COMMON ACADEMIC PROGRAM

UNIVERSITY *of*

DAYTON

Review Report

December 2013

Forward

This report is a summary of progress in the implementation of the Common Academic Program (CAP). The CAP was approved by the Academic Senate in Spring 2010, with the goal of implementing the new curriculum in Fall 2013. The work of committees, as well as the efforts of faculty and staff across campus, from Fall 2011 through Summer 2013 focused on setting the stage for implementation. Such a large scale change required innovative and wide ranging efforts. This report describes the transformation of the faculty and the curriculum that they have authored.

The Common Academic Program is a curricular innovation that is built on the notion that all students will have unique experiences at UD and that all academic programs and services are informed by the learning goals articulated in *The Habits of Inquiry and Reflection (HIR)*: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation. These student learning outcomes (SLOs) are embedded in the CAP courses and experiences. Under the CAP, students are required to fulfill the following components:

- First-Year Humanities Commons
- Second-Year Writing Seminar
- Oral Communication
- Mathematics
- Social Science
- Arts
- Natural Sciences
- Faith Traditions
- Practical Ethical Action
- Inquiry Course
- Integrative Course
- Major Capstone Course or Experience
- Advanced History
- Advanced Philosophy and/or Advanced Religious Studies
- Diversity and Social Justice

Five primary characteristics guide the Common Academic Program. First, the CAP intentionally sequences courses so that students developmentally build knowledge of

and expertise in understanding, analyzing, and demonstrating the seven central learning goals and outcomes.   Second, it calls on students to integrate what they learn by requiring them to take courses which cross disciplinary boundaries.   Third, the CAP emphasizes assessment of student learning to guide continual course improvement. Fourth, students are engaged through application of knowledge in learning centered tasks. Finally, professional and vocational learning opportunities are expansive and include skills valued by employers: communication, decision-making, and critical thinking.

The university is working to ensure that CAP will replace the previous General Education system with no adverse effects on students, faculty and staff. This means that students who entered UD prior to Fall 2013 will continue to fulfill the General Education requirements. So, during the transition period both the General Education and the Common Academic Program will be functioning in tandem. This report outlines the strategy and results of the CAP at the conclusion of the first semester of implementation.

Contents

CAP Communication and Implementation

In Fall 2013, the first cohort of students required to fulfill the CAP entered UD and enrolled in the Humanities Commons and the newly designed Oral Communication course. The Humanities Commons, a set of four courses (First Year Writing, History, Philosophy, and Religious Studies) is expected to be completed by the majority of students across two semesters in their first year at UD. New students were advised and placed in the appropriate CAP courses prior to arriving on campus. In the New Student Orientation, they were oriented to the CAP through a video presentation, introductory speakers, facilitated discussions, a student brochure, and a t-shirt. First year courses also included an introduction to the CAP.

Students registered for Spring 2014 courses with the assistance of their advisors. CAP courses were identified in the electronic Academic Catalog. One purpose of the Academic Catalog is to help students and advisers to understand the recommended 4-year plan for completing course work for each major in combination with the CAP. The Academic Catalog provides a list of all courses, regardless of the semester in which they are offered. DegreeWorks indicates the courses that fulfill a requirement for CAP. Banner Self-Service lists the courses that are available for the current semester. The search mechanism allows for multiple components to be selected/cross referenced in order to access a list of courses that fulfill the combination of requirements. Students and advisers use Banner Self-Service and the Degree Audit in DegreeWorks in tandem.

The CAP website (http://www.udayton.edu/provost/cap/index.php) was created and is updated on a regular basis. In CAP 101, basic information is provided. Students who go to the website can learn about the CAP through the latest news articles, links to specific documents, and short videos of some of the new CAP courses. Advisors can access lists of approved, "daylighted" and piloted courses, as well as the general education and CAP requirements that they fulfill. Faculty can obtain information and resources for developing courses, submitting courses for CAP approval, and registering for faculty development opportunities.

Provost announcements are sent to the campus at least two weeks prior to the CAPC meeting scheduled to review specific courses for approval. This advance notice invites comments about the proposal and participation in the CAPC meeting. The electronic publication of the CAP Newsletter provides the latest CAP information once a semester.

