Mission Accomplished: Closing the Loop on Curricular Reform

Higher Learning Commission
Annual Conference
Sunday, April 1, 2012
9:30 a.m.

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Team Members

- Dr. Richard Helldobler, Vice-President, Academic Affairs

- Dr. Scott Beard, Dean, Graduate Studies and Continuing Education & HLC Self-Study Co-Chair

- Dr. Sylvia Shurbutt, Professor of English & Chair, University Curriculum & Instruction Committee

- Dr. Larry Daily, Associate Professor of Psychology & Chair, University General Studies Committee

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Introduction:
Strategic
Planning

Dr. Richard Helldobler

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INTRODUCTION

Mission | Strategic planning | Strategic priorities

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Strategic Planning

Pathways to becoming a premiere Liberal Arts Institution

1. Inspire Student Learning and Development
2. Optimize Potential of Faculty and Staff
3. Create a Beautiful and Welcoming Campus
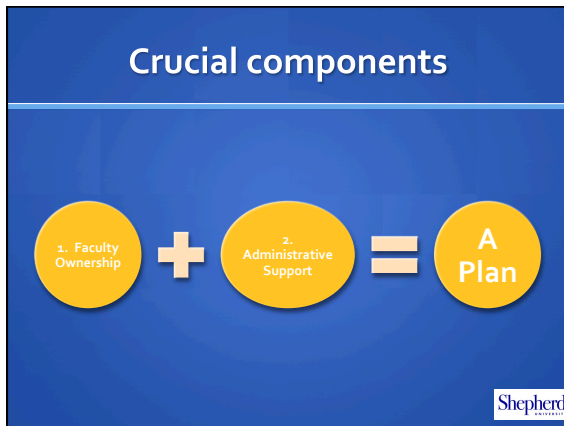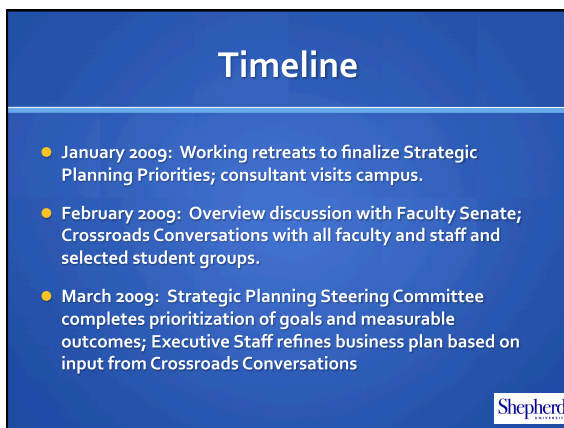4. Stimulate the Cultural and Economic Development of the Region

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Crucial components

1. Faculty Ownership **+** 2. Administrative Support **=** A Plan

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Timeline

- January 2009: Working retreats to finalize Strategic Planning Priorities; consultant visits campus.

- February 2009: Overview discussion with Faculty Senate; Crossroads Conversations with all faculty and staff and selected student groups.

- March 2009: Strategic Planning Steering Committee completes prioritization of goals and measurable outcomes; Executive Staff refines business plan based on input from Crossroads Conversations

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Timeline

- April 2009: Campus receives final Strategic Plan document and Funding Plan recommendations; Board of Governors reviews Strategic Plan and Funding Plan presentation

- May/June 2009: Faculty team to AAC&U Workshop on general education.

- Summer 2009: Teams launched to work on reform processes in general education, the major, and quality control decisions.

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Timeline

- April/May 2010: Complete reform recommendations
- August-December 2010: Governance consideration of recommendations
- January 2011: Catalog copy complete with revised curricular structure

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Be flexible!

- To obtain buy-in from all stakeholders, plans can change!

