Tennessee State University

Virtual Assessment Day

Curriculum Transformation for Belonging: Successes, Challenges, and Discussion

Cassandra Volpe Horii, PhD - Assoc. Vice Provost for Education; Director

Nadia Kalley, MPH - Educational Assessment and Evaluation Specialist

Cathy Duarte Gastelum, PhD - Pedagogy and Programming Specialist

Welcome and Introduction

Cathy Duarte Gastelum (she/her)

- Instructor Pedagogy & Programming Specialist
- Works closely with Curriculum Transformation teams throughout their time in the program.

Welcome and Introduction

Nadia Kalley (she/her)

- Educational Assessment & Evaluation Specialist
- Assessment & Evaluation support for faculty & lecturers working on curriculum transformation

Welcome and Introduction

Cassandra Volpe Horii (she/her)

- Director, CTL
- Associate Vice Provost for Education
- Co-chairs curriculum transformation project with a faculty member in the school of Humanities & Sciences

Goals:

- Illustrate the use of an outcomes-driven approach to curriculum change.
- Explore successes and challenges of curriculum change, drawing on the variety of perspectives and experiences in the TSU community.
- Identify one insight to use or implement in one’s own work or context.

What is one success and/or one challenge when you've worked on curriculum change?

- Individually reflect for ~60 seconds
- Breakout rooms (in alphabetical order by first name):
  - Name
  - Institution/Department at TSU
  - One success or challenge you had when working on curriculum transformation
  - If you have yet to work with curriculum transformation, what is one success or challenge you anticipate?

Leveling the Learning Landscape (L3)

- 5-year project for curriculum innovation & institutional reform

Part 1

Unifying & expanding pre-Frosh summer bridge programs

Part 2

Creating & expanding opportunities for pre-soph research, internships &/ or mentoring

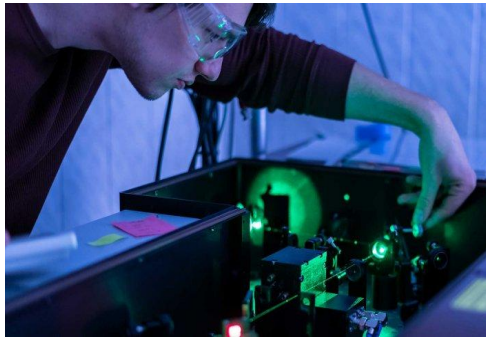
Part 3

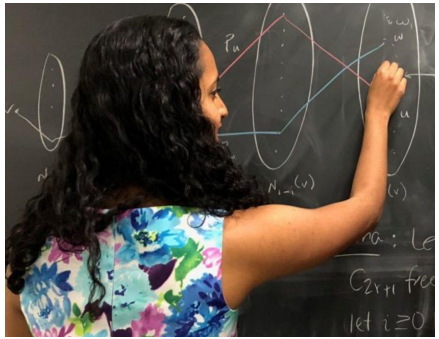
Rethinking intro curriculum, teaching & belonging in the classroom

Part 4

Assessing learning using data & evidence-based practices

Curriculum Transformation Projects





Low barrier for teams to apply to Curriculum Transformation Institute (CTI), a multi-day institute in the spring quarter

Teams are supported to develop full proposals

After feedback & approval, teams go ahead with Curriculum Transformation Projects (CTPs)

Curriculum Transformation Institute Agenda

Part 1	Part 2	Part 3
Identifying challenges and refining goals	Determining strategies and approaches to meet goals	Developing assessments and deliverables for project outcomes

Evidence (past research) & inquiry (current contexts): effective & fair

From early ideas to full proposals; feedback & idea-rich environment

> “Everything was so well curated for us to succeed. I really appreciate how intentional all the conversation pieces were and how we had structured time to work together. I have never been to such a well organized session that was also engaging and productive.”
>
> **— Instructor Participant in the Inaugural Curriculum Transformation Institute**

“All elements were helpful, including the report from [institutional research], all the presentations by CTL staff, opportunities to work with my team, and the opportunity to interact with the other teams.”