Overview of CAP Committees

CAP Curriculum Conversion Steering Committee

- Riad Alakkad, PhD, Associate Dean for Undergraduate Studies, School of Engineering
- Deb Bickford, PhD, Associate Provost for Academic Affairs and Learning Initiatives
- Jennifer Creech, Assistant Registrar
- Elizabeth Gustafson, PhD, Associate Professor & Associate Dean, School of Business Administration
- Sawyer Hunley, PhD, Assistant Provost for CAP
- Becki Lawhorn, Director of Enrollment Services and Student Success, Associate Registrar
- Donald Pair, PhD, Professor, Associate Dean for Integrated Learning and Curriculum, Interim Director of American Studies Program, College of Arts and Sciences
- Thomas D. Skill, Professor, Associate Provost and Chief Information Officer
- Katie Kinnucan-Welsch, EdD, Associate Dean for Undergraduate Learning and Community Partnerships, School of Education and Health Sciences
- Tim Wilbers, Associate Professor, Assistant Dean for Student Academic Affairs, College of Arts and Sciences

CAP Associate Deans

- Riad Alakkad, PhD, Associate Dean for Undergraduate Studies, School Of Engineering
- Elizabeth Gustafson, PhD, Associate Dean, School of Business Administration
- Sawyer Hunley, PhD, Assistant Provost for CAP
- Kathryn Kinnucan-Welsch, EdD, Professor and Associate Dean, School of Education and Health Sciences
- Donald Pair, PhD, Professor; Associate Dean for Integrated Learning and Curriculum, College of Arts and Sciences

CAP Committee (CAPC)

- Jennifer Creech, Assistant Registrar for Curriculum Management
- Jim Dunne , PhD, Professor, MIS,OM & Decision Sciences, School of Business Administration
- Sawyer Hunley, PhD, Assistant Provost for CAP

- Keri Brown Kirschman, PhD, Associate Professor, Director, Undergraduate Program in Psychology, College of Arts & Sciences
- Zack Martin, Student
- Donald Pair, PhD, Professor; Associate Dean for Integrated Learning and Curriculum, College of Arts and Sciences
- Leno Pedrotti, PhD, Professor of Physics, College of Arts and Sciences
- Joan Plungis, Associate Professor and Reference and Instruction Librarian, University Libraries
- Dominic Sanfilippo, Student Government Association Director of Academic Affairs
- Juan C. Santamarina, PhD, (Chair), Associate Professor and Chair, Department of History
- Scott Schneider, PhD, Chair Person and Assistant Professor, Department of Engineering Technology, School of Engineering
- John White, PhD, Assistant Professor of Teacher Education, Adjunct Professor of History, School of Education & Health Sciences

Ex-Officio Members:
- Riad Alakkad, PhD, Associate Dean for Undergraduate Studies, School Of Engineering
- Elizabeth Gustafson, PhD, Associate Dean, School of Business Administration
- Fred W. Jenkins, PhD, Professor and Associate Dean for Collections & Operations, University Libraries
- Kathryn Kinnucan-Welsch, EdD, Associate Dean for Undergraduate Learning and Community Partnership

CAP Leadership Committee (CAPL)

- John V. Clarke, Associate Professor, Coordinator Graphic Design
- Sawyer Hunley, PhD, (Chair), Assistant Provost for CAP
- Mary Kay Kelly, PhD, Associate Professor, Department of Teacher Education
- Donald Pair, PhD, Professor; Associate Dean for Integrated Learning and Curriculum, College of Arts and Sciences
- Christine Schramm, Associate Vice President and Dean of Students, Division of Student Development.
- Todd Smith, PhD, Associate Professor, Physics
- College of Arts & Sciences"
- Denise Taylor, PhD, Associate Professor, CEE, Joint Appointment with BIE, School of Engineering
- Teresa Thompson, PhD, Professor, Communication (sabbatical Fall 2013)
- Joseph Valenzano III, PhD, Assistant Professor, Communication (interim substitute for Teresa Thompson, Fall 2013)

- Charles Wells, PhD, Professor, Department of MIS, OM, & DSC, School of Business Administration

CAP Faculty Development

- Deb Bickford, PhD, Associate Provost for Academic Affairs and Learning Initiatives
- Elizabeth Harrison, PhD, Associate Director, LTC; Director, Office of Learning Resources
- Sawyer Hunley, PhD, Assistant Provost for CAP
- Donald Pair, PhD, Professor; Associate Dean for Integrated Learning and Curriculum, College of Arts and Sciences
- Molly Schaller, PhD, Chair and Associate Professor, College Student Personnel and Higher Education Administration
- Stephen Wilhoit, PhD, Professor, English
- David Wright, PhD, Associate Director LTC and Director of Curriculum Innovation and E-Learning

