Purposeful Pathways: Faculty Planning for Curricular Coherence

AAC&U Annual Meeting 2019
January 25, 2019
10:30 am – 11:45 am
Participating Campuses

- Community College of Philadelphia
- University of Houston – Downtown
- University of Nevada, Las Vegas
- Winston-Salem State University
Project Goals

• To implement faculty-led curricular changes that create a more coherent and intentional curriculum that promotes purposeful pathways for student learning and success that are explicit and transparent.

• To evaluate the effects of curricular redesign both on student learning and faculty practices.
The October 2018 issue of AAC&U News features an article on the experiences of the Purposeful Pathways project teams to date.

The article can be accessed here: www.aacu.org/aacunews/newsletter/2018/october/campus-model
Teagle Foundation Resources

Teagle Foundation Initiative: Pathways to the Liberal Arts

This initiative seeks to support institutions in the work of securing access to and success in the liberal arts. It emphasizes major curricular reforms that deepen student learning and keep them on the path to the degree.

Participating institutions are encouraged to choose one of three target areas:

**Target Area 1**
Strengthening access to the liberal arts in the transition from high school to college

**Target Area 2**
Strengthening transfer access to the liberal arts from public two-year to private four-year colleges

**Target Area 3**
Strengthening the rigor and quality of liberal arts pathways at two- and four-year institutions
Assessing Purposeful Pathways Project

• Our framework
  • Faculty work as learning/cognition (Lattuca, 2005; Lattuca & Creamer, 2005; Neumann, 2005)
  • Theory of change = Concerns-Based Adoption Model (CBAM) (Hall & Hord, 2006)
### CBAM - Stages of Concern

<table>
<thead>
<tr>
<th>Stage of Concern</th>
<th>Expression of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Refocusing</td>
<td>I have some ideas about something that would work even better.</td>
</tr>
<tr>
<td>5. Collaboration</td>
<td>How can I relate what I am doing to what others are doing?</td>
</tr>
<tr>
<td>4. Consequence</td>
<td>How is my use affecting learners? How can I refine it to have more impact?</td>
</tr>
<tr>
<td>3. Management</td>
<td>I seem to be spending all my time getting materials ready.</td>
</tr>
<tr>
<td>2. Personal</td>
<td>How will using it affect me?</td>
</tr>
<tr>
<td>1. Informational</td>
<td>I would like to know more about it.</td>
</tr>
<tr>
<td>0. Awareness</td>
<td>I am not concerned about it.</td>
</tr>
</tbody>
</table>

[http://www.nas.edu/rise/backg4a.htm](http://www.nas.edu/rise/backg4a.htm)
# CBAM - Levels of Use

<table>
<thead>
<tr>
<th>Levels of Use</th>
<th>Behavioral Indicators of Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. Renewal</td>
<td>The user is seeking more effective alternatives to the established use of the innovation.</td>
</tr>
<tr>
<td>V. Integration</td>
<td>The user is making deliberate efforts to coordinate with others in using the innovation.</td>
</tr>
<tr>
<td>IVB. Refinement</td>
<td>The user is making changes to increase outcomes.</td>
</tr>
<tr>
<td>IVA. Routine</td>
<td>The user is making few or no changes and has an established pattern of use.</td>
</tr>
<tr>
<td>III. Mechanical</td>
<td>The user is making changes to better organize use of the innovation.</td>
</tr>
<tr>
<td>II. Preparation</td>
<td>The user has definite plans to begin using the innovation.</td>
</tr>
<tr>
<td>01. Orientation</td>
<td>The user is taking the initiative to learn more about the innovation.</td>
</tr>
<tr>
<td>0. Non-Use</td>
<td>The user has no interest, is taking no action.</td>
</tr>
</tbody>
</table>

http://www.nas.edu/rise/backg4a.htm
Goal – Be able to create Innovation Configurations re: Curricular Coherence

• Provides clear, specific, and shared descriptions of what a new program or practice should look like;

• Focuses on the key components of a program or practice;

• Describes variations for each component of a new program in terms of the actions and behaviors that are ideal, acceptable, and unacceptable;

• Produces flexible documents that can change as the use of a new program or practice matures; and

• Helps faculty who are new to an innovation understand expectations.
Results from Project-Level Assessment Informed by CBAM

• In addition to other metrics for gauging curricular coherence (e.g., number of faculty/dept’s involved, number of redundancies reduced/eliminated, etc.) institutions have been using CBAM for local assessment/evaluation of curricular coherence efforts

• @ Project level, have used CBAM to help us identify critical strategies, shared experiences, key “pain points” in the work, etc.

