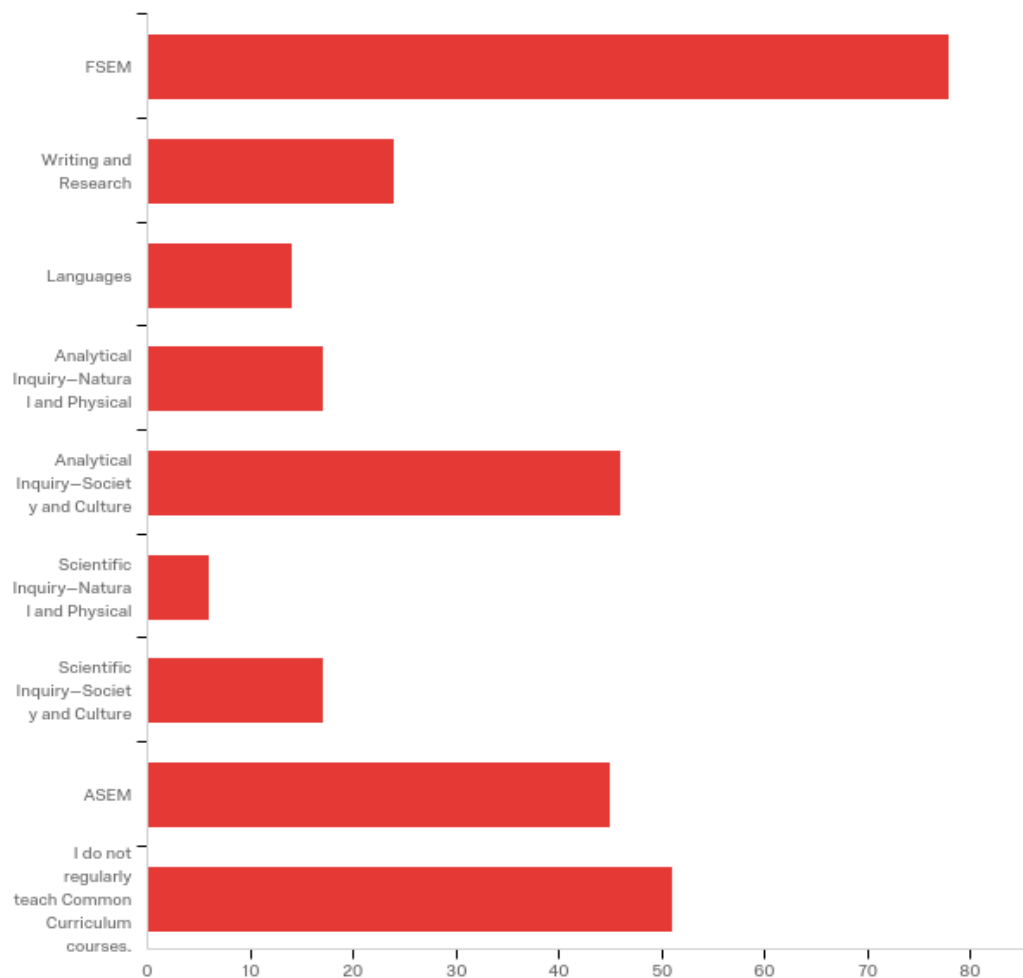


DU Faculty Survey about Common Curriculum

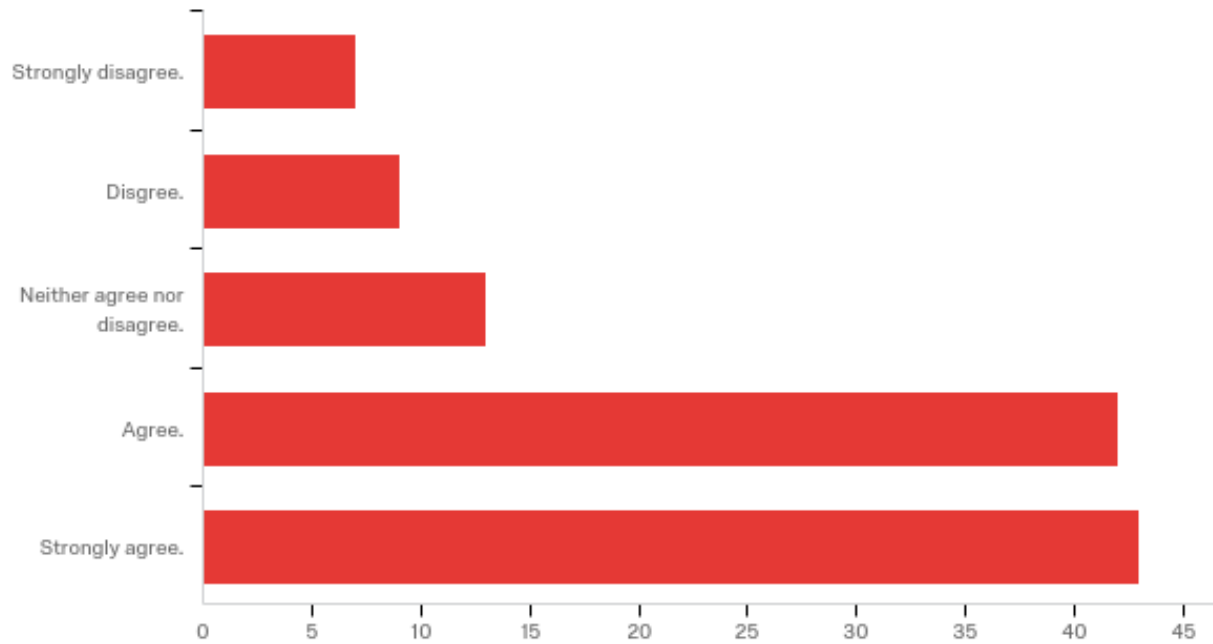
In fall 2017, the GERI committee invited all DU faculty to complete a survey about their experiences and beliefs about the Common Curriculum. (We also conducted a number of forums and listening sessions.) We reported findings in the [March 2, 2018 Interim Report](#). For the sake of clarity and convenience, I've reproduced some results here. –Doug Hesse, 3/25/19, dhesse@du.edu | 1-7447