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Addressing the process through Organizational Structure

Dr. Sylvia Shurbutt

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Achieving the SREB "No Time to Waste" Recommendation: 120-Hr. Curriculum

Curricular Reform Council

Major Reforms:
- Standardize requirements for majors in a range of 42-50 credits (except where licensing requires additional hours)
- Review required minors (15-18 hr. minors)
- Review general education courses in majors

Achieving the SREB "No Time to Waste" Recommendation: 120-Hr. Curriculum

Reduced Hours to Graduation: 128 to 120

General Education Reforms:
- Reduce requirements to 42 credits
- Suggested 30 credits first two years, 12 credits last two
- Align with LEAP standards, AAC&U
- Achieving the SREB "No Time to Waste" Recommendation: 120-Hr. Curriculum

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Faculty Ownership

1. Empower General Studies Committee (GSC)

2. Utilize Curriculum & Instruction Committee (C&I)

3. Receive Endorsement of Faculty Senate

4. Connect the Players through Curricular Reform Committee (Non-voting Committee)

5. Prepare the Faculty

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Reforming General Education

Dr. Larry Daily

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Curricular Reform

Do not try to Reinvent the Wheel!

Adoption of LEAP principles

- Adoption of AAC&U's Liberal Education America's Promise-part of the the Shepherd University Strategic Plan.
- http://www.aacu.org/leap/vision.cfm

- The Essential Learning Outcomes helped establish rubrics for program goals, intended student outcomes, competencies, assessment and skills desired by employers

Adoption of LEAP principles

- Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World

- Goal No. 2: Intellectual and Practical Skills throughout the Curriculum

- Goal No. 3: Personal and Social Responsibility

- Goal No. 4: Integrative Learning

Unavoidable issues:

1. Reduction of GS credit hours means compromise; compromise means some departments suffer losses. By the same token, all programs on campus have the ability to make proposals to this flexible framework.

2. Compromise also means students gain with new core curriculum requirements such as writing- intensive courses, universal first-year experiences and capstones in all majors.

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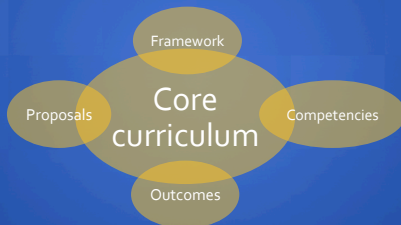## Process

Framework

Core curriculum

Proposals

Competencies

Outcomes

2011–2012 Core Curriculum
See reverse side for Core requirements in Tier Two and Tier Three

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TIER ONE // *should be taken in the first two years*

MATHEMATICS (MA) *(3–4 credits)*

Placement. Select one w/ assistance from your advisor
- MATH 101A & 101B Fundamental Math I & II
- MATH 101 Fund of Mathematics
- MATH 105 College Algebra
- MATH 108 PreCalculus
- MATH 154 Finite Mathematics
- MATH 155 Discrete Structures
- MATH 205 Calculus/Applications
- MATH 207 Calculus I
- MATH 314 Statistics

SCIENCES (LS) *(8 credits)*

Select one w/ assistance from your advisor
- BIOL 101 and 102 General Biological Science
- BIOL 208 and 209 Plants as Organisms
- CHEM 101, 101L and 102, 102L Chemistry in Society I & II
- CHEM 120, 120L and 122, 122L College Chemistry I & II
- CHEM 207, 207L and 209, 209L General Chemistry I & II
- GSCI 101 and 102 Astronomy I & II
- GSCI 103 and 104 General Physical Science I & II
- PHYS 201, 201L and 202, 202L College Physics I & II
- PHYS 221, 221L and 222, 222L General Physics I & II

WRITTEN ENGLISH *(6–7 credits)*

Placement. Select one w/ assistance from your advisor
- ENGL 100A & 100B Basic Academic Writing I & II
- ENGL 101 Written English I

Select one w/ assistance from your advisor
- ENGL 102 Writing for Arts & Hum
- ENGL 103 Writing for Social Sciences
- ENGL 104 Science & Tech Writing

All students must achieve a "C" or better in each of these courses.

