Freeing their HIPs: Integrating High-Impact Practices into General Education while Respecting Faculty Autonomy and Departmental Priorities

Compass Curriculum
Leadership Team
What we want to share with you

1. What is the history of the general education revision process at UCCS? (David)
2. How did we cultivate faculty buy-in for this change? (Michelle)
3. How were faculty and departmental freedom retained? (Niki)
4. What was the roll out process like? (Sarah)
5. How are faculty engaged in assessment of the new curriculum? (Phillip)
6. How do we ensure quality and fidelity? (Sylvia)
How we got there

• **Previous history: 1999-2000**
  – No campus-wide goals
  – Each college (and sometimes departments) had its own requirements
  – Very little shared curriculum
  – In May 2000, faculty adopted a set of campus-wide goals after rejecting a proposed campus-wide curriculum
  – Each college charged with meeting goals
May 2000 Goals

UCCS Core Educational Goals
The purpose of general education is to cultivate students’ intellectual, personal and ethical development and thus equip them to be lifelong learners, able to adapt to an ever-changing environment.

Specifically, students will:
• Be able to read, write, listen and speak in a manner that demonstrates critical, analytical, and creative thought.
• Achieve a depth of understanding in their majors and a breadth of experience in other fields.
• Understand and apply the tools and methodologies used to obtain knowledge.
• Be prepared to participate as responsible members of a pluralistic society—locally, nationally, and globally.
2009-2010 – Phase 1 – New Goals

1) Evaluate and Create
   Critical and creative thinking
   Quantitative and qualitative reasoning
   Information literacy
   Communication: reading, writing, speaking, and listening

2) Know and Explore
   The physical and natural world
   Humanities, arts, and culture
   Society, social and economic institutions, health, and human behavior

3) Act and Interact
   Responsibility—personal, civic, and social
   Engagement—creative, collaborative, artistic, and innovative
   Inclusiveness—competencies for cultural responsiveness across social differences in contexts ranging from local to global
   Sustainability—understanding the interaction between human development and the natural environment
2010-2012 – Phase 2 – Common Core

Leaned heavily on AAC&U
• LEAP
• HIPs
• Conferences
• Paul Gaston - faculty retreat speaker

First retreat feedback
• Writing, writing, writing
• Student engagement
• Positive responses to HIPs
HIPS as organizing principle

WHAT IS THE COMPASS CURRICULUM?

The Compass Curriculum is the signature undergraduate curriculum at UCCS for all majors and all colleges. This curriculum aims to provide you with the tools for professional and academic success that you will need when you graduate. Each of the program's components is designed to help you develop the skills employers say they want students to have from their education (critical thinking, oral and written communication, ethics, innovation, problem-solving, understanding inclusiveness, and sustainability).

ANY YEAR:

- Writing Intensive Courses
  Important to your academic and professional success, these courses further develop your writing in academic and professional contexts.

- Sustainability Courses
  These courses explore interactions between human development and the natural environment, specifically addressing ideas about social equity, economic development, and environmental impact.

- Inclusiveness (Global / Diversity) Courses
  These courses expose perspectives and dynamics of exclusion and inclusion. These courses prepare you to work with people from a variety of backgrounds and across different contexts—locally, nationally, and globally.

- Writing Portfolio
  Prior to your final semester and after you have earned 60 credit hours, you will submit two papers to your online writing portfolio. These papers will demonstrate your writing accomplishments beyond the first two semesters of writing coursework.

YEAR ONE: Gateway

The Gateway Program Seminar (GPS) introduces you to UCCS and helps you build academic skills to set you up for success here on campus. Students who take gateway in the fall are more likely to persist through four years of college.

YEAR TWO: Explore (Three Courses)

Explore courses provide you with a breadth of knowledge from courses about the physical and natural world: art, culture, and humanities; and society, behavior, and health.

YEAR THREE: Navigate

The Navigate course is taken during your junior year and is an interdisciplinary, knowledge-in-action course that provides you with opportunities to apply your academic knowledge to real-world endeavors.

SENIOR YEAR: Summit

The Summit is a capstone experience that you complete in your senior year and within your major. It is the culmination of your experience here at UCCS and drives upon the knowledge and skills you have built inside and outside of your major.

