Overview & Objectives

• Introductions
• Value of Engaging Students
• Methods of Engaging Students
• Strategies for Your Campus
Introductions

• Who is in the room?
  – Institution type:
    • Community college
    • Small to medium, liberal arts institution
    • Medium to large comprehensive university
    • Something else
  – Roles on campus:
    • Primarily administrator
    • Primarily faculty
    • Administration with gen ed in portfolio
    • Something else

Introductions, continued

• Perceptions of Gen Ed on your campus?
  – Positive
  – Ambivalent
  – Negative
Introductions, continued

• Percentage of my institution’s faculty who think gen ed is essential:
  – >75 %
  – 51-75%
  – 25-50%
  – <25%

• Percentage of my institution’s students who think gen ed is essential:
  – >75 %
  – 51-75%
  – 25-50%
  – <25%

University of Dayton Context

• Private, Catholic (Marianist)
• Founded in 1850
• 8,046 undergraduates, 2,297 graduate students
• 623 full-time faculty
• Academic units
  – College of Arts & Sciences
  – School of Business Administration
  – School of Education & Health Sciences
  – School of Engineering
  – School of Law
UD’s Approach to Gen Ed

- An **integrated curriculum** spanning all four years
- A **common learning experience** shared by all undergraduates
- An **evolving, flexible curriculum** that is responsive to the changing times while remaining grounded in our Catholic and Marianist identity

Common Academic Program Components

- **1st Year Courses**
  - Humanities Commons
    - Intro. Philosophy
    - Writing Seminar
    - West & the World
    - Intro. Religious & Theo. Studies
  - Communication
  - Natural Sciences

- **2nd Year Courses**
  - Second-Year Writing Seminar
  - Mathematics
  - Integrated Social Sciences
  - Arts
CAP Components, continued

• Crossing Boundaries Courses
  – Faith Traditions
  – Practical Ethical Action
  – Inquiry
  – Integrative

• Advanced Courses
  – Religious Studies and/or Philosophical Studies
  – Historical Studies
  – Diversity & Social Justice

• Major Capstone

VALUE OF ENGAGING STUDENTS
Why engage students?

• Spend a few minutes chatting at your tables about the reasons for engaging students around gen ed.

Reasons to Engage Students

• Purpose & rationale
• Value
• Process & particulars
• Continuous improvement
Methods of Engaging Students

Ways to Engage Students

- Spend a few minutes at your tables discussing different ways to engage directly with and gather feedback from students
Methods of Engagement

- Conversations with students
- Surveys of students
- Student representatives on curriculum committees
- Partnering with student government

UD Conversations with Students

- Getting in front of students directly
- Coordinating events to give presentation and engage in discussion
- Students earn “housing points”
- Students complete questionnaires
Conversations, continued

• We learned...
  – Students are interested in understanding
  – Students ask insightful, nuanced questions

• We plan to...
  – Continue holding these conversations
  – Need larger spaces
  – Work with academic units to host these conversations
Conversations, continued

• Examples of student questions about CAP:
  - Why do business students have to take natural science courses for CAP and student from other areas don't have to take business courses?
  - Why isn't AP credit accepted for the majority of CAP courses?
  - Since the list of CAP courses is dynamic, what is the impact when a course is de-CAPified?
  - Has UD thought about changing or adding CAP components?
  - Has UD considered offering more CAP courses online?
  - Can students take summer courses elsewhere (including study abroad) and have them count for CAP requirements?
  - Can major-specific courses be approved for CAP?

UD Student Survey

• Intent to gather data about:
  – Extent of understanding of gen ed
  – Perceptions of gen ed
  – Critique of gen ed
  – How students select courses
Survey, continued

• Creation of survey
  – Drafted by committee
  – Utilized existing gen ed surveys as foundation

• Administration of survey
  – Pilot survey in a few classes
  – Surveyed first and fourth year students
  – Utilized multiple methods

Survey Insights

• Response rate: 51% 1st year, 21% 4th year students

• 60% say CAP is explained
• 43% say it is something to get out of the way
• 57 to 60% see value in the world of CAP courses
• 62% wouldn’t take CAP courses if not required
• 33% think it makes it harder to graduate in 4 years
Selecting CAP Courses

• Students report selecting CAP courses based on:
  – Scheduled time (82%)
  – Word of mouth reputation (73%)
  – Instructor (72%)
  – Easy to get a good grade (70%)
  – Heard the course was easy (68%)
  – Advisor recommendation (56%)

Survey, continued

• We learned...
  – Needed to gain more input on the survey
  – Worked well to coordinate directly with academic units
  – Needed a single method of administration

• We plan to...
  – Revise and conduct the survey again in the future
  – Use the initial survey data as a baseline
  – Use data to inform major changes to advising practices underway on campus
UD Students on CAP Committee

• Gen ed governed by university-wide committee of faculty, staff, and two student representatives
• Students are full voting members
• Work with student government for membership
• Seek student reps from various academic units

Students on CAPC, continued

• We learned...
  – Can provide useful insights
  – Oftentimes quite a bit of turnover in student reps
  – Engagement levels vary

• We plan to...
  – Work more closely with student members to engage
  – Continue to include student perspective
Partnering with UD SGA

• Frequent engagement with student government president and academic affairs liaison to recruit and engage students

STRATEGIES FOR YOUR CAMPUS
Brainstorm

• Which strategies discussed may be feasible on your campus?
• What questions do you still have about utilizing those strategies?
• What steps need to be taken to start implementing those strategies?

Thank you!

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For more information about CAP, please visit our website: go.udayton.edu/cap.

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