HISTORY *(3 credits)*
- HIST 100 Hist Civ: Asian Traditions*
- HIST 101 Hist Civ: Anct/Medieval*
- HIST 102 Hist Civ: Early Modern*
- HIST 103 Hist Civ: Modern World*

* The same HIST course may not be used to satisfy both the Tier One–History and the Tier Two–Humanities requirement.

FIRST YEAR EXPERIENCE (FY) *(minimum 1 credit)*

University FYEX courses OR Departmental FYEX courses — select w/ assistance from your advisor

Advisors will guide students as to which first-year experience option is most appropriate for them. Please note that some students (Provisional Admits) will be required to take both Philosophy 100 and a first-year experience course designated in their chosen major. NCAA Athletes are required to take both ATHC 101 and ATHC 195 in addition to the appropriate first-year experience course(s).

- FYEX 101 Freshman Seminar
- FYEX 102 Interest Group
- PHIL 100 Intro. to Liberal Arts Study *(Required for provisionally admitted students only)*
- ART 140
- BIOL 150
- CIS 100
- EDUC 150
- ENGR 100
- ENVS 101
- MATH 100
- MUSC 100
- NUPR 100
- PSYC 101 *(majors only SECTIONS)*
- RECR 100
- SOWK 101

TIER TWO // *The second tier should be completed in the first three years.*

Students must complete one course for each of the following: civic knowledge & engagement (CK), global understanding & respect (GL), = multiculturalism & diversity (MD).

HUMANITIES (HM) *(6 credits)*

Select two w/ assistance from your advisor
- COMM 202 Fundamentals of Speech (GL, MD)
- ENGL 204 Survey of American Literature (MD)
- ENGL 208 Survey of World Literature I (GL)
- ENGL 209 Survey of World Literature II (GL)
- ENGL 216 Literature in Context (GL, MD)
- HIST 100 Hist Civ: Asian Traditions* (GL)
- HIST 101 Hist Civ: Anct/Medieval* (GL)
- HIST 102 Hist Civ: Early Modern* (GL)
- HIST 103 Hist Civ: Modern World* (GL)
- PHIL 208 Survey of Philosophy (GL)
  * The same HIST course may not be used to satisfy both the Tier One–History and the Tier Two–Humanities requirement.
- FREN 101 Elementary French I (GL)
- FREN 102 Elementary French II (GL)
- FREN 203 Intermediate French III (GL)
- FREN 204 Intermediate French IV (GL)
- GERM 101 Elementary German I (GL)
- GERM 102 Elementary German II (GL)
- GERM 203 Intermediate German III (GL)
- GERM 204 Intermediate German IV (GL)
- SPAN 101 Elementary Spanish I (GL)
- SPAN 102 Elementary Spanish II (GL)
- SPAN 203 Intermediate Spanish III (GL)
- SPAN 204 Intermediate Spanish IV (GL)

ARTS (AR) *(3 credits)*

Select one w/ assistance from your advisor
- ART 101 Introduction To Visual Art (GL)
- ENGL 215 The Art of Literature (GL, MD)
- MUSC 103 Music Theory I (GL)
- MUSC 111 Introduction to Music (GL)
- MUSC 312 Music History III 20th Century World Music (MD)
- THEA 206 Introduction to Theater (GL, MD)

WELLNESS (WE) *(3 credits)*
- GSPG 210 Fitness For Life (WE)

SOCIAL SCIENCES (SO) *(9 credits)*

Select three w/ assistance from your advisor
- ECON 123 Contemporary Economics* (CK, GL)
- ECON 205 Prin. of Macroeconomics* (CK, GL)
- EDUC 200 Found. of American Education (MD)
- EDUC 360 Sur. of Exceptional Children (MD)
- GEOG 105 World Cultural Geography (GL)
- PSCI 100 Politics & Government (GL)
- PSCI 101 American Federal Govt (CK)
- PSYC 101 Intro to Psychology (MD)
- SOCI 203 General Sociology (MD)
  * Take either ECON 123 OR ECON 205, but cannot take both to satisfy this area.