“One very positive element that I had not anticipated was how useful the modeling provided by how the CTL staff organized the workshop.”

“[CTI] has extended my Stanford community.”

Are Your Curriculum Transformation Goals SMART?

Image adapted from CTL's Course Design Institute & https://www.toolshero.com/personal-development/smart-goals/

A SMART Learning Goal…

Specific	uses a verb with a clear meaning.
Measurable	describes an observable student action.
Attainable	is suitably challenging for students.
Relevant	connects to the course and student interests.
Time-bound	is likely to be achieved in a specific time-frame.

Image adapted from CTL's Course Design Institute & https://www.toolshero.com/personal-development/smart-goals/

Examples of SMART Goals for Curriculum Transformation

Students **will learn better** in a redesigned gateway course.

Specific: Revise the assessment structure in gateway courses to provide continuous, formative feedback throughout the quarter, helping students improve understanding and performance.

Measurable: At least 80% of students will achieve a grade of B or higher on the final course assessment, and 90% will self-report increased confidence in progressing to the next course in the sequence.

Attainable: The revised assessment structure, including quizzes and peer reviews, will be developed and implemented with input from the teaching team.

Relevant: The goal aligns with the department's initiative to improve student retention and mastery of foundational concepts, ensuring readiness for advanced courses.

Time-bound: The new assessment structure will be instituted by Fall 2025, with results evaluated by the end of the academic term.

I want to incorporate **more technology** into introductory STEM courses.

Specific: Integrate advanced digital tools, such as data analysis software, simulation platforms, and coding environments, into the undergraduate STEM curriculum.

Measurable: Introduce at least four new digital tools and platforms in the next academic year, with 75% of students using them for labs, projects, or coursework.

Attainable: Provide two faculty development workshops on using these tools by the end of the semester to ensure effective implementation.

Relevant: This will improve students' ability to analyze real-world scientific data, run simulations, and collaborate on technical projects, aligning with technological advancements in STEM fields.

Time-bound: Full integration into the curriculum by the start of the next academic year in August 2025.

Create Your Own SMART Goal

Students/Staff/I will…

Curriculum Transformation Project Examples

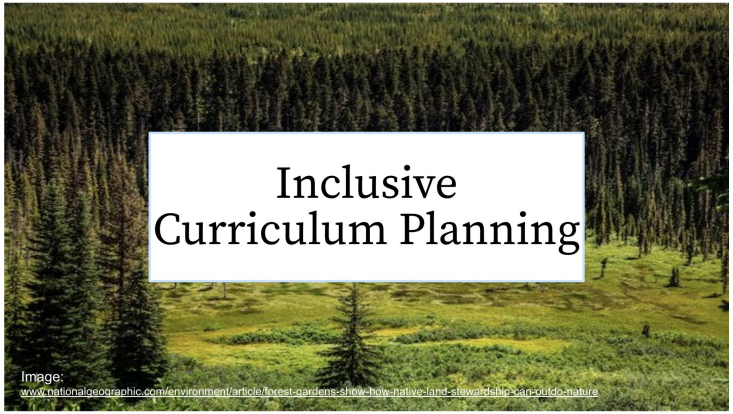
- The **Center for Comparative Studies in Race and Ethnicity (CCSRE)** will create a new four-course introductory curriculum and pathway into the five interdisciplinary majors within CCSRE. They also aim to build competency in core concepts and a sense of belonging among students and instructors based on student feedback in exit tickets.
- Using student feedback, the **Statistics** department is creating two new courses, Stats 117 and 118, which will address concepts currently in Stats 116 at a more helpful pace for learning over two quarters, as well as make the courses more modular and accessible to better lead into a wide variety of majors and student interests. Additionally, the Stats team composed a free online textbook for the new courses.

