

MISSOURI STATE UNIVERSITY CURRICULAR WORKFLOW FINAL REPORT

May 13, 2023



Curricular Workflow Final Report

EXECUTIVE SUMMARY

In order to explore concerns with the current curricular action workflow process, a Missouri State University workgroup was formed. Faculty and staff are discontented about the functionality, lack of clarity, and timeliness of the process. The Office of the Provost recruited the business support services available through the efactory to facilitate the workgroup. Members of the CoxHealth process improvement team were included to assist with the facilitation. The workgroup kicked off in December of 2022 with meetings concluding April 2023.

The workgroup brought together disparate versions of the curricular workflow to accurately map the current process. The group proceeded to identify pain points in the process and offer solutions to address the concerns. The main action item from the workgroup was a new fast-track process for certain types of curricular proposals. This process was tested using historical curricular submissions. The fast-track process was found to decrease throughput time by 80 calendar days on average. The group projects that removing these submissions from the regular flow will lessen the strain on the system for all other submissions.

Process clarity was a key theme in group discussions. In addition to the process map, a RACI chart was created for use by those on the administrative side of the curricular workflow. This tool will allow for better clarity and smoother transitions during staffing changes.

One primary objective of the group was to enhance quality control throughout the curricular process. The group determined the best place to start quality guidance was prior to curricular proposal submission; however, this is outside the scope of this project. The team reviewed various documents and pulled two examples as starting points for a smaller workgroup to finalize. These same quality documents would then be provided to college councils, ultimately creating a systematic method for curricular review across all councils and committees.

This report includes detail on the project background and findings. Three actions were taken by the workgroup. Following the actions, the facilitators recommend:

1. Accelerating the implementation of the new curricular software,
2. Providing more support to the curricular process, and
3. Prioritize completion of new quality guidance documents.

Action items and future projects follow the recommendations. This report also includes appendices with meeting notes, workflow testing, and quality control examples.

INTRODUCTION

Workgroup Members

- Ken Brown
- Katrina Chavez
- Keri Franklin
- Carissa Hoelscher
- Mike Hudson
- Lanya Lamouria
- Stefanie Livers
- Jorge Rebaza-Vasquez
- Libby Rozell
- Pam Sailors
- Jake Simmons
- Letitia White Minnis

Facilitators

- Scott Rogers (CoxHealth)
- Rhonda Shrewsbury (CoxHealth)
- Lance Coffman
- Chrystal Irons

PROBLEM DESCRIPTION

Problem Statement

The academic curricular workflow is causing frustration among faculty and leadership. There overall process is not clearly defined in terms of a workflow and no clear “owner” of the process to ensure it gets followed. There are no defined measures of success. Faculty want to maintain control of the curriculum being offered but need a clear process they can follow that includes a measure on quality control for overall university success.

Background

The academic curricular process is both an educational and business process. There are many different positions, committees, and faculty involved in the overall process. This includes faculty, deans, college councils, Faculty Senate, outside educational organizations, administration, etc.

Scope

The project includes time from submission of a proposal from faculty all the way to end of the process where a proposal is approved and available for students to register for a course.

Key Measures of Success

The current system does not allow for clear measurement of the process. A decrease in the amount of time from curricular action submission to approval was determined the best measure.

Group Desires

The workgroup determined new/revised process(es) should:

- Gain faculty buy-in
- Create a fast-track process for appropriate proposal areas
- Include increased support for curricular workflow
- Utilize a more user-friendly system

- Offer similar technical support to other peer institutions
- Provide balance to and clarity on the roles of faculty, Office of the Provost, and Office of the Registrar throughout the process
- Better define quality control for curricular changes

Design Principles

Quality Control

- Must be enhanced
- Role of College Curriculum Councils and deans must be better mapped - with systematized and agreed upon criteria
- Remain relevant and credible

Faculty Oversight

- Must be shared governance
- We rely on faculty to drive curriculum to develop a high yielding, knowledgeable workforce

Fast Track

- Current accelerated approval unutilized
- Minor changes take same amount of time as new programs

User Friendly

- The process and system that supports it should be user friendly for faculty and administrators
- Training/education on the process and system will be vital

SITUATIONAL ANALYSIS

Governance

Decisions on curricular actions rest with Faculty Senate under the Missouri State Board of Governors Bylaws. The Faculty Senate Bylaws define the curricular action process, and any changes require approval of the Senate. The Faculty Senate recently created an ad-hoc committee to focus on revising the curricular workflow process. Some members of that committee overlap with this workgroup to avoid duplicative efforts.

Part way through this project, it was discovered that clerical errors have prevented any new Faculty Senate Bylaws from being officially ratified for several years prior. Due to this error, the current curricular process is not official. Future changes to the bylaws are not possible until changes are made to the bylaw process.

System Analysis

The current curricular action workflow (CAW) program is a homegrown database and user interface based on a paper form which served as its predecessor. The employee who created CAW is no longer with the university and technical support is reported to be limited. The system is being replaced by new software which is expected to be implemented in the Fall 2024 semester. Given the lack of system support and pending software change, process changes cannot feasibly be made at this time. Any recommendations would be for implementation in the new system.

System Throughput

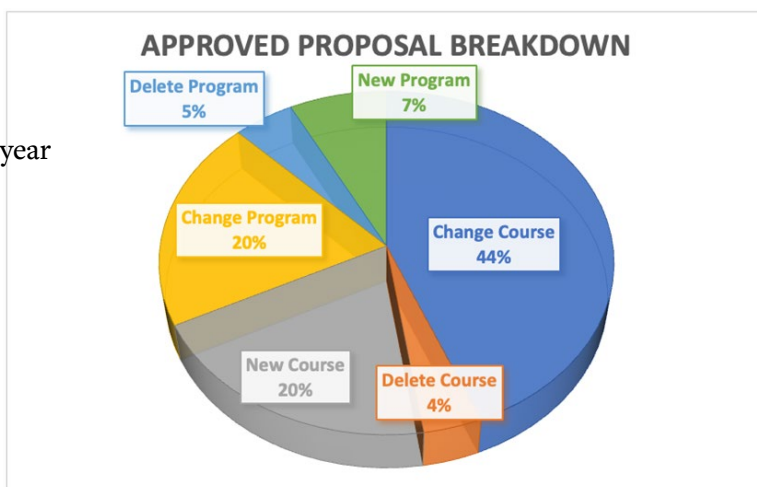
Information provided by the Office of the Registrar shows curricular action submissions from August 2021 – May 2022 which is considered a typical year.

