

Reviewing the Curriculum Spring 2010

Anticipated scheduled for completion includes:

- February – planning
- March – assemble committees (including students) allowing some overlap for work between and among them
- September – reports due
- October – campus-wide review of reports
- November – reports to EPC for review and discussion (Owen will provide periodic updates)
- December – reports to Faculty Council for review and discussion

Sub-committee structure for review (will also include sampling syllabus for compliance with criteria). Interaction between and among committees will be important because they must consider areas of potential overlap and inefficiencies. Are there too many requirements? Is the structure too complex:

- Foundations
- Approaches
- Connections
- Supplemental General Education
- Miscellaneous (implications for: double majors, AP credits, and how and when requirements are communicated to students, double counting, cross-listing, etc.)

Groups to consult:

- Administrative Board members, past and present
- DUS
- Advisors
- Curriculum steering Committee from 2004 and Implementation committee from 2005-6
- Professional Schools (too early to know if the preparation of students is effective but some evidence should be available)
- Curriculum committee (formerly Sub committee for General Education)
- Previous Associate Deans for Undergraduate Curricula (Tweed, Smith)
- Forums and/or focus groups with students and faculty

Documents:

- 2004 Curriculum Report
- Criteria Document
- Assessment plan
- Summary chart with abbreviations and course availability

General Education Assessment Plan

“Making Connections Curriculum”

Effective Fall 2007

The assessment plan for the new curriculum currently consists of the following:

- Assessments of learning outcomes will be embedded within courses that have been mapped to the requirements under the three major curricular areas: (1) foundational knowledge, (2) knowledge of varied approaches and methods, and (3) connections beyond the classroom. Assignments to measure achievement of specific General Education outcomes that will be embedded within specified courses will be designed and tested for this purpose.
- A longitudinal cohort study is designed to track the academic performance of a small sample of students through their work products and other indicators of their educational experiences from their first day of classes until graduation. Students will be assisted in creating an electronic portfolio to house work products, and will also participate in surveys, focus groups, and interviews during the course of their undergraduate careers.
- An analysis of course enrollment patterns will be conducted annually to show how undergraduates are navigating the new General Education curriculum. Such analyses may well reveal unanticipated gaps in the new curriculum, unintended outcomes, and serendipitous benefits.
- Focus groups will be conducted with college advisors and course instructors to better understand their views on the problems, challenges, and the desirable features of the new curriculum as it unfolds.
- Data from the National Survey of Student Engagement (NSSE) and the UNC system Surveys (of sophomores, seniors, and Alumni) will continue to be collected and compared with data collected from cohorts who completed the old curriculum.
- The new online course evaluation system will be used to add items that will allow analysis of student perceptions of the extent to which the courses are effectively addressing the goals and outcomes of the curriculum.