• Example: Structured Group Interview (SGI) of Purposeful Pathways team members May, 2018
Key Findings – re: CBAM Framework

• While team members were at more “sophisticated” stages of concern/levels of use, they recognized need to tailor messaging to faculty coming to the project very differently to meet them “where they are”

• The majority stated that much of their work originally focused on those programs/departments most primed and prepared to engage in curricular coherence efforts.

• Even so, many articulated that faculty often still engage at the level of “Personal” concern, so team members had to make this work relevant to individual faculty as well as to programs/departments as a whole.

• A strategy that emerged from this realization was to focus on identifying individual champions/smaller cohorts of faculty within a program/department to do the actual work of curricular coherence, rather than trying to “sell” the initiative’ to the entire department.
Key Findings – re: Strengths/Lessons Learned

• The need to build trust between administrators and faculty
• The work facilitates the efficient use of faculty resources
• It catalyzes faculty talking to faculty about the curriculum
• It directly improves the student experience
• It refocuses faculty on student learning
• It leads to greater student understanding of their skillset/ability to market themselves
• Project has enabled teams to learn how various universities have figured out how to do this work
• It empowers faculty to take responsibility for the curriculum
• It allows faculty to reimagine their program by bridging gaps between general education and the majors
Key Findings – re: Challenges/Lessons Learned

• For the work to be most successful, teams must accept the challenge to reframe it from a “project” and to begin to think about broader cultural changes that need to happen.

• Curricular coherence does not happen overnight, and should be seen and framed as a long-term strategy.

• There must be leadership investment in the initiative; specifically, the Provost’s office must make a long-term commitment.

• That said, it must fully engage faculty so that there isn’t a perception that the team represent “stooges” for administrators.

• It is imperative that the quality of a liberal education not be sacrificed in the name of “efficiency”.

• To be truly successful, there should be energy dedicated to expanding faculty collaboration across departments, using those that have engaged in this work meaningfully as “more expert peers” for departments just beginning to engage in curricular coherence work.

• Utilizing peer institutional data for benchmarking (e.g., number of credit hrs per major at peer and aspirant institutions) is critical.
Highlights from University of Houston-Downtown & UNLV
University of Houston-Downtown

- Enrollment: 13,913
- 52% full-time (12 credits/semester)
- 47% receive Pell grants
- Demographics
  - Ethnicity
    - African American: 22%
    - Hispanic: 48.1%
    - White: 16%
    - Other: 11%, and
    - International: 2%
  - Average age: 26.7
Campus Goals

• Revise degree plans with better-structured pathways for student success, subsequently improving semester schedule processes.

• Increase awareness by more faculty about issues of curricular design and course scheduling

• Improve student experience in cases where we can identify bottlenecks or degree requirements that are difficult to fulfill.
Alignment of Teagle Project Goals with the Current UHD Initiative

• State of Texas 60×30TX plan
  • By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree

• Many community colleges to adopt a Field of Study Curriculum
  • Set of courses for specific majors for those who plan to earn a bachelor’s degree
  • Revision to make sure these courses count for major requirements (not electives) for students who transfer to UHD
Course Changes at UHD

• Three degree plans amended

• Too many courses required for major
  • Spanish: 72 credits → 33 credits
  • Communication Studies: 62 credits → 35-39 credits

• Too few courses offered for major (Health and Behavioral Sciences)
  • Increase elective courses options
  • Hire additional faculty
Perceptions of Degree Plans: Survey of Advisors

• Transparency/coherence of Degree
  • Spanish: “Not clear on placement options and purpose of degree outcome. Students do not understand if it's a professional program or academic program.”
  
  • Social Sciences: “Concentrations not clear or purposeful.”
  
  • Communication Studies: “Program inconsistent with offerings and prerequisites (standing).”