Curricular Proposal Submission Data:

- 950 total proposals submitted
- 525 total proposals approved
- 125 pending proposals into new curriculum year

The 525 approved proposals break down:

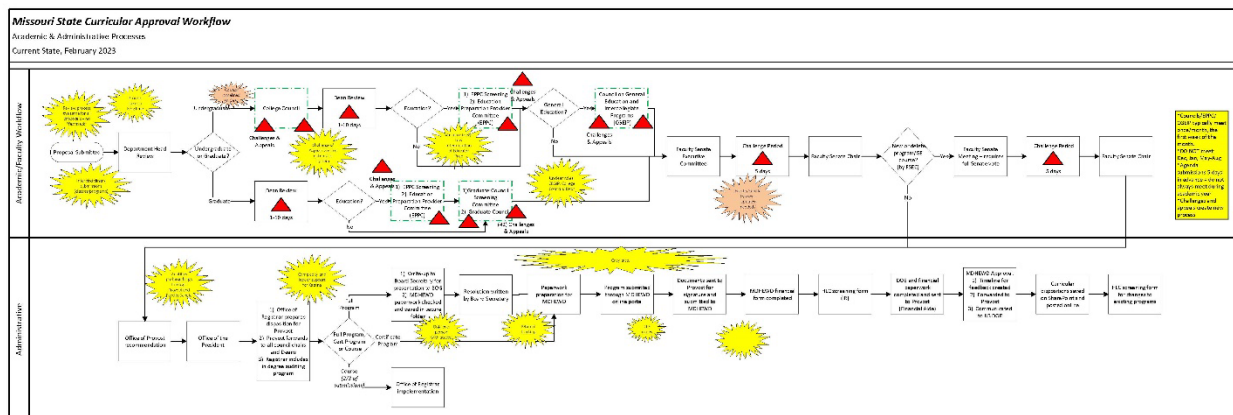
- 230 Change Course
- 20 Delete Course
- 105 New Course
- 105 Change Program
- 25 Delete Program
- 40 New Program



System limitations prevent analysis of how long proposals spend at each stage in the process. The lack of data availability prevents full analysis of potential areas of delay. Anecdotal evidence suggests most delays happen when proposals are awaiting approval by college councils. A review of all proposals submitted during calendar year 2022 suggests a possible bottleneck at the Faculty Senate Executive Committee review as well. As all proposals eventually funnel to this stage if not withdrawn prior, the bottleneck at this stage is probable.

Current Process

The current curricular workflow process was mapped by combining process data from Faculty Senate, Office of the Provost, and Office of the Registrar. A thumbnail of the agreed upon current process appears below. The full resolution version can be viewed [here](#).



All proposals go to one or more councils/committees for review. These groups meet seven times per calendar year. The meeting schedule causes natural delays in the process, especially when a proposal requires approval of more than one council. There appear to be some curricular proposals being incorrectly routed through the system. It is unclear whether this is a system problem or a wrong selection during submission.

If a proposal is denied at any stage, it must be withdrawn and resubmitted. This includes minor typographical errors not caught until well into the process. When resubmitted, the proposed action starts from the beginning of the process. The ad-hoc committee in Faculty Senate is working on a rule change to allow for minor typographical corrections with no substantive impact. This feature is not available under the current CAW.

The administrative side seems to lack clarity from anyone not directly involved. Knowledge of the process was not effectively transferred as people left the university. The lack of documented processes led to a situation where students were unable to obtain financial aid for a particular program. Current faculty and staff are working to clarify this part of the process.

The Faculty Senate Bylaws include an Accelerated Course Approval Procedure. This process has not been used in recent history. If a faculty member were to try and utilize this process, the current CAW is unable to support the request. The sentiment of the workgroup is this process might be unnecessary and could be replaced by the new fast-track workflow.

Quality Control

Faculty and the academic department are charged with "originating and perfecting" all curricular actions. Other than the questions asked on the CAW submission form, there are no set criteria for assessing curricular changes prior to submission. There is anecdotal evidence that departments are working to make changes/additions that are beneficial to students, their department, and the university.

Other than guidelines provided by the state for general education curriculum, there does not appear to be consistent quality standards or review throughout the curricular process. No evidence is found that college committees are using similar criteria for assessing curricular proposals. It seems the diligence given to curricular review varies widely from council to council.

No standardized mechanism exists for reviewing the course catalog. Currently, several courses appear that have not been offered in years. Based on our typical year data, five courses are created for every one deletion. While the course number must stay assigned to a particular topic after a course is no longer offered, the course itself can be deleted and removed from the catalog. The workgroup determined this a parking lot issue.

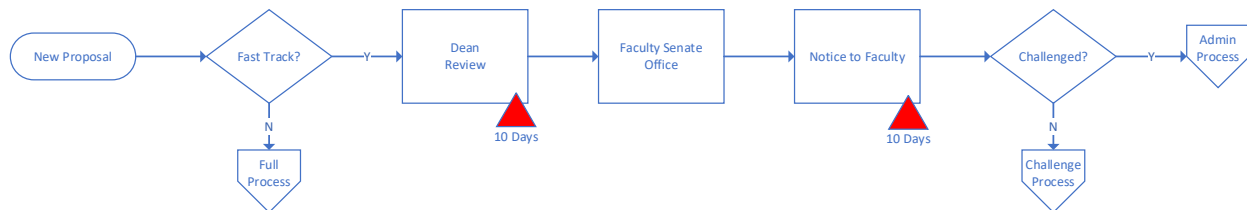
Similarly, no standardized mechanism exists for removing programs that are no longer in demand or a department no longer has the resources to support. Two new programs are created for every one deletion. The workgroup reports several programs without any students enrolled. Some programs have never had a student enrolled. The workgroup determined this project should go to the parking lot for later review.