First-Year Seminar

Global/Diversity

Writing Intensive

Capstone

Education Framework

Gateway Program Seminar

3 Credits

English 1310

3 Credits

Physical and Natural World

3 Credits

Arts, Culture, Humanities

3 Credits

Inclusiveness (Global/Diversity)

3 Credits

Navigate

3 Credits

Writing Intensive Courses

3 Credits

Summit Experience

0-3 Credits in Major

Writing Portfolio

3 Credits

Integrative Course

University of Colorado Colorado Springs
Implementation - How are we going to get these HIPs into courses?

Are we starting from zero? Can all schools add courses? Can we use existing courses and build? How many courses needed?
Where we are now (January 2020)

- May 2018: first full class of seniors graduating who started as freshmen
- Approx. 8000 undergrads are currently in the program
- Approx. 300 faculty teaching in the Compass Curriculum
- All departments and colleges on campus are participating in the Compass Curriculum
How did we cultivate faculty buy-in for this change?

• Compass Curriculum “world tour” to colleges, departments, and program for 18 months
• Involved faculty, advising, degree audit, and assessment perspectives
• Provided faculty stipends for course development
• Created Writing Fellows program to support faculty teaching “Writing Intensive” courses
Cultivating buy-in

- Provided faculty development programming specific to Compass elements (i.e. Sustainability, Writing)
- Offered some flexibility to meet Professional School concerns
  - College of Business- Writing Intensive
  - College of Nursing and Health Sciences- Sustainability
- Creating a culture of teaching & learning
Discussion Questions

• Where do students experience HIPs on your campus?

• What are your campus resources for supporting general education curricular revision?

• What are some barriers to revision of general education on your campus?
Intentional design for faculty and departmental freedom

- Flexibility built into the language of the flags
  - Open-ended language
  - Inside and outside the major
  - “Liberal Arts Content” – opened the doors for this to be housed in the major and not in LAS.
  - “What will work for everybody” – every college has additional requirements

- Thematic GPS
Discussion Questions

• Has your campus been intentional allowing for faculty and department freedom?
  – What affect has this had on your campus's general education courses?
• What is the structure and design of your first-year seminar?
• What support system is in place to help faculty design their course to meet your gen ed requirements?
  – How could this support system be improved?
Grace and flexibility in roll out--

- Faculty Recruitment
- Discipline specific courses
  - Needs of the program vs. departments
- GPS petition process
  - Lower the cut-off of hours for necessity of enrolling in GPS
Grace and flexibility in roll out--

- Need to manage
  - High Transfer population
- Incoming 1\textsuperscript{st} year students for one-year, Next year transfers
  - \textit{Staged deliberately for practical reasons}
  - \textit{Freshman started in Fall 2014, transfer students in 2015}
Discussion Questions--

What is your experience rolling out a mandatory requirement or course on your campus?

What resources does your campus have that would aid in a smooth roll out?

What tensions do you anticipate between department and general education program needs?
Engaging faculty in assessment -

- Assessment focuses on authentic student work produced in the courses.

- Rubrics are faculty designed
  - *Started with AAC&U and faculty developed*

- Faculty are recruited to serve as raters and paid for the work
Engaging faculty in assessment:

– Assessment data is shared out at events and on website

– Built in an "Assessment Shield" so individual faculty and courses are not identified in reports

– Offer a yearly "Improvement Grant" tied areas of need identified in assessment
Discussion Questions-

• How can we engage faculty in assessment in a way does not feel threatening or intrusive?

• How can we ensure that assessment results are used by decision makers and meaningful to the campus?

• What obstacles to effective assessment might exist on your campus?

• What advantages and resources can you leverage on your campus to improve assessment?
Ensuring Continued Quality and Fidelity

– Five-year course renewal process

– Co-curricular events, workshops, and grants

– Course handoff and embedding a framework in syllabi
Ensuring Continued Quality and Fidelity

- Gateway Program Seminar
  - Shared focus
  - Shared resources

- Inclusiveness
  - Tension and conversations in assessment authenticity and student privacy concerns
Discussion Questions

• What are the ways in which your institution ensures continued quality and fidelity in general education?

• What resources are needed to do so?

• What concerns exist in ensuring continued quality and fidelity in general education?
Wrap-up:

– Sharing Out
– Questions
Wrap-up activity