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CAP COMMITTEE

Tuesday, October 10, 2017 | 11:00 a.m.-12:15 p.m.; Kennedy Union 310

Present: Lee Dixon, Chuck Edmonson, Heidi Gauder, Peter Hansen, Linda Hartley (*ex officio*), Michelle Pautz, Danielle Poe, Scott Segalewitz (*ex officio*), Randy Sparks (*ex officio*), Bill Trollinger

Excused: Brad Balsler, Serdar Durmusoglu, Fred Jenkins (*ex officio*), John White, Shuang-Ye Wu

I. Announcements

A. Upcoming course reviews: The following have been scheduled:

1. October 17: 2 course proposals (CHM 123 and HST 377)
2. October 24: 1 course proposal (EGR 351)

B. Spring 2018 meeting schedule: The CAP office will be requesting committee members' availability for the spring semester in order to identify a meeting time.

II. Four Year Review of CAP Courses

A. Documents: 1) 4-Year Review Workshop Feedback, 2) Proposed CAP 4 Year Review Subcommittees, 3) Overview of CAP 4 Year Review, 4) CAP 4 Year Review Report Form

B. Discussion

1. A workshop was held on September 18 for departments with courses in this year's 4 Year Review cycle. A summary of the feedback received through a questionnaire was shared with the committee. Overall, feedback was positive. One of the most meaningful aspects for participants was hearing from colleagues about their experience (e.g., MTH 137). The CAP office is planning another workshop on March 7 for departments with courses in next year's review cycle. It was noted that a 4 Year Review section has been added to the CAP website:

<https://www.udayton.edu/provost/cap/4-year-course-review.php>

2. The committee discussed other handouts about the 4 Year Review process.

a. 4 Year Review Process Overview: It addresses the purpose of the process and also what the process is not. As a follow up, it was emphasized to committee members that there will likely be a lot of variation in departments' responses to the review questions, though they will still address the purpose of the process. For example, some departments may take different approaches such as portfolio review or exam questions to get at student learning in the course. It was also noted that the committee won't ask to review course data. It's expected that data will be meaningful to departments; however, the committee's role is to ensure that the department has a process to reflect and close the loop on the data.

b. This year the committee will divide into subcommittees to take a thorough first pass of a subsection of 4 Year Review Reports and provide *recommendations* to the full committee. The proposed subcommittee assignments follow. They were prepared based on trying to balance faculty and ex officio representatives, as well as representation from different units. Subcommittee chairs were identified based on experience with the process last year and being faculty representatives rather than ex officio.

- i. Heidi Gauder (chair), Peter Hansen, Danielle Poe, Scott Segalewitz
- ii. Bill Trollinger (chair), Serdar Durmusoglu, Linda Hartley, Fred Jenkins
- iii. John White (chair), Lee Dixon, Randy Sparks
- iv. Shuang-Ye Wu (chair), Brad Balsler, Chuck Edmonson, Michelle Pautz

c. Chairs will make sure their groups meet to review the 4 Year Review Reports assigned to them and present the group's recommendations to the entire committee. The subcommittees will not be expected to meet with department representatives during the initial review period (before March 1, 2018). The committee discussed that subcommittee recommendations would fall into one of three categories:

