

North Central State College, OH

Project: Curriculum Integrity Project

Version 1.0- Project

Q: What is the current status of your project?

A: In-progress

Q: Please indicate the original project start date, original project end date, and anticipated completion date if project is not completed. Please list dates on separate lines.

A: May 2016

May 2018

Revised completion date: December 2018

Q: Briefly describe the current status of the project. Explain how this project relates to any strategic initiatives or challenges described in the institution's most recent or soon-to-be submitted systems portfolio, if applicable.

A: We are only 6 months into this project. Several of the milestones have been completed. The project will be updated in May 2017, to add new goals for the upcoming academic year.

Q: List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal.

A: Projects milestones:

1. Accurate locked down curriculum on a shared drive September, 2016 DONE
2. Access for all faculty/students to easily download official syllabi and worksheets on the website October 2016 DONE

3. Curriculum handbook creation and dissemination November 2016 DONE- attached below
4. Revaluation of the system by curriculum and assessment committees Spring 2017
5. Investigation of a curriculum management system Summer 2017.

Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion Q: clarifying how the original goals and anticipated outcomes may have shifted during the year.

- A:**
1. Accurate locked down curriculum on a shared drive September, 2016 DONE
 2. Access for all faculty/students to easily download official syllabi and worksheets on the website October 2016 DONE
 3. Curriculum handbook creation and dissemination November 2016 DONE- attached below

We requested the services of the webmaster to create a defacto content management system that would allow us to house our entire catalog of courses in one repository, while allowing access to the syllabi to faculty/staff/students, as well as integrate the syllabi and the course descriptions from our student information system into the website.

Our new integration is controlled by two people on campus; the registrar and the academic services coordinator. The ability to view the combined systems has been given to the public on the front page of the institution's website. While useful, it is still a bit unattractive in some components.

Link : [Curriculum Committee Home](https://sharept.ncstatecollege.edu/committees/1/curriculum/SitePages/Home.aspx)

<https://sharept.ncstatecollege.edu/committees/1/curriculum/SitePages/Home.aspx>

Link : [Handbook](https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/2017-2018%20North%20Central%20State%20College%20Curriculum%20Committee%20Handbook.pdf)

<https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/2017-2018%20North%20Central%20State%20College%20Curriculum%20Committee%20Handbook.pdf>

Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project's duration, particularly during the past year.

- A:** The academic services office worked to create tutorials, located on the curriculum committee site, that helped faculty understand curriculum change. The curriculum committee/CAO/Academic Services Director created the curriculum committee handbook.

The assessment committee worked with academic services to revamp needed elements on the syllabi.

Deans/Asst. Deans disseminated updates to the curriculum process and spent time in monthly division meetings briefing faculty on the changes.

The student services departments communicated changes to the curriculum process through weekly meetings.

Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?

A: The most important lessons we have learned within the last six months is the importance of simple, consistent terminology for various components of the curriculum, as well as the importance of training, over and over and over again. Even to the point of frustration for some. Because repetition is the key to memorization of process.

Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

A: We may find in the coming year that we do not have enough fiscal resources to update our curriculum management system.

Additionally, we have found that despite our attempts to simplify the process, it is inherently detail driven, and the details are easily forgotten by those who do not work with curriculum change on a consistent basis. Namely the content experts who teach. Thus, unless we have many trainers to re train faculty annually, many of the small details of curriculum change will be overlooked next time any curriculum is reworked significantly.

In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step.

A: The academic services office is working to revamp many of the academic policies surrounding curriculum. Originally this was not thought to be an integral part of the updating of the change process, but we have found that the explicit written policies must be the backbone of curriculum change, and these policies must be updated somewhere other than the handbook, or in the curriculum meeting notes.

Most of our work had been centered around the meetings/software/the college catalog/student information system. We are expanding our work to reworking the policies under girding curriculum change.

Provide any additional information, inquiries, or concerns that the institution wishes Q: reviewers to understand regarding this Action Project. Enter N/A if not applicable.

A: Update February 2018:

As the institution has continued to standardize curriculum the question has arisen surrounding the control of curriculum, academic freedom, barriers to success for students when the curriculum is too open and offers too many options.

Consequently this action project has dovetailed into the larger questions around our main product on campus "our curriculum". Several key decisions/discussions have come out of this project:

1. A curriculum management system has been identified for purchase. Curriculog and Acalog are the product we will most probably choose. We are submitting our preliminary findings to faculty caucus Spring semester 2018. This will help with several issues identified not only with the back office issues related to curriculum management, but also the front facing consistency in our catalog and on our website.