University Assessment Committee

- Deb Bickford (Chair), PhD, Associate Provost for Academic Affairs and Learning Initiatives
- Harvey G. Enns, PhD, Associate Dean - Graduate Programs, Assurance of Learning, and Education Abroad, School of Business Administration
- Sawyer Hunley, PhD, Assistant Provost for CAP
- Fred W. Jenkins, PhD, Professor and Associate Dean for Collections & Operations, University Libraries
- Justin Keen, Coordinator, Student Development Assessment and Planning
- Donald J. Polzella, PhD, Associate Dean for Faculty Development and Graduate Programs
- Lori Shaw, Professor of Lawyering Skills and Title IX Coordinator
- Paul Sweeney, PhD, Professor of Management/Marketing, School of Business
- Nita Teeters, Assessment Coordinator for CAP
- John Weber, PhD, Professor, Associate Dean for Graduate Studies, School of Engineering
- Pamela Cross Young, PhD, Assistant Professor, Educational Leadership & Director of Accreditation, School of Education and Health Sciences

HLC Academy for Assessment

- Harvey G. Enns, PhD, Associate Dean - Graduate Programs, Assurance of Learning, and Education Abroad, School of Business Administration
- Sawyer Hunley, PhD, Assistant Provost for CAP
- Justin Keen, Coordinator, Student Development Assessment and Planning
- John McCombe, PhD, Professor, Director of Undergraduate Studies in English and Assessment Coordinator for the Humanities Commons
- Nita Teeters, Assessment Coordinator for CAP
- Donald J. Polzella, PhD, Associate Dean for Faculty Development and Graduate Programs
- Susan Trollinger, PhD, Associate Professor, English
- John Weber, PhD, Professor, Associate Dean for Graduate Studies, School of Engineering

CAP Curriculum Conversion Steering Committee

The CAP Curriculum Conversion Steering Committee was formed in May 2012 with the charge of maintaining the academic integrity of the curriculum through the process of curricular renewal spurred by implementation of the Common Academic Program while also adopting new Banner registration products and processes. The Steering Committee provides academic and curricular guidance and makes all necessary decisions to ensure that the work of the Registrar moves quickly and efficiently in implementing Course Leaf, the Academic Catalog, and DegreeWorks as part of the Banner System enhancements.

The Course Information Management System (CIM) was developed to be the new course and program development entry point, as well as the portal for revisions. This committee created one of the country's first electronic workflow procedures to guide the course approval and management process. CIM informs the DegreeWorks, the Academic Catalog, and Banner systems. The course approval process is working well, but the program approval process still needs improvement.

Attributes that will assist in determining whether or not a student has fulfilled CAP requirements have been built into the Banner system and implemented through the CIM system. The attributes for the course include at a minimum: CAP components, student learning outcomes, and the developmental level of the course.

The UD Academic Catalog is published electronically once a year. This committee updated the Academic Catalog to reflect the most current university-wide curricular information. A template was constructed to guide the insertion of 4-year recommended plans of study for all majors. The plans of study integrate both the Major and CAP course requirements. The lists of courses and the sample 4 year plans of study were optional for the 2013-14 Academic Catalog, but will be required for the 2014-15 Academic Catalog.

CAP Associate Deans

The Associate Deans team was formed in August 2012 through a directive from the CAP Curriculum Conversion Steering Committee to allow for direct communication links between the four academic units. The team's primary purpose is to ensure a smooth

transition from the UD general education program to the CAP. This group has had a substantial impact on the CAP implementation.

This team created an administrative process to temporarily approve ("daylight") existing courses to fulfill both the General Education and the CAP requirements to allow for the needed time to revise or create new CAP courses. Three-hundred fifty-seven daylighted courses are approved (as of 11/21/13) for entering students in Fall 2013 and Fall 2014. As daylighted courses are approved by the CAPC, they are removed from the daylighted list. The list of daylighted courses is available at http://www.udayton.edu/provost/cap/advise.php.

The Associate Deans inform faculty across all units about the changes in the undergraduate curriculum; act as a clearing house for creation/revision of courses requested by various units across campus as a result of the course of study development process; monitor student enrollment in CAP courses; and trouble-shoot issues as they arise. All of these tasks are ongoing.