Q2 - In which area(s) of the Common Curriculum do you teach? Check all that apply.



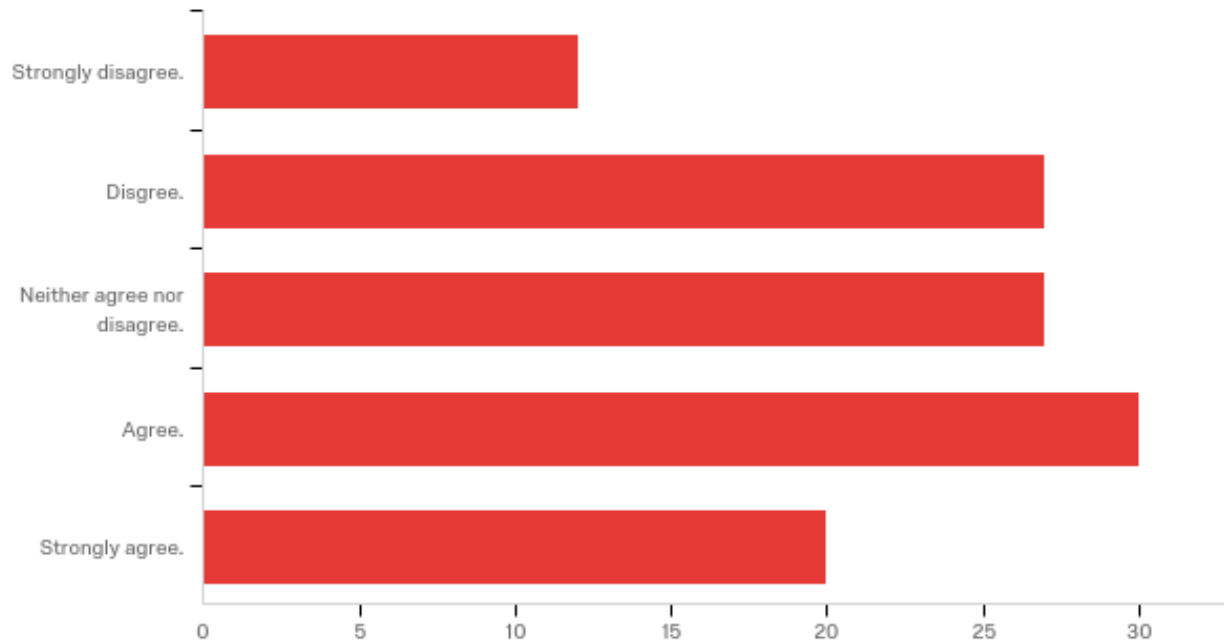
Answer	%	Count
FSEM	26.17%	78
Writing and Research	8.05%	24
Languages	4.70%	14
Analytical Inquiry—Natural and Physical	5.70%	17
Analytical Inquiry—Society and Culture	15.44%	46
Scientific Inquiry—Natural and Physical	2.01%	6
Scientific Inquiry—Society and Culture	5.70%	17
ASEM	15.10%	45
I do not regularly teach Common Curriculum courses.	17.11%	51
Total	100%	298