ACTION PLAN

Action 1 – Curricular Fast-Track Process

Overview

The primary goal of the workgroup was to simplify the curricular process. It was determined adding a fast-track process would speed up eligible proposals directly. The fast-track would also lessen the number of proposals going through the full process, which should decrease bottlenecks in the system. Curricular workflows from other universities were used as a starting point for the new process. A handout of the proposed process can be viewed [here](#).



Fast-Track Eligibility

Only curricular proposals not affecting any other department would be eligible for the fast track. Any changes that would impact a major, minor, prerequisite, or corequisite outside of the originating department are immediately ineligible. Additionally, only certain types of proposals are recommended for the initial fast-track process. Initial eligibility is limited to:

- Program deletions
- Course prerequisites/corequisites with no impact
- Course prefix changes with no impact
- Course description typo corrections (could be addressed by a separate initiative)
- Course number changes without a level change with no impact
- Repeat limit changes with no impact
- Accreditation or state required updates

If any proposal is questioned during the Dean's review or at the Faculty Senate Office, it will automatically be sent to the appropriate college council and enter the full curricular process. The proposal could also be challenged under the Faculty Senate process. These mechanisms serve as a check on the system to ensure nothing gets through the fast-track process without review.

The current system makes it difficult to determine if a course impacts other departments. As of now, a faculty member must search the university website to see if a course number is utilized outside of their department. The new software will allow for a quick search to determine if a change will impact other departments. It is recommended the fast-track application include a printout/screenshot of the search results.

This fast-track process includes all proposals going through the Faculty Senate office for distribution to all faculty which starts the challenge period. While the workgroup does not expect an increase of

proposals funneling through the office, the change in flow could cause extra delays at this stage. This stage could be automated if the new software allows.

Testing

The proposed process was tested by analyzing a small sample of previously approved curricular submissions. The submissions were adapted to the new process to measure timeline changes. The academic calendar was consulted to only allow for movement of a proposal on days the university was open. The amount of time at any given stage was not decreased from the historical flow.

The mean decrease in throughput time was 80 calendar days. One proposal in the sample had no change in timeline and the max time savings from the sample was 195 calendar days. Several of the proposals analyzed would not be eligible for fast-track and were therefore removed from the results. The testing appears in Appendix B.

Deployment

Deployment of the new fast-track is dependent on buy-in from Faculty Senate and implementation of the new curricular workflow software. The plan is to propose the new workflow in the May 2023 meeting. The proposal, however, cannot go to a vote at this time. Many details are still awaiting the availability of the software for testing. Additionally, the Faculty Senate must revise the bylaw adoption process before any changes can be made.

Training on this new process will be added to the larger training for the new curricular software. It is recommended this training be recorded and available on-demand as well.

Action 2 – Administrative Process Documentation

Overview

Both the faculty and academic sides of the curricular proposal process were charted as part of this workgroup. As the administrative side of the process is lesser known and lacking documentation, a RACI chart was created to provide clarity throughout the process. The chart is in Excel format and ready to be utilized. The document was uploaded to the Curricular Workflow Teams group. It can also be downloaded [here](#).

Deployment

The RACI chart is ready to be filled out and utilized by current and future employees working on the administrative side of the process. The document could live on a shared Teams group or in the same folder as the master tracking spreadsheet used in the curricular process. It is recommended each step be properly documented to ensure process continuity in staffing changes.

Action 3 – Quality Control Recommendations

Overview

The workgroup was in favor of adding quality recommendations at various stages of the process with some hesitation. There was no desire to add additional burden to departments in the proposal process. The group was open to providing guidance and best practices but not a “checklist”.

Several examples were reviewed from various sources. The two guidance sheets with the greatest support appear in Appendix C. There was agreement that guidance sheets need to be specific to the curricular proposal type. The same sheets could be used by a department prior to submission and by the college council as they are reviewing proposals. This would ensure the criteria consulted in creation of the proposal are consistent with the criteria used to assess the proposal.

Deployment

The group recommended a smaller sub-group of faculty work on adapting these guidance sheets to the different types of curricular proposals. The sheets would then appear as a download on the curricular action webpage. The guidance sheets should also include a checklist of information necessary to complete the proposal form including information necessary to complete MDHEWD forms when necessary.

CONCLUSION

Recommendations

1. Accelerate software implementation schedule.

Much of the project's success depends on timely implementation of the new curricular software. It is currently unclear if there will be a systematic approach to the rollout with proper documentation or if the system will be dependent on one person figuring out how it works. The facilitators recommend ample support be given to the implementation of this new software.

2. Provide more support throughout the curricular process.

Only one person seems to have knowledge of the current CAW and no one appears to be able to make changes or fix issues. It is reported that faculty rely on one person in the university for assistance with any curricular questions. If this individual is unable to work for some reason, the entire curricular process could stop completely. We recommend more people be cross trained on the process for both the current and new software.

Every proposal currently goes through the Faculty Senate Office. With over 900 proposals annually, there appears to be a bottleneck in this office. Members of the workgroup expressed concerns about the volume of submissions and their ability to manage with current staffing levels.

3. Prioritize quality guidance documents.

Group sentiment was mixed on the best method to implement quality controls. Guidance documents with clear questions for consideration should be created for each type of proposal. We recommend a small group of faculty from various departments work to create the content based on examples in Appendix C. The documents could then be stylized by someone in Creative Services or by a student group. The documents would be provided to all faculty through the curricular action webpage and to all departments on campus. Faculty Senate would need to make a judgment on college councils' official use of the documents, but they would be provided as guidance.