Work still needs to be done with regard to the accumulation of articulation agreements with other institutions of higher education, and to resolve transfer and advance placement issues. Student enrollment data will be analyzed and recommendations will be made to optimize supply and demand for seats in CAP courses.

CAP Committee (CAPC)

The Common Academic Program and Competencies Committee (CAPCC) was established in Fall 2011. Subsequently, the committee was renamed Common Academic Program Committee (CAPC) after the Senate removed the competencies requirement from the undergraduate curriculum.

From Fall 2011 through Fall 2012 the committee focused on the development of course approval procedures. One course proposal form was created and approved to be used for both CAP and non-CAP courses. A work flow process embedded in the new Course Information Management (CIM) system was created and deployed in electronic format. This process eliminated the need for paper submissions and also linked the relevant individuals and committees in a streamlined approval process. An additional advantage to using the CIM process is that, once a course has been approved, it automatically posts information into the Banner system, which then populates the Academic Catalog.

The CIM system tracks not only the course, but the UD student learning outcomes and the CAP components from each course as well.

Beginning Spring 2013, the CAPC began approving courses. The committee based their decisions upon guidelines from the CAP document. In some cases the CAP document was very specific, but in other cases the CAPC needed to interpret the document. A review guide was created for each CAP component to assist both the decision making and those who were developing course proposals. These guides are posted on the CAP website for all UD faculty to review.

First year courses were approved and in place for the arrival of the first cohort of CAP students in Fall 2013. The CAPC continued to meet weekly to review courses for CAP approval. As of 11/26/2013, thirty-three courses have been approved by pioneering faculty. Decisions are based on the criteria that are specified in the CAP document (2010). The faculty who submitted courses so far this fall have continued to assist the committee to streamline the process through conversation and in some cases repeated submission of courses for review.

Application of the criteria often requires an interpretation of the intent of the authors of the CAP. As the CAPC has considered courses for review this fall, further definition of criteria and procedures needed to be addressed. For example, there were questions with regard to criteria for the capstone component as well as processes for course submission and decision-making.

In response to these concerns the CAPC has clarified the criteria for the capstone and the criteria for reviewing capstone courses are available on the CAP website. In addition, course submissions have migrated from the initial paper process to being entirely online, and the bugs have been ironed out of the online Course Inventory Management (CIM) system. The decision process is now clearly defined and available at the CAP website.

It is helpful to consider our history with implementing curricular changes. There has been the suggestion that past curricular changes occurred rapidly, without full consideration of the possible implications and side effects. As a result, the courses may not have reflected the expectations and criteria as imagined. With the implementation of the CAP, the combined efforts of the CAPC, CAPL, and others have resulted in a more gradual plan for course approval. This plan includes the "daylighting" of more than 300 courses, multiple faculty development opportunities, grant funding to test the courses

through piloting processes, course of study development by departments and majors, and the creation of a viable university-wide assessment process.

The CAPC has been careful to explore the implications and possible side effects for critical decisions. It is through this proactive stance that the committee hopes to minimize future issues, and to realize the full intent of the Common Academic Program. Having addressed a number of significant issues, the CAPC is positioned well for course proposals that will be submitted from this point forward.

CAP Leadership (CAPL) Committee

The Common Academic Program Leadership Committee (CAPL) was formed in Fall 2011. The major charge of this group was to promote the development of new CAP courses. Three rounds of grant opportunities were advanced by the CAPL to promote the creation of CAP Crossing Boundaries courses. Sixty-six faculty were supported with $2500 grants to create fifty-three courses.

This committee launched a new request for proposals for faculty to create courses in the Diversity and Social Justice CAP component. Applications will be reviewed in Spring 2014.

CAP Faculty Development

Since January of 2011, the CAP Faculty Development Committee has hosted 108 faculty development sessions with combined attendance of 790 faculty. Fifty-seven of these sessions fell into the category of Faculty Institutes, and covered a range of topics such as Teaching Critical Thinking, Learning & Technology, Global Learning, Teaching for Practical Wisdom, Assessment for Continuous Improvement, Designing for Integrated Learning, Backward Design and Student Learning Outcomes and the Learning Centered Paradigm. Forty-one faculty have attended seven sessions designed to assist faculty with completing the logistical aspects of the course proposal process.

