

The Adams Experience: Redesigning the Curriculum to Move from Hispanic-*Enrolling* to Hispanic-*Serving*

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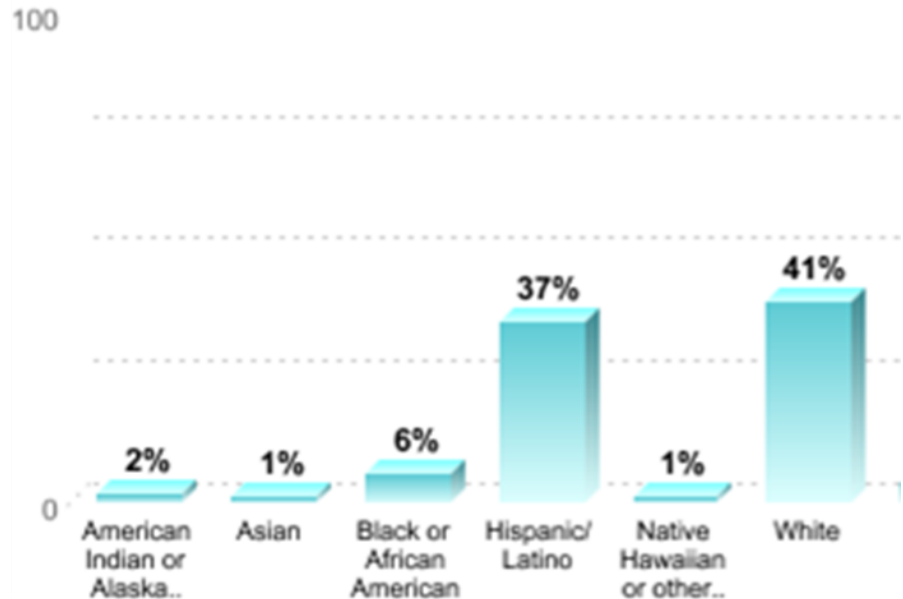
Overview

- Who we are
- Building a critical mass
- Grounded in theory & best practice
- The Process
- Honoring our students, place, and mission
- Recommendations - Lessons Learned

