

## SESSION I – GROUPS A-D

### CURRICULUM & PROGRAM DEVELOPMENT

#### Discussion Items:

- UNC has broad curriculum offered to students – lots of choices. Challenge then to focus students on what to study
- Students choose UNC because of programs offered
- How do we make sure we have courses to allow studs to progress in timely manner? Challenge from state to complete course load w/l state limited time.
- LAC is being used for degree requirement – are there enough
- GtP may too easily allow studs. To transfer to other schools. – no incentive to stay at UNC.
- UNC = “advanced community college”
- May not be offering courses students really want and causing them to transfer
- Survey says UNC is first choice
- Many undeclared or unsure of what they really want to study – survey indicates major jump in undeclared students
- How many majors require which LAC classes? Which ones? Is there communication between the departments?
- Are we offering enough sections of needed classes? Do we add more sections? Is there enough faculties. Some “0-cap” classes opened if need arises
- Good student to instructor ratio – small classes are good.
- Personal attention is a good thing
- Labs are good when having large lecture classes
- Needed improved communication between colleges. Is there a need for improved communications? Is it really an issue?
- Priority registration (AKA learning communities) seems to be good. Package deal – cluster classes. Math not included and not sure how to do that.
- Offer more GtP classes and online
- Many colleges not offered online. What needs to be done to offer them online? Faculty are resistant. Can the obstacles be overcome? CU & CSU offer more. Appeals to students. Pay attention to quality of online courses. Is there data that shows that online is as good as in class courses. Specific to sciences. Perhaps lecture online and labs in person.
- Using GtP classes as “flow-through” classes. Students would pass through UNC to other schools. How does that make UNC look? Is that the sort of student that we want? Steer students once they are here and move them on to majors. Used as a recruitment tool to get students to UNC and then use other tactics to retain. Can be intentionally used as a stepping stone.
- Online classes allow students to not need to come to campus. No need for increased physical classroom size. May result in increased instructors in order to teach more effectively. Perhaps train existing instructors to better teach online.
- Instructors may not need to be on campus either. Will this impact the quality of instructors? What impact will that have on the students that come to UNC? Will it shepherd students to come to UNC if the instructor is located somewhere else?
- Online courses are not for all students. Who can take them? Who will succeed? What combo of online vs inroom classes.
- What impact will online classes have on Housing? Funding will be impacted if student. What are we doing with Freshman pop. Need to look at the other impacts? What does the student need to survive and what does UNC need? Students need inclass connection. Face-to-face contact is necessary for success.
- Take a step back and look at what we are doing well BEFORE deciding what to add. We are trying to be all things to all people and is this necessary?
- What is our campus image?
- Put more resources into successful existing programs instead of into new programs.

- Does UNC take advantage of Denver campus? Several classes offered throughout the year? Is UNC going to their other populations? Example: Special Ed in Denver. Good market and good application.
- Do we have an opportunity for a niche in Colorado that other U's aren't doing
- UNC is still trying to capture an identity. What is our mission? Who are we? What lessons are we teaching the students that are only here for 2 years?
- Capture civic-engage opportunities and utilize that in the classroom as well as outside the classroom. Count this toward college credit. Give student connection outside the classroom. Learn many skills that cannot be offered in the classroom.
- Some of our philosophies are similar to small Liberal arts colleges. Lower state costs combined with LA philosophy is a good niche. Add this with international/global engagement. Most students in some colleges have the opportunity to study abroad. Home & abroad is very good for student education.
- How is community engagement used with undeclared students? How do students get real-world experience? Community service required in some programs (i.e. – honors, scholars, and leaders)
- Offer unique courses in the summer – outside experiences
- Demystify the myths – i.e. nursing program – it's great but the information isn't getting out.

**Action Items:**

- Offer more LAC to meet req of majors
- Is there survey of students that Transfer to other schools. – Why and where are they going
- More classroom spaces? Utilize space more efficiently – i.e. larger lectures for some course
- More Smart classrooms
- Offer more GtP classes and online instruction for 100 & 200 level
- Offer more online classes
- Utilize other UNC campus – Denver (and Colo. Spgs)
- Local and Global experiences in all programs
- Tout what UNC has to offer – tell our story
- Give students credit for work outside of classroom
- Create/improve database for opportunities outside of the classroom
- Creating service learning projects/courses. i.e. - Instead of just serving the food at a soup kitchen – learn about the nutritional side (for nutrition major).