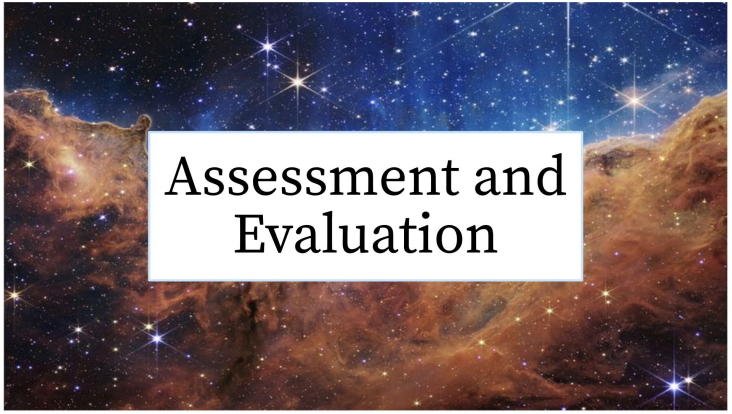
For a list of all Curriculum Transformation Projects, visit https://bit.ly/CTProjects or scan the QR code.

In Sum…


Inclusive Course Structure


Promote Student Belonging


Inclusive Curriculum Planning
Image:
www.nationalgeographic.com/environment/article/forest-gardens-show-how-native-land-stewardship-can-put-do-nature


Assessment and Evaluation

Assessment and Evaluation Tour

E.g., Indicators of goals (assessment and evaluation)

Individual class or program session assessments

Examples
- Class assessment, e.g., entry/exit tickets, student participation
- Event activities, e.g., surveys, audience engagement, ideas generated
- Student feedback

Course-level assessment of student experience and learning

Examples
- Pre/post course surveys
- Course activities/assignments, i.e., Continuous assessment
- Small Group Feedback Sessions

Overall curriculum transformation

Examples
- Pre/post curricula surveys or focus groups
- Student experiences of belonging, such as growth mindset
- Institutional data, e.g., FLI
- Department data, e.g., placement diagnostics
- Long-term partnerships/collaborations

Assessment and evaluation examples

Before taking the course

Students' prior knowledge, skills and sense of belonging & how to tailor curriculum to meet students where they are

Example: Physics

Plan to overlay placement diagnostic exam data with institutional data to review equity progress over time, e.g., grades, major completion

During/In class

Learning assessments and belonging evaluations, including student feedback/metacognition

Example: Inclusive Field Education

Observe courses with a focus on inclusive practices and student experiences, feedback to instructors, and documentation of what makes an inclusive learning environment

Assessment and evaluation examples

After the course

What happens after the introductory curriculum can also be used to tailor curriculum to meet students' needs and be relevant to students

Example: Human Biology

Understand relationship between their course and students' common future courses and majors/minors in order to tailor their course material

Overall curriculum transformation

How the program impacts students' curricula experiences with belonging

Example: Senior interviews and surveys

Analyze students' experiences with majors and their well-being. Disaggregate by population(s) of focus.

Successes & Challenges
Break-Out Discussions

Topic 1: Meeting students where they are – e.g., encouraging strengths-based approaches, assessing prior learning

Topic 2: Doing the work – e.g., engaging with teams from different disciplines about the process of curriculum change and managing team collaborations

Topic 3: Navigating curriculum/institution interactions – e.g., accessing institutional data, reflecting on curricular impact

*Reporter suggestion: Person with the closest birthday after today.

Successes & Challenges
Group Debrief

Topic 1: Meeting students where they are – encouraging strengths-based approaches, navigating skills assessments

Topic 2: Doing the work – e.g., engaging with teams from different disciplines about the process of curriculum change and managing team collaborations

Topic 3: Navigating curriculum/institution interactions – accessing institutional data, reflecting on curricular impact

Q&A / Discussion

Voice (please raise hand) or add it to the chat!

What is one adjective or emoji that reflects your state after this discussion about curriculum change?

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Thank You