Undergraduate Experience Working Group Report

June 13, 2016

Introduction

As part of Dominican University's efforts to realign its academic operations into a four-college structure, in December of 2015, Provost Jeffrey Breese tasked an Undergraduate Experience Working Group with considering the impact of a four-college model on the undergraduate experience at Dominican University. Our charge was to address the question:

> "How can we be mindful of the undergraduate student experience in a transition to the 4-college structure?"

This report presents the results of the working group's benchmarking analysis. The analysis, implemented primarily during the Spring, 2016 semester, enabled the working group to identify, evaluate, and present a set of recommendations to improve select university policies and procedures with the goal of providing Dominican undergraduates with outstanding academic experiences and support services.

Working Group Members
The working group members comprised the deans of colleges currently offering undergraduate programming (Jeffrey Carlson, Dean, RCAS; Roberto Curci, Dean, BSB; Victoria Chou, Interim Dean, SOE); faculty members knowledgeable about Undergraduate Research, Scholarship and Creative Investigations (URSCI) and prospective undergraduate programming (Yijun Gao, GSLIS; Martha Jacob, RCAS); Michael Miller, Registrar; and Claire Noonan, VP for Mission and Ministry. Victoria Chou and Roberto Curci served as co-facilitators.

Methodology
The working group met nearly weekly from December 10 to April 25. We began by parsing the universe of topics related to the undergraduate experience at Dominican University into three broad categories of student experience, each with defined associated topics:

- Undergraduate Student Recruitment, Admission, and College Affiliation
  - Admission and major declaration
  - Marketing and recruitment
- Undergraduate Programs Development and Governance
  - Structure and governance of College/School majors and programs
  - Academic governance structure
  - Interdisciplinary program development and governance
- Undergraduate Academic Support Services
  - Academic advising
  - Student support services
  - Information and reporting
  - Mission and vision alignment

We next generated specific questions to address for each associated topic (Appendix A). We also generated the following common questions we wanted to address for every topic:

1. Identify or raise topic-related issues that will need to be addressed in the move to a 4-college structure.
2. How are we handling these issues now? How are other institutions handling these issues?
3. What should our working group recommend regarding topic-related issues?
4. Suggest who or which body at DU should properly deliberate next about said issues, and who has or should have the authority to make decisions about said issues.

We viewed our responsibility as one of a scouting team on a mission to identify key issues that need to be considered by persons, committees, or task forces who will be involved with the operational reorganization of the University. Specifically, we drew attention to ways the undergraduate experience at Dominican University as currently construed might or might not be affected by the 4-college academic realignment.

We laid out a common process for each topic. Each working group member volunteered to be responsible for one or two topics. Working group members agreed to familiarize themselves with the current state of affairs at Dominican University regarding their assigned topic(s). They also agreed to familiarize themselves with how their assigned topic was addressed or operationalized at peer and aspirational institutions. We chose comparison institutions with organizational structures that are similar to the one Dominican University wants to develop: Benedictine, Lewis, and St. Catherine as our comparison peer institutions and Butler University as our comparison aspirational institution. In addition to personal knowledge of or experience with a topic, each working group member gathered as much information as possible from direct interviews, email surveys, and web analysis. The member then summarized or synthesized what was learned, including key issues and recommendations that surfaced in the course of the investigation. The member was responsible for sharing the synthesized material electronically with the working group by the Tuesday prior to the Thursday morning working group meeting he or she was to facilitate. We left it to the discretion of the facilitator whether guest informants would be invited to a particular meeting.

We built a schedule of topic facilitations from late January through March (Appendix B). Our meetings were dedicated to surfacing the most important issues to be considered in the context of a four-college organization and to making a set of preliminary recommendations for persons or bodies best equipped to consider both the issues and the recommendations.

We presented a progress report to Academic Council on February 15, 2016, as part of a larger presentation on restructuring. By the end of March, we had a draft set of issues and recommendations for each topic. We devoted April to reviewing, clarifying, and coming to consensus on all of the issues and recommendations by topic.