**Question 1: What might be the best way to calibrate courses for student demand at all levels?**

**Discussion Items**

- In Journalism, it is the responsibility for the Program Director (is there a method that could be shared?)
- People may be good at allocating courses in their program, but not in their college—what is the global picture at the University level?
- Look at some best practices within programs for undeclared students
- May need to look at some “out of the box” options like course-planning for up to 3 semesters out—need some research on pros and cons—what are successful institutions doing
- Currently a lot of anxiety and doubt about course selection in the future, having an ability to plan out their courses for 1-2 years in advance might alleviate much of that anxiety and be retention tool for students knowing that they would have the classes that they need and want
- May need to make a commitment to how we support student course needs and sabbatical needs and faculty retention
- Faculty retention needs to be a priority so that course offerings can be supported throughout students experience

**Action Items**

- Use data to forecast pro-forma enrollment based on current and admitted student
- Look at potential students to schedule courses
- More coordination from LAC to understand the demand for core courses and coordinate when is the best time to take the LA core.
- Know as early as possible “who is going to show up” for courses – before summer

- Be able to predict who will taking what
- Go to different schools and program what LAC course they are recommending and when
- Look more carefully at time of day offerings
- Use Univ college to schedule and manage LAC course work but keeping in mind coordination of resources. Need to work very closely with school directors to schedule faculty
- Consider a College of First Year Studies
- Utilization software for courses is out of date
- Scheduling needs to be more flexible – start stop dates and frequency especially for upper division courses
- Think more creatively hybrid courses- mixed delivery
- How can we raise caps on courses?
- Do a better job of matching staffing to demand
- Know why there is more demand for a particular course

**Question 2: What new degree programs could attract additional students?**

**Discussion Items**

- Would like to know what our growth in the 80% rather than the 20% we know about.
- How do we partner with CSU? What would this look like, what would be the advantage for CSU?
- Students may be able to earn a minor at CSU in programs that are nonexistent at CSU (engineering, etc.)
- Currently there is CSU/UNC collaboration in the area of Public Health.
- How do we work more with Metro-Denver institutions?
- How do we get early childhood development students from CSU to come to UNC? The CSU program is very exclusive and many of the students who do not get into this program come to UNC at some point.
- Large market for applied-anthropology and we'd like to be distinctive in what we can offer potential majors to make them and their degree much more marketable. How do we work with existing programs to “beef up” current degree programs to take into account the applied-anthropology? How do we make the students feel like community members who have had a program created for them rather than just consumers?
- We need to balance the marketability of our careers with the understanding that few students actually work in the specific job where they think they will work. Focus on creating the interpersonal/critical thinking/communication skills not just the “how to” knowledge of a specific career.
- How many of the undeclared students are just waiting around to transfer to CU or CSU? We have students at UNC who are just waiting to transfer. Even when other schools do not have comparable programs (UNC's are better) we do not do a good enough job of marketing to help the positives of UNC be more visible and desirable. We're the gem or best kept secret, unfortunately, we're still a secret. This plays out with faculty and administration as well.
- Parents want to know what students can do with an English, sociology degree...can my student get a job and/or pay off their loans with this type of a Liberal Arts college degree?
- Career Services is a KEY place to help students and parents understand what the L.A. degree means and how it can be used outside of college/university
- Partner with the community to help students and parents understand what their degree can mean and how it can be used outside of the college/university
- Online hybrid program where, specifically, american-indian students can identify with UNC but also participate in different aspects of the university.

**Action Items**

- Partner with CSU in order to create joint degree programming in order to leverage funding and other resources between the two campuses.
- We need to not necessarily create new degree programs but market our current degree programs and the areas where we really shine.
- Play on our strengths – Nursing
- GIS – Has a conglomeration of companies lots of opportunity in this region
- Opportunity to develop interdisciplinary programs, PVA/Business expand minor offerings,

- certificates or concentrations to add strength to degrees when applying for jobs.
- Returning students may want “degree enhancement” programs that look a little like professional development
- What programs are missing – construction management - combination programs
- Possible to “emulate” our competitor’s good programs, comparing within your level.
- We tend to lose a lot of athletes to schools that have programs we do not have, engineering, pre-med, etc.
- Find programs that align with those programs we do not have.
- Look at service courses not geared toward major, but might enhance another degree program.
- Engineering— we have a lot of pre-engineering majors
- Nutrition vs. dietetics
- Dance Major
- Nobody currently knows our majors!! We need to be able to advertise what we currently have. Clarification and marketing to students...
- Software development/Gaming
- Photojournalism
- Expanding Nursing Program
- 3000 students audition for Theater majors, 340 students are all that can be handled in the current facilities--- need to be developed
- Could we expand and develop the programs that we do so well—instead of trying to add new things
- Let’s not try to be everything to everybody as much as doing what we do well—strengthen and embrace our niche. We have some a very positive reputation in many areas—lets expand, market and develop them (Performing Arts, Business, Education, Nursing, Journalism)