Thirty-five of these sessions were related to the Crossing Boundaries grant process. Some sessions were focused upon building the courses and preparing faculty to apply for the grants. Other sessions were focused upon designing the course and included sessions such as Extending the Classroom into the UD Community, Online Presence with Isidore, Service Learning & Civic Engagement, Research Paper Design, and

Undergraduate Scholarship. Additional sessions were held by the Assistant Provost for CAP with individual faculty.

Fifteen departments have completed or are nearing completion of the Course of Study. The Course of Study is the recommended 4-year integrated plan for students to complete the requirements for the CAP and the major. The departments are: Geology, Chemistry, Psychology, History, Physics, Political Science, Visual Arts, Teacher Education, Engineering Technology, Engineering Management & Systems, Health & Sport Science, Communication, Engineering Management and Systems, Music, and Religious Studies. Twenty-three formal sessions and many other individual sessions with key department faculty have been held with fifteen departments spanning across three of the four units in relation to mapping the Course of Study for the major. All majors and departments have not completed their mapping and so this process will continue.

This team created an Advising Guide. Three CAP Advising opportunities were provided. Two sessions tailored for the SBA and SEHS units received positive feedback. However, the campus-wide workshop in May, serving 51 faculty, received mixed reviews.

Preparations for faculty development for the Diversity and Social Justice course development grant awardees have begun.

University Assessment Committee (UAC)

The UAC has been transformed to reflect the CAP initiative. Previously, this committee was a forum for sharing what had been happening in each unit. However, in the last two years, this committee has become more proactive in terms of generating a university-wide, joint assessment system. In this regard, a set of rubrics for the UD student learning outcomes (SLOs) was developed as one option for evaluating student performance. The committee agreed that the shared scoring metric will be a rating scale from 0 to 3, with 3 representing the highest quality student performance.

The UAC is currently sponsoring $1000 grants for Assessment Leaders. The initial phase of these grants will support Humanities Commons faculty who will develop and implement a pilot system for assessing student performance on the UD student learning outcomes at the introductory level.

The UAC is also working closely with the Higher Learning Commission Academy for Assessment Team to promote the assessment system.

Future tasks to be addressed by the UAC include expanding the assessment system from the introduction of the UD SLOs in the Humanities Commons to mid-level evaluation (perhaps through the Crossing Boundaries courses), and to advanced level demonstrations of competence in the Capstone courses. Banner and/or other technological and administrative solutions for gathering, storing, and analyzing data are still in development.

HLC Academy for Assessment of Student Learning

In Spring 2013, UD was accepted into the Higher Learning Commission's (HLC) Academy for Assessment of Student Learning for a three year period (2013 – 2016). Outcomes from work completed within the Academy will be incorporated into the next HLC self-study report in 2017. The Academy is expected to: (1) promote a culture of assessment at UD which places student learning at the forefront; (2) facilitate the use of assessment data for decision making and improvement; and (3) document student achievement to be available for external stakeholders.

Our team agreed that assessment structures and procedures need to be consistent across the entire university. The structure and procedures were constructed from a common assessment philosophy and language. The systematic approach will produce enough data (not too much data) to be meaningful and informative. A uniform 0 – 3 point scale with a flexible, rubric-based assessment process allows for aggregation into a centralized database. Assessment data will be used for continuous improvement.

The HLC Academy team works with the University Assessment Committee to formulate and implement a university-wide infra-structure to support assessment of the seven UD student learning outcomes at 3 pivot points: introductory, expanded, and advanced. The implementation plan was constructed as a gradual process. Introductory assessment will occur in the Humanities Commons first (a set of 4 courses that all students are required to complete). Next, assessment of advanced performance will target the Capstone experience. Finally, assessment of the expanded level (the intermediate developmental level) will vary to include CAP courses and courses in the major when appropriate.

The University Assessment Committee will write annual reports that summarize the aggregated information. Reports will include a data-based analysis of successes and needs, as well as plans for improvement with regard to the achievement of the seven

student learning outcomes. Reports will be disseminated to the appropriate constituents.

In October 2013, a request for proposals for grants generated a group of 13 faculty who have been designated Assessment Leaders. All four disciplines in the Humanities Commons are represented in this group. A Humanities Commons Assessment Coordinator had been appointed in Summer 2013 to promote and facilitate the project.