

The Consistency Project: Goals and Accomplishments

Goal of Consistency Project: To ensure that one curriculum is in place across the world of Webster.

Goal of Assessment: To improve student learning. To assess that student learning is taking place in all programs, at all campuses (including online) across the world of Webster.

Pre-Consistency Project	Post-Consistency Project
<p><u>Curriculum Review & Development:</u></p> <ul style="list-style-type: none"> • Chair was ultimately responsible for each program in the department, and solicited help from departmental faculty as needed. • Reactive instead of proactive (ie, Faculty would periodically review and update a program, but programs were not reviewed on a cyclical basis.) • The emphasis was on ‘what was taught’ rather than ‘what was learned.’ • There was no connectivity between academic requirements established at the home campus and their delivery at the extended campus. 	<p><u>Curriculum Review & Development:</u></p> <ul style="list-style-type: none"> • Changed to a ‘student learning’ model. • Program Leaders were established for each program. These faculty are charged with ensuring a quality program is in place, and that assessment is administered and data analyzed for each program. These faculty report to the Chair, and use the assistance of other key faculty in the department or at other campuses, world-wide. • Program Leaders take primary responsibility for coordinating faculty review of assessment data.
<p><u>Course Content:</u></p> <ul style="list-style-type: none"> • Instructors taught the course, based on the description of the course in the catalog. • There were no defined universal outcomes for programs or courses. • Instructors taught whatever they wanted; there was no oversight or expectation. 	<p><u>Course Content:</u></p> <ul style="list-style-type: none"> • Faculty Course Guides & Sample Syllabi were established for each course. • Course Level Learning Outcomes were established for each course. • Program Leaders review course materials annually, and update as required. • The “Syllabus Collector,” a database of syllabi for all SBT courses world-wide, was established to help monitor the consistency of the curriculum world-wide. All faculty are required to submit course syllabi each term. • Conduct periodic audits of syllabi to determine whether faculty follow the curriculum as stated in the course guides.

<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Instructors could choose any textbook for the course, as they deemed appropriate. • There existed no verification of the content/context of textbooks. • Textbooks were not linked to instruction. 	<p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • An “Approved Textbook List” was established for each course. The list is maintained by the department, using Program Leaders to coordinate the effort. • A “Textbook Nomination” procedure was established to allow instructors, world-wide, to nominate books for the “Approved List.” These are submitted to the department who approves or denies them.
<p><u>Communication with Faculty:</u></p> <ul style="list-style-type: none"> • Done primarily through directors. Included Site visits; Emails. • Communication about curriculum was done largely through catalog. • There was no communication with SBT Webster Worldwide faculty from the home campus. • Instructors did not have the avenue to link up with fulltime faculty. 	<p><u>Communication with Faculty:</u></p> <ul style="list-style-type: none"> • An online system was developed to provide assessment and consistency information to faculty through the portal. • The electronic ‘Assessment & Consistency’ Newsletter was created, and is distributed each term to all faculty and site directors, world-wide. • Use online chats, regional faculty meetings, site’s faculty meetings, emails, US mail and teleconferencing to encourage and promote two-way communication. • Solicit feedback from instructors about the curriculum and about assessment. A designated faculty member is assigned to collect and act on this information .
<p><u>Faculty Hiring:</u></p> <ul style="list-style-type: none"> • There was no established process to review faculty credentials. • Faculty were hired on a need-be basis. • No coordinated hiring with lead departments. 	<p><u>Faculty Hiring:</u></p> <ul style="list-style-type: none"> • Created Faculty Hiring Guides which outline minimum standards of qualifications required for faculty approvals. (Faculty Approvals are done by department chairs in St. Louis) • Update Faculty hiring guides annually • Created and implement the “Five Course Rule” which designates that faculty can be authorized to teach no more than five SBT courses.

<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Assessment plan was not implemented. • There was insufficient data collection and analysis. • Learning outcomes were not considered important or necessary. • There existed no assessment plan. 	<ul style="list-style-type: none"> • Program Level learning outcomes were established, supported by course level learning outcomes throughout the curriculum for every program. • Departmental faculty established rubrics and assessment assignments for each program. • The “Extended Site Model” – a plan to assess all program level learning outcomes in six programs, at least twice, within a period of five terms, at all world-wide campuses. The purpose of this model is to create a successful model on which we can build so that all programs can be assessed successfully. • Data collection and analysis of data to improve student learning occurred for major programs across Webster world-wide. • Extensive piloting of additional programs was done in St. Louis. • The CAPSIM became an established part of the MBA Capstone course, BUSN 6200.
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