



President and Provost Roundtable Discussion

Topic: Curriculum Planning in Today's Academy

Questions:

What issues need to be considered in designing a course or program in higher education?

Who should be involved in designing a course or program, and how can they best work together?

How does the curriculum plan connect with resources, planning and assessment?

Who are the learners of the 21st century?

- High school graduates
- Working adults
- Mid-career professionals
- Late-career and emeriti populations
- Re-entry learners
- Degree completers
- Geographic service area populations
- Interest-driven populations
- Employer populations
- Degree holders
- Disabled populations
- Other populations

Learner Objectives

- Improve work prospects
- Credential acquisition
- Basic skills
- Personal development
- Learner's objectives are important in identifying prospective programs, assessing existing programs, and understanding learner motivations

Questions to ask:

- Is our curriculum aligned with the needs of the learners we serve?
- Are our policies, processes and procedures aligned with the needs of the learners we serve?
- Are our services aligned with the needs of the learners we serve?
- Does our infrastructure support the curriculum and needs of our learners?
- Does our planning process adequately assess the needs of our learners?
- Are our institutional programs designed around the appropriate principles to achieve optimum learning?

The Curriculum-Centered Strategic Planning Model

- Identify and define key performance indicators
 - Federal
 - Regional accreditation
 - State
 - System
 - Program accreditation
 - Institutional
- Detail a Learner-Centered Curriculum Framework
 - Learner populations

- Learner objectives
- Learning provider models
- Learning theory and methods
- Curriculum architecture
- Curriculum configuration
- Learner services
- Conduct an external environmental scan
 - Process of examining trends and events outside the institution's span of control to identify and understand emerging strengths, weaknesses, opportunities and threats
 - Political, economic, societal and technological trends
 - Market analysis, including competitors' initiatives
 - Consumer analysis
- Conduct continuous self-study
 - Strategic analysis
 - Organizational analysis
 - Operational analysis
- Develop and action plan process and implementation

Portfolio Planning – Determining Strengths and Investment Opportunities for Program Development and Growth

- Analysis of existing programs using the BCG matrix
 - Which programs are the best in terms of quality and market viability
 - Relative program size (market share)
 - Statewide program enrollment growth (market growth)
 - Remove programs that do not show statewide growth
- Analysis of existing programs using the BCG matrix (2)
 - Dogs (modest positive or negative cash flows): Eliminate
 - Question Marks (large negative cash flows): Funded by cash cows to enhance future success
 - Stars (modest cash flows): Funded by cash cows to enhance near term success
 - Cash Cows (large, positive cash flows): Subsidize other programs
 - Most universities include dogs in their portfolios to keep their curriculum well-rounded, but too many dogs or question marks can jeopardize the university's future.
- Analysis of Existing Programs – GE/McKinsey matrix
 - Low-Cost and high revenue/revenue potential (market attractiveness)
 - Capacity to grow a department (business unit strength)
- Opportunity Analysis
 - Examine other institutions who are offering programs SHSU does not

References

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