• Transparency of course titles
  • PSY 4395 - Special Projects
  • PSY 3301 - Industrial Organizational Psychology
Suggestions for improving degree plan?

• Spanish: Course availability, new courses, course rotation, student access to faculty, and concentration/tracks towards career

• History: Variety in teaching/class format/delivery, more relevant courses; Internship or Special Project.

• Sociology: Developing new courses; Add online sections;

• Political Science: POLS is transparent but lacks support for career focus. Most students pursue POLS for law school or politics. Create new and more relevant POLS courses.
• 24,702 Undergraduate Students
• 5,000+ Graduate and Professional Students
  • Native American .2%
  • Asian 15.5%
  • Black/African American 7.8%
  • Hispanic 29%
  • Native Hawaiian/Other Pacific Islander .9%
  • White 31.7%
  • Two or more Races 3.5%
  • Unknown 1%
• 1,033 Faculty Members
• 83 Countries Represented by Students
• 1st Four-Year Institution in Nevada to Reach Hispanic Enrollment at 25%
• Disseminate and facilitate use of the framework

• Offer to departments a suite of support services designed to streamline implementation of curricular changes.

• Implement an incentive structure to support and reward faculty for their efforts to improve curricular coherence in their programs.

• Measure impact of curricular changes on student success
Campus Opportunities

• **Introduction of Curriculog**
  • Automates the curriculum approval workflow and integrates it with catalog publication
  • Removes major barrier that historically discouraged departments from making curricular changes

• **Nevada System of Higher Education (NSHE) Transfer Articulation Audit**
  • Audit results may provide opportunity to invite several departments to review and revise their curricula
<table>
<thead>
<tr>
<th>Campus Partner Departments</th>
<th>Pilot Year — Sociology &amp; Kinesiology &amp; Nutrition Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>Curriculum Changes for 100-level courses</td>
</tr>
<tr>
<td>Geosciences</td>
<td>Complete Curriculum Review; revision for undergraduate majors-pre-req, inactivated rarely-offered courses, re-numbered courses to reflect the level of content and to improve sequence, and identified 3 courses that needed to be offered more frequently</td>
</tr>
<tr>
<td>Psychology</td>
<td>Simplified UG curriculum and made it easier for students to navigate — General Education Lab options better met needs of more Psych majors; Updated pre-reqs for research methods, and deleted courses that had not been offered frequently</td>
</tr>
<tr>
<td>English</td>
<td>External review of first-year Composition program; revision and alignment of courses;</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Deleted 2 required 1-credit lab courses and replaced with a single 1-credit course; more options for a 1-credit 400-level elective design or lab course — in development</td>
</tr>
</tbody>
</table>
Assessment

Common Measures

• Faculty CBAM Survey
• 80% of faculty who responded found the curricular review process very or extremely useful

Department Specific Measures

• Communication Studies pre- and post-test to evaluate student improvement in proficiencies in revised courses
Participation Metrics at UNLV

• 7 departments, offering 8 programs
• 6 programs modified
• 62 courses modified or streamlined
• Approximately 3,875 students affected (15% of undergraduate enrollment)
Key Student Facts for Fall 2018

- Approximately 16,909 degree and non-degree seeking students
- 69.9% are part-time
- 64.1% are female
- 65.3% are Pell status

Race/Ethnicity:
- 45% Asian
- 23% Black
- 15% Hispanic
- 7% Other/Unknown
- 10% White

Community College of Philadelphia
## Initial Placement Level

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-College</strong></td>
<td>4,916</td>
<td>6,099</td>
</tr>
<tr>
<td><strong>College Level</strong></td>
<td>3,498</td>
<td>1,776</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,414</strong></td>
<td><strong>7,875</strong></td>
</tr>
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</table>

1 For test-takers from January 2017 to September 2017
Degree Programs and Certificates

- **24** Associate in Arts (AA) degree programs
- **5** Associate in Science (AS) degree programs
- **28** Associate in Applied Sciences (AAS) programs
  - ✓ **39** Proficiency Certificates
  - ✓ **4** Academic Certificates
Top 5 Programs

