## Preliminary Report of Selected Findings from the DU Faculty Survey about the Common Curriculum 12/22/17

The General Education Review and Inquiry Committee contact: Doug Hesse, Chair, dhesse@du.edu; 1-7447

On November 3, 2017, the General Education and Review Committee sent 714 DU faculty a survey about aspect of the common curriculum, with a follow up reminder distributed on November 7. We received 181 responses, with 160 of them deemed more or less "complete." 45% of respondents were from AHSS, 17% from Natural Sciences and Mathematics, 13% from Undergraduate Academic Programs, and 7% from Daniels. There were fewer than 5% each from Engineering, Morgridge, Korbel, and the Library.

The survey asked about the value and perception of the common curriculum across campus in a mixture of multiple choice and open-ended questions. Faculty responded extensively to open-ended questions, each receiving more than 70 replies, averaging more than 45 words. On December 5, GERI reviewed responses, and below we report some findings. <sup>1</sup>

1). About 42% of faculty who teach Common Curriculum Courses agree that they make connections between their courses and others in the Common Curriculum, while about 34% disagree. About 34% of all respondents perceive that their colleagues make deliberate connections between the Common Curriculum and the major, while 32% perceive they don't.

Q4 - When I design and teach Common Curriculum courses, I make connections/relationships between my courses and			
others in the Common Curriculum.	%	Count	
Strongly disagree.	10.43%	1	2
Disagree.	23.48%	2	27
Neither agree nor disagree.	23.48%	2	27
Agree.	26.09%	3	0
Strongly agree.	16.52%	1	9
Total	100%	11	.5

<sup>&</sup>lt;sup>1</sup> Results from all multiple choice questions are available on the GERI portfolio site.

Q6 - It is my perception that colleagues in my department or program make deliberate connections between the Common Curriculum and courses/requirements in the major.	%	Count
Strongly disagree.	13.13%	21
Disagree.	19.38%	31
Neither agree nor disagree.	33.13%	53
Agree.	20.63%	33
Strongly agree.	13.75%	22
Total	100%	160

2). Faculty undergraduate advisors place more emphasis on explaining to students the practical requirements of the Common Curriculum than they do explaining the theory behind it, although over 60% do explain the theory and outcomes.

Q7 - As an advisor to undergraduates, I devote time and attention to making sure students understand the theory and outcomes of the Common Curriculum.	%	Count
Strongly disagree	5.41%	6
Disagree	19.82%	22
Neither agree nor disagree	13.51%	15
Agree	33.33%	37
Strongly agree	27.93%	31
Total	100%	111

Q8 - As an advisor to undergraduates, I devote time and attention to practical matters of helping students find courses which meet requirements.	%	Count
Strongly disagree	3.60%	4
Disagree	8.11%	9
Neither agree nor disagree	3.60%	4
Agree	34.23%	38
Strongly agree	50.45%	56
Total	100%	111

3). Only 23% of faculty perceive that undergraduate students understand and/or value the theory and outcomes of the Common Curriculum.

Q9 - I perceive that most undergraduate students understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.		
	%	Count
Strongly disagree	9.09%	13
Disagree	32.87%	47
Neither agree nor disagree	34.97%	50
Agree	18.88%	27
Strongly agree	4.20%	6
Total	100%	143

4). Faculty perceive that DU faculty better understand and value the Common Curriculum than do students, but still the majority of responses were either ambivalent or negative.

Q10 - I perceive that most DU faculty understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.	%	Count
Strongly disagree	7.69%	11
Disagree	22.38%	32
Neither agree nor disagree	30.77%	44
Agree	37.76%	54
Strongly agree	1.40%	2
Total	100%	143

5). The survey asked faculty to rate how strongly the Common Curriculum should play a central role in achieving the Undergraduate Student Learning Outcomes (the broad outcomes to be achieved through majors/minors, electives, co-curricular work, and general education.) Faculty agreed or strongly agreed that the Common Curriculum should develop Quantitative Reasoning (82%), Communication (90%), Intellectual Engagement and Reflection (88%), and Engagement with Human Diversity (83%). They also agree, to a somewhat lesser extent, that it should develop Community Engagement (66%) and Disciplinary Knowledge and Practice (53%). We speculate that more faculty regard these last as a function of the major/minor, not the Common Curriculum, and this speculation was born out in written comments.

