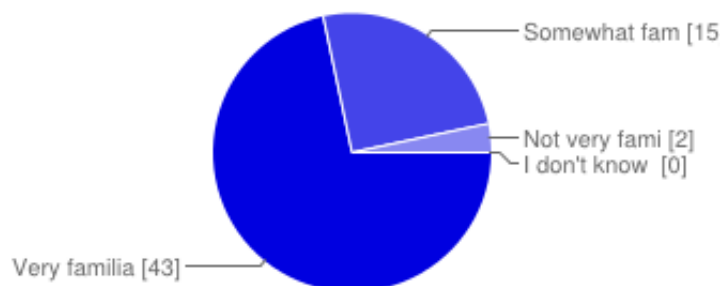


# 60 responses

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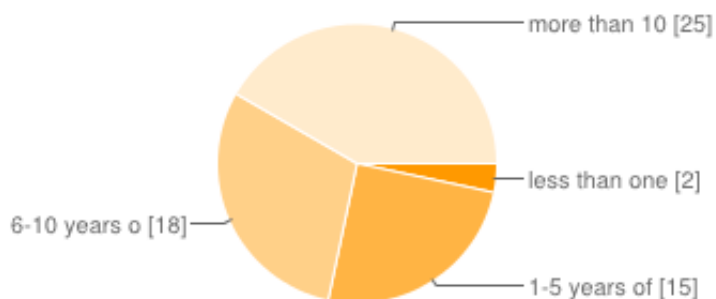
## Summary

How familiar do you think you are with the general education curriculum?



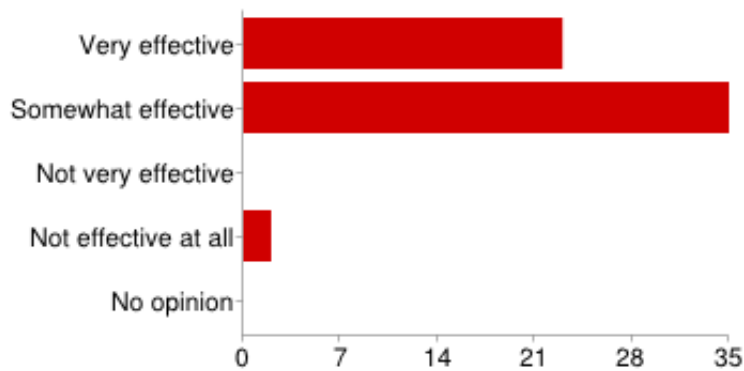
Very familiar	43	72%
Somewhat familiar	15	25%
Not very familiar	2	3%
I don't know much about the general education curriculum	0	0%

How many years of experience do you have with the general education curriculum?



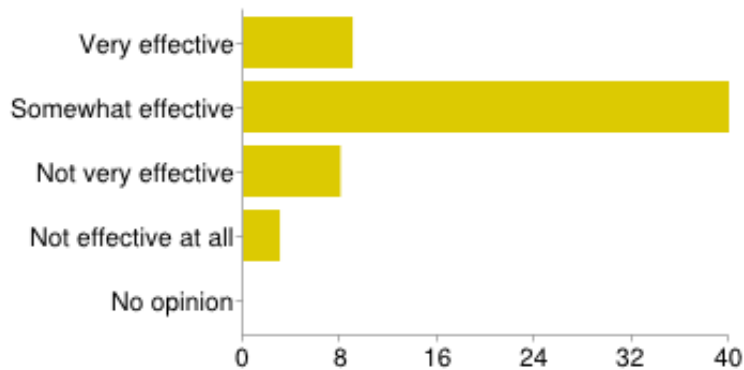
less than one year of experience	2	3%
1-5 years of experience	15	25%
6-10 years of experience	18	30%
more than 10 years of experience	25	42%

**Mission of the College [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



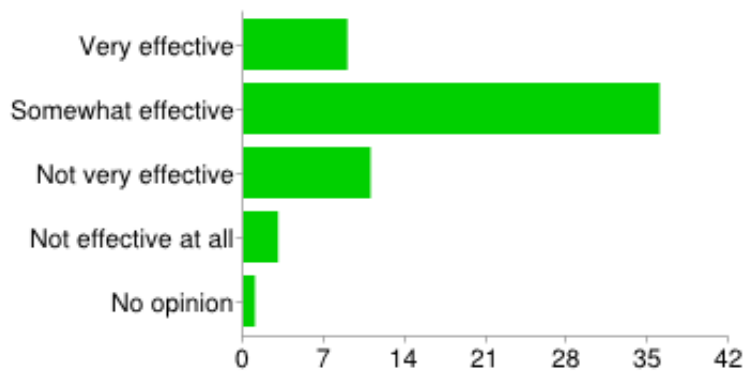
Very effective	23	38%
Somewhat effective	35	58%
Not very effective	0	0%
Not effective at all	2	3%
No opinion	0	0%

**Learning needs of the students [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



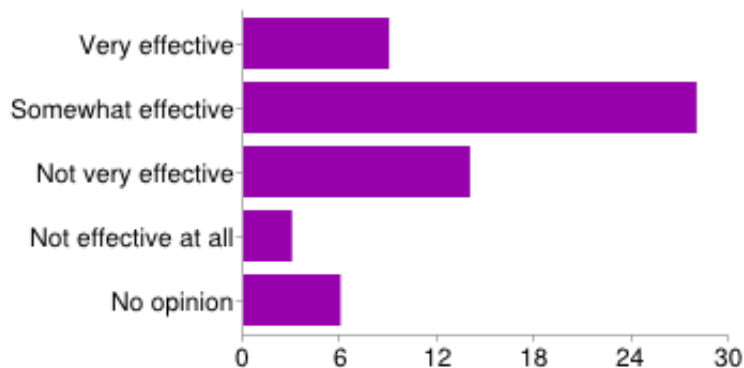
Very effective	9	15%
Somewhat effective	40	67%
Not very effective	8	13%
Not effective at all	3	5%
No opinion	0	0%