1. Health Care Studies – 22.6%
   ◦ 83.6% female; 70.6% part-time

2. Liberal Arts – 12.9%
   ◦ 55.4% female; 64.7% part-time

3. Business--General - 7.4%
   ◦ 49% female; 52.4% part-time

4. Computer Information System (IT) – 3.9%
   ◦ 17.7% female; 62.8% part-time

5. Psychology – 3.8%
   ◦ 77.6% female; 62.8% part-time
Faculty and Staff

- **399** Full-time faculty
- **459** Part-time faculty
- **464** Administrative and support staff
Guided Pathways at CCP (2015-2018)

Community College of Philadelphia is one of 30 community colleges in the country taking part in the Pathways Project, spearheaded by the American Association of Community Colleges (AACC) and funded in part by the Bill and Melinda Gates Foundation.

- First-Year Experience Courses
- Program Maps
- Extended Advising and Starfish
- Accelerated Learning Program (ALP), IELP (Intensive English Language Program), Contextualized Courses, Placement
- Transfer Dashboard
- Implemented in Spring 2018

https://www.ccp.edu/guided-pathways/implementing-guided-pathways
# Academic Pathways at CCP

<table>
<thead>
<tr>
<th>Health Care</th>
<th>Science and Technology</th>
<th>Design, Construction and Transportation</th>
<th>Business, Entrepreneurship and Law</th>
<th>Creative Arts</th>
<th>Liberal Arts and Communications</th>
<th>Education and Human Services</th>
</tr>
</thead>
</table>
| • Dental Hygiene*  
• Diagnostic Medical Imaging*  
• Health Care Studies  
• Health Services Management*  
• Medical Laboratory Technician*  
• Nursing*  
• Respiratory Care Technology* | • Applied Science & Engineering Technology  
• Biology*  
• Chemistry*  
• Computer Information Systems – IT  
• Computer Science*  
• Cybersecurity  
• Engineering Science*  
• Mathematics*  
• Network Technology Management and Administration | • Architecture*  
• Automotive Technology  
• Building Science  
• Construction Management  
• Facility Management - Construction Option  
• Facility Management - Design Option  
• Interior Design* | • Accounting  
• Business - General  
• Culinary Arts  
• Hospitality Management  
• Digital Forensics  
• Fire Science  
• Justice  
• Paralegal Studies*  
• Technical Studies* | • Art and Design*  
• Digital Video Production  
• Music Performance*  
• Photographic Imaging  
• Sound Recording and Music Technology*  
• Theater | • American Sign Lg/English Interpreting*  
• Communication Studies  
• English  
• International Studies  
• Liberal Arts  
• Liberal Arts - Honors Option*  
• Mass Media  
• Religious Studies | • Behavioral Health/Human Services  
• Education, Early Childhood  
• Education, Middle Level  
• Education, Secondary Humanities/Social Studies Option  
• Education, Secondary Math/Science Option  
• Liberal Arts – Social/Behavioral Science  
• Psychology |

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Community College of Philadelphia
Guided Pathways & Large-Scale Curricular Change

- **Spring 2018:** More than 40 degree programs made changes in Spring 2018 that aimed at greater curricular coherence.

- **Fall 2018:** 16 degree programs and certificates made adjustments to course sequence, course placement, support structures, etc. in response to student feedback and interdisciplinary conversations among faculty.

- **Fall 2019:** 13 degree programs are making further adjustments.
General Education at CCP

Middle States Commission on Higher Education (MSCHE) established new standards for general education in 2015

- How can we show how general education knowledge and skills develop **over time** and **within and across programs and pathways**?
- How can we include more input from **across the disciplines**?
- How can we improve clarity? Many find current gen ed requirements **confusing**.
- How can we make gen ed integrated and purposeful? Too often just about **checking boxes**.
Purposeful Pathways: Goals of the Pilot

Health Care Pathway & Liberal Arts and Communication Pathway

- reorganize general education under 7 Essential Skills
- integrate general education with Academic Pathways using Academic Pathway Outcomes (APOs)
- identify and evaluate general education content in specified courses, through programs, and within pathways
- align APOs, PLOs, SLOs to show the development of 7 Essential Skills across pathways and through courses and programs
- revise program and course learning outcomes as appropriate (Fall 2020)
Purposeful Pathways: Beyond the Pilot

