

CIA CURRICULUM WORKGROUP SURVEY REPORT

Summary of Responses from Florida State Colleges

Survey Period: February 2026 | Total Respondents: 25

1. CURRICULUM COMMITTEE MEMBERSHIP & SELECTION

Survey Question: How is committee membership determined at your institution? (selected/elected/etc.)

Selection Methods:

- Faculty representatives chosen from academic departments/divisions, often through Faculty Senate nomination or election processes
- Department chairs submit nominations to AVPs for approval
- Deans and Faculty Senate collaborate on nominations
- Faculty volunteers approved by supervisors and academic leadership
- Presidential appointment with terms beginning July 1st
- Two-committee systems exist at some institutions (e.g., Academic Affairs and Workforce Education committees)

Committee Composition:

- Voting members: Full-time faculty representing disciplines, departments, or academic schools
- Non-voting members: Academic Affairs administrators, Registrar, Advising, Assessment offices, Student Affairs, Financial Aid, Dual Enrollment, Library, and Institutional Effectiveness representatives
- Term lengths typically range from 1-3 years

2. CURRICULUM COMMITTEE MEETING FREQUENCY

Survey Question: How often does your curriculum committee meet?

Meeting Frequency Distribution:

- Monthly: 16 institutions (64%) - Most common approach
- Quarterly: 3 institutions (12%)
- Bimonthly: 2 institutions (8%)
- Other/Variable: 4 institutions (16%)

Notable Variations:

- Some meet monthly during Fall and Spring semesters only (not summer)
- One institution meets as curricular changes are needed
- One uses a cycle-based approach with 4-6 weeks of review periods
- Several hold additional meetings for specific purposes (course revisions vs. program development)

3. SCNS (STATEWIDE COURSE NUMBERING SYSTEM) FAMILIARITY

Survey Question: How familiar are you with the Statewide Course Numbering System (SCNS)? / Would you be interested in receiving training on SCNS?

Familiarity Levels:

- Extremely familiar: 11 respondents (44%)
- Moderately familiar: 8 respondents (32%)
- Somewhat familiar: 5 respondents (20%)
- Slightly familiar: 0 respondents (0%)
- Not at all familiar: 1 respondent (4%)

SCNS Training Interests:

- Running reports and understanding available report types
- Best practices for SCNS submissions and timelines
- Process for submitting General Education course changes
- Education Preparatory program course submissions
- Course title/prefix/number assignment processes
- Adding courses not currently in SCNS
- Understanding effective date standards
- Automated updates and reporting features
- General refresher training for staff and curriculum committees

4. SCNS IMPLEMENTATION DATE PRACTICES

Survey Question: What implementation date do you typically use when submitting courses to SCNS?

Common Implementation Date Approaches:

- First day of Fall term (August 1st): Most common practice
- First day of applicable term: Fall (8/1), Spring (1/1), Summer (5/1)
- First day of new academic year: Aligns with catalog year
- First day of registration for effective term
- One week before term start (for some institutions)
- 30 days prior to term start (minimum lead time)

Special Considerations:

- General Education course changes require submission over one year in advance due to legislative review
- Legislative/DOE mandates may require quicker implementation
- Some institutions use different dates for state-mandated vs. institution-initiated changes
- Catalog publication dates (July 1st) influence timing
- Deletions/inactivations often occur the day before implementation dates

5. STUDENT INFORMATION SYSTEMS (SIS) IN USE

Survey Question: What Student Information System (SIS) does your institution use?

Current SIS Distribution:

- Ellucian Banner/Banner SaaS: 13 institutions (52%) - Most widely used
- PeopleSoft: 4 institutions (16%)
- Workday: 3 institutions (12%)
- Jenzabar: 2 institutions (8%)
- Homegrown systems: 1 institution (transitioning to commercial SIS by Fall 2028)

Systems in Transition:

- One institution moving from Workday to Banner (Fall 2026)
- One institution transitioning to Jenzabar J1
- One institution moving to Workday (March 2026, full cutover Fall 2026)
- One institution moving from homegrown system to commercial SIS (Fall 2028)

6. CURRICULUM MANAGEMENT SYSTEMS (CMS)

Survey Question: What curriculum management system does your institution use, if any? / How comfortable are you with the system?

CMS Solutions in Use:

- CourseLeaf CIM: 3 institutions
- Coursedog: 2 institutions (plus others considering)
- Curriculog: 2 institutions
- CurriQunet/Acadea: 2 institutions
- Watermark Curriculum Management: 1 institution
- Modern Campus: 1 institution (implementing)

Alternative Approaches:

- Manual processes: 4 institutions
- LMS-based (Canvas, D2L Brightspace): 3 institutions
- Homegrown/internal systems: 3 institutions
- TDx (Team Dynamix) forms: 1 institution
- No CMS currently: 4 institutions (some seeking solutions for 2026-2027)

Comfort Level with CMS:

- Extremely comfortable: 3 respondents (12%)
- Moderately comfortable: 11 respondents (44%)
- Somewhat comfortable: 7 respondents (28%)
- Slightly comfortable: 2 respondents (8%)
- Other/No opinion: 2 respondents (8%)

7. PROGRAM LEARNING OUTCOMES (PLO) ASSESSMENT

Survey Question: How does your institution assess Program Learning Outcomes (PLOs)?