**Engagement of the faculty [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



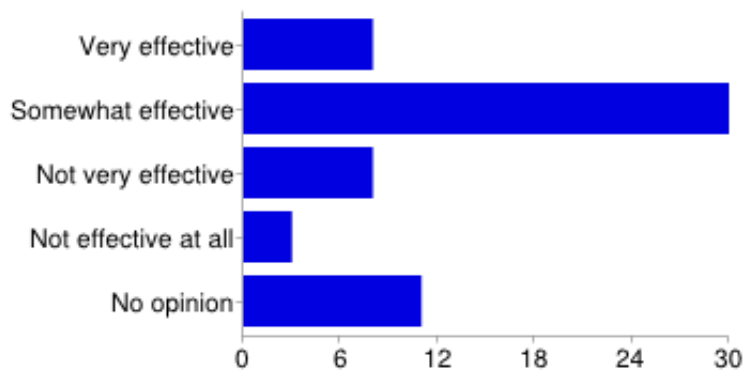
Very effective	<b>9</b>	15%
Somewhat effective	<b>36</b>	60%
Not very effective	<b>11</b>	18%
Not effective at all	<b>3</b>	5%
No opinion	<b>1</b>	2%

**Requirements of employers, graduate/professional schools [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



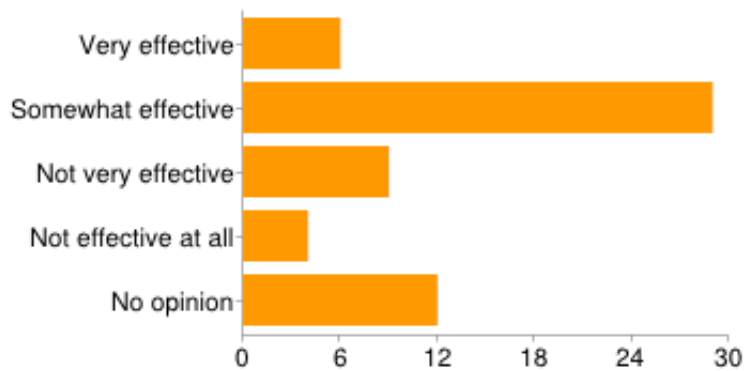
Very effective	<b>9</b>	15%
Somewhat effective	<b>28</b>	47%
Not very effective	<b>14</b>	23%
Not effective at all	<b>3</b>	5%
No opinion	<b>6</b>	10%

**Best practices in higher education [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



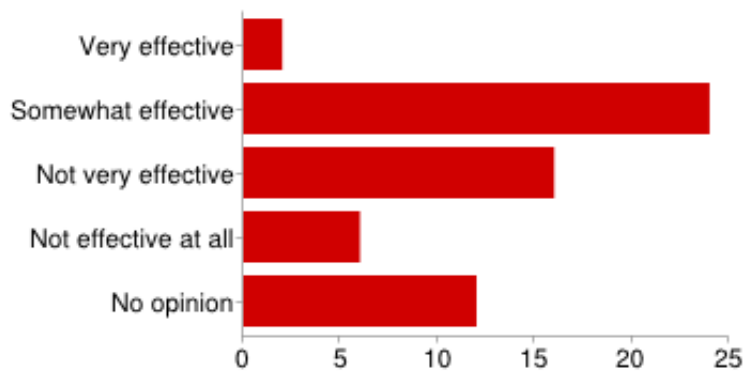
Very effective	<b>8</b>	13%
Somewhat effective	<b>30</b>	50%
Not very effective	<b>8</b>	13%
Not effective at all	<b>3</b>	5%
No opinion	<b>11</b>	18%

**Strategic and Long Range Plan II [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



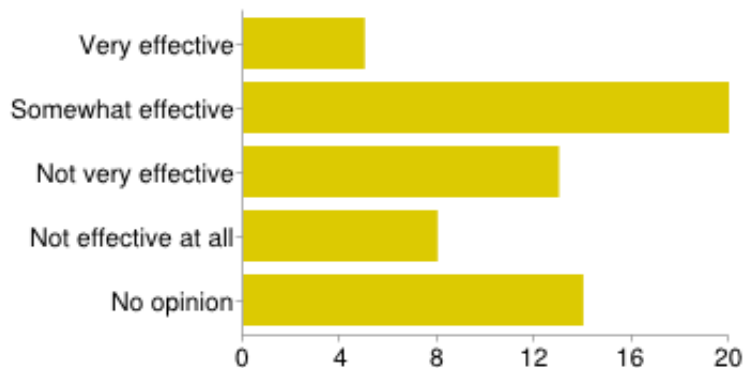
Very effective	<b>6</b>	10%
Somewhat effective	<b>29</b>	48%
Not very effective	<b>9</b>	15%
Not effective at all	<b>4</b>	7%
No opinion	<b>12</b>	20%

**Ability to attract and retain students [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



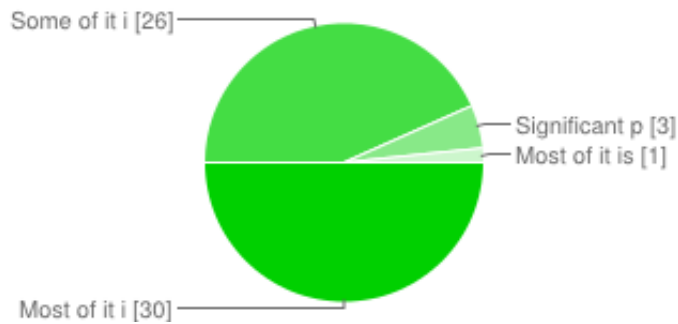
Very effective	2	3%
Somewhat effective	24	40%
Not very effective	16	27%
Not effective at all	6	10%
No opinion	12	20%

