

CABINET LEVEL – Breakthrough Initiative (BPI) – FY 2007-2008

Initiative Name: Core Product Design and Development System

Initiative's Long-term Goals (3-5 years)

Develop comprehensive structures and systems to produce and deliver competitive learning products that:

- can be assessed for effectiveness and quality at multiple levels: institution, programs, course.
- drives or responds to changes in local, regional and national economic needs by infusing broad, transferable skills (like information communication technology, innovation and critical thinking) into occupation specific and discipline-specific instruction.
- is adaptable to varied instructional intents and missions – both academic and technical
- considers and integrates learning theory in all pedagogical practice
- are innovative and anticipatory

Critical Business Issue Addressed:

Educational markets are shifting, higher education products are rapidly changing, competition is growing, expectations about how teaching and learning are delivered have changed, creating the need for a more strategic way to build the enterprise's core product.

Rationale for Initiative:

1. Lack of an integrated system has lead to a disconnect between curriculum development and assessment.
2. Current curriculum development process does not meet accreditation standards. i.e. Higher Learning Commission Criterion Three: *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*
3. Influences the integrity and quality of the institution's core product.
4. Current process focuses on structure of submission i.e. common syllabus format without assuring an alignment of intended outcomes and assessments. Many courses are built solely around content versus outcomes.
5. Will allow us to perform a gap analysis of STEM and GRIN competencies in our current curriculum and to develop specific strategies for addressing gaps.
6. Supports the goal of producing a portable & global curriculum by providing a system that documents linkages between general education requirements and degree and occupational programs.
7. Will create agility in response to emerging learner needs and markets.
8. Will integrate economic development as a fluid part of the learning product.
9. Will position the college (through alignment and transparency) to engage in value-added partnerships and sustain if regional funding allocation occurs.

Institutional Priority: (check one)**Check One**

Category	Value Creation Criteria
Critical	Urgent need for significant number of learners and or employees, urgent regulatory requirement, or risk of losing a significant market share if not done well. Very compelling business opportunity.
High	High impact on strategic success or the experience of a significant number of learners/customers or employees and stakeholders, or a significant opportunity for organizational growth and cost savings.
Moderate	Significant want for some learners, although failing to address this need will jeopardize neither the experience of a significant number of customers or employees, nor the continuation of a significant piece of business. Potential for moderate return on investment if done well.
Low	Minor learner/customer requirement. Low business return, financial or other.
Future Consideration	Initiative needs to "cook" – not enough information to consider currently.

Projected Performance Improvement (Results)

See long-term goals for expected results.

Capability	Current	Target	Current and Target Capability Level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 Capabilities and history are already strongly differentiating the College among our learners/stakeholders. Already exceeding customer expectations. We are the benchmark.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 Products, services, or other outputs can be provided at a level of quality that is demonstrably better than the competition. Regularly meeting or exceeding customer expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 Average capability and experience relative to general practices (benchmarks) in the industry, but not sufficient enough to differentiate in the eyes of the learner/customer/stakeholder. Currently meeting basic needs.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 Some capability and experience. Presently performed at a marginal level.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 Minimal capability or experience. Often miss the mark in meeting customer needs/expectations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6 No current capability or track record.

Anticipated Structural Impacts: TBD after Phase I implementation**Key Processes Expected to Improve:**

1. Curriculum Design – including identification of course and program outcomes
2. Curriculum Logistics – i.e. Syllabus content and information for students
3. New Program Development Process -
4. Student Learning Outcomes Assessment – at all levels, course, program, and institutional
5. Instructional Delivery Processes
6. Economic Development Processes

Key Divisions/Offices or Departments/Products Improved by Initiative:

1. Every instructional program and department (both credit and non-credit) will be impacted and improved by this initiative – plan to work closely with all Associate Deans and department/discipline faculty to move current programs through the design process
2. Faculty and staff competencies will be improved.
3. Alternate Modalities – Distance Learning and OE/OE will need to align their processes with the new development system to assure that learners in these modalities are accessing curricular products aligned to the institution as a whole.
4. Curriculum Committee
5. Enrollment Management will have improved information and tools for counseling and advising students
6. Learners will benefit from curricula that are clearly aligned to outcomes and programs that are clearly aligned to regional economic and workforce development needs.

Initiative Plan: (see Project Plan for detail)

Objectives – Year One 2007- 2008
Develop Implementation Plan for WIDS Integration as Curriculum Design and Development System.
Purchase and successfully launch WIDS software package on an institution-wide level.
Begin to develop college-wide literacy with the WIDS performance based learning model & terminology.
First round of credit programs will be identified and processed through the WIDS design and development system.
Determine how the new design and development framework will impact learning modalities and non-credit offerings.
Build Office of Curriculum & Assessment to provide central location for the ongoing work.
Review General Education and Core Skills work in the context of the institutional goals to focus on STEM, GRIN, portable & global skills.
Develop an overall Student Learning Outcomes Assessment Plan that aligns with HLC requirements and College goals.
Identify software solutions that can assist with the collection and analysis of institution and program level assessment data.
Develop a New Program Development system that is linked to economic development issues and is anticipatory/not reactive.
Redesign Curriculum Committee processes to align with new framework.

Launch Date: 2007-2008

End Date: The system should be fully operational within three to four years.

Team Leader:

Dean of Curriculum Design and Development

Oversight Team:

President and Cabinet