

# COMMON ACADEMIC PROGRAM



## **Review Report**

*Spring 2014*

## **Forward**

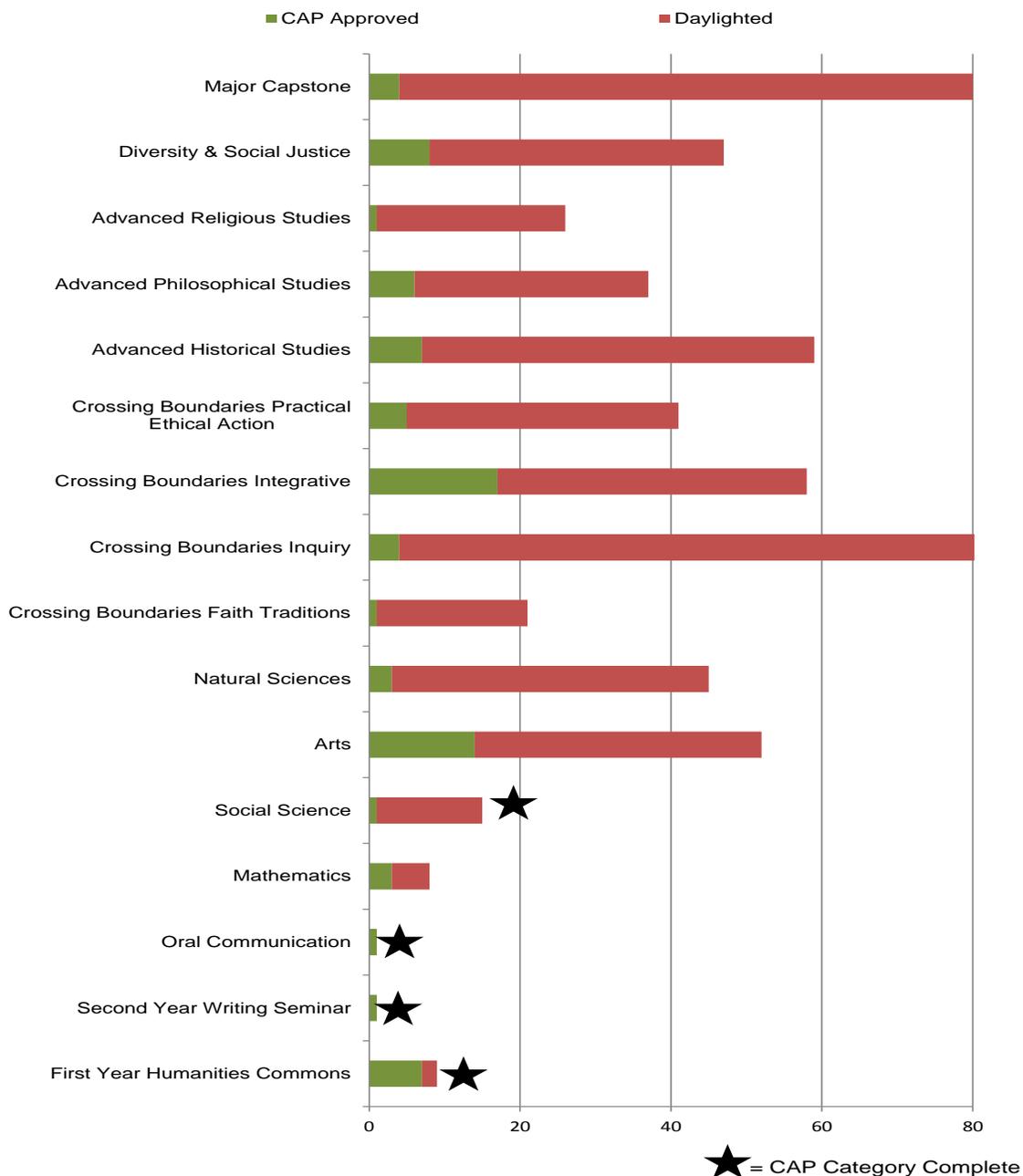
This report is a summary of progress in the implementation of the Common Academic Program (CAP) during the Spring 2014 semester. The CAP was approved by the Academic Senate in Spring 2010, with the goal of implementing the new curriculum in Fall 2013. This is the second in the series of CAP implementation reports. For background information about the CAP implementation, the reader is referred to the December 2013 report. That report was organized according to the committees and their respective tasks and accomplishments. This report is organized by goals with the recognition that multiple committees, units and individuals contribute to the tasks involved in achieving the long and short term goals.

