# Implementation Plans for the approved changes to Curriculum & Assessment

# Summary of Tentative Goals to Achieve by the end of AY 2014-15

1. Obtain faculty input and endorsement for the Degree Program Expectations characteristics (Fall 2014)
2. Obtain faculty input and endorsement for the draft curriculum submission templates (course/ program) and committee feedback forms based on the Degree Program Expectations (Spring 2015)
3. Learn from faculty members, committee members, and academic chairs about the support they need and about potential concerns they have regarding structures, processes, and policies.
4. Identify Tentative Goals for AY 15-16

# Detailed Steps to Achieve Tentative Goals by the end of AY 2014-15

1. Degree Program Expectations characteristics (mostly Fall 2014)
   1. Draft and obtain faculty input on Degree Program Expectations characteristics (Advisory Council for Curriculum and Assessment, University-level assessment and curriculum committees (UCC, LSC, UGC, ECCC, UAC), College-level curriculum committees, Associate Deans) (mostly Fall 2014)
      1. Revise and circulate for input, as needed
   2. Learn from chairs where degree programs are “at” with regard to the expectations and types of support they need (Fall 2014 and Spring 2015)
2. Committee Structures, Processes, and Policies to Support Degree Program Expectations (Fall 2014 and Spring 2015)
   1. Learn from faculty about the structures, processes and support that are working successfully for faculty and committees (Fall 2014)
   2. Learn from faculty about faculty and committees’ concerns regarding structures, processes and support (Fall 2014 and Spring 2015)
   3. Work with FS Parliamentarian to determine what will be required for changing “By-Laws” and “Policies/ Procedures/ Operating Practices,” etc. (Fall 2014 and Spring 2015)
   4. From conversations, draft and then obtain input from faculty on proposed structures, processes, and policies that would provide the greatest support to faculty and committees (Spring 2015)
   5. Draft and then obtain input on the proposed curriculum submission templates (course/ program) and committee feedback forms that are based on the Degree Program Expectations (Spring 2015)
      1. Revise and circulate for input, as needed
3. Planning for AY 2015-16 (Spring 2015):
   1. Develop an implementation plan for Academic Year 2015-16. Tentative goals may include:
      1. Pilot draft templates and feedback processes at college and university level
      2. Examine proposed committee structures, processes, and policies (responsibilities of committees, roles of members, etc.)
      3. Draft By-Laws and “Operating practices” for new committee structures, responsibilities, roles of members, etc.
      4. Coordinate support for faculty and committees with e-Learning, Faculty Professional Development, etc.
      5. Other activities, as they emerge

**Characteristics of Degree Program Expectations**

**Degree Program Purpose**

Identifies the overall goals or aims of the degree program, as collectively understood by the faculty members teaching in the degree program

* What is studied in this degree program
* How is it studied
* Why is it studied

## Degree Program Intended Student Learning Outcomes

Defines the scope (breadth and depth) of what students will “know and be able to do” upon completion of the degree program

* Are explicit
* Are learning-centered (focus on what students learn rather than on what faculty teach)
* Aligns with the degree program purpose
* Are appropriate to the level of the degree offered (Master’s degree outcomes would be more rigorous and comprehensive than Bachelor’s degree outcomes, etc.)
* If a degree program has emphases, the outcomes capture the learning associated with both the common and unique curricular requirements of the degree

Coherent Curriculum Design and Degree Program Curriculum Matrix

Curriculum has coherent course sequencing and structure designed to achieve the intended student learning outcomes and distributed to students and faculty in a manner that both students and faculty can articulate the rationale behind the sequencing and structure of the degree program

* A basic curriculum matrix visually demonstrates the courses covering each intended degree program student learning outcome
* A written description of how the courses and their sequence relate to students’ achievement of the intended learning outcomes

## Systematic Assessment of Intended Student Learning Outcomes

Information about student learning is collected and analyzed by program faculty or their designates to determine the extent students achieve degree program student learning outcomes

* Systematically conducts direct assessment of intended student learning outcomes
* Processes and methodologies to assess student learning reflect good practice
* Identifies what was discovered about student learning for each intended learning outcome

## Use of Assessment Findings for Continual Improvement of Student Learning

Assessment findings .are evaluated and used by program faculty for decision making and continual improvement of student learning in an on-going, systematic fashion

* Program faculty analyze and discuss the significance of findings about student learning and plan and implement changes to improve student learning

## Strategic Course Design

* The purpose, goal or aim of the course (e.g., it’s purpose as a degree program requirement, a Liberal Studies course, a Diversity course, a requirement for majors from other degree programs, etc.)
* The intended course learning outcome(s) and their connection to the course purpose
* The intentional sequencing of instructional materials, course activities, learner interactions with peers and instructors, and other educational tools and technologies to achieve the course learning outcomes
* The assignments/ assessments faculty and students will use to gauge learning throughout the course