Two caveats are in order. First, the issues and recommendations we identify are based on Dominican University's current organizational and governance structures. Recognizing that these structures may change in the course of a 3- to 5-year reorganizational process, any recommendations considered for implementation will need to be aligned with whatever

structure is in place at the time. Similarly, our recommendations are intended for deliberation by the usual governance structures; with that said, we are aware that a great many of our recommendations have significant implementation implications for IT. We therefore urge deliberating bodies to seek IT's input as they move ahead with recommendations.

Following are our synopses, major issues, and recommendations for each topic.

Student Recruitment, Admission, and College Affiliation Topics

Admission and Major Declaration

Synopsis of what we learned

Admission and Declaration of Majors at Dominican are currently fairly consistent: students are admitted to the university (not a college) and they declare and change majors by filling out a blue "Declaration of Major form." Two of the universities we spoke to admit students to the university as opposed to colleges. Two universities admitted students directly to a particular school. The universities varied in when students declare their majors, but all required students to declare by their junior year (and Dominican students must declare by 60 credits). A consistent admission process and way to declare majors across schools and colleges is essential.

Major issues to be addressed in the move to a four-college model

1. Admitted students cannot currently declare a major prior to matriculation.

2. Will undergraduate admissions continue to be centralized or will each college have a separate undergraduate admissions process? And, if separate, will students be able to be   admitted into more than one college?

3. Will we continue to use paper forms to change majors or go online for this? Paper forms give chairs a chance to meet and talk to prospective majors. This would be lost in an online system.

4. There needs to be a consistent time and process for declaring majors across the four colleges, contingent on program admission requirements being met.

5. Because a number of scholarships are tied to certain majors, we need a consistent system for declaring majors in sync with financial aid processes.

6. Will undeclared majors find it easy to declare a major within any of the four colleges?

7. Will transfers who have met program admission requirements be able to be directly admitted into the college of their choice?

8. How do we shape incoming freshmen classes with regard to academic achievement? Should we change marketing strategies to reflect different expectations for freshmen classes?

Working group recommendations and deliberating bodies

1. Where permissible, allow students who seek specific majors to declare a major before they arrive at Dominican.

   [Issue #1: Enrollment Management, Deans, Undergraduate Academic Advising Office, Chairs/Program Coordinators]

2. The university-wide process and timetable for declaring majors should be maintained or revised as appropriate.

   [Issues #4-7: Enrollment Management, Deans, Undergraduate Academic Advising Office, Chairs/Program Coordinators, Registrar]

3. We need to clarify who serves as the primary advisor for students who wish to declare a major before matriculation, those pre-majors who must fulfill certain prerequisites prior to declaring a major, and those students who declare a double major. We recommend that, while in the freshman seminar, the freshman seminar advisor serves as the primary advisor, with the major advisor providing a secondary role. When the student finishes the freshman seminar, the student will transfer to the major advisor exclusively. Those who have not declared a major will be assigned to primary advisors who can accommodate more advisees. We need to clarify relationships and responsibilities of the two-tier advising system at the freshman level, including and when students have double majors. The Jenzabar system would need to accommodate this.

   [Issue #3: Enrollment Management, Deans, Chairs, Undergraduate Academic Advising Office]

4. Admission should be to the University and not to individual colleges.

   [Issues #2, 7: No action recommended]

5. We need to revisit university admission policies and our "student profile," including updating the suggestions made in the May 2011 and April 2012 reports of the Task Force for Long-Term Undergraduate Enrollment Planning and the Enrollment Management Advisory Council (EMAC) recommendations of 2014-2015.

   [Issue #8: President, Provost and Deans, Dean of Students, Standing Committee on Admission and Financial Aid]

Marketing and Recruitment

Synopsis of what we learned

Marketing and enrollment management reside centrally at each campus. All universities we spoke with promote the liberal arts via broad-based recruitment and marketing programs. Universities vary in the extent to which they market individual colleges, schools, and their programs and majors, as well as other variables such as Catholic mission, inclusive environment, connections to social justice, and financial aid. More targeted recruitment and second-tier marketing are directly correlated with resources directed to these efforts.

