Our College

- Private liberal arts college in Danville, KY
- Approximately 1430 undergraduates
  - 98% residential
  - 40% from U.S. states other than KY
  - 6% International students
  - 20% first-generation college students
  - 20% U.S. students of color

Our Questions

- What is an appropriate process and timeline for our institution to explore curricular design?
- What is the appropriate mechanism for choosing the elements in the final design?
- How can we be intentional about piecing a model together?
- How should we navigate stakeholder anxiety related to curricular redesign and assessment?
- How do we identify and avoid common pitfalls?

Our Goals

1. Develop a consensus-building process for our General Education (GE) curricular design.
2. Explore GE frameworks and elements for translating goals into a curriculum.
3. Develop a plan that integrates key ideas from a variety of constituencies.
4. Identify a set of signature problems, projects, and portfolios to refine our assessment process.

Our Strengths and Weaknesses

- All constituents, from staff to faculty to the Board of Trustees are invested in the process.
- Our faculty have experience designing and implementing GE assessment.
- Our institutional culture emphasizes hierarchy, which can inhibit open discussion and consensus.
- Our institution is discipline-focused, which can discourage interdisciplinary courses and programs.

Our Obstacles

- Anxiety of both faculty and administration regarding the process of reform, its outcome, and its implications.
- Skepticism from faculty about the necessity and utility of assessment during reform.
- The breadth and diversity of ideas from students, faculty, administration, the Board.
- Limited institutional resources such as funding, faculty, and staff.
- Determining consensus among all constituents in both large and intimate settings.

Our Team

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