Q3 - When I design and teach Common Curriculum (CC) courses, I keep in mind the student learning outcomes for my CC area.



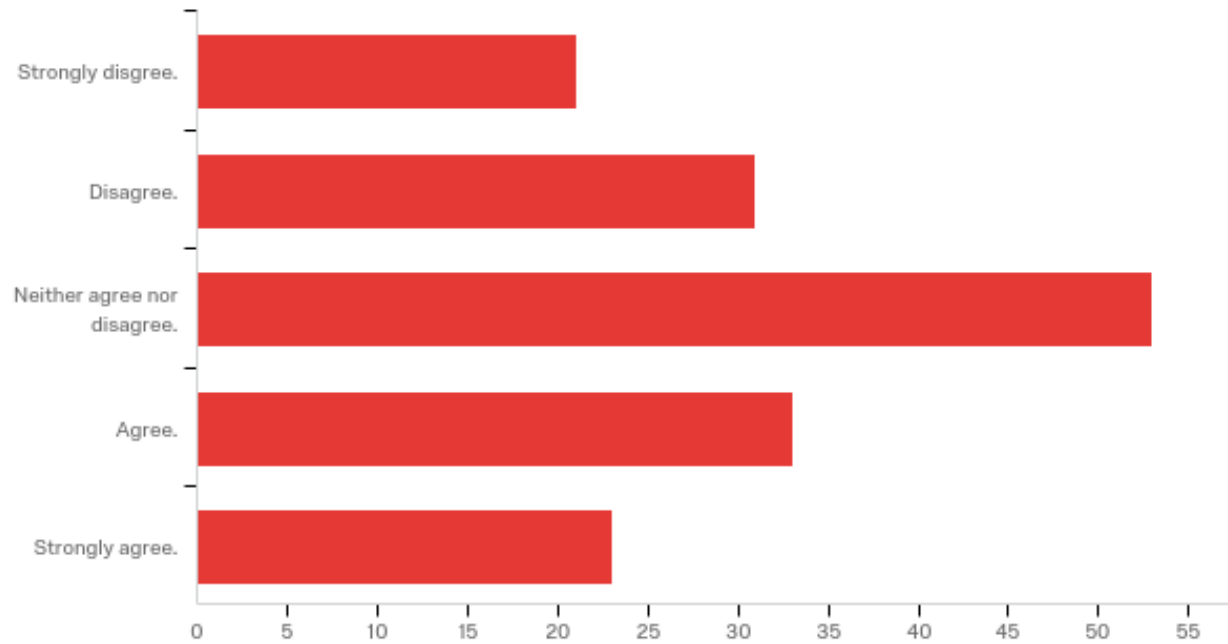
#	Answer	%	Count
1	Strongly disagree.	6.14%	7
2	Disagree.	7.89%	9
3	Neither agree nor disagree.	11.40%	13
4	Agree.	36.84%	42
5	Strongly agree.	37.72%	43
	Total	100%	114