- i. No issues.
 - ii. Conversation between the department chair and/or faculty and the full committee is needed for clarification about the 4 Year Review Report.
 - iii. Conversation between the department chair and/or faculty and the full committee is needed to review issues with the 4 Year Review Report.
- d. Spring/Summer 2018 timeline for 2017-18 4 Year Review Cycle:
- i. February 1, 2018: Department Chair submits the CAP 4 Year Review Report to CAPC via CIM as an attachment.
 - ii. March 1, 2018: Subcommittees complete initial review and recommendation to the entire CAPC.
 - iii. March 23, 2018: CAPC reviews subcommittees' recommendations and determines if more information and/or consultation with faculty and departments is needed. If needed, requests will be made by this date.
 - iv. April 2018: If needed, CAPC will have meetings with faculty members and/or department chairs.
 - v. May 15, 2018: CAPC's decisions regarding renewal of CAP designation and modifications will be provided via CIM (in Reviewer Comments field).
 - vi. Summer 2018: Department and unit conversations will take place to determine necessary next steps depending on CAP designation status. Any final revisions or modifications should be submitted via CIM by September 1, 2018.
- e. Four Year Review Report: The committee discussed what they would be looking for in each section. The 4 Year Review Report Form is appended to these minutes.
- i. Section 1: Course information: Refer to the appended form for details.
 - ii. Section 2: Learning Outcomes: Refer to the appended form for details.
 - (1) For the course learning objectives (item 2-A), the committee recommended clarifying that the focus is on the CLOs at the time the course was CAP approved. Any changes should be addressed in Section 4 (Future Course Offerings) of the report. The revised wording for item 2-A is noted in red in the appended form. As the department and faculty members reflect on the course, the committee will want to see that the CLOs are meaningful, measurable, and manageable in number.
 - (2) For the connection between the CLOs and ILGs and CAP components (item 2-B), the committee will be looking for mapping the CLOs. Clarification might be needed if there is not a clear connection.
 - (3) Item 2-C is where the details of how the CLOs are measured will be addressed. This item will be a challenge if the department and faculty members don't already have a plan in place to determine if each CLO is being achieved.
 - iii. Section 3: Tracking Learning: Refer to the appended form for details.
 - iv. Section 4: Future Course Offerings. Refer to the appended form for details. The department and faculty members will address changes to the course (e.g., changes to CAP components, ILGs, and or CLOs and their relationship to ILGs) in this section. After the CAPC discusses any proposed changes, it would be up to the academic unit to decide if the changes would also need to be reviewed through the unit curriculum process.
 - v. The CAPC could still give a course full re-approval for four years even if a department and faculty members propose significant changes to the course. Conditional re-approval for two years is applicable in cases where a plan is developed to reflect on student learning in the course but the plan hasn't been implemented yet.

III. Resource for CAP Course Proposers: what to expect during CAPC proposal review process

A. Discussion

1. The CAP office received a request to prepare a resource to outline steps and expectations for proposers regarding the committee's review process for CAP course proposals. Proposers would like clarification about what they need to do to prepare to attend a CAPC meeting when their course proposal is on the agenda.
2. The committee suggested including the following in a resource for course proposers:
 - a. The committee doesn't discuss proposals between the time that they reach CAPC workflow in CIM and the meeting when they are on the agenda. Committee members review proposals independently prior to full committee's discussion.
 - b. The committee recommends that the proposer, department chair, or another representative attend the CAPC meeting to be able to respond to any questions from committee members. Course proposers are not expected to make an opening statement during the CAPC meeting. The committee focuses on the course's connections to the selected CAP components and Institutional Learning Goals (ILGs) rather than details of the course. The committee might not have any questions before voting on the course's CAP designation if those connections are clearly explained in the proposal.
 - c. The committee includes four ex officio members who do not vote.
3. A draft document will be prepared based on the committee's discussion and will be reviewed at a future meeting. Once finalized, it can be shared with course proposers.
4. The committee also discussed including introductions, for both proposers and committee members, at the beginning of meetings when course reviews are scheduled.

The meeting adjourned at 11:55 a.m.
Respectfully submitted by Judy Owen

Common Academic Program Four Year Review Report

Section 1: Course Information

1-A. Course Number and Title:

1-B. Department:

1-C. Faculty member(s) who teach the course:

1-D. When has the course been taught in the last four years since CAP approved (year/semester – list all that apply)?

Please contact the CAP Office if the course has not been offered since it was CAP approved.

1-E. CAP Component(s) the course fulfills:

Check all that apply. This information can be found in CIM and the CAP Office's letter notifying the department of courses up for review.

First-Year Humanities	<input type="checkbox"/>	Crossing Boundaries-Practical Ethical Action	<input type="checkbox"/>
Second-Year Writing Seminar	<input type="checkbox"/>	Crossing Boundaries-Inquiry	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>	Crossing Boundaries-Integrative	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	Advanced Religious Studies	<input type="checkbox"/>
Social Sciences	<input type="checkbox"/>	Advanced Philosophical Studies	<input type="checkbox"/>
Arts	<input type="checkbox"/>	Advanced Historical Studies	<input type="checkbox"/>
Natural Sciences	<input type="checkbox"/>	Diversity and Social Justice	<input type="checkbox"/>
Crossing Boundaries-Faith Traditions	<input type="checkbox"/>	Major Capstone	<input type="checkbox"/>

1-F. UD Habits of Inquiry and Reflection (HIR) Institutional Learning Goals (ILGs)* the course fulfills:

Check all that apply. This information can be found in CIM and the CAP Office's letter notifying the department of courses up for review.