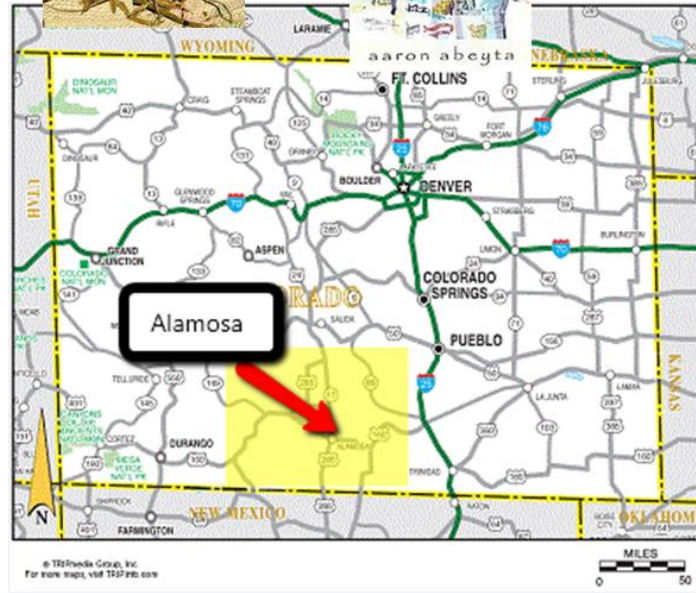
Adams State University

1,784 undergraduate Students, 1,255 graduate students

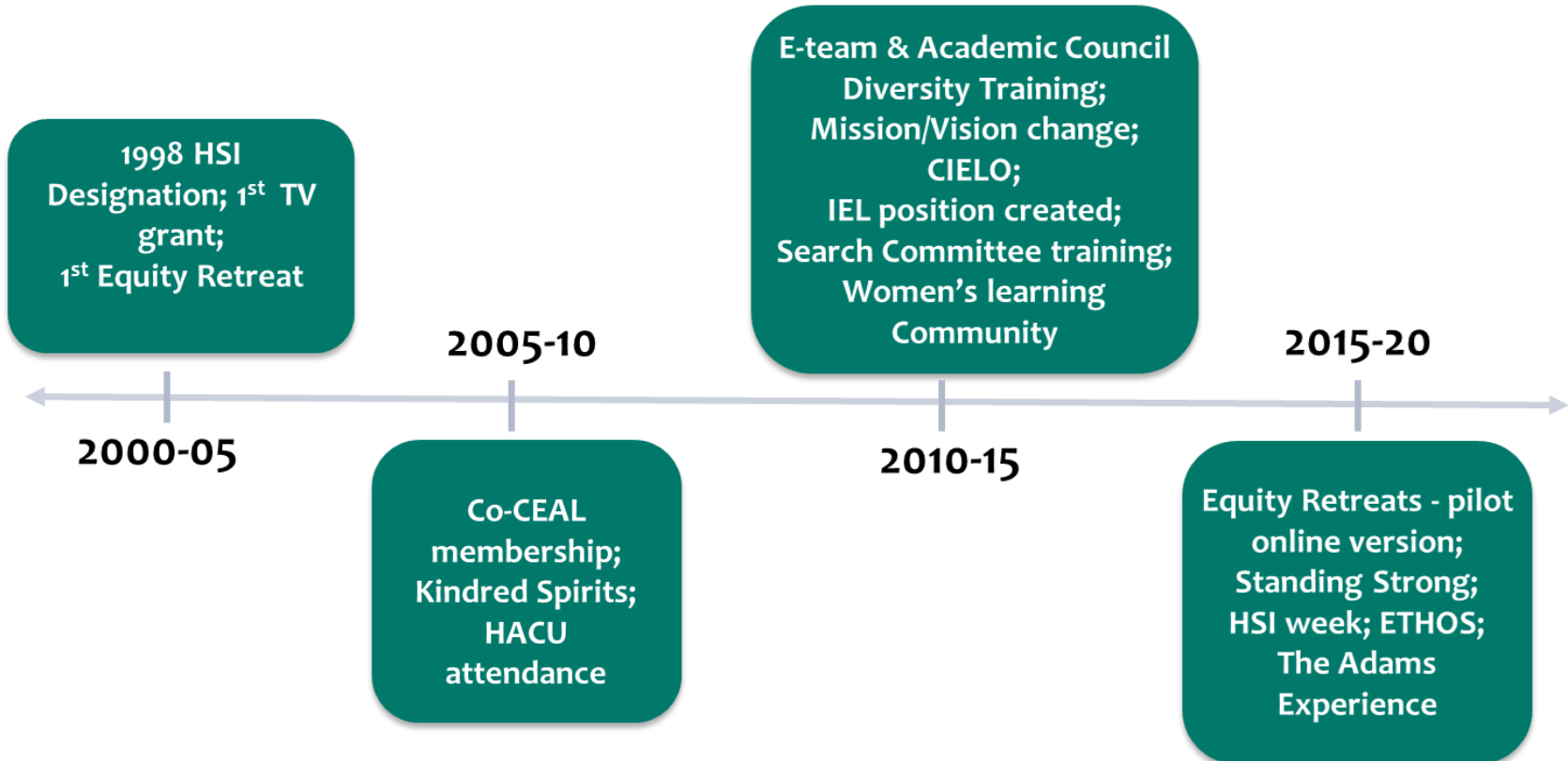
- Of undergraduate students:
 - 35% are 1st Generation
 - 51% are Pell Grant eligible
 - Average family income is \$25,000



Who we are



Building a Critical Mass



1998 HSI Designation; 1st TV grant; 1st Equity Retreat

2005-10

Co-CEAL membership; Kindred Spirits; HACU attendance

2010-15

E-team & Academic Council Diversity Training; Mission/Vision change; CIELO; IEL position created; Search Committee training; Women's learning Community

2015-20

Equity Retreats - pilot online version; Standing Strong; HSI week; ETHOS; The Adams Experience

2000-05

A Foundation in Equity work

- More than 20 years of week-long summer equity leadership retreats
 - 3 years of summer online equity courses
- Based on work by NCEE - *National Coalition for Equity and Education*
 - 12 Principles of Equity (Weissglass, 1997)
 - Constructivist Listening Strategies



Mission Revisions

Old :

Adams State College dedicates its resources to provide opportunity and access for all students. The College is an innovative leader that recognizes the inherent educational value of diversity. It is a catalyst for the educational, cultural, and economic interests of rural Colorado, the surrounding region, and the global community.

New (2014):

ASU's mission is to educate, serve, and inspire our **diverse populations** in the pursuit of their lifelong dreams and ambitions.

Vision: To become the university community of choice for **diverse, historically underserved groups**, and all who value quality education and **inclusivity**.