**Question 3: What should be the purpose of Summer Session, and how can it be enhanced and made more effective/successful?**

**Discussion Items**

- Students have to be able to afford classes!!
- Important for out-of-state students, in particular
- Need to be classes that are important to progressing in their coursework
- Advertising and Marketing
- Could we expand offerings for teachers who are off in the summer—continuing education for teachers
- Ecology is offered in the summer but could be marketed
- Could incoming freshmen have a summer on campus? Bridge Programs
- Non-traditional students for summer sessions—need financial support
- 6-week program at Estes Park—Old Man Mountain getting out into the community
- College in Colorado in the summer could be packaged and very attractive to the community
- Need to air-condition buildings
- Any opportunity to have a positive experience on campus is a marketing experience
- College for Seniors Opportunities
- Articulate opportunities on websites and marketing—we are doing things for the community, but they could be better publicized
- Alumni programs on campus—continuing education
- HSS-one day university for the community is a great indicator for success
- More on-line courses? Needs to be some research in this area...
- Pay faculty for their work in the summer at minimally the same pay rate---potentially offer incentives for faculty to do so
- Differentiate the summer programming for traditional academic year—distinguish “summer programming” AND provide classes for students that they need to academically progress—they are two v. different needs, but both need to be addressed
- Summer sometimes is given over to conferences—the current message is that the University is closed during the summer

**Action Items**

- Offer summer night classes. Test market for people who are working

- Make summer a term comparable to fall and spring. Allow students to intern or take spring or fall and not be behind.
- Students cannot find all offerings during the summer term.
- Is summer different for financial aid? Courses, financial aid
- Provide more options in summer
- Define purpose, goals for summer for students as well as the administration

**Question 4: Is there a place for individual program admission requirements in managing enrollment in programs? What can we do to create a path to academic success for pre-business, nursing, and pva students who do not get into these programs?**

**Discussion Items**

- We lose many nursing students b/c they don't want to switch to biology or other majors...they want a nursing degree and that is it. Pre-business is having the same issues. Limitations on places for clinicals.
- What do we do if students do not meet the individual program reqs?
- There is a shortage of PhD professors in multiple disciplines and the result is a negative effect on students due to the fact that programs cannot be enhanced or developed.
- Other disciplines have the ability to work with students more creatively as these disciplines do not have as strict requirements as degree programs with very structured curriculum. It is easier for the L.A. to work with students with the courses they've taken to piece a minor/major together.
- Create a system that helps students who do not make it into degree programs with very structured curriculum understand that the degree they do receive can help them be flexible in their career, provide examples of how others have attained the end goal with a history, sociology or other L.A. degree.
- Millennial students are looking for direction. How can we help students see the same sort of prescribed structure/perceived structure that exists in degree programs with very structured curriculum.
- We must understand the importance of mentoring and helping students understand that they can still be incredibly successful even if they do not follow the path they had created for themselves (or been created for them by parents) before they arrive at UNC.
- The role of the 100 level courses in exciting students about a major is VERY important. 60/80 students taught by GAs/Adjuncts is a bad money making opportunity.
- Liberal Arts degrees could be expanded
- UC could find enhanced curriculum that allows that to get experiences that they wanted when they come in—integrated curriculum (Acting for Non-Majors, Public Speaking)—Stay involved in the arts
- Pre-Nursing—let them come into a Biology degree—better ways to communicate to students
- Inform advisors about options that are out there so that they can work with students
- FYE courses could be a resource to help students developing an alternative plan—work with advising to help support students
- Find ways to be proactive with students—Orientation, first semester—hard to make decisions when you have been “denied” or “rejected” from a program
- At orientation, you can work with parents and students to understand these options
- Can add options into the catalog---so that students can see other options
- Communicate alternatives to majors—in a positive way
- Website improvement—Create big links about potential other options at appropriate

**Action Items**

- Finding partners for nursing/business majors to help alleviate the burden of lack of PhD faculty (community partner, campus partner, where do we find these partners?)

**Question 5: Would it be possible, or desirable, to require all UNC Freshmen to take FYE 108?**

**Action Items**

- A vast majority of our undeclared students have a “home room teacher” who do not know a lot about the university. The teachers are not regular faculty. Students feel it is busywork and demeaning. Not defined as a class according to students
- Are FYE teachers prepared to teach? Who are they

- With the freshman book, bringing together a sense of community
- Rob says yes, but the “all” is concerning and we would need to expand offerings
- May want to move away from required...be sure it counts