WRITING IN THE MAJOR (WM) *(3 credits)*
- ACCT 650
- BADM 407
- BIOL 415 or BIOL 425
- CHEM 450
- CIS 685
- CPE 489 or CPE 490
- COMM 306 or COMM 305
- ECON 650
- EDUC 400
- ENGL 305 or ENGL 372
- ENVS 460
- FACS 460
- HIST 250
- MATH 490
- MUSC 310
- NURS 437
- PSO 495
- PSYC 484
- SOCI 405
- SOWK 301
- SPAN 302

TIER THREE // *should have senior standing to take these courses*

Capstone in the Major (1 – 12 credits)
- ACCT 602
- ART 490
- BADM 407
- BIOL 415 / 425
- CHEM 650
- CIS 685
- CPE 489 / 490
- COMM 461
- ECON 650
- EDUC 400
- ENGL 685
- ENGL 686
- ENVS 462
- FACS 460
- HIST 495
- MATH 490
- MUSC 498
- NURS 444
- PSO 495
- PSYC 485
- RECR 450 / 453
- SOCI 419
- SOWK 404
- SPAN 485
- SPAN 486

Connecting the reform process to the Five Criteria for Accreditation

Dr. Scott Beard

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Mission statement

- Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas.

- We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

The Five Criteria

- Criterion One: Mission & Integrity
  - Curricular reform met the goals of our mission and vision by focusing on student learning, addressing learning outcomes and curricula with global competencies, and by operating with integrity.

- Criterion Two: Preparing for the Future
  - Addressed strategic priorities such as student learning and investment in full-time faculty
  - Offered an opportunity for savings over time
  - Increased graduation rates and student retention.

What are the financial benefits of Academic reform to Shepherd University?

Part time faculty savings: $159,344

Current Status		Proposed Reductions	
Full time faculty: 116		Full time faculty: 116	
Credit hours:	57,032	Credit hours:	57,032
Average hours	491.66	Average hours	491.66
Part time faculty:	198	Part time faculty:	166
Credit hours:	40,209	Credit hours:	33,791
Average hours:	203.08	Average hours:	203.08

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The Five Criteria

- Criterion Three: Student Learning
  - Skills for lifelong learning.
  - Increased engagement and satisfaction.
  - A curriculum that promotes more "ownership" by students.
  - Something unique to their institution.

- Criterion Four: Knowledge
  - More resources for full-time faculty and professional development.
  - More opportunities for innovative courses and delivery models.
  - Previously mentioned curricular reform to general education.
  - Development of policies that use knowledge responsibly.

What are the benefits to students?

1. More Focused, Streamlined Curricula
2. Better Student Advisement
3. Clearer pathway to a more timely graduation (4 years!)
4. Cost Savings to Students (and parents!)
5. Student Retention

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The Five Criteria

- Criterion Five: Student Engagement
  - Historically, a strong area for our institution.
  - Students with clearer pathways to succeed in their classes and graduate are more likely to become involved in campus life.
  - Engage students from the beginning!

- Student Leadership Through Engagement
  - Intentional and Outcomes-based Programming
  - Division-wide focus on Student Learning, Engagement, Service, Success, and Satisfaction
  - Collaborative Partnerships with University Programmers• Service to the Shepherd Community

Questions?

- Self-study website:
  http://www.shepherd.edu/accreditation/self-study/

- Contact Information:
  - Dr. Richard Helldobler: rhelldob@shepherd.edu
  - Dr. Scott Beard: sbeard@shepherd.edu
  - Dr. Sylvia Shurbutt: sshurbut@shepherd.edu
  - Dr. Larry Daily: ldaily@shepherd.edu