*Habits of Inquiry and Reflection used the terminology of "Student Learning Outcomes" (SLOs). While the seven areas remain the same, the terminology has changed to "Institutional Learning Goals" (ILGs), effective with the 2017-18 academic year.

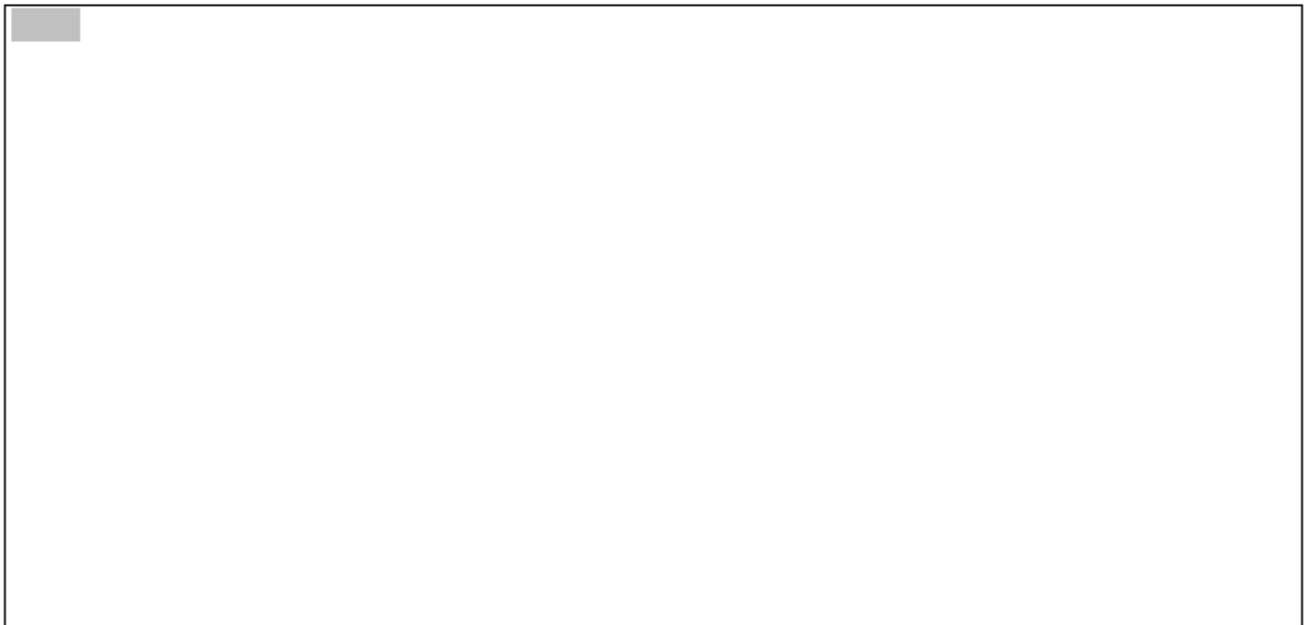
ILG	Introductory	Expanded	Advanced
Scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith Traditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical Wisdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Evaluation of Our Times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Learning Outcomes

For each question in this section, please provide a response of no more than 250 words per question.