Next Steps

1. Start testing the new curricular software.

Implementation of the fast-track process is pending the software change and Faculty Senate approval. For an official proposal to be approved under current bylaws, more needs to be known about how the new software will handle the process. As such, no further progress can be made until the software is ready for setup and testing.

2. Document responsibilities in the administrative side of the curricular process.

The administrative RACI chart is ready for use. Faculty/staff involved need to fill out the chart from their departmental perspective and then reconcile any differences between versions. The final chart should be accessible to all departments involved. Additionally, it is best practice to regularly review the RACI chart for accuracy and compliance with any state-level process changes.

3. Compile guidance documents for curricular submissions.

The importance of quality control is not in question, but the group agreed that, if the scope of this project begins at proposal submission, guidance for pre-submission should be handled by a different group. The group has some starting recommendations, but this needs to be finalized as a separate project.

Parking Lot

- Course numbers

We are running out of course numbers in some departments (i.e., English). A number can never be reused if ever appeared on a student transcript. Numbers assigned to courses without any enrollment can be reused but are hard to identify under the current system.

- Waiving of prerequisites

There does not seem to be a systematic approach to determining when advisors should waive a prerequisite for a given course. There are thousands of overrides each semester. Overrides allow students into courses which require a base knowledge they do not possess.

- Public affairs requirement waiver

Our general education guidelines require 12 hours of coursework in public affairs. This requirement is being waived for many students and is concerning to many faculty/staff. The prevalence of this issue needs to be addressed and guard rails might need to be implemented.

- Proposal feedback

It appears deans are hesitant to provide substantive feedback to curricular proposals. The process already affords deans no power to deny or edit proposals. Dean involvement seems to be a point of contention creating a tendency towards conflict avoidance in feedback given. If deans cannot provide meaningful input into curricular proposals, they are only acting as a time delay in the process.

CONTACT US

Chrystal Irons

Director, Business Support & Training

CIrons@missouristate.edu

efactory

405 N. Jefferson Ave.

Springfield, MO 65806

Lance Coffman

Regional Business Consultant

LanceCoffman@missouristate.edu

efactory

405 N. Jefferson Ave.

Springfield, MO 65806



The Missouri SBDC is funded in part through a cooperative agreement with the U.S. Small Business Administration. Programs are extended to the public on a non-discriminatory basis. Reasonable accommodations for person with disabilities will be made if requested at least two weeks in advance. Contact Tara Horton at 417-837-2617. The Missouri SBDC at MSU is a University of Missouri Extension partner.



APPENDIX A – MEETING NOTES

MSU Curricular Workflow Process – Project Scope Meeting Jan. 19, 2023, 9-11 a.m.

JJ's opening thoughts

- 1) Embrace
 - a) Growth mindset - we can make it better
- 2) Avoid
 - a) Sticking to do it the way we've always done it
 - b) Allowing bylaws and policies to constrain us
- 3) Acknowledge
 - a) A new system is being implemented
 - b) Associate dean voice is critical
- 4) The process and approach to such
 - a) This is a both an education and business process (And Thinking vs. Either/Or)
- 5) Quality control
 - a) Must be enhanced
 - b) Role of College Curriculum Councils and deans must be better mapped - with systematized and agreed upon criteria
- 6) Ask questions and benchmark (examples follow)
 - a) Why do we have a challenge process? What has it yielded? Is there a different way as we move to a more collaborative environment?
 - b) Can we emulate the MDHEWD fast track and full review processes?
 - c) How does the Univ. of Arkansas do this? Wichita State? Etc.
 - d) What is our sunseting process for courses and programs - and probationary processes?

Pain points

- 1) The actual system (technological)
 - a) Fully implemented fall 2024 (includes new catalog software)
- 2) The process of curricular review (people side)
 - a) Length of time: Faculty takes a long time (takes four months = Libby; Pam has not had that experience)
 - b) Timing issue (Calendar issues/timing issues? Faculty and 9-month contracts)
 - c) Type of proposal (interdisciplinary, general education, teacher prep, for example)
 - d) Frequency of meetings (College Council, Intercollegiate; EPPC in COE)
 - e) Complexity of process
 - f) Training issue (lack thereof)
 - g) Review process is the same for all proposals
 - h) Role of CEGIP, College Councils and Department
 - i) Best practice: Front-loading of curriculum changes in spring (some have fewer, and some have more steps along the way)
- 3) Lack of fast-track process
- 4) Faculty Senate bylaws (operational definitions; not being updated)
- 5) Two different entities pushing things through (Faculty Senate and Provost's Office) (creation of a new group?)

- 6) Accountability of Faculty Senate and changes through the system into the bylaws)
- 7) Stop signs (appropriate? too many?)
- 8) Lack of data, lack of accountability (documentation)
- 9) Need a better system of feedback
- 10) Building and not taking away
- 11) Lack of agility in the system (typos/grammar, etc. vs. intent of the proposal)
- 12) Interdisciplinary submissions - cannot submit together; also, difficult to cross-list courses
- 13) Will the system talk to registration report system? (Back end, enrollment pain point)
- 14) Balance between educational goals and business decisions
- 15) Not enough of Katrina
- 16) Conceptual and operational (lack of ...) (JJ add ...)

Need glossary of definitions

Mike: "Going to be a major point here" Scott: 80/20; 80 above, 20 on this topic

Mike: It's about faculty interests

Who is the target (the why)?

Who are the stakeholders of the curricular workflow process?

- 1) Faculty (creativity vs. timewaster) (requires them to be expert in "cataloguese" and a bad process)

Also:

- 1) Students (recruitment and retention)
- 2) Broader institutional health (being more efficient and effective); the university - as people
- 3) Sometimes, political whims

Impact/Support?

- 1) Provost's Office/University

Influencers?