**Need for clarity and usefulness in advising and management [When thinking about the general education curriculum, how effectively do you believe it reflects the following:]**



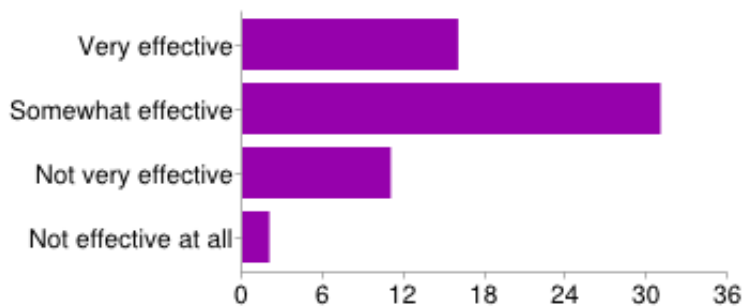
Very effective	5	8%
Somewhat effective	20	33%
Not very effective	13	22%
Not effective at all	8	13%
No opinion	14	23%

**How much of the general education curriculum do you think is effective in supporting student learning central to a liberal arts education at Guilford?**



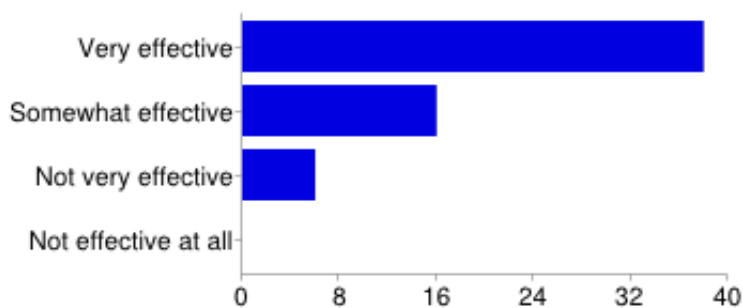
Most of it is effective	30	50%
Some of it is effective	26	43%
Significant parts are ineffective	3	5%
Most of it is ineffective	1	2%

**FYE [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



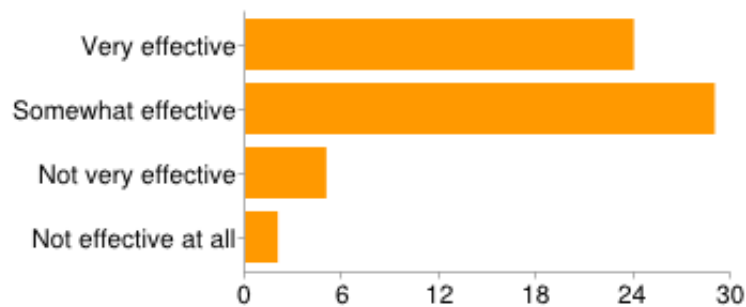
Very effective	16	27%
Somewhat effective	31	52%
Not very effective	11	18%
Not effective at all	2	3%

**ENGL 102 [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



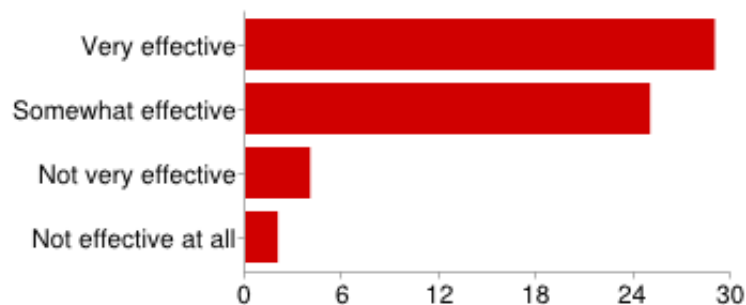
Very effective	<b>38</b>	63%
Somewhat effective	<b>16</b>	27%
Not very effective	<b>6</b>	10%
Not effective at all	<b>0</b>	0%

**Historical Perspectives [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



Very effective	<b>24</b>	40%
Somewhat effective	<b>29</b>	48%
Not very effective	<b>5</b>	8%
Not effective at all	<b>2</b>	3%

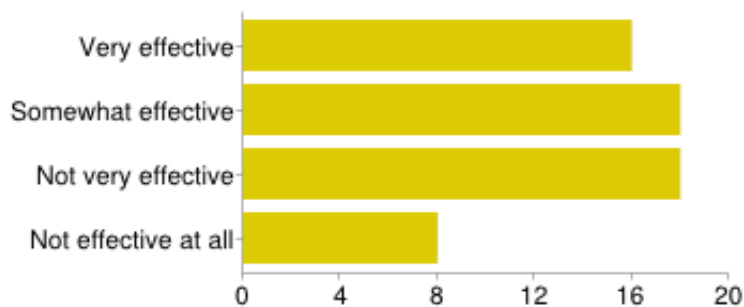
**Foreign Language [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



Very effective	<b>29</b>	48%
Somewhat effective	<b>25</b>	42%
Not very effective	<b>4</b>	7%
Not effective at all	<b>2</b>	3%

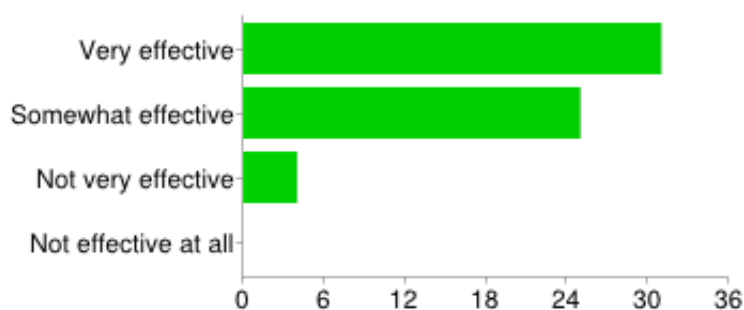
**Quantitative Literacy [When thinking about effectiveness in supporting**