FULL-SCALE GENERAL EDUCATION REVISION

- Increase student and faculty awareness and ownership of general education
- **No more Major Academic Approaches** (Writing Intensive, Interpretive Studies, American/Global Diversity)
- **No more 7 Core Competencies**
  - Reorganize both gen ed and program courses (with gen ed content) under **7 Essential Skills**
  - Integrate gen ed with Academic Pathways using **Academic Pathway Outcomes** (APOs)
  - Show the development of 7 Essential Skills across pathways and through courses and programs by aligning APOs, PLOs, SLOs.
- Revise program and course learning outcomes
- Revise program course sequences
Purposeful Pathways: Strategy

**Surveys:** General Education Kahoots to find out what our students and faculty know about general education (and faculty attitudes about it)

**Broad Faculty Participation and Collaboration:** Cross-Divisional Curriculum Planning Group (CDCP) and Teagle Team Alliance

- CDCP Sub-Committees draft 7 Essential Skills Definitions
- Multiple Collaborative Workshops with Health Care and LAC Pathway Faculty
- Pathway faculty develop Academic Pathway Outcomes (APOs)

**Support:** Teagle funding provided small stipends for faculty engaged in integrating general education in ways that promote intentional learning
Purposeful Pathways: Achievements

- Kahoot surveys
- Faculty participation
- 7 Essential Skills Definitions
- APOs
- Administrative Engagement
Gen Ed Kahoot Survey Results

160 faculty, staff, and administrators surveyed

- 90% agree that general education is important, but 39% felt that they were not knowledgeable about the College’s general education requirements.
- 41% say they do not understand the connection between the major academic approaches and the core competencies.
- 83% agree that students do not understand the connection between general education requirements and degree completion.
- less than 66% were able to correctly identify general education requirements.
Gen Ed Kahoot Survey (students)

- **Early Fall 2018**: AH 101, FYE 101, CIS 103  
  - n = 487
- **Late Fall 2018**: AH 101 & FYE 101  
  - n = 86

<table>
<thead>
<tr>
<th>Course</th>
<th>Average % Correct (Early Fall)</th>
<th>Average % Correct (Late Fall)</th>
<th>Difference (% pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health 101</td>
<td>39.9%</td>
<td>37.8%</td>
<td>- 2.1%</td>
</tr>
<tr>
<td>Computer Information Systems/Computer Science</td>
<td>45.7%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>First Year Experience</td>
<td>51.3%</td>
<td>54.4%</td>
<td>+ 3.1%</td>
</tr>
</tbody>
</table>
Gen Ed Kahoot Survey Results (students)
Gen Ed Kahoot Survey Results (students)
Faculty Participation

- **70+ faculty** from **23 disciplines** participated in CDCP Summer Institutes in 2017 and 2018
- **43 faculty** from **17 disciplines** were part of the CDCP Sub-Committees
- **16 faculty** included General Education Kahoots in their courses in Fall 2018
- **15 faculty** in the Liberal Arts and Communication Pathway and the Health Care Pathway participated in Pathway Workshops and developed APOs
Positive Feedback from Faculty (C-BAM)

- The project is a great way to help us accomplish this important work. I will do my best to help the project succeed.
- It is very important for me to have my voice in these discussions and also learning from my colleagues.
- The project has helped me understand our pathway clearly.
- I love the amount of time and attention paid to it and the dedication of those involved.
- Thanks for trying to involve many stakeholders and faculty from diverse disciplines.
- The presentation was very informative. Thank you for the information.
- Great presentation! Hope to attend the summer institute.
Concerns from Faculty: C-BAM

- It may be more confusing than it is worth. I am still trying to figure out why we want to change the way Gen Eds are currently fulfilled. For example, what do we really gain by identifying the way technological competence is reinforced?

- I have general concerns about larger administrative and assessment changes that put much more focus on programmatic change that supporting/helping faculty in how they manage their classes.

- Too ambitious, especially without a contract.

- The greatest challenge is for ensuring that everyone understands no one particular discipline owns general education. This requires a shift in culture and our way of approaching Gen ed.

- After some of the feedback today, I don’t know how comfortable faculty will be with breaking out of their silos and giving up some power to collaborate with folks in other disciplines to ensure the essential skills are interdisciplinary effort.