Major issues to be addressed in the move to a four-college model

1. Do we know why students come to Dominican? What are the major drivers for their selection? Do we know whether the liberal arts or a specific program or major are a draw for prospective Dominican students and/or their parents?

2. How can each college communicate a customized message to its students about college identity and what it represents? To what extent can each college shape its own messaging?

3. How are priorities for targeted recruiting determined?

4. How can we increase the resources and capacity of Admissions to support targeted recruitment? DU has 4.5 FTEs vs. an average of 6.5 FTEs among west suburban colleges dedicated to undergraduate recruitment; and another 2 FTEs vs. 4 FTEs dedicated to transfer recruitment.

5. How can we develop a more competitive web presence?

Working group recommendations and deliberating bodies

1. Leverage the Dominican website to become a key component of the marketing and recruitment effort.
   a. Shift focus of website from PR to data-driven, major-driven recruitment with a more explicit alignment between OMC and enrollment.
   b. Market colleges/schools and their programs.
   c. Consider adding "Chicago" to our university name to reduce the "bounce" rates of people searching for other Dominican universities on our website.
   d. Remove "unnecessary" pages with the keyword of "undergraduate."
   e. Add more content/pages to attract international students and consider having content in several languages.
   f. Add more pictures/photos to improve user experience.

    g. Further enrich/strengthen Dominican's social media channels/presence to attract more traffic/potential students to our website.

[Issue #5: President (1c); OMC, IT & web steering committee (currently redesigning the DU undergraduate homepage and related webpages), Deans & Directors]

2. Invest in high-quality second-tier communications about colleges, schools, programs, and majors.
   a. Improve the quality of our 2nd-level marketing materials.
   b. Ensure that academic units are part of the process.
   c. Build more intentional department-to-department connections/relationships with high schools and community colleges.
   d. Consider incorporating a more market-driven focus.
   e. Brand Dominican as having 4 colleges where you can find your interests addressed.
   f. Strengthen the content of letters from chairs.

[Issue #2: Deans, Enrollment Management, OMC]

3. Develop a matrix organization with centralized marketing and recruitment and a liaison in each college who serves as the strategic partner for second-tier communications. Include deans in decisions about targeted recruitment priorities.

[Issues #2, 3: Enrollment Management, OMC, Provost/Deans & Directors]

4. Survey students and their parents about their reasons for choosing Dominican. Survey results would inform recruitment strategies at all levels.

[Issue #1: Enrollment Management, OMC]

5. If there is an opportunity to advance or support Enrollment Management with more staff, do so.

[Issue # 4: "Academic Staffing" working group]

Undergraduate Programs Development and Governance

Structure and Governance of College/School Majors and Programs

Synopsis of what we learned

The review of the approval process at the other schools revealed a variety of practices, from the highly structured process at Butler, which includes preliminary review that looks at viability, resource impacts, etc., to a decentralized model at St. Kate's where the university curriculum committee does not approve new programs yet does provide oversight. None of the other schools we looked at had a published limit on the number of hours from one department that could be used for a major or degree, but other schools did specify minimum hours for majors, some published upper limits, and some specified the number of upper division hours required for the major/degree.

Major issues to be addressed in the move to a four-college model

1. Currently, our curriculum approval process does not include a formal review of impact on resources (other than potential library or IT resources). Do we need to propose such a process as preliminary to the approval by the UCC?

2. The minimum number of hours required for the UG major at DU is 24, which is the same as the maximum number of hours required for the minor. Should there be greater distinction in requirements for a major vs. a minor?

3. Setting a maximum on the number of hours that can be required for a major is not universal, and Dominican's limit of 56 has already proved constraining for some majors. Is this limit still necessary? Is it necessary to have a university-wide limit? Should setting a limit be at the discretion of each college/school?