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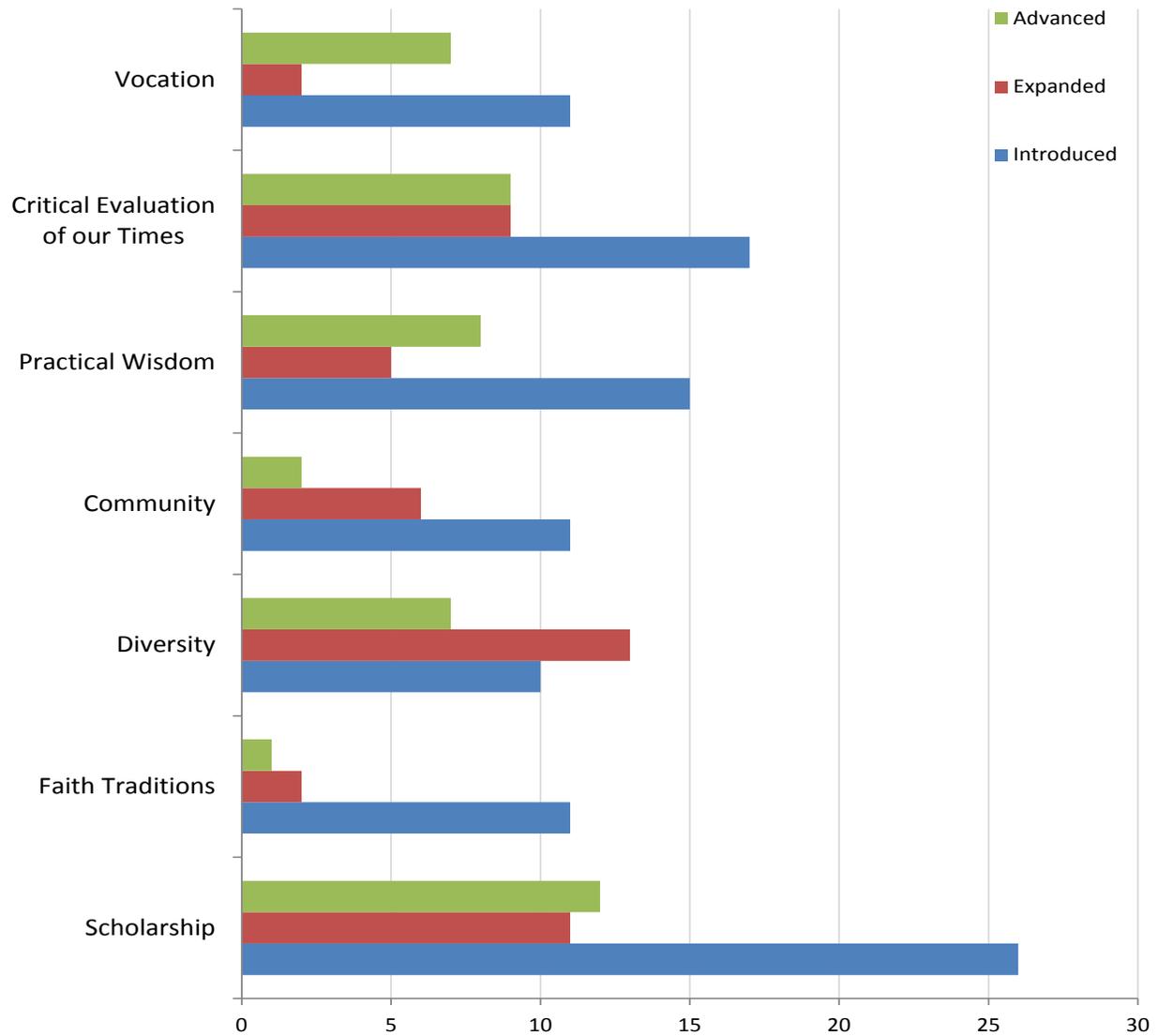
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### Course Development and Approval

To date 65 of courses have been approved by the CAPC, including 33 that were approved during Spring 2014. In some cases one course may be approved for multiple components. In addition, 357 courses are temporarily approved for the CAP using the daylighting procedure. This procedure will be valid for students who have or will be entering UD in Fall 2013 and Fall 2014. As courses are approved by the CAPC they are eliminated from the daylighting list. Following is the profile of the course components that have been approved as of May 2014.