- 1)

Design challenge map

I don't want this

- 1) Don't want to add time
- 2) Don't want the process to be impacted by the software
- 3) No unnecessary work (non-value-added work)
- 4) The process to not increased negative feelings/combativeness
- 5) No lipstick on a pig
- 6) Don't want faculty ownership pulled away (part of shared governance)
- 7) Don't want it forced through the system (faculty support)
- 8) Don't want procedural oversight (need meaningful oversight)

But I do want this

- 1) A fast-track process on appropriate proposal areas (substantive and non-substantive changes; categories of proposals)
- 2) More support for Katrina
- 3) More of a collaborative process from process design (faculty, Faculty Senate, Registrar's Office, Provost's Office)
- 4) Simplicity of design
- 5) Process to support digitization (new ways)
- 6) Clarification of roles of the various offices (balancing and being explicit about roles) (desirability, viability, feasibility)
- 7) Have better training and education about the process
- 8) More defined quality control

MSU Curricular Workflow Process – Charter Definition Meeting

Feb. 2, 2023, 9-11 a.m.

We still need to get a very clear understanding of that the current process looks like from everyone's own "lens". Kari has a workflow she put together, Katrina has one, and then the Faculty Senate Bylaws create a specific workflow that Lance put together. I think everyone was interested to see that we in fact had to put together three process charts just to come up with what we think is happening. We asked them each to do some review and come back with where the charts are correct/incorrect in how they see the process working. We also identified so other key topics that Scott tabled as "Parking Lot Issues". Those things that are important, we need to circle back on, but not directly in the scope of this project. These include:

- Those things included having pre-requisites for courses and then those getting waivers consistently – why have them if we are not going to follow them?
- We had a robust conversation around EPPC and things going to them that really does not have to and could be alleviated with some additional clarity and system adjustments.
- Another parking lot issue was around the fact that in some departments/colleges we are running out of course numbers – for example English. We can't use the same course number twice – this will have to be addressed in the future.

One positive thing that came from the conversation was around quality control. Now that we have process maps and can see how many times there are meetings or holds to approve/reject a proposal, I asked the question at each point what is the person/group/committee basing their approval or rejection on? Is there a checklist, conversation guide, scorecard, etc that is being used at each "stop" in the process. Only one person spoke up and said their College Council was having meaningful philosophical discussions around proposals. Other conceded most are getting "rubber stamped". I think there could be some openness to suggest potential solutions for this like the ones you shared with me. I believe talking with EAB might help us bring those forth as ideas or best practices.

Our big next step is to take the three workflows and combine them into one overall process chart. Rhonda (on Scott's team at Cox) is going to work with Lance to complete this before our next session. The group has been asked to do some review and prep for the next meeting as well.

**MSU Curricular Workflow Process – Current State Debrief Meeting
Feb. 16, 2023, 9-11 a.m.**

The team confirmed our understanding of the current process and started to contribute ideas to a future process. Here are a few highlights:

- There is still some uncertainty on the administrative side of the workflow after curricular actions pass the Senate. This is especially true for program and certificate proposals. The group determined this should be addressed quickly but by a separate group comprised of parties more closely involved with the process. The desired outcome is a clear process and RACI chart.
- Mike discussed some of the actions his sub-committee is working on. These include bylaw changes to directly address pain points from this meeting. It is clear the two groups are working symbiotically instead of independently.
- We reviewed the current curricular fast track outlined in the bylaws which no one seems to be aware of. The current CAW system is not able to accommodate the accelerated process.
- Several improvement ideas were mentioned with limited discussion time. These will be further developed in our next session.
- The group is tasked with reviewing curricular processes from peer institutions. Keri has already shared several with the group. We also mentioned EAB is providing information which might provide ideas or tools beneficial to our process.

Overall, the group was engaged and discussion remained productive to the task. Some people seem particularly excited about the possibility of real change resulting from these meetings.

**MSU Curricular Workflow Process – Ideation Meeting
Mar. 2, 2023, 8 a.m. - 12 p.m.**

Libby - wants to have the multiple reviews but not sure the review in every step is "meaningful".

Withdrawn proposals - concern that much of this is user error and system limitations.

Business vs freedom of research and education - strong discussion here.

Told - the Provost made the business decisions - really?

Organizational tension - Deans don't feel like they can tell a faculty member "no" we can't afford this.

Can Quality have two lens - business and education/innovation.

Has become a decentralized process that no one actually owns and makes the final decision.

SERIES OF QUESTIONS:

If you could only change one thing in the new process - what would it be?

What would the second thing be?

What is the broken "est" thing in the process?

If you could stop one part of the process what would it be?

What is the easiest piece of the process to fix?

What is the one thing you heard - "if they would just do x - it would be better"

If you could blow it up - what are the top three things that have to be in it to make it better?

- - - Buckets from this:

- Collaboration/Systematic Vetting
- Software Edits
- Training/Process Education
- Quality Control
- Fast Trac/Simplify
- Committees
- Bylaws
- Oversight

Need a clear definition of quality at a high level - organizational - then each college may have their own definition that aligns, but certain things may be more important.

Ideas:

One curricular committee

Set deadlines that are clear instead of timelines

Ideas for fast track items from WKU from Kari

FUTURE STATE DISCUSSION

Fast track criteria:

Reactivation and suspensions can be deleted.

Program deletions - undergrad, grad, minors, majors, certificates

Course deletions - ones that have no impact on other departments - defined as affecting another department's majors/minors, prerequisites, or corequisites.

Course prerequisites / Corequisite Changes - *if no impact on other departments - internal to your own department - need to figure out how we are going to manage this and who is going to oversee this?

Course pre-fix changes - *without impact

Course descriptions (typos only) - need to readdress this to see if a fix comes from a faculty senate vote

Number changes without a level change (i.e. lower-level to lower-level or upper-level to upper-level)

Repeat Limits - *without impact

Accreditation and state required updates

Program admission requirements

- for this to work we need Informational only to college councils, need process for accountability

*means "without impact" will not be able to be tracked easily in the system and will be more manual - thus, need to decide who/how this is overseen - does anyone else use this course, if yes, does it impact them.

REMOVE FROM LIST:

"Course Description Updates" - parking lot this

MSU Curricular Workflow Process – MVP Process Testing Meeting
Mar. 23, 2023, 9-10:30 a.m.