- I think my main concerns where the creative arts can fit within some of the 7 essential skills other than the communication and in a lot of ways and literacy competencies.
CDCP 7 essential Skills DRAFT definitions

**Oral and Written Communication:** Students produce visual, written, and oral products that convey clear and purposeful intent and meaning. Products appropriately reflect the situation, audience, and medium of communication and adhere to the conventions of grammar, spelling, and formatting specific to the area of study.

**Scientific Reasoning:** Students apply the scientific principles they’ve learned to theoretical and practical issues and interpret measurable and/or observable information through inference and analogy to develop hypotheses and draw conclusions. Students describe methods of scientific inquiry and apply them to investigating, questioning and solving problems; describe and carry out experimental procedures; perform laboratory tasks as appropriate to the field; interpret and communicate scientific information using written, oral and/or graphical means; describe and analyze one or more relationships among science, technology and society, and apply logical reasoning in explaining natural phenomena and experimental procedures or outcomes.

**Quantitative Reasoning:** Students communicate mathematical principles and apply them to follow an extended line of formal reasoning. Students read and identify mathematical information that is relevant in a problem, interpret and analyze mathematical information presented, select appropriate methods, and apply them to solve problems, estimate and evaluate the validity of results and effectively communicate quantitative concepts using standard written English and correct mathematical syntax.
Critical Analysis and Reasoning: Students use logic and reasoning to evaluate and analyze information, including their own cognitive processes, and apply acquired knowledge and discipline-specific methodology to solve problems in their personal, academic, and professional lives.

Information Literacy: Students use a set of integrated abilities to determine the extent of a need for information, to access information effectively and efficiently, to evaluate it critically, to accomplish a specific purpose with it, and to create new knowledge and participate ethically in communities of learning.

Values, Ethics and Diverse Perspectives: Students demonstrate awareness of and appreciation for social or ethical issues, acting responsibly as local and global citizens through experiential learning and/or study and exploration of perspectives that are intellectually and culturally diverse.

Technological Competency: Students identify, create, and manipulate technological tools and digital content, and operate computers, peripherals, electronic devices, learning management systems, and other technology as required by their program of study. Students use electronic spreadsheets and database management systems to organize, analyze, and retrieve data and use word processing and slide presentation software to design clear academic and professional documents that integrate design concepts, elements, applications, and objects. Students use computer technology to collaborate and network, and they identify and respond appropriately to ethical and legal issues related to privacy and security in information technology and the handling of data.
Health Care Pathway Draft APOs

Oral and Written Communication

- Read, write, speak, listen and use non-verbal skills to clearly, concisely, and intelligibly communicate
- Communicate effectively with culturally diverse populations adapting to purpose, structure and medium.

Scientific Reasoning

- Describe scientific principles and apply them to theoretical and practical issues, and interpret measurable and/or observable information through inference and analogy to develop hypotheses and draw conclusions.
Health Care Pathway Draft APOs

Quantitative Reasoning

- Identify and apply mathematical concepts appropriately and accurately to analyze and interpret quantitative information.

Critical Analysis and Reasoning

- Think critically and solve problems using different modes of thinking (critical, creative, and innovative)
- Use evidence-based data, analysis, interpretation and reasoning skills that result in the provision of quality of care and ensure patient safety.
Health Care Pathway Draft APOs

**Information Literacy**
- Select, access, and use evidence-based resources to obtain relevant data.
- Evaluate sources for reliability and accuracy
- Use the information in an ethical and legal manner.

**Values, Ethics and Diverse Populations**
- Demonstrate professional behaviors that adhere to legal/ethical standards
- Apply knowledge of social, cultural, environmental and aesthetic perspectives as it relates to patient care

**Technological Competency**
- Use appropriate technology to retrieve, to manage, to analyze, to synthesize and present information.
Liberal Arts & Communication Pathway
Draft APOs

Oral and Written Communication:

- Communicate effectively and accurately using verbal and non-verbal skills through a variety of means and media, taking into account context and audience.
- Produce coherent and grammatically clear writing that adheres to the standards of the discipline.