4. Dominican's restrictions on credit hours from one department that can be offered for a major (42) or degree (54) appear atypical. Are they still necessary?

5. Dominican's degree and majors do not universally specify a minimum number of upper-division credit hours for either the major or degree (although some majors do)—also atypical. Is such a requirement needed/appropriate?

6. With the move to a four-college structure and the expected increase in UG programming in the newly formed colleges, should there—in addition to university residency requirements—be college residency requirements (e.g., Butler requires 30 hours in the college granting the degree)?

Michael Miller's review of Dominican's Undergraduate Catalogs suggests some current university policies affecting undergraduate education (majors, minors, and degrees) were

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instituted more than 50 years ago. It appears these policies were established to ensure Dominican students were exposed to multiple disciplines within a traditional liberal arts education. At that point the university did not yet have a core university curriculum. Therefore, whether or not some of these policies remain relevant today is an important question.

Working group recommendations and deliberating bodies

1. To ensure that the new program development occasioned by the realignment does not cause us to develop programming that we cannot support with our limited physical resources, a pre-approval assessment of impact step—prior to UCC approval—is recommended.

   [Issue #1: Planning/Budget Committees, University Curriculum Committee]

2. Raise the minimum number of hours required for a major from 24 to 30—no existing programs would be impacted.

   [Issue #2: Committee on the Shared Undergraduate Academic Experience]

3. Remove the university-wide limit on credit hours that can be required in a major and allow each college/school to determine whether or not to institute a limit for its majors.

   [Issue #3: Committee on the Shared Undergraduate Academic Experience]

4. Remove the limits on departmental hours allowable in a major or degree. In the past, exceptions to these limits have been made on a case-by-case basis. For example, the BSN Program requested and received an exception to the limits of hours that can be required in a single discipline.

   [Issue #4: Committee on the Shared Undergraduate Academic Experience]

5. Institute minimum requirements for upper-division hours and college residency.

   [Issues #5, 6: Committee on the Shared Undergraduate Academic Experience]

Academic Governance Structure

Synopsis of what we learned

The Rosary College of Arts and Sciences (RCAS) developed a governing system for undergraduate programs, which has been partially influenced by other colleges/schools offering undergraduate education. The demands of accrediting bodies have prompted changes in the undergraduate governance structure. For instance, professional schools were asked by accrediting bodies (AACSB in business and NCATE in education) to demonstrate the schools' deans' and faculty members' involvement in undergraduate curriculum development and governance. As a result, the Committee on the Shared Academic Undergraduate Experience (COSUAE) was introduced. The university's undergraduate governance systems must continue to evolve to accommodate the expectation that, as the university reorganizes into a 4-college model, undergraduate education will be offered in each of the four colleges. The peer institutions we studied all had a single faculty body governing curricular issues. Some differentiated at the committee level between undergraduate and graduate curriculum.

Major issues to be addressed in the move to a four-college model:

1. How might the current undergraduate governance structure need to change in a 4-college structure?

2. Do we need undergraduate-specific vs. university governance as a whole?

3. Is it appropriate to unify undergraduate and graduate academic policy decision making?

4. Whatever governance structure is adopted, more clarity is needed on which issues are within the faculty's purview to decide, advise and/or comment on.

5. Faculty should be focused primarily on their educational work with students, especially teaching and advising. Faculty committee work should support teaching and learning excellence.

6. Who decides what a discipline is?

Working group recommendations and deliberating bodies

1. Dominican offers an outstanding undergraduate academic experience that is primarily delivered through the university's core curriculum. As a result, all faculty members independently of the college in which they reside must govern the university's core curriculum. *[Issue #1]*

2. In a four-college model, the university core curriculum is complemented by a series of college-level curricular requirements that allow students to pursue majors and minors in

select disciplines. As a result, all faculty members of the college in which a particular program resides must govern the curricular requirements for majors and minors. *[Issue #1]*

3. Endorse a model that draws academic units serving both graduate and undergraduate students into one comprehensive governance structure. Consider the currently constituted Undergraduate Academic Council and how its functions might evolve in a 4-college model. Take into account the recommendations of the Graduate Experience Working Group. *[Issues #2,3]*

4. The Faculty Governance body, Senior Administrators, and their respective committees or units need clearly outlined purviews of authority and decision-making responsibility. *[Issues #4, 5]*

   Deliberating bodies for all recommendations: Faculty Governance Task Force, President, Provost, and Alignment and Implementation Working Group.