2. The marketing department and IT have helped move the purchase of the curriculum management system forward and will be essential to the integration of the system into our student information system and our website.

3. Faculty in assessment committee and during monthly meetings have begun to discuss the appropriate level of control that the course coordinator must have over curriculum, especially in light of the use of significant numbers of adjunct faculty members for some courses.

Next target dates for completion of several of the action project objectives.

April 2018 purchase of the system.

May 2018, first test of the system.

June 2018 soft launch.

August 2018 true launch of the system.

Version 1.0- Update

Q: I certify that this project is ready for review.

A: I agree.

Version 1.0- Review

Please comment on anything that is omitted or incomplete in the project status, dates Q: and summary field. Enter N/A if not applicable.

A: The information provided indicates that progress is being made, but it is not always clear who has been involved in these efforts. Many of the action items seem related to IT activities, such as access to materials, selection of software, and a launch of the new software. It is not clear when faculty training will take place if training will be provided beyond the available tutorials, when curriculum will begin to be input into the system, or how the activities will be integrated into the college on a long term basis. It is also not clear how and when the project will be evaluated for effectiveness. It appears that items associated with the "Plan" and "Do" part of a PDCA model are incorporated, but the check for success aspect could be improved or clarified.

Check for accuracy and completeness against the original Project Declaration. Are the Q: right metrics or measures included for each goal? If not, what revisions to the metrics/measures would you suggest that the institution consider?

A: This project is beyond the original timeline with a revised end date of December 2018. The revision of all curricula is an enormous undertaking, so it is not entirely surprising that it is taking longer than expected. The college may benefit from breaking this project into smaller chunks, or by revising curriculum on a set schedule, such as first year, then second year, so that students are not caught in the transition. The college may also consider making this a systematic, repeated academic process that takes place as part of program review, or annually after assessment results are reported. This could ensure that faculty remain familiar with the process itself, and that curriculum is up to date at all times. The college may consider monitoring progress and having percentage of curriculum updated or completed as a metric of project success.

Has the institution acted in meaningful ways to pursue project success, making progress Q: as anticipated in the original project declaration? If meaningful progress or project success has not been achieved, has the institution made appropriate revisions to the goals or anticipated outcomes for this project? • Are descriptions of resources, organization, concrete results, and reaching milestones included? • Make a statement of global judgment. (i.e. "The institution is making [excellent/good/satisfactory/ acceptable/slow/ casual/no] progress in this action project.")

A: North Central State College indicates that three of the original timelines have been achieved, providing access to needed materials to prepare faculty for the revision. The college is making good progress in this action project. The college states that the project will be complete in May, 2017, and the new goals of implementing the curriculum management system have been included for 2018. It is not clear from information provided if all faculty will begin using the

system at once. The institution may consider having the faculty who are early adopters of technology as those first to use the new system, providing peer mentors for other faculty later on who may be less comfortable with technology. The college developed tutorials, but it is not clear how their completion is tracked, or if their usefulness will be evaluated at some future point.

Are the appropriate people involved sufficiently for the nature and scope of the project?

• Is there sufficient breadth of involvement?

Q: • Are the right people involved? • Emphasize the roles of those who can enhance the impact, success, or effectiveness of the project.

• Tactfully call attention to any people that appear to have been omitted or bypassed.

A: The college notes that it is not clear if there will be sufficient financial resources to complete the project. Having leadership involved at the onset and throughout the process may ensure access to resources. The college may also consider including a CFO or business office personnel to ensure that there is an ongoing budgetary allocation for this effort if needed. It is clear that inclusion of the CAO was key to recognize and amend affected academic policies and processes. The college may also consider involving Human Resources due to the need for training. Having HR involved may assist in tracking that training has been completed, or if additional training or professional development may be needed. Also, HR may help make the process permanent in the college culture if this expectation can be included as part of employee performance review.

Does the institution show evidence of learning from what it did well?

Q: • Acknowledge any practice that could be replicated internally in future projects.

• Encourage the sharing of best practices with other institutions.

A: Throughout the description, it appears that things have been learned along the way: budget allocation is key, training needs to be comprehensive and ongoing, policies needed to be updated, and academic freedom may be an issue. It may be helpful to note these challenges for two reasons. First, to identify how these were addressed in an effective way without derailing the project. And second, if the college were to start from scratch, what processes could be put into place in the planning stages to better anticipate these challenges? Finding answers to these questions may serve the college well in future change efforts. Being able to pivot in the middle of a project is a sign of agility. This responsiveness to change is one of the principles of high performance organizations.