Critical Analysis and Reasoning

- Identify problems and formulate clear and precise questions in the areas of humanities and social sciences.
- Apply relevant theories in humanities and social sciences to interpret social, ethical, and cultural issues.
- Gather and evaluate evidence from credible sources, taking into account multiple perspectives and arguments, and arrive at well-reasoned conclusions and solutions.
Liberal Arts & Communication Pathway
Draft APOs

**Information Literacy:**
- Identify a need for information
- Use appropriate research methods and tools to gather information
- Evaluate sources for credibility and objectivity
- Use information clearly and ethically, in line with College policies on plagiarism

**Values, Ethics, Diverse Perspectives**
- Discuss systemic obstacles to equity and inclusion in a local, national, and/or global context
- Examine how cultural background shapes one’s perspectives and experiences
- Analyze diverse perspectives and apply this knowledge in interactions
Liberal Arts & Communication Pathway
Draft APOs

**Technological Competency**
- Use technological tools and the learning management system (LMS) to collect and organize data, produce documents, and present information
- Use and manipulate a variety of digital devices, appropriate to task
- Work collaboratively, taking into account factors such as cyber security and online etiquette

**Scientific Reasoning**
- Describe the scientific method
- Apply scientific methodology to interpret measurable and/or observable information
 Liberal Arts & Communication Pathway Draft APOs

**Quantitative Reasoning**
- Interpret, form, defend, and/or refute claims based on quantitative data
- Communicate quantitative concepts verbally, visually, and using mathematical syntax
- Select and apply appropriate mathematical methods to solve problems
Administrative Engagement

**Presentations about the Project**

- PD Week Presentation, January 2019
- Presentation to Educational Support Services Staff, December 2018
- Presentation to the President’s Extended Cabinet, October 2018
- Presentation to Department Heads, September 2018
- PD Week Presentation, August 2018
- Presentation to the Academic and Student Success Council, July 2018
Administrative Engagement

Community College Research Center:

- **CCRC Memo following interviews**: “One common challenge among colleges adopting the pathways model is ensuring that faculty are fully brought into the redesign process. At CCP, we were excited to learn about the Cross-Divisional Curriculum Planning (CDCP) team, how faculty have initiated and are leading the CDCP, and their leadership role in the college’s broader redesign work. We appreciated learning about the components of the model developed by CDCP, including the summer institute open to program coordinators, chairs, and all interested faculty, and regular meetings to discuss a range of topics (the pathways model, its challenges and benefits, the role of faculty, and the impacts of pathways redesign on curriculum). The CDCP seems to have provided a meaningful forum for faculty to deliberate and decide how to approach the work of mapping programs, integrating the appropriate math, shortening long developmental education sequences, and developing Academic Pathway learning outcomes. Through the CDCP meetings, faculty have also been able to dispel certain myths around pathways, which has helped to facilitate college-wide commitment and with program map development” (December 2018)
Purposeful Pathways: Looking Forward

- Template for CLO, PLO, APO alignment
- Student and faculty focus groups
- Scale up APO workshops for remaining 5 Academic Pathways
- Work with transfer Partners
- 2019 CDCP Summer Institute
- **Revise General Education**
THE PROJECT

Curricular Coherency and Efficiency Project: Achieving a True Liberal Education Curriculum at Winston-Salem State University

The primary task is to streamline the curriculum towards being more coherent, integrated, and efficient.
THE PROCESS

• 2016-2021 Strategic Plan designed to support the mission
  “The curriculum will be relevant, coherent, and diverse and will offer students a broad exposure to academia and the ways knowledge is produced.” (Objective 1.5)

• Developed a conceptual framework for the organization of the curriculum and majors

• Created a ‘white paper’ that explained framework to faculty
THE CONCEPTUAL FRAMEWORK

• The conceptual framework for all undergraduate programs captures the major in three categories: Foundation, Breadth, and Depth.

• General Education is anything outside of an individual major and is presented mostly in the foundation courses.
THE CURRICULUM FRAMEWORK

7 WSSU Student Learning Outcomes to be Evident in Graduates (must be taught and assessed across curriculum and co-curriculum)

General Education  The Major

Co-curriculum

Foundation  Breadth  Depth
The Implementation

What questions would you ask the faculty to start the conversation about foundational, breadth, and depth concepts?