Table appears on next page.

Q. 11: Along with Majors/Minors, electives, and co- curricular activities, the Common Core helps achieve DU's Undergraduate Student Learning Outcomes. Please rate your agreement that the Common Curriculum should have a central role advancing the following outcomes:  Quantitative Reasoning: Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions.  Somewhat disagree 3 2% Nelither agree nor disagree 17 12% Somewhat agree 3 38 26%  Strongly agree 81 56%  Strongly disagree 6 4% Somewhat disagree 6 4%  Somewhat disagree 1 4 3% Neither agree nor disagree 5 3% Neither agree nor disagree 1 11 77%  Strongly disagree 1 11 77%  Strongly disagree 6 4% Somewhat disagree 1 11 77%  Strongly disagree 1 11 77%  Strongly disagree 6 4%  Neither agree nor disagree 1 11 77%  Strongly disagree 1 11 77%  Strongly disagree 1 11 77%  Strongly disagree 5 3% Neither agree nor disagree 1 11 77%  Strongly disagree 9 6 4%  Somewhat disagree 1 1 7 12%  Strongly disagree 5 1 3%  Neither agree nor disagree 9 6 4%  Somewhat disagree 9 6 4%  Somewhat disagree 9 6 4%  Strongly agree 1 10 70%  Strongly agree 1 11 7 70%  Strong				
Quantitative Reasoning: Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions.  Communication: Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.  Intellectual Engagement and Reflection: Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural dimensions other than their own.  Engagement with Human Diversity: Students critically reflect on their own social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Somewhat disagree  3 2%  Strongly disagree  3 2%  Strongly agree  3 2%  Strongly disagree  3 2%  Strongly agree  3 2%  Somewhat disagree  4 3%  Strongly disagree  5 3%  Neither agree nor disagree  6 4%  Somewhat disagree  9 6%  Neither agree nor disagree  9 6%  Neither agree nor disagree  9 6%  Neither agree nor disagree  9 6%  Somewhat disagree  10 10 70%  Strongly agree  10 10 70%  Strongly agree  10 10 70%  Strongly agree  10 10 70%  Strongly disagree  10 2 3%  Strongly disagree  10 3 2%  Strongly agree  10 10 70%  Somewhat disagree  9 6%  Neither agree nor disagree  9 6%  Neither agree nor disagree  9 6%  Neither agree nor disagree  10 10 70%  Somewhat disagree  10 10 70%  Somewha	curricular activities, the Common Core helps achieve DU's Undergraduate Student Learning Outcomes. Please rate your agreement that the Common Curriculum should have			
relations and apply appropriate quantitative strategies to examine significant questions and form conclusions.  Neither agree nor disagree 38 26%  Strongly agree 81 56%  Strongly disagree 6 4%  Somewhat disagree 5 33%  Neither agree nor disagree 5 33%  Somewhat disagree 11 7 12%  Neither agree nor disagree 6 4%  Somewhat disagree 6 4%  Neither agree nor disagree 5 33%  Neither agree nor disagree 6 4%  Somewhat disagree 5 33%  Somewhat agree 11 7 7 12%  Neither agree nor disagree 6 4%  Somewhat disagree 5 33%  Somewhat agree 11 7 12%  Neither agree nor disagree 6 4%  Somewhat agree 1 8 6%  Strongly disagree 8 6 6%  Strongly disagree 1 10 77%  Strongly disagree 8 66%  Strongly disagree 9 6 4%  Somewhat disagree 1 10 70%  Strongly disagree 1 10 70%  Strongly disagree 9 66%  Neither agree nor disagree 9 6%  Neither agree nor disagree 1 10 70%  Strongly disagree 1 10 1 70%  Strongly disagree 1 10 1 70%  Strongly disagree 9 6%  Neither agree nor disagree 1 10 1 70%  Strongly disagree 1 10 1 70%  Strongly disagree 1 10 1 70%  Strongly disagree 9 6%  Somewhat disagree 9 6%  Neither agree nor disagree 9 6%  Somewhat disagree 9 6%  Strongly disagree 1 10 1 70%  Strongly disagree 1 10 1 70%  Strongly disagree 1 10 1 70%  Strongly disagree 9 6%  Somewhat disagree 9 6%  Strongly disagree 1 10 1 70%  Strongly disagree 2 10 1 70%  Strongly disagree 2 10 1 70%  Strongly disagree 2 10 1 70%  Strongly disagree 3 2 2 1 10%  Somewhat disagree 1 10 1 70%  Strongly disagree 1 10 1 70%  Strongly disagree 2 10 1 1 70%  Strongly disagree 2 1 10 1 70%  Strongly disagree 3 2 2 1 10%  Somewhat dis		Strongly disagree	6	4%