Purpose Revisions - after curricular work

Purpose (2019):

Adams State University's driving purpose is to provide equitable access to education for all. We promote successful and engaged lives by caring for, connecting with, and challenging our students, campus, and community. As Colorado's premier **Hispanic Serving Institution**, Adams State University draws on its **rural location in the San Luis Valley**, to **serve and empower** all students, especially those from historically underserved populations.

Why Undertake a Campus-Wide Curriculum Redesign?

- Recruit, retain, and graduate students
- Offer a more relevant curriculum to meet today's workforce and society's needs
- Build on our students' successes and recognize their cultural capital as an asset
- Join the national movement to use evidence-based practices in what we teach, how we teach, and how we assess



AAC&U High Impact Practices (HIPs)



Carol Guerrero-Murphy (Emeritus English Professor/Inclusive Excellence Liaison) with Jose Moreno (AAC&U)

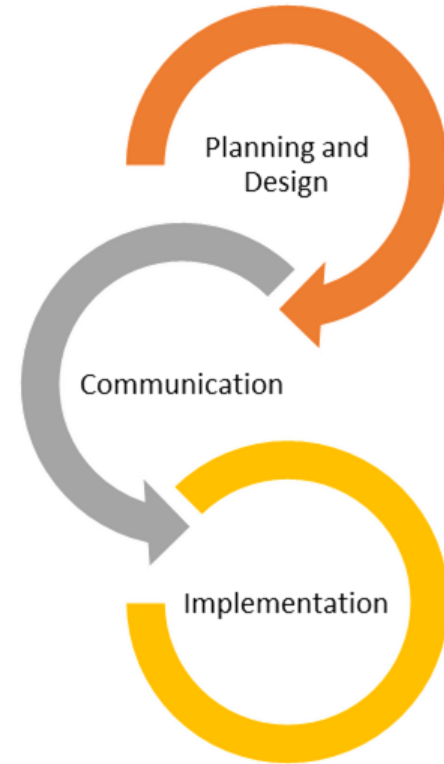
- Inclusive Excellence and High Impact Practices (as defined by the American Association of Colleges and Universities) soon became the theoretical grounding
- Several AAC&U consultants assisted the planning and design process

“From the start inclusive excellence was the stated purpose of our general education curriculum reform. Inclusive Excellence is the knowledge that excellence—in problem solving, in cultural richness, in global understanding and collaboration—results from inclusivity of diverse perspectives.” –Carol Guerrero-Murphy

The Process



- Planning & Design (1 year)
 - Curriculum innovation teams
- Communication (1 year)
 - Campus forums, presentations to community stakeholders, professional presentation
 - Faculty vote to approve curriculum
- Implementation (3+ years)
 - Phase in new curriculum
 - New Title V grant devoted to this
 - Launch Teams
 - HIPs Faculty Team Leaders