Q4 - When I design and teach Common Curriculum courses, I make connections/relationships between my courses and others in the Common Curriculum.



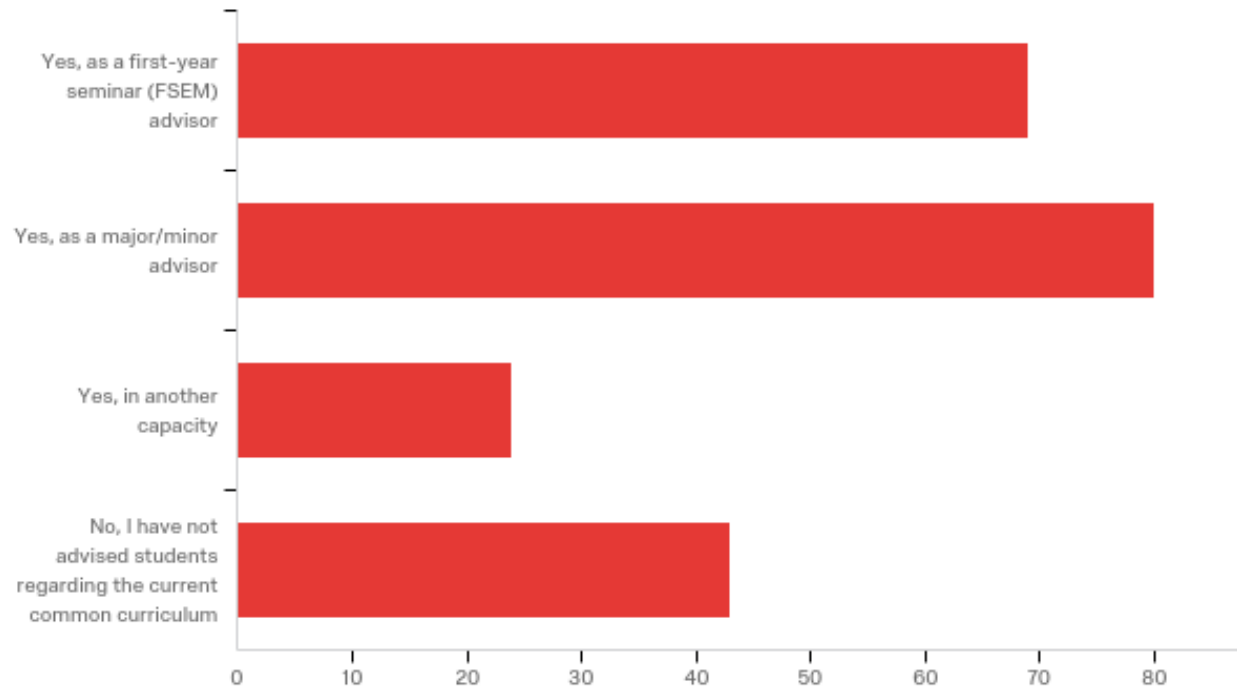
#	Answer	%	Count
1	Strongly disagree.	10.34%	12
2	Disagree.	23.28%	27
3	Neither agree nor disagree.	23.28%	27
4	Agree.	25.86%	30
5	Strongly agree.	17.24%	20
	Total	100%	116

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.