What are the concepts (not courses) that are foundational to your discipline?

What are the sub-disciplines within your discipline you would expect a well-rounded undergraduate to encounter?

What are some areas where a student may take a deeper dive by taking an additional 3-4 courses? Do you have the faculty expertise to offer?
1. Template Creation
2. Implementation Team Training
3. Team Assignments
4. The Initial “Why” Meeting with Faculty
5. Brainstorming Ideas
6. The Write-up of Understanding
7. Subsequent Meetings
8. Plans for Phase II and III in Subsequent Years
## Curriculum Coherency Organization and Mapping

<table>
<thead>
<tr>
<th>Organize Curriculum in Year 1</th>
<th>Map Courses to Major Program Outcomes in Year 2</th>
<th>Map Courses to WSSU SLOs in Year 3</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>MPO 1</td>
<td>MPO 2</td>
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<td></td>
<td>CR</td>
<td>CT</td>
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<tr>
<td>FOUNDATION COURSES (xx HOURS)</td>
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<td>BREADTH COURSES (xx HOURS)</td>
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<td>DEPTH AREAS (x) AND COURSES (xx HOURS)</td>
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THE FIRST YEAR CHALLENGES

- Faculty don’t See Value
- Value My Courses not Curriculum
- Fear of not Teaching Particular Class
- Others Questioning My Curriculum
- Don’t Understand Curricular Framework
- Disconnect between GE and Major
- Department Chair Opposition
- Struggle to Manage Opposing Curriculum Camps in Department
THE FIRST YEAR RESULTS  -  CHALLENGING BUT PROGRESSING

- Psychology: Too much required
- Music: Performance/skill requirements
- Business: Hampered by school history; Accreditation
- Biology: Too much breadth; too many depths
- History: Several camps over the years – persistence is paying off
- Healthcare Management: Two factions with totally different visions
- Therapeutic Recreation: Too many prerequisites for skills
THE FIRST YEAR RESULTS - CHALLENGING WITH ENTRENCHMENT

- Computer Science: No need to change; accredited
- Education: Lots of factions; cannot see how this will help them
THE FIRST YEAR ACCOMPLISHMENTS

• Good & New Conversations
• Curriculum Creep Exposed
• Faculty Taking Responsibility
• Scaffolding Conversations
• Major SLO Review
• Outside Review Helps
THE FIRST YEAR RESULTS - FAIRLY EASY PROGRAMS

- Motorsports Management
- Art
- Exercise Science
- Liberal Studies
- Political Science

"The Curriculum Coherency Committee has been very effective in assisting the Department of Art + Visual Studies with curriculum mapping of SLOs and determining breadth courses in the major based on two concentrations (Depths). We were able to look at our curriculum more holistically and at the same time provide flexibility of electives that serve the individual interest of the student."

Tammy L. Evans
Associate Professor and Chair
Department of Art + Visual Studies
THE EFFICIENCIES

• Programs that have completed at least one level of revision are realizing efficiencies in deployment of faculty resources.

• Programs are offering the same classes less often.
• Programs are hiring faculty to fill holes in curriculum effectively.
THE PROGRAMS IMPACTED Year 1

• 24 programs (62%) engaged in formal discussions about curriculum reform using the framework.
• 17 programs (44%) took a revised curriculum to the Academic Standards and Curriculum Committee.
• Of the programs that have been reviewed, 63% reduced the hours required in the major.
• Averages for the major went from 52.9 SH to 44.4 SH.
• Using Fall 2017 major and pre-major data for revised programs, estimated that roughly 1600 students (~33%) were being impacted.
THE STATISTICS – HOURS REQUIRED IN MAJOR PRE AND POST REVIEW

Hours Required by Major

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<th>Major</th>
<th>Previous</th>
<th>Current</th>
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<td>Bus Admin</td>
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WINSTON-SALEM STATE UNIVERSITY
Where Are We Now

• 10 programs reviewed in fall for Foundation, Breadth, and Depth
• 6 programs in second phase for review of major outcomes and mapping
• Provost has scheduled monthly meetings with chairs to address Curriculum Coherency
• To request a faculty line, must submit a CC review