Somewhat agree 38 26% Strongly agree 81 56% Strongly disagree 6 4% Strongly disagree 6 4% Somewhat disagree 5 3% Strongly agree 1 37% Neither agree nor disagree 1 38 13% Strongly agree 1 38 13% Somewhat disagree 5 3% Strongly agree 1 38 13% Somewhat agree 1 38 13% Somewhat agree 1 38 13% Strongly agree 1 38 6% Strongly agree 8 6 4% Somewhat disagree 8 6 4% Somewhat agree nor disagree 8 6 4% Strongly agree 1 30 1 70% Strongly agree 1 30 1 70% Strongly agree 1 30 1 70% Strongly agree 1 30 2 3% Strongly agree 1 30 2 3% Strongly agree 1 34 23% Strongly agree 3 4 23% Strongly agree 3 4 23% Strongly agree 1 3 2 2% Strongly agree 1 3 2 3% Strongly agree 1 3 35%	Quantitative Reasoning: Students describe quantitative	Somewhat disagree	3	2%
Strongly agree 81 56%  Strongly disagree 6 4%  Communication: Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.  Intellectual Engagement and Reflection: Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Strongly agree  Strongly disagree  Somewhat disagree  Somewhat disagree  9 6%  Neither agree nor disagree  9 6%  Neither agree nor disagree  9 6%  Somewhat agree  3 23%  Strongly agree  3 23%  Somewhat agree  9 6%  Neither agree nor disagree  10 1 70%  Strongly agree  11 1 77%  Strongly disagree  9 6%  Neither agree nor disagree  9 6%  Neither agree nor disagree  12 8%  Somewhat disagree  13 13%  Strongly agree  14 10%  Neither agree nor disagree  15 33%  Neither agree nor disagree  16 4%  Somewhat disagree  17 19%  Somewhat disagree  18 12%  Somewhat disagree  19 6%  Neither agree nor disagree  19 6%  Neither agree nor disagree  10 1 70%  Strongly agree  11 1 77%  Strongly agree  11 1 70%  Strongly agree  12 8%  Neither agree nor disagree  18 12%  Neither agree nor disagree  18 12%  Somewhat agree  19 6%  Neither agree nor disagree  19 6%  Neither agree nor disagree  10 0%  Neither agree nor disagree  10 0%  Somewhat disagree  10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Neither agree nor disagree	17	12%
Communication: Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.    Neither agree nor disagree   5   3%	examine significant questions and form conclusions.	Somewhat agree	38	26%
Communication: Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.    Neither agree nor disagree   5   33%		Strongly agree	81	56%
and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.    Neither agree nor disagree   18   13%		Strongly disagree	6	4%
written, spoken, visual, technologically-mediated, and other forms of interaction.    Somewhat agree   18   13%		Somewhat disagree	4	3%
other forms of interaction.  Somewhat agree 11 11 77%  Strongly agree 111 77%  Intellectual Engagement and Reflection: Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Somewhat agree 18 6%  Neither agree nor disagree 6 4%  Strongly disagree 9 6%  Neither agree nor disagree 9 6%  Somewhat disagree 9 6%  Strongly disagree 12 19%  Somewhat disagree 12 19%  Somewhat disagree 12 8%  Somewhat disagree 12 8%  Somewhat disagree 27 19%  Neither agree nor disagree 27 19%  Somewhat disagree 27 19%  Neither agree nor disagree 27 19%  Strongly agree 3 101 70%  Strongly agree 51 35%  Strongly agree 101 70%  Strongly agree 51 35%  Strongly disagree 12 8%  Somewhat disagree 27 19%  Neither agree nor disagree 14 10%  Neither agree nor disagree 28 19%		Neither agree nor disagree	5	3%