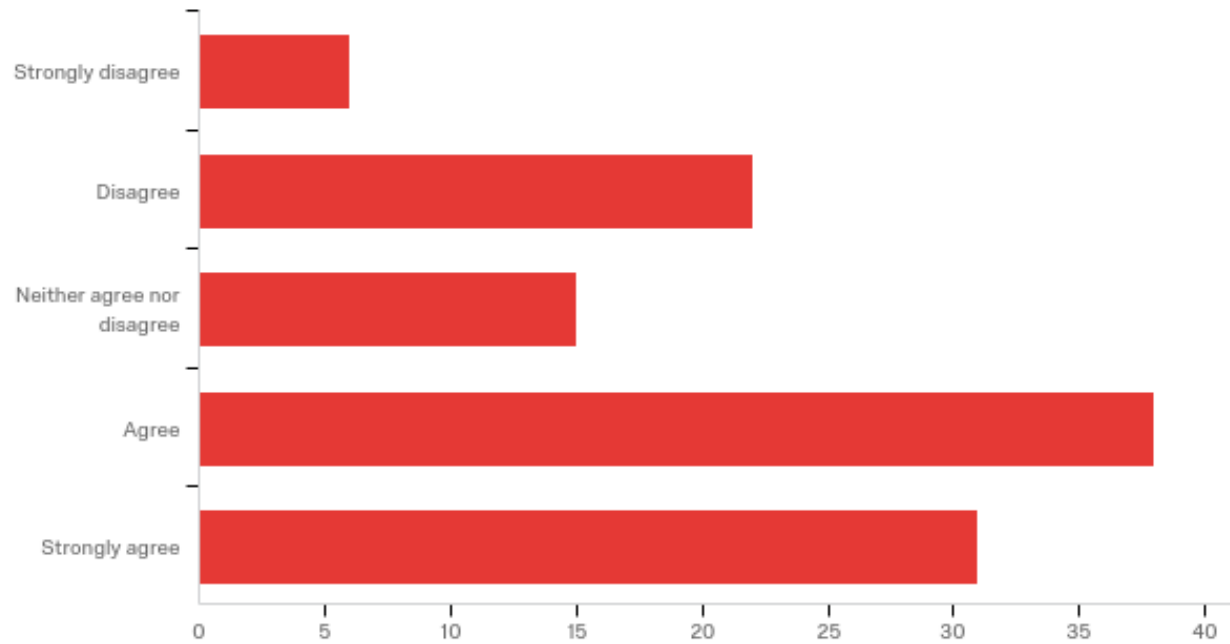
#	Answer	%	Count
1	Strongly disagree.	13.04%	21
2	Disagree.	19.25%	31
3	Neither agree nor disagree.	32.92%	53
4	Agree.	20.50%	33
5	Strongly agree.	14.29%	23
	Total	100%	161

Q20 - Do you advise students regarding the current Common Curriculum (or have you recently advised)? Check all that apply.