**student learning, how effective is each element of the general education curriculum below?]**



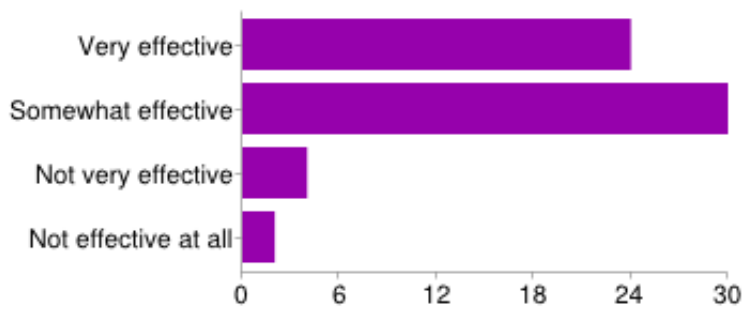
Very effective	<b>16</b>	27%
Somewhat effective	<b>18</b>	30%
Not very effective	<b>18</b>	30%
Not effective at all	<b>8</b>	13%

**Breadth [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



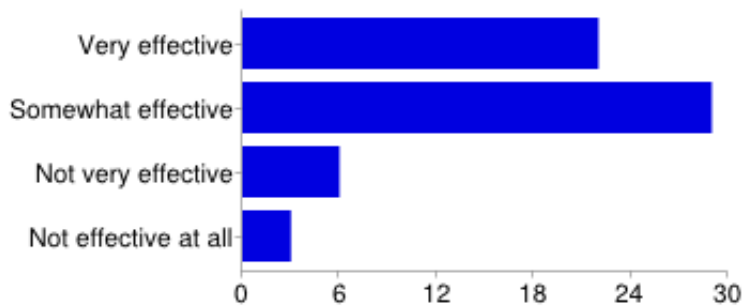
Very effective	<b>31</b>	52%
Somewhat effective	<b>25</b>	42%
Not very effective	<b>4</b>	7%
Not effective at all	<b>0</b>	0%

**Intercultural [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



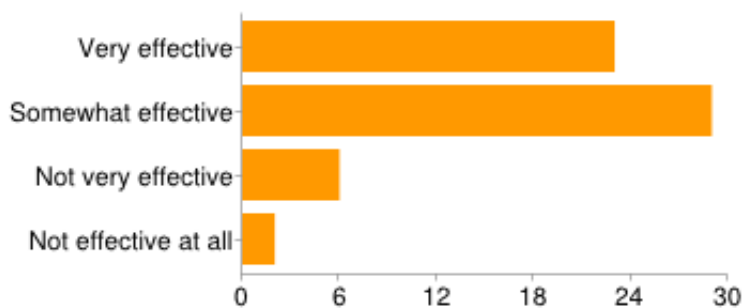
Very effective	<b>24</b>	40%
Somewhat effective	<b>30</b>	50%
Not very effective	<b>4</b>	7%
Not effective at all	<b>2</b>	3%

**Social Justice/Environmental Responsibility [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



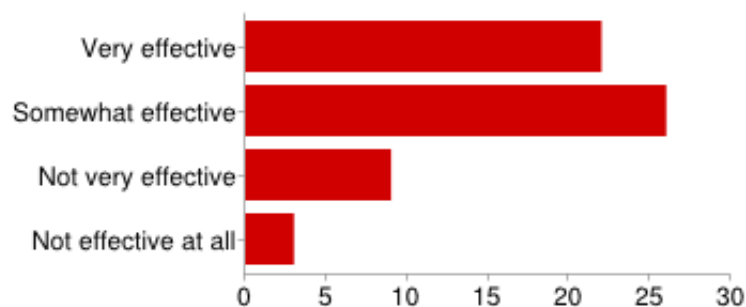
Very effective	<b>22</b>	37%
Somewhat effective	<b>29</b>	48%
Not very effective	<b>6</b>	10%
Not effective at all	<b>3</b>	5%

**Diversity in the U.S. [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



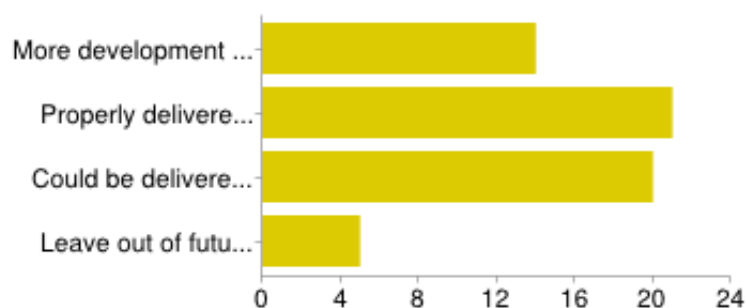
Very effective	<b>23</b>	38%
Somewhat effective	<b>29</b>	48%
Not very effective	<b>6</b>	10%
Not effective at all	<b>2</b>	3%

**IDS 400 [When thinking about effectiveness in supporting student learning, how effective is each element of the general education curriculum below?]**



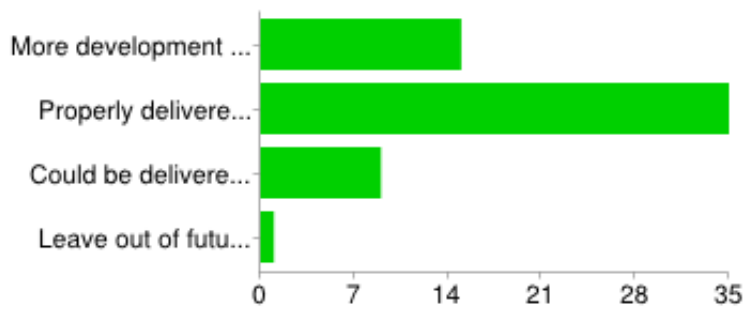
Very effective	<b>22</b>	37%
Somewhat effective	<b>26</b>	43%
Not very effective	<b>9</b>	15%
Not effective at all	<b>3</b>	5%