Intellectual Engagement and Reflection: Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Strongly disagree 8 6 4%  Strongly disagree 9 6%  Neither agree nor disagree 9 6%  Neither agree nor disagree 9 6%  Neither agree nor disagree 9 6%  Strongly agree 3 2%  Strongly disagree 1 8 12%  Neither agree nor disagree 2 7 19%  Somewhat disagree 3 2%  Neither agree nor disagree 3 2%  Strongly disagree 5 1 35%  Strongly disagree 2 7 19%  Somewhat disagree 1 8 12%  Neither agree nor disagree 2 7 19%  Somewhat disagree 3 2%  Neither agree nor disagree 2 7 19%  Neither agree nor disagree 2 7 19%  Neither agree nor disagree 2 7 19%  Somewhat disagree 3 2%  Neither agree nor disagree 2 7 19%  Neither agree nor disagree 2 7 19%  Neither agree nor disagree 2 7 19%  Neither agree nor disagree 3 2%		Somewhat agree	18	13%
Intellectual Engagement and Reflection: Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Community Engagement: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Somewhat disagree  Somewhat disagree  Somewhat disagree  Somewhat disagree  12 8%  Strongly disagree  51 35%  Strongly disagree  52 19%  Somewhat disagree  14 10%  Neither agree nor disagree  15 35%  Somewhat disagree  16 4%  Somewhat disagree  17 19%  Somewhat disagree  18 12%  Neither agree nor disagree  19 6%  Somewhat disagree  10 1 70%  Strongly disagree  10 2 3%  Strongly disagree  11 35%  Somewhat disagree  12 8%  Somewhat disagree  14 10%  Neither agree nor disagree  28 19%		Strongly agree	111	77%
demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  City of the content o		Strongly disagree	4	3%
cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.  Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Somewhat disagree 18 12%  Neither agree nor disagree 27 19%  Somewhat agree 32%  Strongly disagree 27 19%  Somewhat agree 32%  Strongly agree 31 35%  Strongly agree 31 35%  Strongly agree 32 32%  Neither agree nor disagree 27 19%  Neither agree nor disagree 32 29%  Neither agree nor disagree 32 32%  Strongly agree 34 22%  Neither agree nor disagree 27 19%  Somewhat agree 32%  Strongly agree 34 22%  Neither agree nor disagree 32%  Strongly agree 34 22%  Neither agree nor disagree 32%  Strongly agree 34 22%  Neither agree nor disagree 32%  Strongly agree 34 22%  Strongly agree 34 22%  Strongly agree 34 22%  Neither agree nor disagree 32%  Somewhat agree 34 22%  Neither agree nor disagree 34 22%  Neither agree nor disagree 34 22%  Strongly agree 34 22%  Neither agree nor disagree 34 22%  Somewhat agree 34 22%		Somewhat disagree	8	6%
Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Communities as they engage collaboratively with those communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities.  Strongly disagree  Strongly agree  12 8%  Strongly disagree  51 35%  Strongly disagree  526 18%  4%  50mewhat disagree  9 6%  Somewhat agree nor disagree  12 8%  Strongly disagree  12 8%  Strongly disagree  12 8%  Strongly disagree  14 10%  Neither agree nor disagree  Neither agree nor disagree  19 6%  Somewhat agree  10 4%  10 5%  Neither agree nor disagree  10 32%  Strongly disagree  11 10%  Neither agree nor disagree  12 8%  Neither agree nor disagree  13 2%  Strongly disagree  14 10%  Neither agree nor disagree  Neither agree nor disagree  19 6%  Neither agree nor disagree  10 32%  Strongly disagree  21 28%  Strongly disagree  22 19%	=	Neither agree nor disagree	6	4%
Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Strongly disagree 6 6 4%  Somewhat disagree 9 6%  Neither agree nor disagree 34 23%  Strongly disagree 18 12%  Neither agree nor disagree 27 19%  Somewhat agree 27 19%  Somewhat agree 12 8%  Strongly disagree 12 8%  Strongly disagree 27 19%  Somewhat disagree 27 19%  Somewhat agree 28 19%  Neither agree nor disagree 28 19%	= 7	Somewhat agree	26	18%
Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Communities.  Somewhat disagree 9 6%  Strongly agree 87 60%  Strongly disagree 3 2%  Somewhat disagree 18 12%  Neither agree nor disagree 27 19%  Somewhat agree on disagree 27 19%  Somewhat agree 18 12%  Neither agree nor disagree 27 19%  Strongly agree 51 35%  Strongly disagree 12 8%  Strongly disagree 28 19%  Neither agree nor disagree 28 19%  Somewhat disagree 28 19%  Somewhat agree 42 29%		Strongly agree	101	70%
reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Communities.  Strongly disagree  Somewhat disagree  9 6%  Somewhat agree on disagree  87 60%  Strongly disagree  18 12%  Somewhat disagree  Neither agree nor disagree  Neither agree nor disagree  Neither agree nor disagree  19 6%  Somewhat agree  9 6%  9 6%  Somewhat agree  9 6%  Somewhat agree  9 6%  9 6%  Somewhat agree  9 6%  9 6%  Somewhat agree  9 6%  Somewhat agree  9 6%  9 6%  Somewhat agree  9 6%  Somew	Face and with House Birewith Charles with all	Strongly disagree	6	4%
connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Communities.  Strongly disagree  Neither agree nor disagree  Somewhat disagree  Neither agree nor disagree  Neither agree nor disagree  Somewhat disagree  12  8%  Strongly agree  51  35%  Strongly agree  51  35%  Strongly disagree  12  8%  Somewhat disagree  14  10%  Neither agree nor disagree  Somewhat agree  Neither agree nor disagree  15  Somewhat agree  16  Somewhat agree  17  Somewhat disagree  18  Somewhat agree  19  Somewhat disagree  19  Neither agree nor disagree  28  19%  Somewhat agree  42  29%		Somewhat disagree	9	6%
Strongly agree   34   23%	connections and constructively engage with people from	Neither agree nor disagree	9	6%
Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Somewhat disagree 18 12%  Neither agree nor disagree 27 19%  Somewhat agree 46 32%  Strongly agree 51 35%  Strongly agree 27 19%  Somewhat agree 51 35%  Strongly disagree 27 19%  Neither agree nor disagree 46 32%  Strongly agree 51 35%  Strongly agree 27 19%  Somewhat agree 51 35%  Strongly disagree 27 19%  Somewhat agree 32 3 2%		Somewhat agree	34	23%
Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.  Somewhat disagree 18 12%  Neither agree nor disagree 27 19%  Somewhat agree 46 32%  Strongly agree 51 35%  Strongly disagree 12 8%  Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Somewhat disagree 14 10%  Somewhat disagree 27 19%  Strongly agree 51 35%  Somewhat disagree 12 8%  Somewhat disagree 14 10%  Somewhat disagree 14 29%	differisions other than their own.	Strongly agree	87	60%
relationships with their own and others' physical and social communities as they engage collaboratively with those communities.    Neither agree nor disagree   27   19%		Strongly disagree	3	2%
Communities as they engage collaboratively with those communities.  Somewhat agree 46 32%  Strongly agree 51 35%  Strongly disagree 12 8%  Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Neither agree nor disagree 27 19%  Strongly agree 51 35%  Strongly disagree 12 8%  Neither agree nor disagree 28 19%  Neither agree nor disagree 28 29%		Somewhat disagree	18	12%
Somewhat agree 46 32%  Strongly agree 51 35%  Strongly disagree 12 8%  Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Somewhat agree 12 8%  Somewhat disagree 14 10%  Neither agree nor disagree 28 19%  Somewhat agree 29%	communities as they engage collaboratively with those	Neither agree nor disagree	27	19%
Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Strongly disagree 12 8%  Somewhat disagree 14 10%  Neither agree nor disagree 28 19%  Somewhat agree 42 29%		Somewhat agree	46	32%
Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Somewhat disagree  Neither agree nor disagree  Somewhat agree  28 19%  Somewhat agree  42 29%		Strongly agree	51	35%
breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Neither agree nor disagree  Somewhat agree  42  29%	breadth and depth of knowledge within at least one	Strongly disagree	12	8%
discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).  Neither agree nor disagree 28 19%  Somewhat agree 42 29%		Somewhat disagree	14	10%
knowing or practicing in the discipline(s).  Somewhat agree 42 29%		Neither agree nor disagree	28	19%
Strongly agree 49 34%		Somewhat agree	42	29%
		Strongly agree	49	34%