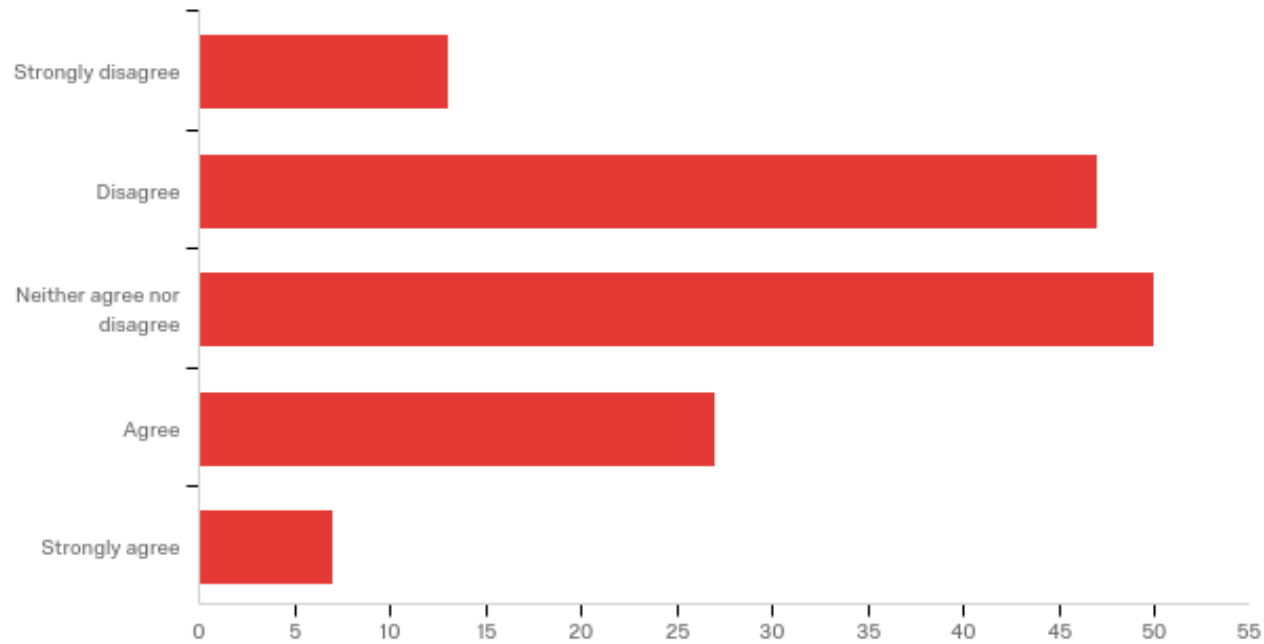
#	Answer	%	Count
1	Yes, as a first-year seminar (FSEM) advisor	31.94%	69
2	Yes, as a major/minor advisor	37.04%	80
3	Yes, in another capacity	11.11%	24
4	No, I have not advised students regarding the current common curriculum	19.91%	43
	Total	100%	216

Q7 - As an advisor to undergraduates, I devote time and attention to making sure students understand the theory and outcomes of the Common Curriculum.



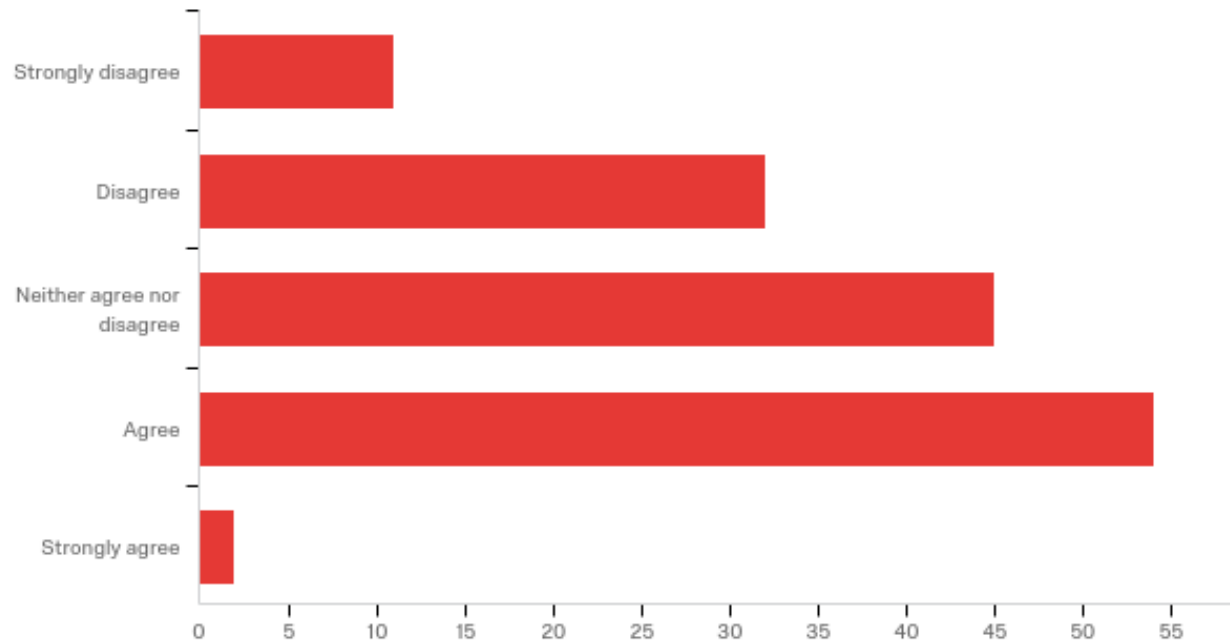
#	Answer	%	Count
1	Strongly disagree	5.36%	6
2	Disagree	19.64%	22
3	Neither agree nor disagree	13.39%	15
4	Agree	33.93%	38
5	Strongly agree	27.68%	31
	Total	100%	112