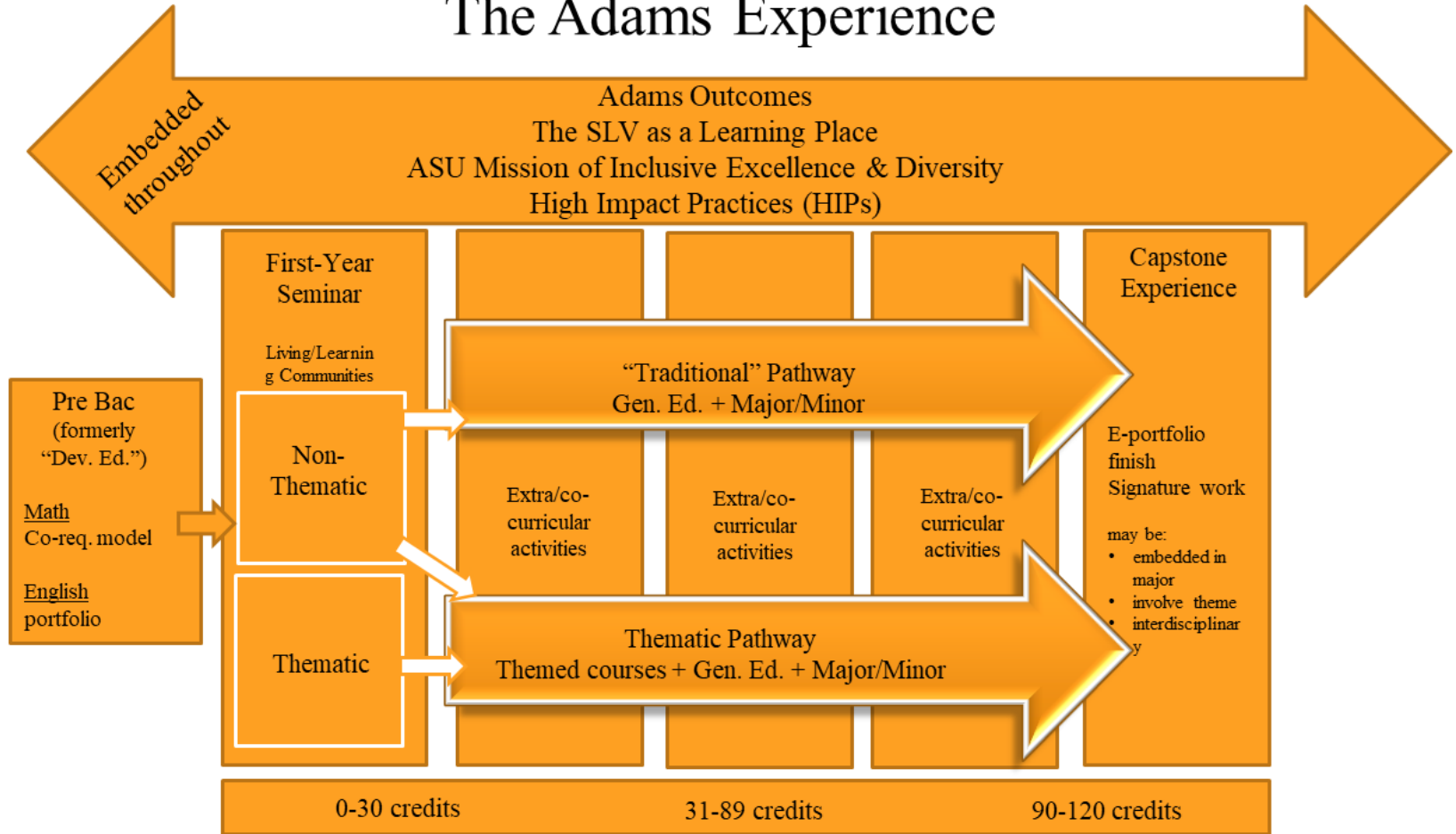


Planning and Design

- 75 faculty, staff and students on Curriculum Innovation Teams
- 3-day fall retreat to kick it off
- 2-day winter retreat to decide on curriculum



The Adams Experience



Communication

Forums

General, Faculty Senate, New Faculty Orientation

Newsletters

Website



The Adams Experience Launch Update 3
If you missed the 2020 Winter Retreat, here is a summary.

Jan. 15, 2020

ePORTFOLIO: THE COMMON THREAD OF THE ADAMS EXPERIENCE
January 7-9, 2020 Taos, NM

This year's winter retreat focused on one key feature of The Adams Experience—the ePortfolio (eP), which was voted on by faculty in Dec. 2017 to be an ASU requirement.




During the retreat...

- ▶ Students presented their ePs;
- ▶ Faculty and staff worked to create their own professional ePs and presented them to colleagues with the help of the eP Peer Consultants;
- ▶ Early eP faculty adopters presented about their ePs and what they've learned about the process other faculty were just starting;
- ▶ FYS instructors led a panel on how the first semester of FYS and eP went;
- ▶ Faculty learned how to create signature assignments and how to assess ePs;
- ▶ Groups spent time developing an eP plan for their courses/programs.

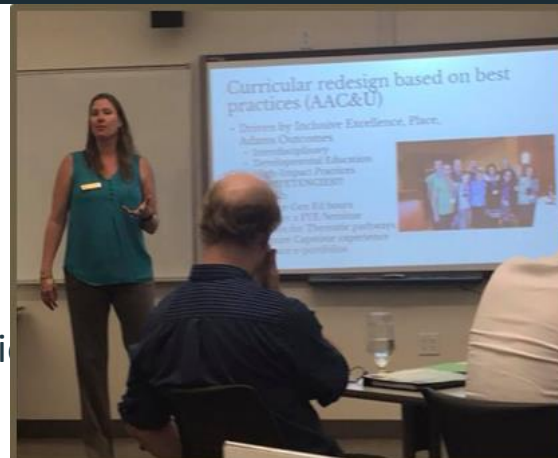
Key Insights Learned from Participants

- "More than a repository – synthesizing reflective work"
- "Reflection is key!"
- "Signature assignments already exist and [the eP] gives them a place to connect"
- "eP can be used to assess students, programs, institutions"
- "Potential to bring together all the elements of The Adams Experience in a meaningful way"
- "Importance of making connections across all courses and life applications"
- ePortfolio are... never really "complete" or final."