**FYE [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



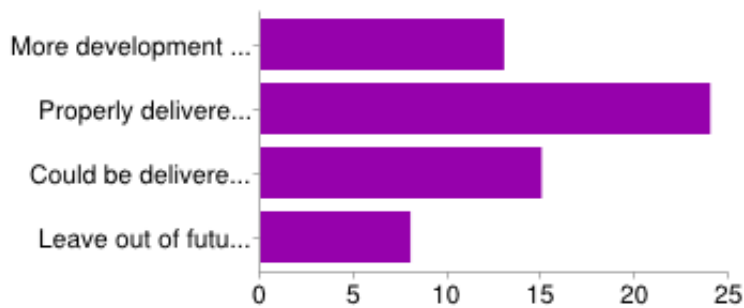
More development & resources	<b>14</b>	23%
Properly delivered & supported at present	<b>21</b>	35%
Could be delivered & supported differently	<b>20</b>	33%
Leave out of future curriculum	<b>5</b>	8%

**ENGL 102 [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



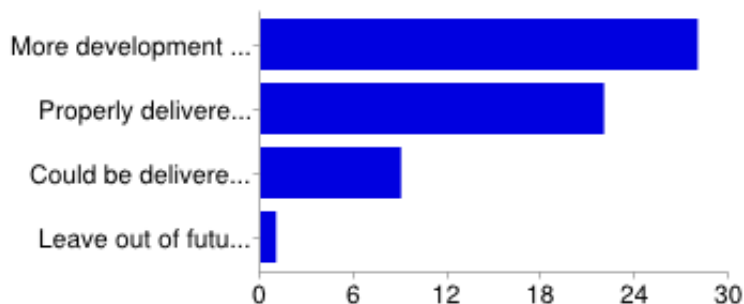
More development & resources	15	25%
Properly delivered & supported at present	35	58%
Could be delivered & supported differently	9	15%
Leave out of future curriculum	1	2%

### Historical Perspectives [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]



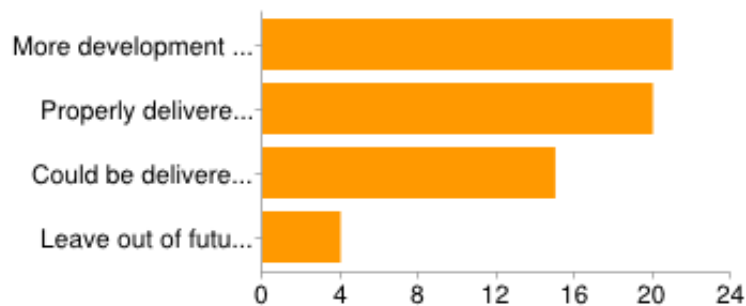
More development & resources	13	22%
Properly delivered & supported at present	24	40%
Could be delivered & supported differently	15	25%
Leave out of future curriculum	8	13%

### Foreign Language [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]



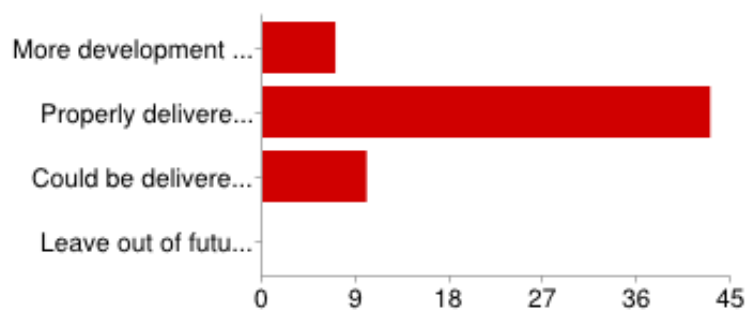
More development & resources	<b>28</b>	47%
Properly delivered & supported at present	<b>22</b>	37%
Could be delivered & supported differently	<b>9</b>	15%
Leave out of future curriculum	<b>1</b>	2%

**Quantitative Literacy [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



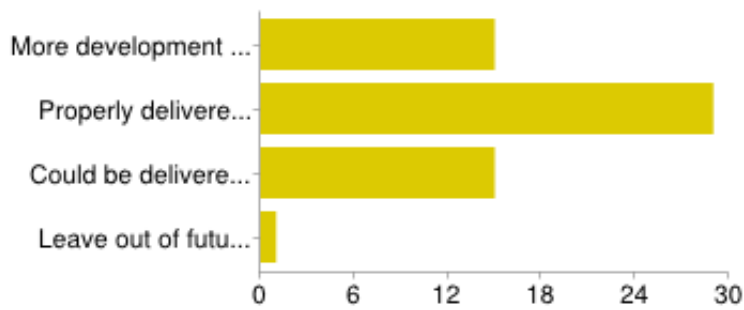
More development & resources	<b>21</b>	35%
Properly delivered & supported at present	<b>20</b>	33%
Could be delivered & supported differently	<b>15</b>	25%
Leave out of future curriculum	<b>4</b>	7%

**Breadth [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



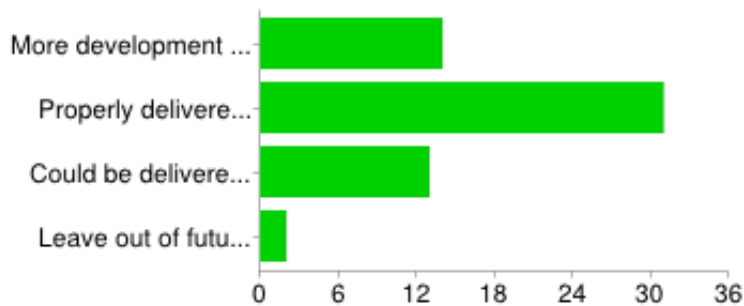
More development & resources	<b>7</b>	12%
Properly delivered & supported at present	<b>43</b>	72%
Could be delivered & supported differently	<b>10</b>	17%
Leave out of future curriculum	<b>0</b>	0%