Group agreed to add User Friendly as a design principle - under this put training/education, system, communication

Question asked and need to clarify in checklist document for fast track:

What does faculty senate review mean in the fast track process? Still the same two individuals would still be involved. Reality secretary is trying to get it done by the end of the month and then it goes to chair and they try to get it done. Faculty senate role would be pushing it out to faculty for challenge. Need more clarification on this step for procedure. Reviewed by executive committee which needs to be clarified - still going through officers and then communicated with all faculty for challenge.

Fast track comments from team:

- This is reduced workload for councils which is a good thing.
- Who is going to decide what "no impact" means and if it does/does not. Checklist should address this.
- Need to be clear - this is a faculty submitted proposal to delete a course. We are giving you a clean, quick, way to get your work done - i.e. deleting a course. We need to alleviate this worry. If we show any examples - need to change the example that say "originated by faculty". Could also change wording in the system - approved by department head.
- Graduate question - it is ok for the fast track to not go through Grad Council as long as they are paying attention to the notifications. The graduate dean is not approving them anyway.
- CHM160 - would not get approved for fast track as it does impact others. Remove this if we share the examples.
- Fast track may put more on the faculty senate exec committee - they are the ones now asked to question things. This may take more time? Need more support for reviewing - if not this may create a new pain point - and shifting the pain from one group to another.
- Can there be an audit on the fast track and ensure the checklist is clear.
- Monitor those course descriptions edits that do not get fast tracked can we go back and clarify to allow more? To change this senate might need to come up with categories of course descriptions and define it more clearly. Due to how course descriptions are currently used.

Checklist discussion:

- Create a standardized checklist of best practices is a good idea.
- Do we need another checklist for college councils which are different than the beginning checklist? Once we develop an overall checklist this can be an additional task to complete in the future.
- Make simple as possible but at the same time systematic. Clarify intent - to be used at the beginning of the process by faculty and departments.
- Don't see: What Impact on other programs, courses, etc.? Create the expectation they/faculty understand what else might be impacted and is available.
- Note: All new program go through HLC requirements - yes. Do these example areas address these areas?
- TASK TO DO: NEED TO EMAIL OUT BOTH EXAMPLES DIGITAL FORMAT SO THEY CAN SOCIALIZE THE INFO AND GIVE FEEDBACK FOR NEXT MEETING SO WE CAN COME UP WITH AN EXAMPLE TO MAKES CHANGES AS A GROUP TO PUT FORWARD.

New system discussion:

- The new software is built for curriculum - Curriculog - ties to registration system. No solution to get the new system faster. Faculty senate will need to make big decisions per Katrina but at this point there is not a list of questions/decisions to be made. Example: If a new certificate is being proposed - what is the routing?
- Consensus - do NOT spend time working on the old one.
- Key question discussed around new system: Who/how are we going to implement this new software - there is no team and they will need real time decision making ability. Is Katrina the only one responsible for implementing the new system? Additional IT support and support from others like faculty senate will be needed to make decisions.

Faculty Oversight:

Bylaw changes:

Per Mike, we first have to make changes on how we can even make/approve changes to the bylaws. This needs to get changed before we can even get the bylaws updated for curricular workflow changes.

Training Communication:

No support system to get people trained especially if it goes through faculty senate to own. Is it department by department? Who is the trainer? Is it one person out of each unit? Who creates the training? Centralized/institutional training? Updates/edits still need to happen. Not sure the human presentation model is necessary every time. Faculty resources - be clear what is available and where it is. Then college councils. In many universities - there is a curriculum page on the website that the office of the provost owns.

Clarify deadlines with catalog and approvals. This needs to be a suggested outcome but not something we can clarify yet per Katrina. Suggested we have to at least make an attempt to clarify deadlines for catalogs to help set expectations for faculty/departments. Katrina and Chrystal will follow-up to see how this can be done based on the document we already have from Katrina.

**MSU Curricular Workflow Process – MVP Process Testing 2 Meeting
Apr, 6 2023, 9-10:30 a.m.**

I can envision a brief follow-up email and/or virtual meeting just to keep the group informed in the future so they know their work contributed to something.

What does "no impact to others mean?"

Will this impact enrollment in other courses? Must have a conversation with the other department as part of the checklist. Exception in description that prereqs can go through. The new system will allow someone to search for any course to see where it is also listed in the catalog so this will be easier to assess with the new system.

Each box needs to be discussed like Faculty Senate Office - but how will this work. Next steps will be to develop a detailed process. Who is making the decision about the impact question. Need more human resources. - MUST be in the report. Who is doing this?

Comment - there is more and more silohing within departments, example-removing an outside prereq and then creating one within their own department.

There IS a place in the bylaws to create a new course in fast track - no one has used it as there is no infrastructure. Need to realize this exists and the new system either needs to allow it - faculty senate has to decide is it usable? This is something faculty senate needs to address.

Should not involve any other course in another department.

Be conservative in the fast track to build trust in the process and then extending definitions.

Some issues are taken care of in other ways like CGIP - we can't change things like prereq-like English 110 - this cannot be changed and CGIP will take care of this.

Checklist:

NO External demand - could this change to external impact?

They want to know about student and program outcomes, enrollment, demand, accreditation, total credits. Ask Kari for this list. Student demand, market and societal demand. MO Dept of Higher Ed checklist for approval. Can we use these things? This is now happening twice - filling out in the system and then doing it again on the MDHE form. Efficiency can be done through the process?

New course - the proposal questions?

Input from students? Could this be part of external demand?

Continuous improvement - does this fit in terms of thinking through existing programs and not always being additive?

Should we, could we, is MSU going to do it?

Elevate the tool - example of? Conversations built into the process.

Guide to proposing a new course, guide to proposing a new course, etc. Considerations.

Lots of discussion on WHO is going to have authority to deny a course due to finances? Right now it comes down to Dept Head and not deans. The group is NOT proposing to change this. And it is outside the scope.

