OUR INSTITUTION

3,000
STUDENT ENROLLMENT
66% UNDERGRADUATE | 34% GRADUATE

D’YOUVILLE STUDENTS
COME FROM
25 STATES & 26 COUNTRIES

INDEPENDENT COLLEGE
OFFERING BACHELORS,
MASTERS & DOCTORAL DEGREES

GOALS

Develop a process for designing general education courses with embedded assessment.

Design a general education action-oriented capstone experience course that embodies the College’s mission.

Develop standards for First Year Experience courses.

Craft transfer-friendly policies and procedures related to General Education.

OBSTACLES

Limited faculty time to complete the project.

Lack of faculty trained in backward course design.

Underdeveloped institutional infrastructure to sustain meaningful change.

STRENGTHS

Broad recognition of and commitment to the importance of General Education to success in programs and careers.

Learning-centered faculty.

Small class sizes.

New initiatives to train faculty in backward course design and assessment.

WEAKNESSES

CORE is poorly integrated into the degree process and treated as (or is) a hurdle for timely degree completion.

Rigid CORE curriculum and associated policies create redundancies for transfer students.

General Education and CORE are currently intertwined, obscuring the meaning and function of each, and posing problems for assessment.

BIG QUESTIONS AND HELP NEEDED

How can we make General Education more significant and meaningful for our students?

How can we use General Education to improve retention and persistence?

How can we configure General Education to be transfer-friendly?

Perspectives on the potential and pitfalls of an aggressive implementation timeline for a new General Education program.

OUR TEAM

Gina Camodeca, Professor, English

Joshua Gooch, Assistant Professor, English

Leah MacVie, Director, Institute for Teaching Innovation

Mimi Steadman, Vice President, Academic Affairs

Craig Tyson, Associate Professor, Religious Studies

Ian Walter, Professor, Mathematics

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