

## ACADEMIC POLICIES COMMITTEE

Meeting Time: Monday, October 21, 2019, 1:25 – 2:15 pm

Meeting Location: SM 113B

**Members:** **Deb Bickford** (ex-officio – Associate Provost), **Connie Bowman** (SEHS), **Neomi DeAnda** (CAS-Hum), Mary Ellen Dillon (NTT), **Jim Dunne**, Chair (SBA), **Deo Eustance** (SOE), **John Mittelstaedt** (SBA – Dean), **Leslie Picca** (CAS – SSc), Jason Pierce (CAS – Dean), Maher Qumsiyeh (CAS – NS), **Tereza Szeghi** (CAS – Hum)

### AGENDA

1. Approve Minutes from last meeting
2. Discussion of Five Existing CAP Information and Data Efforts – provided by Michelle Pautz, Assistant Provost for CAP. For each:
  - a. What is the study/report/data gathering?
  - b. When?
  - c. Are specific CAP components, ILGs, and/or features addressed?
  - d. Is useful evaluation data or information available?

Student PATH event (Feb 2019) – Deb

-Students get PATH points for attending; short program explaining what CAP is, then a google survey; 46 respondents; 43% were 1st year, 30% second, 30% third year; more from CAS (also SBA, SEHS, SOE, roughly proportional)

-2 adjectives to describe CAP: 3rd years are more sophisticated; fewer snarky comments; e.g. first year, “why do I have to take these courses?” Many positive: integrated, flexible, able to do education abroad. Majority found it interesting, diverse, flexible.

-What learn about CAP? One student said, “nothing.” Most pointed to a few responses. Interested that not all students take the same path in CAP.

- Result likely lead to Michelle to seek out additional data (for example, some departments just tell students what to take--an advising issue).
- What questions/feedback still about CAP? One student, "why can some students take more classes?" Can you take classes over the summer--logistical questions. May need to look at communication. Could extra/co-curricular experiences count for CAP? Nothing in CAP says no. "Why aren't there more CAP classes in SOE?"
- What's the best way to get information about CAP? Path-events; email. Value of advisors.
- Deb found it valuable from a programmatic viewpoint, and can see some potential for changes. Yet, we won't get 100% on board. (Yet, we need to get some students to see the value in taking classes outside of their area.)
- Survey will be repeated again. Fall and Spring.

#### 1<sup>st</sup> & 4<sup>th</sup> Yr Student Survey (Fall 2018/Spring 2019) – Leslie & Connie

- Who: 1st & 4th year students
- What: student survey
- Data: from Fall 18, Spring 19
- Does it address report on CAP goals or components? No
- CAP key features: kinda.
- very general. Larger proportion of 1st year students than 4th year students. (Response rate 1st year students n=2089, 50%; 4th year students n = 1674, 21% reponse rate).
- 63% of 1st year students said CAP was explained; only 49% for 4th year students. More awareness for first year students.
- 56% of students said a teacher explained CAP in a course.

-55% agree with goals of CAP to degree of which they understand it; 43% say CAP goals are explained well.

-Students said they wish more faculty talked about CAP.

-43% of students are satisfied with CAP; 32% neutral; 22% not satisfied.

-Better and more consistent communication is a key.

-Students don't always see how CAP makes them marketable, or how it connects to their major. Most students don't see the value of CAP (need to work with advisors and career services).

-62% students would not take a CAP course if it weren't required. Advisors are critical! Need to get advisors to be more enthusiastic about CAP. Aaron Witherspoon will provide a more coordinated approach. Need to emphasize the UD approach, and how to message this to students (difference of UD education where a course on Latinx REL shows about being a more well-rounded person in the world-- how is this communicated to students).

-Students want more variety and help seeing the value, connections, relevance of CAP courses.

-82% students take a course because it fits their schedule; about 68% take a course because it's easy.

Faculty/Staff Focus Groups (17-18 acad yr) – Tereza [See attached notes]

Highlights: advising; aspiration vs. reality; CAP is a checklist; implementation of program (not really about parts of program); units were well represented

Faculty/Staff 'CAP Headaches' events – John M

-Who: Fall 2018; likely as a response from the previous focus group responses (from BRG); n = 56 people

-Every semester doing "CAP Headaches" event

-(1) Explaining CAP--most faculty understand gen ed; this is similar, yet a more purposeful attempt to get at what gen ed was supposed to (purposeful and values driven). Can they put together a video to explain?

(2) Area of advising: better an advisor understands the purpose of CAP, the better it will be. Moving to model of professional advising will help with continuity (will have greater reliability; need to make sure we also have greater validity).

-John M: meets alumni and asks, "Did we prepare you well?"  
Response, "I didn't realize it that you calibrated my moral compass."  
Goal to strengthen in capstone.

-(3) Assessment: talking about "filling out 4 year review form"; less conversation about box-checking.

-40% of faculty are new since 2015 (since last time reviewed CAP).  
[Discussion of sheep dipping.]

Faculty 4-Year Review reports – Jim [See Jim's notes]

-Challenge is we don't want to under- or over-assess. Can give a few examples. Value of long-term is to have best-practices.

-Concern to go into too much detail

-Need to take serious concern about the narrative that we are doing too much assessment.

3. Discussion of APC's Next Steps

4. Next meeting, Oct 28: Assistant Provost Michelle Pautz.