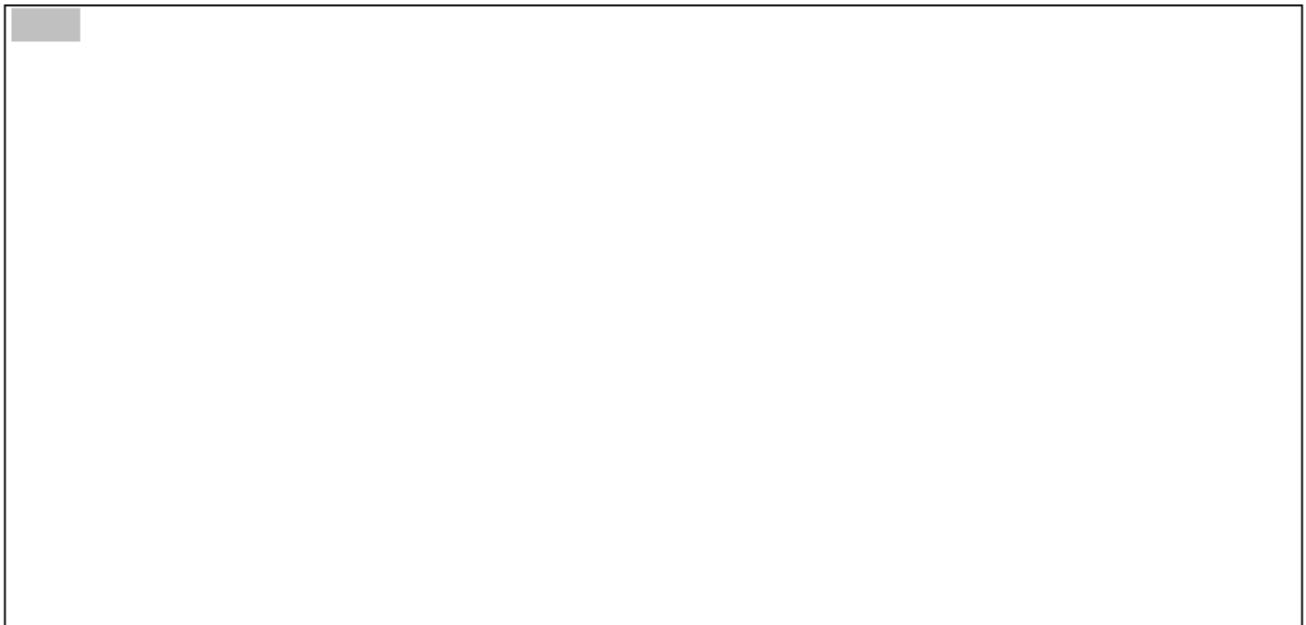
2-A. What are the course learning objectives (CLOs) from when the course received CAP designation? (Refer to CIM.)

2-B. How do those CLOs connect to the UD Institutional Learning Goals (ILGs) and CAP Component(s)? Or, put differently, which ILGs and CAP Components connect to which CLOs? (*Mapping CLOs to ILGs is sufficient.*)



2-C. What do you do to determine if *each* CLO is being achieved? How do you determine if *each* CLO is being achieved each semester? What student artifacts are used to make those determinations?

Please be specific in your responses and you are encouraged to attach supplemental information, such as review plans, rubrics, assignment instructions, etc.