Each CAPC approved course identified UD student learning outcomes (SLOs) and the developmental level for the outcomes which are associated with the course. The goal is for each of the 7 SLOs to be embedded across a wide variety of courses at all three levels. Following is the profile of the SLOs to date.



It is interesting to note that 73.9% of first year students took between 2 and 5 CAP courses during the Fall semester and 92.8% of first year students took between 2 and 5 CAP courses in the Spring semester.

The emphasis during the 2013 – 14 academic year has been on the Diversity and Social Justice component. The CAPL approved 20 proposals to develop courses targeting the Diversity and Social Justice component of the CAP. The courses will be developed in summer 2014 and piloted within the next 3 semesters.

The CAP Social Science course (SSC 200) was approved with the acknowledgement that each section will focus on a different theme. Each theme-based section will use social science methods and social theory to critically examine a human issue or problem from at least three social science disciplinary perspectives: anthropology, economic, political science, psychology and sociology. Sixteen additional faculty were funded to create a broad array of SSC 200 thematic course sections.

### **Assessment of Student Learning**

The strategy for implementing a university-wide process for assessment of the UD seven student learning outcomes continued to evolve during Spring 2014. For example, the 13 Humanities Commons Assessment Leaders in cohort 1 created an assessment rubric to evaluate their six HC student learning outcomes (mapped to the seven UD student learning outcomes). Six of the cohort piloted the use of the rubric in their Spring courses. The remainder of the Assessment Leaders cohort 1 faculty will pilot the assessment rubric in their courses in Fall 2014. The feedback from the spring pilots will inform any revisions recommended for the Fall 2014 pilots.

A second cohort of Assessment Leaders will be recruited in Fall 2014.

Three faculty with CAP approved courses (not Humanities Commons) agreed to pilot the new Banner system for assessing the UD student learning outcomes that they incorporate into their courses. The system was effective after a few minor adjustments. Additional faculty who teach CAP approved courses will be contacted in the Fall 2014 to continue piloting the assessment system.

### **Co-curricular**

The CAP Co-curricular Taskforce and the Leadership Consortium (two groups who feature members from across a variety of co-curricular units) co-developed the Involvement generator

and the co-curricular map. Members of these groups also adopted learning outcomes assessment techniques matched to the preferred curricular methods.

**Involvement Generator** Through the Involvement Generator 143 programs from more than 20 departments are searchable by thematic areas, university learning outcome, and information relevant to student participation decisions.

- ② A small group is piloting the generator this summer with the goal of refining it and developing best practices for its use. It is currently primarily a tool for staff to use as they do one-on-one work with students.
- ② The involvement generator has been accepted for web development by UDIT. This will lead to a new iteration of the interface that is branded for faculty, staff, student, and stakeholder use. This version will be available for use around the University later this summer.

**Co-curricular Map** The Co-Curricular map describes the alignment of 143 individual co-curricular programs to the University Learning Outcomes. It is intended as a living document that contributors can edit as the ways their departments seek to contribute to the University Learning Outcomes changes.

- ② The map uses the same framework as the CAP curricular maps. Programs have identified alignment to University Outcomes at the Introductory, Expanded, and Advanced Levels.

**Assessment of Student Co-Curricular Learning** Lead by members of the CAP Co-Curricular Taskforce several departments across the co-curriculum developed assessment projects using methods based on the Humanities Commons Assessment Leaders design and the University Assessment Committee Rubrics. Participating departments included: Art Street, Housing and Residence Life, The Center for Student Involvement, Campus Recreation, The Office of Community Standards and Civility, and others. The number of offices participating will expand next year. Participating departments developed rubrics based on their programs alignment to the University Learning Outcomes, rated samples of student work and one-on-one conversations with students based on these rubrics, and developed plans and changes for next year based on the findings. The system of assessment produced data that could potentially be combined with data gathered inside the classroom for a more comprehensive view of students growth during their time at University of Dayton.

### **Advising**

The CAP Advising Guide created prior to the Fall 2013 inauguration of the CAP is in the process of going through a major revision. Feedback and questions gathered during this first year of implementation will be addressed in the new version.

### **Faculty Development**

Overall 811 participants engaged in 107 CAP faculty development sessions in the Learning Teaching Center. Of those, 14 sessions were offered during the 2013-14 academic year with 87 participants. CAP faculty development sessions that were facilitated outside of the LTC for both individuals and groups were not included in this count.