Q9 - I perceive that most undergraduate students understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.



#	Answer	%	Count
1	Strongly disagree	9.03%	13
2	Disagree	32.64%	47
3	Neither agree nor disagree	34.72%	50
4	Agree	18.75%	27
5	Strongly agree	4.86%	7
	Total	100%	144

Q10 - I perceive that most DU faculty understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.



#	Answer	%	Count
1	Strongly disagree	7.64%	11
2	Disagree	22.22%	32
3	Neither agree nor disagree	31.25%	45
4	Agree	37.50%	54
5	Strongly agree	1.39%	2
	Total	100%	144

Q11 - Along with Majors/Minors, electives, and co-curricular activities, the Common Curriculum 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:

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	Quantitative Reasoning: Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions.	4.11%	6	2.05%	3	11.64%	17	26.03%	38	56.16%	82	146
2	Communication: Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.	4.14%	6	2.76%	4	3.45%	5	12.41%	18	77.24%	112	145
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.	2.74%	4	5.48%	8	4.11%	6	17.81%	26	69.86%	102	146
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.	4.11%	6	6.16%	9	6.16%	9	23.29%	34	60.27%	88	146
5	Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.	2.05%	3	12.33%	18	18.49%	27	31.51%	46	35.62%	52	146
6	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).	8.22%	12	9.59%	14	19.18%	28	28.77%	42	34.25%	50	146

Q13 - The vision expressed in DU Impact 2025 is organized around a series of promises to students, to be met by the Common Curriculum, the Major/Minor, and the co-curriculum. Please rate your agreement that the Common Curriculum (rather than other activities) should advance the following promises:

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	The Promise of Faculty-Student Connections and Robust Intellectual Engagement: You will be inspired, supported and challenged as faculty offer guidance into our vigorous adventure of learning, working and living in and out of the classroom.	4.17%	6	6.25%	9	13.19%	19	25.00%	36	51.39%	74	144
2	The Promise of a Holistic Approach to your Education, including Personal Navigation Skills for Life and Work: Faculty and staff educators will support and challenge you in a holistic fashion to help you develop yourself intellectually, creatively, physically and emotionally as you acquire skills in and out of class to navigate DU and complex situations. Our aim is to prepare you to design your future in the world continuously.	4.17%	6	10.42%	15	20.14%	29	29.86%	43	35.42%	51	144
3	The Promise of Creative Collaboration and Ethical Engagement: You will learn to think, work and thrive creatively and collaboratively on campus and in your future careers. You will learn to contribute to the public good and act ethically as you engage in communities near and far.	4.90%	7	6.99%	10	14.69%	21	32.17%	46	41.26%	59	143
4	The Promise of Deep Meaningful Engagement with Diversity: You will have the opportunity to engage in meaningful experiences that cultivate an understanding and appreciation for the range of diverse individuals and perspectives that exists on our campus, in our nation's communities and around the world.	5.56%	8	5.56%	8	11.81%	17	29.17%	42	47.92%	69	144
5	The Promise of Belonging to a Lifelong Community for Personal and Career Development: You will engage DU alumni as mentors, fellow Pioneers and in intergenerational, international networks of continuing education, services, support, fun and contacts.	7.64%	11	12.50%	18	27.78%	40	28.47%	41	23.61%	34	144

Taxonomy for Question 15: In your view, what are the strengths of the current Common Curriculum at DU?