Q: Does the institution have a realistic understanding of what it needs to address in order to achieve progress and, ultimately, project success? Does it assess its internal and external

environments, recognizing the potential forces that could hinder success? Is anything overlooked?

A: It is not clear from evidence provided how the college will institutionalize these changes. Care will also need to be taken in the assessment committee and other faculty meetings to ensure that disagreements around issues of control, academic freedom, and intellectual property do not hinder future success. This is also outlined in the Criteria for Accreditation 2.D: "The institution is committed to freedom of expression and the pursuit of truth in teaching and learning." The college could be served by seeking best practices in peer institutions to guide this important and often controversial discussion.

Does the institution understand the current status of its project and know how it intends to pursue project success?

A: The college indicates that some structures are already in place to further the outcomes of this action project. The assessment committee, marketing, and IT have already played a role in implementing this project. However, it is not clear how the college plans to institutionalize the effort to ensure that curriculum updates take place at regular intervals, that training is taking place for new faculty or those who have not used the system in some time, and how to clarify the question of academic freedom. There is no indication of leadership support beyond the involvement of the Chief Academic Officer during the project kickoff.

It is not clear if there will be ongoing budget allocations for faculty or IT training or for software upgrades. The college may want to craft a long term plan for this effort to include ongoing costs, upgrades, and training.

Overall, does the institution demonstrate a good faith effort in its pursuit of continuous quality improvement through this action project? Is there anything of concern that should be brought to the attention of AQIP via your mentor?

A: The institution has begun an important project to document curriculum changes. What is less clear is the continuous quality improvement plan around this effort. What still needs to be determined is how will it be evaluated for effectiveness and how it will be maintained and institutionalized. The college has started a CQI process, and now needs to take the final steps to complete the full improvement cycle.

Declaration

Q: Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.

A: The importance of a set curriculum, communicated consistently across all divisions, evaluated for currency, and service to the student population cannot be overstated. Thus, the curriculum committee, assessment committee, office of the CAO, and the academic services office have joined forces to revamp the confusing curriculum process at North Central State College to simplify the processes and protect consistent communication of the 'official' curriculum for the college.

Q: Describe your institution's reasons for initiating this action project now and how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted Systems Portfolio.

A: The three pillars of the institution's mission are access, success, and resources. It was agreed that the sporadic changes to curriculum, confusion between departments related to said curriculum, and the subsequent excess of credits some students took because of their own confusion required immediate intervention on many fronts.

One of the struggles in every institution, and one that we speak to specifically in our strategy forum, as well as in our portfolio is the issue of lack of communication between academic services and student services.

The 'locking down' of curriculum into a defacto content management system is one way to increase consistency of communication between these two sides of the house.

Q: List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.

A: Projects milestones:

1. Accurate locked down curriculum on a shared drive September, 2016
2. Access for all faculty/students to easily download official syllabi and worksheets on the website October 2016
3. Curriculum handbook creation and dissemination November 2016
4. Revaluation of the system by curriculum and assessment committees Spring 2017
5. Investigation of a curriculum management system Summer 2017.

Q: Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration.

A: This project involves all members of the following departments:

- All of the assistant Deans of each academic division.
- The registrar's office.
- The advisors in the student success center, as well as the Title III hired building advisors.
- Faculty from every division sit on both the curriculum committee/assessment committee.
- The academic services office as well as the CAO's office.

Each of these areas above are involved in one of three ways:

Creating tutorials for faculty to learn the basics of curriculum revision and the importance of all of the moving parts of their curriculum and how change affects all areas. Communicating changes of curriculum through to all divisions after meetings. Approving/monitoring curriculum change.

Q: Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when.

A: Monthly updates of action projects are given during President's cabinet.

The academic services coordinator will present more detailed updates of this project, once per semester to president's cabinet.

Q: Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

A: The largest struggle to date that we believe will continue is the confusion by not only faculty, but deans that surrounds curriculum change and the affect of even the smallest change on all processes on campus.

Additionally, restricting access to official curriculum may cause faculty to save syllabi on desktops from year to year, and thus they may fail to incorporate the updates that have passed through curriculum committee.

Provide any additional information that the institution wishes reviewers to understand
Q: regarding this Action Project.

A: We have chosen to catch this action project mid stream. We began this work previously, when we found that much of the curriculum was housed on flash drives of all things, in the health sciences department. Thus, some of the improvements to this system have already been implemented, and will not be discussed in this document.

Our desire at this point is to highlight the activities, and move this project to a higher visibility to gain traction for resources to perhaps purchase a curriculum management system, that would further simplify the process of change, increase accurate communication, and protect curriculum integrity.