**Intercultural [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



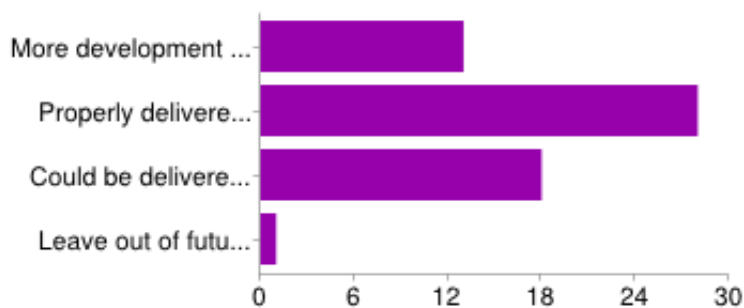
More development & resources	15	25%
Properly delivered & supported at present	29	48%
Could be delivered & supported differently	15	25%
Leave out of future curriculum	1	2%

**Social Justice/Environmental Responsibility [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



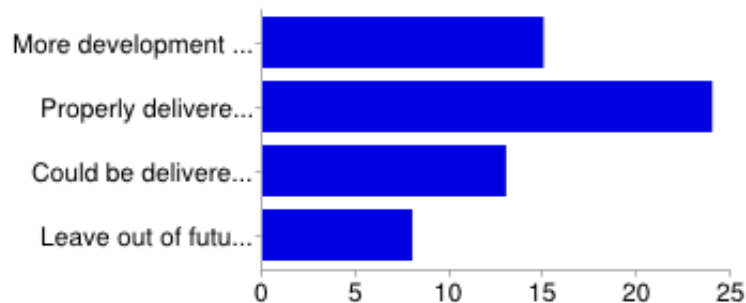
More development & resources	14	23%
Properly delivered & supported at present	31	52%
Could be delivered & supported differently	13	22%
Leave out of future curriculum	2	3%

**Diversity in the U.S. [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



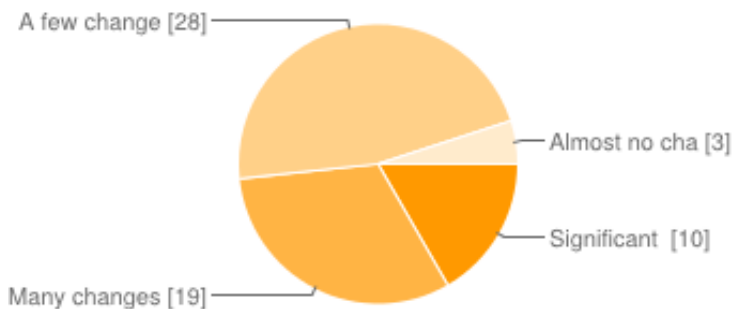
More development & resources	13	22%
Properly delivered & supported at present	28	47%
Could be delivered & supported differently	18	30%
Leave out of future curriculum	1	2%

**IDS 400 [What changes, if any, would you recommend to improve student learning central to a liberal arts education at Guilford?]**



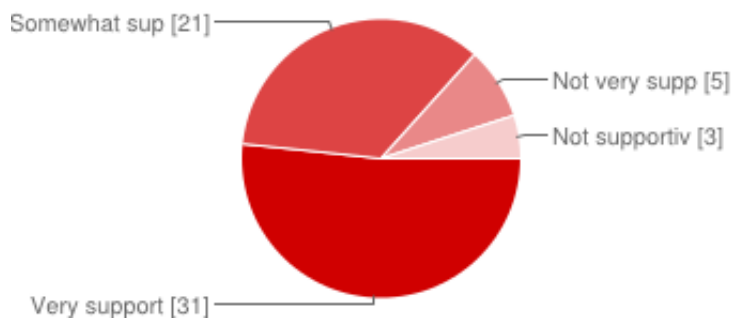
More development & resources	15	25%
Properly delivered & supported at present	24	40%
Could be delivered & supported differently	13	22%
Leave out of future curriculum	8	13%

**When thinking about the changes you recommend above, what statement below best describes the changes as a whole?**



Significant changes are required to more effectively support student learning	10	17%
Many changes are required to more effectively support student learning	19	32%
A few changes are required to more effectively support student learning	28	47%
Almost no changes are required to more effectively support student learning	3	5%

**When thinking about your responses here, how supportive are you for beginning a comprehensive review of the effectiveness of the general education curriculum in supporting student learning?**



Very supportive	31	52%
Somewhat supportive	21	35%
Not very supportive	5	8%
Not supportive at all	3	5%

**In the box below, please feel free to share any additional thoughts you may have on the general education curriculum, its effectiveness, a possible revision, or other issues.**

We at Guilford seem to examine ourselves a lot. While I think this is healthy, I also think we sometimes keep revising programs that could grow and blossom if instructors were given time to find their individual paths within appropriately broad and flexible guidelines. I myself feel completely hampered when asked to devise a course that does twenty things, is answerable to three different departments or several supervisors, fulfills requirements in multiple areas, and, if possible, is designed in collaboration with other classes. It takes me at least three years to get a course to begin to accomplish all I want it to achieve, let alone fit successfully into any framework imposed from outside. I support continuous examination and revision, but I hope any steps we take will not result in some sort of fiat devised by a committee and imposed from above. That really doesn't help the college, the students, or the instructors trying to make things work in the classroom.

Thanks for soliciting our feedback.