5. Colleges/schools define their academic disciplines. For instance, Brennan's academic disciplines may include: economics, accounting, management, marketing, finance, entrepreneurship, and international business.

   [Issue #6: Colleges/Schools, COSUAE, and the University Curriculum Committee]

Interdisciplinary Program Development and Governance

Synopsis of what we learned

At Dominican, we allow students to pursue double majors across disciplines. One serious limitation for our students to pursue double majors resides in the size of the core curriculum; students have a limited number of credits available to pursue double majors and our majors are constrained by a minimum and a maximum number of credits. At other institutions, majors typically require a minimum number of credits but not a maximum. Dominican University offers interdisciplinary program offerings in selected disciplines. Other institutions also have a few interdisciplinary offerings but indicate a growing interest in expanding them. Dominican students could be provided with clear pathways to pursue double majors and/or undergraduate and graduate degrees.

Major issues to be addressed in the move to a four-college model

1. Should the size of core be reconsidered? Would a smaller core make it easier for students to double major?

2. Should we limit the number of credit hours that can be double-counted in more than one major?

3. Should double majors within or across colleges be promoted? What incentives could be offered?

4. Should the approval process for interdepartmental majors and minors allow for determining the appropriate home college for the proposed plan of study?

5. Should pathways within undergraduate majors or between undergraduate and graduate programs be offered? If so, which pathways could be promoted?

6. Should Dominican University expand its interdisciplinary program offerings? If so, in which strategic areas?

Working Group Recommendations

1. All undergraduate majors should satisfy the university core requirements independently of which college/school offers the major. We endorse the ongoing multi-year faculty discussion on the reimagining of the core, and we encourage continuing discussion around how the core might be better integrated with the rest of the curriculum and elicit more widespread faculty participation.

    [Issue #1: University Curriculum Committee, COSUAE, and the Undergraduate Academic Council]

2. Institute a university-wide requirement that students who are completing more than one major must have a minimum of 15 credit hours in each major that are not also used to satisfy requirements in another major. The purpose is to establish the integrity of each of two different majors, but the potential of cascading adverse effects, including reducing opportunities to double major, needs to be investigated.

   [Issue #2: University Curriculum Committee, COSUAE, and the Undergraduate Academic Council]

3. Define and promote those pathways that make it feasible for students to carve out the individual undergraduate experience they desire including customized majors and interdepartmental programs.

   [Issues #3: Colleges/Schools and the University Curriculum Committee]

4. Revisit the published approval process for interdepartmental majors and minors, recognizing the option to determine which college or school is the most appropriate home for the major or minor.

   [Issue #4: COSUAE]

5. More clearly define and promote undergraduate/graduate degrees pathways opportunities for our undergraduate students to matriculate into graduate programs. (e.g. liberal arts majors pursuing the MBA Program).

   [Issue #5: Colleges/Schools and the University Curriculum Committee]

6. For those majors that have gateways and where students may be turned away (e.g., Nursing and Education), create potential paths forward in alternative majors.

   [Issue #6: Colleges/Schools and the University Curriculum Committee]

Undergraduate Academic Support Services

Academic Advising

Synopsis of what we learned

All four schools we studied lean toward a more holistic approach with advising done by both faculty and staff. There are some problematic limitations to the current process of electronic record-keeping that keep many Dominican advisors tied to paper/manual advising worksheets, which can be prone to error. St. Catherine, as well as about 600 other institutions, uses "Degree Works" instead, which may be a better system for degree tracking. An updated Jenzabar should provide a solution. One of Butler's schools has a good process for annual student evaluation of both faculty and professional advisors, as well as a helpful four-year degree plan. Two of the universities admit students directly to a particular school. None of the other universities we studied have good advising websites. Faculty advisors for DU freshmen are excellent at getting to know their students, and we want to make sure to sustain this if we move toward letting students declare a major before starting classes.