	# Responses	% of Responses
Structure and Tradition	60	37.50%
1. Breadth	14	9%
2. Student Exploration/Exposure	13	8%
3. Diverse/Multiple disciplines	11	7%
4. Liberal Arts Tradition	6	4%
5. Flexibility/Choice	9	6%
6. General Structure	2	1%
7. Integration	1	1%
8. Balance/Well-roundedness	4	3%
Specific Courses/Requirements	68	42.50%
9. FSEM	15	9%
10. ASEM	11	7%
11. FSEM-ASEM Combo	9	6%
12. Writing	13	8%
13. SI/Al Society	0	0%
14. Science	4	3%
15. Language	9	6%
16. Math/Quantitative Reasoning	2	1%
17. Communication	2	1%

18. Major courses can count	2	1%
19. Course contents	1	1%
Philosophy/Goals	15	9.40%
20. Epistemology/Modes of Inquiry	4	3%
21. Categories/Rationale	4	3%
22. Goals/Vision	3	2%
23. Critical Inquiry/sources and evidence	4	3%
Student Benefits	9	5.60%
24. Student-Faculty Interactions	4	3%
25. Student connections across disciplines	3	2%
26. Clarity to students	2	1%
Faculty Benefits	5	3.10%
27. Faculty Owned	1	1%
28. Uses and values diverse interests/passions	3	2%
29. Devoted/quality faculty	1	1%
Institutional Benefits	3	1.90%
30. Uses whole university/allocates resources	2	1%

31. Deliverable with resources	1	1%
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Taxonomy for Question 16: In your view, what aspects of the current Common Curriculum at DU could be improved? (91 responses)		
	# Responses	% of Respondents
Structure and Naming/Branding/Marketing/Terms	29	32%
1. Student (and Faculty) Understanding	8	9%
2. Student value/appreciation	10	11%
3. Names of categories	11	12%
Size, Scope, Philosophy	40	44%
4. More Options, Flexibility	5	5%
5. More Coherence/Synthesis/Connection	13	14%
6. Liberal Arts	1	1%
7. Themes/Clusters	3	3%
8. More specific, required, common courses	4	4%
9. Fewer requirements	3	3%
10. Better connection with majors, minors	1	1%
11. More emphasis on depth	3	3%
12. Clarify/reduce learning outcomes	1	1%
13. Increase requirements	1	1%
14. No requirements	1	1%
15. No change	4	4%

Specific Skills, Courses, Elements	53	58%
16. Human Diversity	6	7%
17. Community Engagement	2	2%
18. Language	10	11%
19. Science requirement	6	7%
20. Writing Across the Curriculum; Vertical writing	5	5%
21. ASEM	1	1%
22. FSEM	3	3%
23. Mathematics and Quant Reasoning	4	4%
24. Study abroad	3	3%
25. Citizenship/civic engagement	3	3%
26. Critical thinking	2	2%
27. Digital literacy	1	1%
28. Cultural competency	1	1%
29. Capstone experience/Project based learning	2	2%
30. Oral Communication	3	3%
31. Creativity	1	1%
Pedagogy, Advising, Faculty Action	12	13%
32. Better/more consistent advising in FSEM	3	3%
33. Better pedagogy (Active learning, engagement, effectiveness)	2	2%
34. More teaching to goals/program	4	4%
35. More Rigor	3	3%
Institutional Practices/logistic	12	13%
36. Offerings and seats	2	2%

37. Investments from all colleges, departments	3	3%
38. Class sizes	1	1%
39. Quarter system	1	1%
40. Gen Ed v. major demands for departments	4	4%
41. Gen Ed as Major or Minor	1	1%