## **Open Ended Questions**

Two open-ended questions invited respondents to clarify their answers to multiple choice questions, but three asked them to address broad questions. We developed a coding scheme for each question, featuring broad categories that were further broken into specific types of responses. Following is a high-level overview of the findings. Clearly there would be benefits in further analysis, and several thoughtful extended comments merit further discussion.

- 1). One open-ended question asked, "In your view, what are the strengths of the current Common Curriculum at DU?" There were 76 responses. We found that the strengths faculty listed fell into six categories:
  - Structure and Tradition
  - Specific Courses/Requirements
  - Philosophy/Goals
  - Student Benefits
  - Faculty Benefits
  - Institutional Benefits

By far the strengths most frequently mentioned cited the Common Curriculum's Structure/Tradition and Specific Requirements. Several faculty noted the breadth and diversity of courses offered to students, as well as the requirement's flexibility, which they saw both as a benefit to student and to faculty. Many cited FSEM, ASEM, and the combination of those courses as "bookends," and several cited the writing requirement.

- 2). Another open-ended question asked, "In your view, what aspects of the current Common Curriculum at DU could be improved?" (78 responses.) We found that aspects for improvement fell into five categories:
  - Naming/Branding/Marketing
  - Size, Scope, Philosophy
  - Specific Skills to Develop, Specific Courses or Elements
  - Pedagogy, Advising, Faculty Actions
  - Institutional Practices

Many faculty mentioned the insuffiency of current efforts to explain the Common Curruclum to students. In particular, the names of various requirements (AI, SI, etc.) were consistently deemed confusing or unhelpful. Several called for clarity in explaining the CC to students and faculty. Several called for better integration and synthesis. Nearly 60% of responses called for specific courses (or types of courses) to be included in or excluded from the Common Curriculum. Mentioned several times were the 3-course science sequence and the languages requirement, but there was no consensus.

- 3). A third question asked, "What is a question or idea that you think important to be considered during the review and possible revision of the Common Curriculum?" (78 responses.) We found that questions or ideas for consideration fell into eight categories:
  - Curriculum (course requirements)
  - Marketing (how general education is perceived)
  - Pedagogy (how courses are taught/program delivered
  - Student Interests/Concerns
  - Faculty Interests/Concerns
  - Assessment
  - Goals and Purposes
  - Relation of Program to Rest of Curriculum

Most responses reiterated points raised in previous responses. 58% asked for specific courses to be considered, 34% requested clarification/improvement of the goals and purpose of General Education, and 20% mentioned the relationship between general education and the rest of the curriculum.