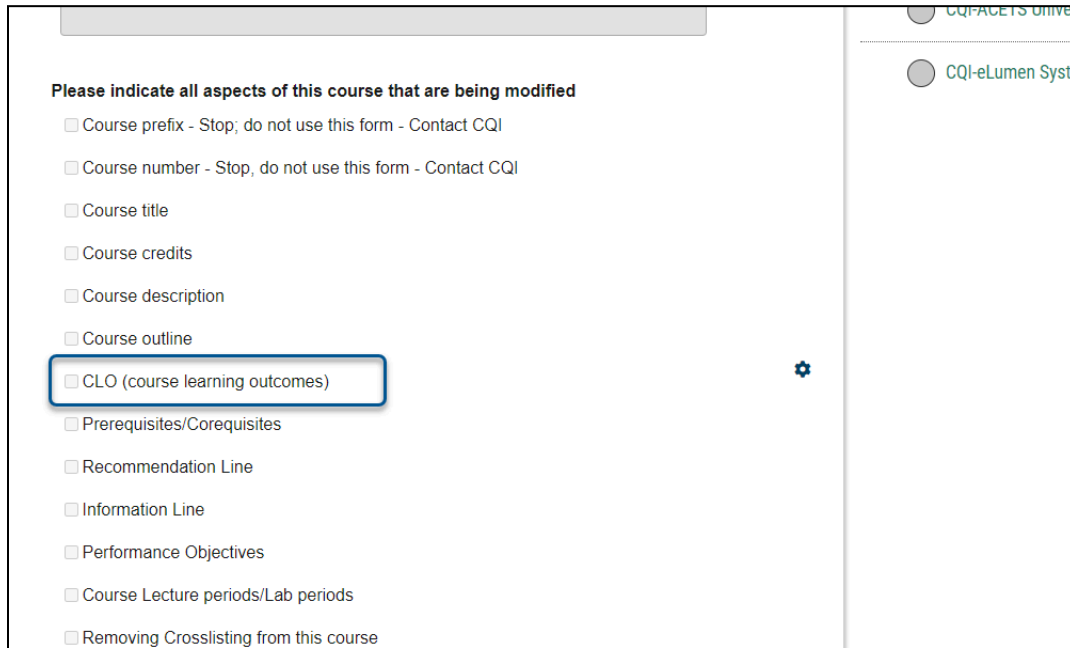
Workflow example - Course Modification

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When Assessment Review step is presented:

Often, the Assessment Review step will be presented in a **Course Modification** Workflow or a **New Course Form** Workflow. When you are at the Assessment Review Step for a **Course Modification**, any CLO Changes will be indicated here:



Please indicate all aspects of this course that are being modified

- ☐ Course prefix - Stop; do not use this form - Contact CQI
- ☐ Course number - Stop; do not use this form - Contact CQI
- ☐ Course title
- ☐ Course credits
- ☐ Course description
- ☐ Course outline
- ☐ CLO (course learning outcomes)
- ☐ Prerequisites/Corequisites
- ☐ Recommendation Line
- ☐ Information Line
- ☐ Performance Objectives
- ☐ Course Lecture periods/Lab periods
- ☐ Removing Crosslisting from this course

CCQ-ACETS Univer

CCQ-eLumen Syste




It's important to closely review the changes and also check the modifications proposed in the workflow against the following:

- [Pima Catalog](#)
- [eLumen](#)

Once confirmed the modifications proposed are different from what exists, proceed to review the CLOs for updates.

Reviewing Assessment/CLO modifications:

- Review that the Assessment Plan is complete. CCC will review the CLO/PLO.

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

- When reviewing Course Learning Outcome (CLO) modifications, it's important to understand a few things:
 - a. The originator (and/or individuals in the discipline) are the Subject Matter Experts when it comes to their content - we should provide feedback on CLO Modification accordingly
 - b. CLOs should be measurable and direct
 - c. Every CLO will need to be assessed for each student in a section so be mindful of the amount of CLOs being proposed. For example, if a course has more than 8 CLOs, consider reaching out to the originator to get context on the amount of CLOs

Course Learning Outcomes*

- Recall proficient knowledge of reading and interpreting manufacturer repair documents.
- Recall proficient knowledge of sheet metal machining and layout techniques.
- Demonstrate common processes/procedures associated with Blueprint reading while performing sheet metal fabrication.

Please use the number list function to format this information.

Example of Course Learning Outcomes in a proposal with Bloom Verbs highlighted

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Making decisions/Next steps:

- If modifications to the proposed CLOs are needed, “reject” step and provide feedback to the requestor. **We must always provide feedback when rejecting a proposal.**
- If modifications to the proposed CLOs meet assessment criteria, “approve/accept” step for workflow to move forward