APPENDIX B – FAST-TRACK TESTING

Delete Course – SCI 414

Full Process: 140 Calendar Days

09/27/2021 - Submitted by Department

10/13/2021 - Approved by College Council

10/13/2021 - Reviewed by Dean

12/06/2021 - Approved by EPPC

01/20/2022 - Reviewed by Faculty Senate Executive Committee

02/07/2022 - Unchallenged while Out For Challenge

02/07/2022 - Approved by Faculty Senate Chair

02/09/2022 - Recommended by Provost

02/14/2022 - Approved by President

Proposed Process: 50 Calendar Days

09/27/2021 - Submitted by Department

10/11/2021 - Reviewed by Dean Note: Max time allotted. Could be faster.

10/25/2021 - Reviewed by Faculty Senate Executive Committee

11/08/2021 - Unchallenged while Out For Challenge

11/08/2021 - Approved by Faculty Senate Chair

11/09/2021 - Recommended by Provost

11/16/2021 - Approved by President

Delete Program – Management/Administrative Management BS

Full Process: 139 Calendar Days

10/21/2022 - Submitted by Department

11/02/2022 - Approved by College Council

11/04/2022 - Reviewed by Dean

11/30/2022 - Reviewed by Faculty Senate Executive Committee

12/12/2022 - Unchallenged while Out For Challenge

01/30/2023 - Approved by Faculty Senate Session

02/06/2023 - Unchallenged while Out For Challenge

02/27/2023 - Approved by Faculty Senate Chair

03/08/2023 - Recommended by Provost

03/09/2023 - Approved by President

Proposed Process: 60 Calendar Days

10/21/2022 - Submitted by Department

11/04/2022 - Reviewed by Dean Note: Max time allotted. Could be faster.

11/30/2022 - Reviewed by Faculty Senate Executive Committee

12/12/2022 - Unchallenged while Out For Challenge

12/12/2022 - Approved by Faculty Senate Chair

12/19/2022 - Recommended by Provost

12/20/2022 - Approved by President

Delete Course – LIS 534

Full Process: 53 Calendar Days

01/14/2021 - Submitted by Department
01/14/2021 - Approved by College Council
01/14/2021 - Reviewed by Dean
01/25/2021 - Reviewed by Faculty Senate Executive Committee
02/08/2021 - Unchallenged while Out For Challenge
02/17/2021 - Approved by Faculty Senate Chair
02/18/2021 - Recommended by Provost
03/08/2021 - Approved by President

Proposed Process: 53 Calendar Days

01/14/2021 - Submitted by Department
01/14/2021 - Reviewed by Dean
01/25/2021 - Reviewed by Faculty Senate Executive Committee
02/08/2021 - Unchallenged while Out For Challenge
02/17/2021 - Approved by Faculty Senate Chair
02/18/2021 - Recommended by Provost
03/08/2021 - Approved by President

Delete Program – Public Health and Homeland Security-Graduate Certificate

Full Process: 240 Calendar Days

04/19/2022 - Submitted by Department
04/22/2022 - Reviewed by Dean
09/09/2022 - Approved by Grad Council
09/28/2022 - Reviewed by Faculty Senate Executive Committee
10/10/2022 - Unchallenged while Out For Challenge
11/14/2022 - Approved by Faculty Senate Session
11/21/2022 - Unchallenged while Out For Challenge
11/28/2022 - Approved by Faculty Senate Chair
12/07/2022 - Recommended by Provost
12/15/2022 - Approved by President

Proposed Process: 45 Calendar Days

04/19/2022 - Submitted by Department
04/22/2022 - Reviewed by Dean
05/06/2022 - Reviewed by Faculty Senate Executive Committee
05/20/2022 - Unchallenged while Out For Challenge
05/20/2022 - Approved by Faculty Senate Chair
05/27/2022 - Recommended by Provost
06/03/2022 - Approved by President

Change Course – BMS 321

Current:

Prerequisite: C grade or better in BMS 231 or in BMS 230 and 232; Recommended Prerequisite: concurrent enrollment in CHM 342 and 345.

Revised:

Prerequisite: C grade or better in BMS 231 or in BMS 230 and 232; ~~Recommended~~

~~Prerequisite:~~ completion of CHM 342 or concurrent enrollment in CHM 342 and ~~345~~.

Full Process: 78 Calendar Days

09/28/2022 - Submitted by Department

10/11/2022 - Approved by College Council

10/17/2022 - Reviewed by Dean

10/28/2022 - Reviewed by Faculty Senate Executive Committee

11/08/2022 - Unchallenged while Out For Challenge

11/17/2022 - Approved by Faculty Senate Chair

12/07/2022 - Recommended by Provost

12/15/2022 - Approved by President

Proposed Process: 64 Calendar Days

09/28/2022 - Submitted by Department

10/12/2022 - Reviewed by Dean Note: Max time allotted. Could be faster.

10/25/2022 - Reviewed by Faculty Senate Executive Committee

11/03/2022 - Unchallenged while Out For Challenge

11/03/2022 - Approved by Faculty Senate Chair

11/18/2022 - Recommended by Provost

12/01/2022 - Approved by President

Course Change – PLS 535

Current:

PLS 535 American Foreign Policy

Prerequisite: PLS 101. Recommended Prerequisite: 50 hours. An analysis of American foreign policy. The course explores the various governmental institutions and societal forces which shape American foreign policy. The major emphasis is on American foreign policy since World War Two. Current issues in American foreign policy are discussed in light of contemporary theoretical and methodological approaches. May be taught concurrently with PLS 635. Cannot receive credit for both PLS 635 and PLS 535. 3(3-0) F

Revised:

PLS 320 American Foreign Policy

Prerequisite: PLS 101. Recommended Prerequisite: 50 hours. An analysis of American foreign policy. The course explores the various governmental institutions and societal forces which shape American foreign policy. The major emphasis is on American foreign policy since World War Two. Current issues in American foreign policy are discussed in light of contemporary theoretical and methodological approaches. May be taught concurrently with PLS 635. Cannot receive credit for both PLS 635 and PLS 320. 3(3-0) F

