



Curriculum Alignment 2014 Report



Presented by:



UCF Regional Campuses



**CENTRAL FLORIDA REGIONAL
CURRICULUM ALIGNMENT CONFERENCE**

OCTOBER 31ST 2014



**CENTRAL FLORIDA
DISTRICT SCHOOLS**



The Curriculum Alignment Conference was held October 31st, 2014 at the Valencia College Criminal Justice Institute. Approximately 70 teachers, faculty, and administrators from partner colleges and UCF attended. The conference followed a series of curriculum alignment meetings, which focused on Biology, Chemistry, Physics, Math and Engineering. All the meetings were held between April and October, 2014.

Angé Peterson, Associate V.P. Enrollment Services, Marketing and Outreach, UCF Regional Campuses, opened the meeting by welcoming everyone and giving a brief overview of the day's activities. In addition, Angé provided background about the speakers who will present their research findings on the various areas that are covered within curriculum alignment initiative. She also thanked everyone for their participation, and stated that faculty, staff and administrators have invested thousands of hours to help align curriculum between local school districts, state college partners and UCF since 2005.

Jeff Jones, Vice Provost, UCF Regional Campuses and Continuing Education, welcomed attendees and thanked them for their continued support of the Curriculum Alignment Initiative. He added that thousands of students have benefited from the work of those in the room and many others who could not attend the conference. Dr. Jones encouraged everyone to share the information and content from the conference with their colleagues.

Mike Hampton, Chair of Curriculum Alignment, provided a brief history of the initiative and noted the progress from its inception in 2005. He explained that a survey will be emailed after the conference to help gauge how well curriculum alignment is being implemented and to get more people involved. During the conference, participants will work in breakout groups to analyze course sequence data and student performance within their respective disciplines. Each group is responsible for creating action items that can be implemented in the upcoming year. Conclusions from each group will be presented at the end of the conference.

Pat Ramsey, Director of Institutional Research, UCF Knowledge Management, with the assistance of **Megal Parikh**, Institutional Knowledge Management, presented real number data analysis on students that are performing in specific high-level coursework over the span of five years.. The reports generated analyzed whether current prerequisite courses are cohesive to subsequent courses that follow.

Teresa Dorman, Associate Dean, College of Sciences, reported that the data generated will be in the discussion materials each Working Group will review during the breakout sessions. Participants are asked to record what aspects can be changed, and identify limitations and opportunities that will help guarantee student success.



Following the breakout session, each group reported on the action items they compiled for the upcoming year.

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Math

Find out what percentage of transfers take more math classes at UCF.
What is the first math course they take?
Survey schools, identify policies used at difference institutions.
Start with 1105, 2311 for Spring meeting.
Calculator usage, instructional method, proctored testing, course prerequisite enforcement.
Credit hours of course, class size.

Investigate creating review modules for students who have a gap in their preparation for a course.

Try to get the IR groups for each institution to create Table 3.1 for their institution for the 1033-2314 sequence.

Chemistry

Uncontrolled

- Open access program
- Small classroom to large classroom
- Lack of prep class (not required)
- Non-traditional students
- Academic freedom

Control

- Students should not transfer in the middle of sequence (advising)
- High % of adjuncts teaching (full time faculty involvement) → Quality matters
- Get the adjunct involved (attending CA meetings)
- Disseminate Curriculum Alignment results to departments → standardized presentations, check list for adjunct and new faculty
- Development of Chemistry curriculum learning outcomes (in progress)



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Physics
Calculus I-Physics I (MAC 2311-PHY 2048) Align with physics and math departments within and across institutions. This ensures math principles used in physics are taught in pre-req.
Physics I – Physics II (PHY2048-PHY2049) Communication concerning alignment has been effective. Continue communicating through alignment meetings. Departmental communication.
Collect/analyze data for: Physics II (2049) into principles of Electrical Engineering and Electrical Networks. College physics I and II into further health related courses.
Physics I – Statics (PHY 2048 – EGN 3310 (2312)) Key Factors include difficulty of the material, lack of 3-D mathematical background.
Points of Emphasis: C students have less than 50% success rate, increase success rate by investigating math alignment and its impact on 2048. Communication between engineering, math, and physics departments.
Next meeting discuss grade distribution and find consistency within and across institutions. Exams, final exams, HW, labs, etc.

Biology
Further investigation into inherent differences between student populations at UCF vs. other FSC schools is warranted. Consider: Admissions requirements Traditional vs. non-traditional students High school GPA Need a “case” student to compare colleges In spite, difference in approximately 10 Diagnostic exams helpful Data on success rates for those “refusing” remedial courses might help to encourage them
Parse data so as to categorize students as those attending schools currently engaged in Curriculum Alignment efforts. Consider: Colleges in FCS What are other schools in other areas doing? Research on other local, regional, and/or national Curriculum Alignment efforts. Is UCF our “control”?
Socialization in order to diminish “transfer troubles”. Have students shadow other students.



Acclimation to larger university classes and university culture. E.g. classes, social events, other students
Encourage students to complete sequence courses with as little gap as possible. Extend this to faculty, counselors. Perhaps other prerequisites and/or suggested courses should be suggested for certain courses. E.g. BSC 2010C genetics? Take into account the scheduling of the student. Seek advice regarding course selection and sequencing.
Extend invitation to high school educators to attend future Curriculum Alignment meetings. Include educators, administrators, school board, program specialists, DOE.

The 2014 Curriculum Alignment Conference ended at 2:00 p.m. with everyone agreeing it was another successful session. The information gathered from the Working Groups will be discussed in detail when they convene during the 2015 Spring Semester. In the meantime, the report will be posted on the Curriculum Alignment website and distributed to all Working Group members whether they attended the conference or not.

For more information about the curriculum alignment, click on the following link:
[Curriculum Alignment Initiative](#)

ADD PICTURES FROM THE CONFERENCE