Assessment Tools & Systems:

- SPOL (Strategic Planning Online): 2 institutions
- Xitracs: 1 institution
- AEFIS by HelioCampus: 1 institution
- Campus Labs Planning: 1 institution
- Nuventive Solutions: 1 institution
- WEAVE: 2 institutions
- eLumens Insights: 1 institution (implementing)
- Homegrown APEX application: 1 institution
- LMS-based (Canvas rubrics, D2L Brightspace): Multiple institutions
- Manual processes with IE/IR: Several institutions

Assessment Approaches:

- Course-embedded assessments aligned to PLOs
- Biennial or annual assessment cycles
- Direct evidence (rubric-graded projects, capstone projects, exams)
- Indirect evidence (surveys, self-assessments)
- Faculty collaboration with Assessment Leadership teams
- Annual review and analysis with documented improvement plans
- Program review cycles with questionnaires completed by faculty and advisory committees
- Data collection each term with annual analysis at Institutional Assessment Days

8. MAJOR/INSTITUTIONAL LEARNING OUTCOMES (MLO/ILO) ASSESSMENT

Survey Question: How does your institution assess Major Learning Outcomes (MLOs) or Institutional Learning Outcomes (ILOs)?

Terminology Variations:

- MLOs (Major Learning Outcomes)
- ILOs/ISLOs (Institutional/Institution-Level Student Learning Outcomes)
- Core Abilities
- SLOs (Student Learning Outcomes) - used synonymously at some institutions
- GELOs (General Education Learning Outcomes)

Assessment Methods:

- Embedded questions in exams and essays
- Signature assignments and artifacts assessed by faculty committees
- Performance-based assessments aligned with formative and summative measures
- AACU rubrics and institution-specific rubrics for artifact review
- Blind assessment by Quality Learning Improvement Committees
- Course-embedded assessments with biennial review cycles
- LMS rubrics (Canvas) for tracking assessment data
- Annual outcomes assessment processes with 1-3 year cycles

MLO to PLO Mapping:

- 13 institutions (52%) report mapping MLOs to PLOs
- 12 institutions (48%) do not currently map or did not respond
- Mapping approaches include electronic repositories, curriculum mapping tools, and departmental effectiveness

9. CURRICULUM BEST PRACTICES

Survey Question: What best practices does your institution follow related to curriculum?

Faculty Governance & Collaboration:

10. CURRICULUM PAIN POINTS & CHALLENGES

Survey Question: What are the greatest pain points at your institution related to curriculum?

Timing & Approval Processes:

- Extended approval timelines (6-18 months for new programs, especially baccalaureate degrees)
- General education curriculum changes require a two-year process
- Misalignment between state reporting timelines and academic year/catalog development
- State/legislative mandates requiring quick turnaround conflicting with institutional processes
- Difficulty implementing changes in a dynamic world while maintaining catalog integrity

Resources & Systems:

- Reliance on manual processes without curriculum management software
- Lack of resources to expedite processes (need for CMS or additional personnel)
- Uneven implementation of approved proposals, particularly linking financial processes
- Tracking curricular changes cycle-over-cycle and measuring effectiveness
- Managing large course volumes (900+ courses across 47 programs)

Stakeholder & Compliance:

- Securing buy-in from all necessary stakeholders across multiple departments
- Lack of accountability for reading materials ahead of meetings
- Making changes in short timeframes to remain compliant with state rules
- Balancing academic freedom with statutory requirements
- Aligning long-term planning with evolving workforce needs, new technologies, and legislative priorities

Technology & Training:

- Supporting non-traditional faculty with limited technology experience
- Digital nature of courses requiring all faculty to navigate LMS and provide assessment data
- Processes being subverted outside established workflows

11. TOPICS OF INTEREST FOR FUTURE WORKGROUP DISCUSSIONS

Survey Question: What topics could be discussed in the CIA Curriculum Workgroup?

SCNS & State Processes:

- SCNS timelines and their impact on catalog deadlines and program updates
- State recognition and implementation of prescribed courses, descriptions, and learning outcomes
- Understanding FLDOE expectations regarding legislative modifications before implementation
- General education requirements, changes, and solutions for novel course offerings
- Accelerating approval timelines

Best Practices & Benchmarking:

- Best practices in curriculum development and C&I processes
- Best practices for keeping curriculum dynamic
- MLO/PLO mapping for assessment
- Audit of curriculum submission questions across institutions
- Resources/tools used by FCS institutions (CMS, assessment management, program review)

Technology & Innovation:

- Software solutions and CMS implementations (Coursedog, Ellucian Banner integration)
- Best practices in teaching and using AI
- Managing student submissions that appear AI-generated
- Aligning coursework with AI for quality enhancement and innovative offerings

Program & Student Focus:

- Viability of baccalaureate degrees less than 120 credit hours
 - Utilizing data to assist in curriculum recommendations/decisions
 - Review of student data, success, and program enrollment aligned with workforce needs
 - Supporting faculty and implementation partners throughout curriculum processes
 - Managing and implementing changes/mandates in short periods of time
 - Managing catalogs and implementation timelines in response to evolving conditions
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REPORT SUMMARY

This report summarizes responses from 25 Florida State College curriculum professionals representing institutions across the state. Key themes emerging from the survey include:

- Strong faculty governance in curriculum processes with diverse committee representation*
- Banner remains the dominant SIS (52%), though several institutions are in transition*
- Significant variation in CMS adoption, with many still using manual processes*
- Monthly meetings are most common (64%), typically during Fall and Spring terms*
- Most respondents are moderately to extremely familiar with SCNS (76%)*
- August 1st (Fall term start) is the most common implementation date*
- Major pain points center on timing/approval processes and resource constraints*
- High interest in SCNS training, best practices sharing, and technology solutions*

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