This event was made possible with funds from the V and S Foundation, Emily Dibble, eP Hubert (SLCC), and our eP Peer Consultants.



eP Peer Consultants: Dakota Torero, Matthew Martinez, Victoria Jaramila, and Angel Guerrero (Isaac Semario not shown)





The Adams Experience

At Adams State, your educational journey isn't bound by classroom walls. It spills over and blends with your extracurricular interests, student life activities, and the San Luis Valley community-at-large. We call it The Adams Experience.

On paper, it's a framework for learning that incorporates evidence-based High Impact Practices in what you learn, how you learn, and how your learning is assessed. That means writing-intensive courses, the opportunity to do original research, collaborative and interdisciplinary projects, and bonding experiences with your peers.

But it also means discovering off-campus mentors and gaining valuable work experience through internships and volunteer efforts. As a champion of the [San Luis Valley](#), our roots are deeply intertwined with a community that proudly supports our students in return.

Ultimately, The Adams Experience is neither a single moment, nor a checklist of events. It's the entirety of your educational journey, a journey that connects what you learn to who you are and have the potential to become.



Implementation

- Official Adams Experience launch in Winter 2019
- First Year Seminar with ePortfolio (eP) launched Fall 2019
 - piloted different platforms, decided upon a campus-wide one (Wix), professional development on eP and on Wix offered across campus
- Granted a new Title V grant “From Cornerstone to Capstone: Building the Adams Experience” in Oct. 2020; included hiring and institutionalizing a HIPs Coordinator and an Internship Coordinator; LOTS of professional development; virtual Center for HIPS; 2022 Winter Retreat

Implementation - Current

- Engagement with HIPs across all of ASU's academic units
 - HIPs Coordinator hired HIPs Team Leaders focused on each HIP; HIPs Team Leaders identified liaisons for each HIP from every academic unit; HIPs Teams are constructing "blueprints" (best practices, rubrics, guidelines, etc.) for all HIPs to be used in any course; department mini-grants offered to support this work
- Support for Writing Intensive Courses underway; Capstone required by Spring 2023

Honoring our Place

- The San Luis Valley has a rich in cultural and geography
- Students see themselves and their community represented within the new curriculum
- Many place-based curriculum opportunities



Honoring our Mission/Purpose

- The new mission gave us license to do transformative work as our curriculum did not truly “educate, serve, and inspire our diverse student population”
- First major curriculum revision since becoming an HSI.
- HIPs were a good place to start, but also included place-and asset-based pedagogy (i.e. becoming a “Student-Ready Campus”).

Honoring our Students



- Students were recruited and played an active role in the curricular redesign.
- All students will now have access to at least four HIPs.
- Curriculum (especially the ePortfolio) values their stories, where they come from, and where they are as learners.
- Actively shifting the narrative on our students from deficit-based to asset-based.

Recommendations - Lessons Learned

1. Curricular change is a slow process
2. Integrate diverse voices
3. Balance between top-down and bottom-up
4. Keep equity at the forefront
5. Support faculty
6. Strategically write it in

Curricular Change

- This is a **SLOW** process!
- Broad buy-in is needed
- Works best when an intentional foundation in equity is built

Diverse Voices

- Integrate student, staff, and faculty voices throughout the entire process
- Authentically value input from all
- Honor all styles of communication
- Don't be afraid to “live in the weeds” for a bit

Finding the Balance

- Creating a dedicated, grass-roots group can help build excitement, commitment, and momentum
 - Some of the strongest support will come from enthusiastic, newer faculty, but be mindful that they may also be the most marginalized/vulnerable groups.
 - But it is tough to institutionalize any campus change without buy-in from upper-administration
- Work to ensure that there are adequate institutional, administrative, and financial support

Equity at the Forefront

- This can be easy to lose sight of when you get into the nuts and bolts of implementation
- Keep professional development related to equity on-going

Faculty Support

- Acknowledge that change can be scary
- Provide multiple faculty supports for this change
 - Professional development
 - Faculty mentors
 - Student peer mentors
- \$\$ is helpful too, show faculty that you value their time
- Start at New Faculty Orientation - new faculty are often more eager to jump on board

Writing it in!

- Leverage institution planning documents to propel change.
- Consider revision of mission.
- Integrating goals in academic master plan, university strategic plan.
- Put wording into new job applications - faculty, provost, president.

Resources and References

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