There is great potential for a successful comprehensive review of general education here. The effectiveness of such a review will rely in part on how the process & its goals are explained to the faculty, how we are invited to participate in this crucial work, and how our feedback is received & honored. It often seems that so much of the struggle to conduct & complete major projects has to do with a tradition of communicating "at" faculty as though it's already been decided that we're not doing what we're supposed to be doing, that we're ungrateful for our cushy jobs, and that we're always inevitably going to gripe & complain immaturely about having to do (assessment, prioritization, alumni-tracking, etc.) work that we should've been doing all along. I hope the planning stages include conversations about how all communications about it can be as positive & inclusive as possible.

The number-driven mentality needs to be changed. The curriculum needs to think more

about long-term effects. Some classes might be small, but they are central to create a whole person.

Should eliminate Quantitative Literacy since it has evolved into a "jump through the hoop" requirement and is not used, as originally planned, as a pre-req for those courses in which quantitative skills are needed. Institute a mathematics requirement instead.

Our IDS course offerings are limited across disciplines, and seems to vary by how big a department or program is. The college needs to provide support across programs so all are equally represented over a year or two of offerings without penalizing small programs, which are often stretched in their ability to offer core and elective courses in their own programs. Diversity in the US should be expanded to include other forms of diversity than race/ethnicity such as sexual identity, age, gender, able-bodiedness etc. Diversity has more meanings than we currently promote.

Quantitative literacy should not be considered general education; it's really remedial work. We need to reconsider whether what we really need is a math requirement. Do we really need each student to take 5 breadth courses?

I believe we should address the following aspects of gen ed: - more focus across the curriculum on global issues and global learning. Should require (not suggest) more students have learning abroad experiences. Study abroad should include a lot more options than just the traditional semester abroad. Need to partner with other schools for this as we do not have the resources to adequately support the number of students that need this type of experience. - more writing instruction for both traditional and CCE. Too many CCE are unprepared to write well constructed, grammatically correct papers. -I don't like that every dept is required to participate in teaching FYE. We have so few full time faculty and so many classes to fill in our dept (not to mention advisees) that taking 1-2 faculty away every fall to teach this is, frankly, not a good use of our resources. Our faculty should be teaching our required classes, not gen ed freshmen classes.

Despite the rigorous application process for new courses to satisfy gen ed requirements, in practice, they seem very uneven. In particular, I find that unless students are \*interested\* in the skills and content aimed at in the 'critical perspectives' component, our juniors and seniors are not reliably familiar with systemic oppressions or the context of 'diversity' in the U.S. I won't even ask why Critical Perspectives was broken down into its constituent components for evaluation, while Breadth was not. Finally, FYE and IDS \*could\* be excellent curricular bookends AND could make students very attractive to employers -- critical thinking, integrative thinking, knowledge of dynamic systems and interactions -- but they would need far more resources than they are given at present. THANKS FOR ASKING!

I marked Foreign Language as only 'somewhat effective' not because the current 101 courses that fulfill the requirement are ineffective, but rather because the requirement of 1/2 of the standard college-level beginning language curriculum (one year) is not as effective or meaningful a requirement as the standard full year would be. Raising the requirement to at least a full year of language would provide students a foundation in

language that makes sense pedagogically and prepares them better for the rest of their studies and their post-college experiences.

I have a strong bias toward the Foundations of the curriculum because I have been working with first-year students almost exclusively for the last five years. I would like Guilford to have more full-time faculty teaching in the Foundations, especially English 101 and 102. I think we need a mathematics requirement instead of the quantitative literacy requirement that can be exempted with an exam. A revision to the curriculum I would suggest is the addition of a physical education/physical wellness requirement. Given the status of the obesity and other health issues in the nation, I think we owe it to our students to help them learn and understand the need to exercise and be physically active.

If we do this all at once, as in 1997-8, it will be a mess, and it will tear at the community - it certainly did last time. We need to make sure that the potential gains outweigh the definite costs we will pay, and we should explore whether a more piecemeal approach (i.e. addressing and revising individual components) might not achieve a better result.

As a tutor and instructor, I often sense in students a lack of understanding, ergo appreciation for the bulk of the GST program. As an Adult Transitions instructor I routinely describe the elements of the GST courses listed in this survey, doing so primarily to enhance our student's visions of what each represents to their education. It helps, I think, for them to realize and acknowledge the rigor of our academic process. My adult students more often than not do so and respond favorably there afterward.

I think the only thing that we may need to address is to remain mindful of 21st skills and dispositions that will make Guilford more attractive to students and also more successful in helping students find jobs. Exactly what these are, I am not sure, but it would be a good point for conversation.

This is a complex issue. I think that the most significant aspect of curriculum revision or transformation is clarifying expected outcomes and bridging disciplinary boundaries. I do not pretend to have answers or even particularly insightful possibilities in mind. However, I do think that we can not be all things to all populations and need to make some serious and potentially very difficult decisions about what we do well, what we stand for, and who we serve.

I have had the most experience with the HP requirement, and for historians, it is not a problem to teach a writing intensive history course, though a lot of work. For non-historians, most faculty are not fully prepared to teach historical methodology and Cynthia and members of the history dept. have had to spend many hours, explaining what thinking critically about history is with non-historians and then we do not fully take into account the efforts spent on assessing this course. This is a hybrid course which not all members of the faculty are qualified to teach. My impression is that the quantitative literacy requirement is quite minimal, and perhaps should be strengthened. I would also like to see a stronger foreign language requirement since American students are so deficient in language skills. I also think that there needs to be work done on the criteria for the "Diversity in the U.S." courses. The use of the term "celebrate diversity" is from a

1970's version of multicultural education. I think it is important to remember the intent of a liberal arts education and make sure that students are exposed to a wide range of disciplines.

We desperately need to require two semesters of a foreign language! I'm not convinced we need an FYE program. I like the idea of splitting social justice and environmental responsibility and requiring both.

