



THE UNIVERSITY  
*of* NORTH CAROLINA  
*at* CHAPEL HILL

# UNC's Ideas in Action Curriculum

Implementation, Data, and Future Directions for Blue Management of Course Evaluations

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# Agenda

- 1 University and Institutional History
- 2 Ideas in Action Curriculum
- 3 Blue Process Changes/Updates
- 4 IDEAs in Action Overview
- 5 Curriculum Assessment
- 6 Lessons Learned and Next Steps

# History

- First Public University
- Located in Chapel Hill, North Carolina near Research Triangle Park
- UNC System includes 16 campuses and a residential high school



UNC CHAPEL HILL

# Institution

- 9 professional schools and the College of Arts and Sciences
- Blue is managed centrally by OIRA
- Implementation is delegated to the various schools/units that use Blue



IDEAS IN ACTION

# Curriculum



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# Timeline



2016-2020

Call for new general  
education curriculum for  
undergraduate students



2020-Spring 2022

Implementation of pilot  
programs to test key  
aspects of new curriculum  
*(Including pilot course  
evaluations)*



Fall 2022

New curriculum launched  
with corresponding  
assessment plan

# Organization:

## 3 Key Pillars + Academic Major

- 1 First-Year Foundations** - *Start strong. 4 courses.*
- 2 Focus Capacities** - *Design your course of study. 9 courses + lab*
- 3 Reflection & Integration** - *Put your learning into action. 4 courses + campus events.*



# Curriculum



## First Year Foundations

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***College Thriving***

***Triple I***

*First Year Launch/Seminar*

*English 105*

*Global Language*



## Focus Capacities

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*Ethical and Civic Values*

*Natural Scientific  
Investigation*

*Power, Difference, and  
Inequality*

*+ 7 additional capacities*



## Reflection and Integration

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*Research and Discovery*

*High Impact Experiences*

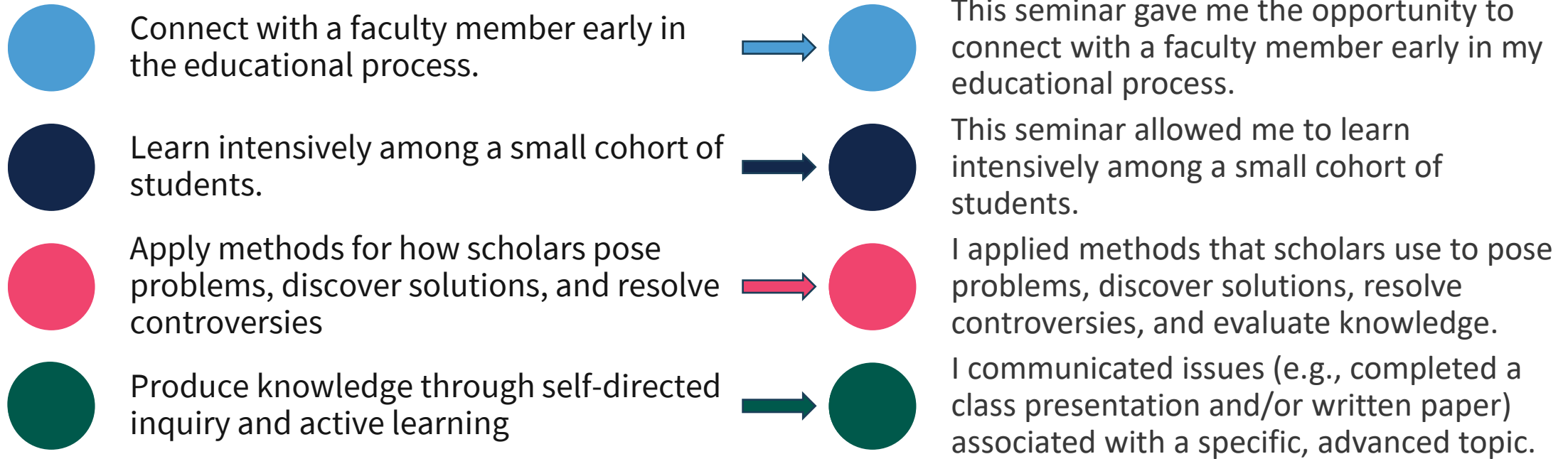
*Lifetime Fitness*

*Campus Life*



## IMPLEMENTATION

# SLOs and SET Questions



## IDEAs in Action: First Year Launch

1. This course gave me the opportunity to connect with a faculty member early in my educational process.

- Agree

Answered

Modify

2. This course allowed me to learn intensively among a small cohort of students.

- Agree

Answered

Modify

3. I have a good understanding of the most important concepts in this discipline.

- Agree

Answered

Modify

4. I communicated issues (e.g., completed a class presentation or written paper). associated with a broad, introductory topic, covering a wide range of knowledge.

- Agree

Answered

Modify

## IMPLEMENTATION

# Process Updates

- Changes to nightly data pull
- Question Bank v. Triggers
- Report distributions
  - Hierarchy template
  - Primary department information



IDEAS IN ACTION

# Report Distribution



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## IMPLEMENTATION

# Report Creation

- Course evaluation reports are protected HR documents
- For ease of analysis and sharing, Ideas in Action Reports were separated from standard reports
- In total, 12 new reports to support Ideas in Action

“Because items related to the general education curriculum are not intended to evaluate instructors’ teaching, these reports are not considered protected HR documents.”



REPORTING MESSAGE



## IMPLEMENTATION

# Report Creation

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IDEAS IN ACTION

# Assessment



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# Assessment and Supplemental Data

- General Education Oversight Committee
- Triple-I course participation and future course intention
  - Prospective question on future enrollment intentions
  - Over time, enrollment trends will support efforts to confirm these survey questions
- Institutional data and external visualization opportunities
  - Tableau
  - Longitudinal data analysis

# College Thriving

- College Thriving course is being taught by our Academic Advisors
- Supervisors review reports with individual advisors each term as part of their professional development
  - Most instructors are not reviewing their reports with a supervisor
- New Reporting Structure
  - Direct hierarchy relationship file linking each advisor to their assistant hub director, hub director, all four deans, and the department manager

IDEAS IN ACTION

# Moving Forward



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## GOING FORWARD

# Lessons Learned

- Make deadlines clear
- Have a plan for how to complete the work with a very tight turn around
- Work together and double check
- Question Bank mapping can only be as granular as your data





## GOING FORWARD

# Next Steps

- Question changes
- Global Languages
- Data warehousing and Tableau
- Additional data points in nightly data ingestion



## GOING FORWARD

# Natural Science Changes

### Before

- Due to this course I have an increased understanding of: a. scientific inquiry overall and its parts; b. generating and testing hypotheses or theories pertaining to the natural world; c. using logic and creativity to design investigations to test these hypotheses; d. collecting and interpreting data about the natural world; e. making inferences that respect measurement error; f. building and justifying arguments and explanations; g. communicating and defending conclusions; h. revising arguments and conclusions based on new evidence and/or feedback from peers; i. synthesizing new knowledge into broader scientific understanding

### After

- Use logic and creativity to design investigations.
- Generate and test hypotheses or theories.
- Collect and interpret data about the natural world.



## GOING FORWARD

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