Full Process: 164 Calendar Days

09/26/2022 - Submitted by Department
10/04/2022 - Approved by College Council
10/05/2022 - Reviewed by Dean
01/20/2023 - Reviewed by Faculty Senate Executive Committee
01/30/2023 - Unchallenged while Out For Challenge
02/24/2023 - Approved by Faculty Senate Chair
03/08/2023 - Recommended by Provost
03/09/2023 - Approved by President

Proposed Process: 64 Calendar Days

09/26/2022 - Submitted by Department
10/05/2022 - Reviewed by Dean
10/19/2022 - Reviewed by Faculty Senate Executive Committee
11/01/2022 - Unchallenged while Out For Challenge
11/15/2022 - Approved by Faculty Senate Chair
11/22/2022 - Recommended by Provost
11/29/2022 - Approved by President

APPENDIX C – QUALITY CONTROL EXAMPLES

Evaluating the Merit of a New Program Idea

43



Basic Description

Graduate certificate in health informatics that draws on existing faculty, staff, facilities, and courses from the Colleges of Health/Human Services and Business.



Resource Needs

Course releases to redesign courses for the accelerated 10-week term format. Additional teaching faculty appointments.



Mission Alignment

Adheres to the mission and commitment to strategic plan and lifelong learning.



Intended Audience

Designed for early to mid-career professionals working in healthcare who want to strengthen their analytical skills. Strong quant experience desired.



External Demand

Job postings stipulating informatics skills more than doubled across the last 5 years. More than 150 health informatics degrees nationally with strong enrollments. Two job postings per degree conferred.



Competitive Edge

Offered in an accelerated 15-month format. Students learn from our world-class faculty and engage with real-world data sets. Competitively priced.



Perceived Risks

Students may not immediately understand what an informaticist is or does. Many competitor programs are offered online, but we want to differentiate on time to completion and price rather than modality.



Markers of Success

Provides positive contribution margin and enrolls 30 students within first year.

Curricular Checklist

1.	CONTINUOUS IMPROVEMENT	If the program was reviewed in the previous review cycle, please share what significant changes were made since the previous review. Have these changes produced the desired outcome? If this is the first review of this program, please proceed to question 2.
2.	PROGRAM DEFINITION	Is the CIP code current? Does the program under review match the federal definition? Please use this link to find posted CIP code: https://web.dhewd.mo.gov/collegedegree/research/collegesearch.faces Please use this link to compare the code definition to the program: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56
3.	POLICY REVIEW	What department, school, and/or program specific policies influence the student admission, progression, retention, and completion of this program (i.e. advanced standing, GPA requirements, residency, etc.)? When were these last updated? Are they still relevant?
4.	COMPETITION	Does the degree program's quality (curriculum, rigor, faculty credentials, facility, equipment, space) compare with other universities who are competing for the same students?
5.	STUDENT DEMAND	Do current student enrollment patterns in this degree program show sustainability or growth? Are prospective students interested in the degree program? What is the current number of majors (duplicated count is acceptable)? What is the retention and completion rates (3-year average and trend)?
6.	PROGRAM LEARNING OUTCOMES	1. Are program learning outcomes clearly stated? Do assessment processes show achievement of those goals through time? How have assessment data been used to enhance learning outcomes (Closing the Loops)? 2. What is the internship participation rate (3-year average and trend)? What is the 6-year completion rate (last three years trend)?

7.	INSTITUTIONAL LEARNING OUTCOMES	Assess how the program addresses the university's learning outcomes?
8.	INSTRUCTIONAL FACILITIES	Are the instructional facilities (classroom space, equipment, laboratory, material, etc.) appropriate to achieving the student learning goals of the program? Include benchmarking programs as necessary.
9.	FACULTY	1. Are discipline faculty sufficient in number to provide adequate coverage of instructional needs within the program? What is the ratio of full-time vs. part-time instructors (use FTE to calculate)? 2. Do discipline faculty reflect diversity as appropriate within its mission and for the constituencies it serves? 3. Are discipline faculty involved in professional development (e.g. scholarship, professional organizations, etc)? 4. Are all faculty, including adjunct instruction, meeting the standards for Faculty Qualifications as outlined by the Higher Learning Commission and the other accreditation policies? Are discipline faculty involved in the selection and/or retention of adjunct faculty (if any)?
10.	GRADUATE PLACEMENT	Does this degree program allow new graduates to find employment with commensurate salaries? What is your placement rate (3-year average and trend)? What is the median salary (3-year average and trend)? Are job titles aligned with the program? Do the data reveal graduates who are underemployed or engaged in part-time work? If appropriate, are graduates placed in advanced degree programs at an acceptable rate?
11.	ALUMNI AND EMPLOYER FEEDBACK	According to alumni and employers, do degree program graduates enter organizations with appropriate knowledge and skills needed to immediately add value to organizations and/or communities? Are graduates able to continuously learn and adapt to new environments?
12.	ADVISORY	Does the program under review have an advisory board either directly or indirectly related to the program? Has there been programmatic change inspired by advisory board feedback and review? Does the advisory board adhere to membership standards that embrace diversity and inclusion?

13.	ACCREDITATION	Is external accreditation available for this program? Is this program accredited? If so, by whom? Does this degree program meet all accreditation requirements?
14.	RELEVANCE	Is the degree program appropriately marketed and relevant in terms of curriculum, course numbers, titles, descriptions, prerequisites, degree program documentation, catalog, website, and promotional materials?
15.	FACULTY PROGRAM ASSESSMENT	Using the scale below, what ranking do faculty give the degree program using the 14 criteria in the Academic Program Review? Please gather feedback from the faculty utilizing the form “Academic Program Review: Faculty Program Assessment” in this packet. Faculty Ranking: (Exemplary, Meets expectations, Meets expectations with concerns, or Fails to meet expectations)