I'm not sure what is meant by "effective" in this survey. I think Guilford does a poor job of making sure students have appropriate math skills. Quantitative literacy is not enough to prepare students in the sciences. I think the HP requirement is odd. Students need to have a writing intensive course, but why history? And why is it taught by people who are not qualified to teach writing? IDS seems to be a catch-all and students take what they consider to be the "easy" IDS courses or those that "double count" for their major which undermines the IDS requirement. If we are supposed to be supporting a global perspective and internationalizing our curriculum, 1 semester of a foreign language is not enough. Finally, too many courses satisfy SJ/ER. I honestly don't believe that all of the courses claiming to satisfy that requirement really do address SJ/ER issues at an adequate level. Our curriculum needs to change, but with PPR going on, it will be ugly because faculty are afraid of losing their jobs.

I am not sure that students understand from the beginning the purpose of the general education requirements. Even though I explain them to the students, they see these courses as something that must be completed before taking their major courses. We need to help them see the connection between these courses and any major. They have little experience outside of the classroom to experience how a broader education enhances their ability to be successful in any field as well as to create a mind that is capable of enjoyment in other areas of life. The issue as always is how to accomplish this goal.

I think would be worth considering for students to take IDS400 courses that were more connected with their majors. Encouraging students to complete interdisciplinary, reflective research/exploration with a major emphasis/perspective would add to their effectiveness in future jobs.

Fundamentally, the curriculum is functional, and I do not believe that this is the right time for an overhaul. That said, one place in dire need of attention and more resources is in foreign language education. A single semester language requirement is pathetic. Our students would be MUCH better served by a two or three semester requirement. Further, several critically important foreign languages, much desired by students entering college, are not offered or are insufficiently offered at Guilford, including Chinese and Arabic. We are decades behind in implementing such programs.

There are a few requirements that are missing from a standard liberal arts curriculum, for example a required math class at the college level. I worry, however, that a revision will result in battles like the legendary revision of '98, and that many of us will be fighting to preserve our little corner of the curriculum. I also worry that some may use the somewhat controversial conclusions of the prioritization report in a way that it wasn't intended.

The general education curricular structure needs simplification and the starting point needs to be general learning outcomes, which should be consistent with SLRP II (as it may be revised). It is frustrating that turf protection dictates that students take several disparate courses in order to maintain the status quo. An interdisciplinarity theme should guide curricular revision, with emphasis on written and oral communication, globalization, quantitative and information literacy, critical thinking and problem-solving, integration and synthesizing skills. Resources should be shifted from programs with fewer than 20 majors to interdisciplinary courses with the afore-mentioned emphases. In summary, learning outcomes need to drive the curriculum and not our current programmatic resource allocation.

In general, curriculum seems to be working in making Guilford distinctive and excellent, given our limited resources

I think it's time to begin a full review, though I shudder to think what that will entail. But if we can get faculty to think about this in terms of what students really need to know how to do, particularly in terms of transferable skills and not specific content knowledge, then curricular innovation can be exciting. I'm also pretty well convinced that the amount of time spent in the coursework for the major should be increased.

I believe we need a comprehensive revision to the curriculum, and I would even support modifying the curriculum one course at a time. But how can we honestly consider the needs of our students in light of prioritization? A change in a requirement will mean a change in student numbers in our classes, which could mean a change in program rankings. Programs with favorable rankings will not want to jeopardize their standing. Medium- and low-ranking programs will clamor for a requirement to ensure their department's survival. Foreign Language - We are deceiving ourselves to suggest that one semester of language is sufficient, especially at a liberal arts college whose strategic plan calls for more international education. HP - I support this tier of the writing program, and I would even support a History requirement, but I feel that HP is cumbersome as it currently stands. SJ/ER - I support this requirement in principle, but I question its value when so many courses can fulfill it. We have not been selective enough in the choice of courses. IDS400 - This is a fabulous requirement in theory, but in reality it's difficult to teach a course at the 400-level and keep it open to the majority of students. Moreover, I disagree with last year's decision to let IDS double-count with majors. I would rather drop the requirement than undermine its purpose.

Don't waste your time doing general curriculum overhaul if you're simultaneously facing budgetary uncertainty: tweak it instead. If you have a small gift of \$40 million, and half of that is earmarked for curriculum improvement, it might be fun to spend the money. The McNemar years: curriculum overhaul and simultaneous budgetary cuts are a nightmare we do not want to inflict again on this institution. It will send our best young teaching talent flying away and waste the time of those who remain. That would be my forecast. Robert G. Williams, and you can quote me.

We must increase our foreign language requirements/expectations. Our current model is

WOEFULLY pathetic for a liberal arts college in a global world. Even business students are better served by having a foreign language proficiency (and study abroad experience). I am a strong fan of our current flexibility and the way the curriculum encourages students to get a broad-based education; this prepares them better for an uncertain economic climate and teaches them skills to find jobs over the long haul (rather than narrowly preparing them for just 1 career path). I also think students come to Guilford so they can explore many different disciplines and majors--I would hate to lose that.

I'd like to see us integrate the AACU high impact practices into our curriculum. We could identify courses that include high impact practices across the curriculum (gen ed as well as major/minor/elective courses) and require students to take a set number of them (AACU recs 2). For example - a course would be designated as high impact if it included a semester-long research project with a paper/presentation of the work, or at least x hours of service learning. All internships would be high impact, and independent studies could also be if they met the criteria. The faculty then should get credit on our workload reports for having these types of courses (for cont. to curriculum). Students might also rec high impact credits for participating in GUS or other such things (altho maybe not the same number of credits as doing an intership or high impact designated course). I like the IDS a lot in theory, but in practice it doesn't seem to work. We could, instead, have interdisciplinary work as one of the high impact practices and some courses within the major could be designated as such. I also like the critical perspectives req a lot in theory, but they could be improved (not sure how). Same with HP. The QL req is a mess in terms of students waiting too long to complete it. I wonder if we could make it a pre-req for the natural science (and maybe the social science) gen ed courses? We could also do the exam online.

## Number of daily responses