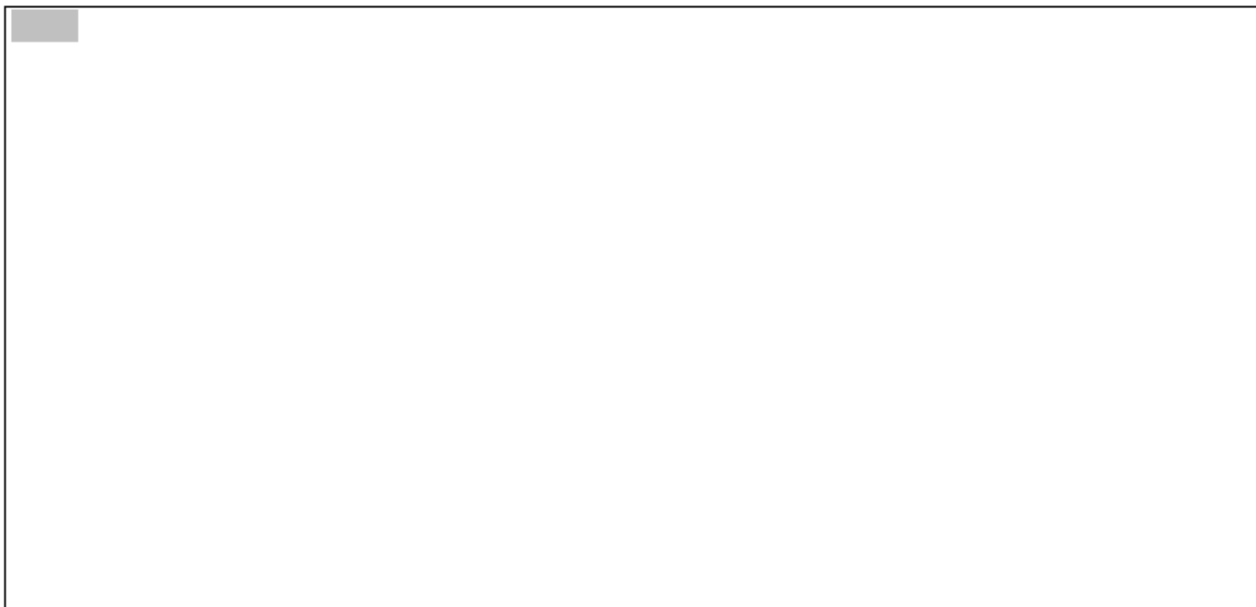


Section 3: Tracking Learning


For each question in this section, please provide a response of no more than 250 words per question.

3-A. How do you use the information gleaned from student artifacts to determine student learning?

Please attach any relevant documents, such as rubrics.



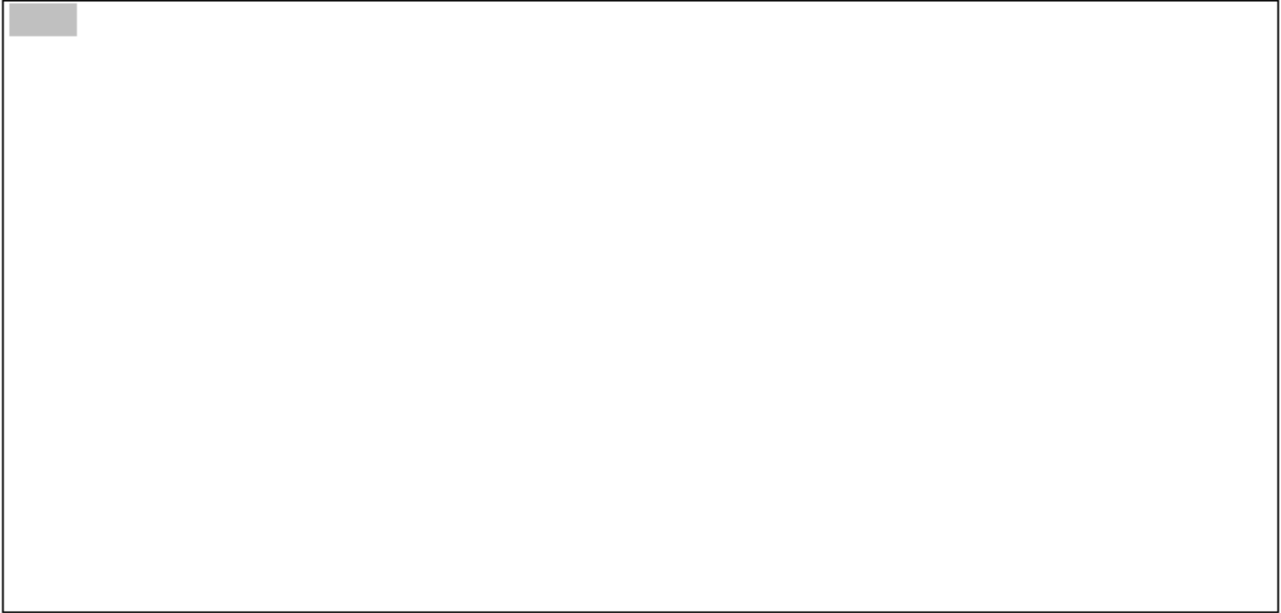
3-B. What conclusions can you draw from your review of student learning regarding overall student learning in this course over the last four years?



Section 4: Future Course Offerings

For each question in this section, please provide a response of no more than 250 words per question.

4-A. What changes, if any, regarding CAP Components, ILGs, and/or CLOs and their relationship to ILGs do you plan on making in the future and why?



4-B. Looking ahead to future offerings of this course, what would you like to do with this course? What changes do you want to make and why? What do you need to make those aspirations a reality?