Major issues to be addressed in the move to a four-college model

1. Should undergraduate students be allowed to declare a major upon admission? If so, how are advisors assigned?

2. If students remain undeclared beyond the first semester, do they go to a professional advisor, stay with their freshman seminar teacher, or transfer to a sophomore advisor who is faculty without a large advising load?

3. Should each college have its own professional advisor(s) on staff--perhaps covering graduate and undergraduate? This would be in addition to a centralized advising staff member who would oversee policy, planning, training, etc.

4. Should there be an official required minimum and maximum allowed advising load for faculty? Should this policy on advising load be part of the roles and responsibilities document within each college? In tenure and promotion, should performance in advising be linked to teaching, rather than to service?

Working group recommendations and deliberating bodies

1. For students who wish to declare a major before freshman year matriculation, while in the freshman seminar the Freshman Seminar advisor serves as the primary advisor, with the major advisor providing a secondary role. We need to clarify relationships and responsibilities of the two-tier advising system at the freshman level and when students have double majors.

[Issues #1, 2: Dean's Council (undergraduate department chairs) and Undergraduate Academic Advising Office]

2. Create a process for both student and faculty to evaluate advising. Results of the evaluations would be used to create better training, and would be a component of faculty evaluation under the category of teaching. We recommend minimum/maximum numbers of advisees for each faculty member as a dimension of faculty load.

[Issues #2-4: Committee on Faculty Appointments, COSUAE, Dean's Council (undergraduate department chairs) and Undergraduate Academic Advising Office]

3. Evaluate/research electronic tracking tools for academic advising, e.g., update Jenzabar, or explore "Degree Works" or similar products.

[Issues #3, 4: Registrar, IT and undergraduate Academic Advising office]

   a. Do we have a way to show "what if" scenarios for the case in which a student wishes to change majors? The Registrar uses Jenzabar to perform degree audits; can this be adapted for faculty advising in a visually easy-to-decipher format?

4. Develop a four-year plan/four-year course rotation schedule for every major available to both advisors and students.

[Issues #2, 3: Deans, Registrar]

5. Clarify and as necessary restructure the Undergraduate Academic Advising Office as a central university unit that serves all undergraduates. Create a staff advisor in each college (more in larger units) who serves as a liaison with the central advising office and who serves a college/school-specific student support function that is adjacent to and overlapping with faculty advising.

[Issues #2, 3: Working group on restructuring academic administration and Undergraduate Academic Advising Office]

Student Support Services

Synopsis of what we learned

All universities we consulted with have a senior VP or dean in charge of student affairs, with health and counseling services included in the portfolio. Other student support programs and services are not consistently found in student affairs units. Academic support services typically reside within the Provost's office. Internships and career development services vary in scope and can be found on either the academic or student affairs side. Universities differ most in regard to the presence and extent of support programs for students from underrepresented groups. In general, support services and programs are provided to both undergraduate and graduate students.

Major issues to be addressed in the move to a four-college model

1. How do we establish structural clarity/centralization of student support services, while maintaining collaborative relationships among offices?
   a. Where should specific support programs and services reside (e.g., support programs for students who require additional academic support)?
   b. Who oversees and is responsible (including budget-wise) for all student support programs and services?
   c. How can we clearly communicate to students the breadth and depth of available student support programs and services and the pathways for accessing these supports?

2. How can we better prepare our students for careers?

3. How can we support academically underprepared students who matriculate at Dominican to be successful in college?

Working group recommendations

1. Maintain centralized student support services but find a way to address the lack of structural clarity and omit redundancy while promoting collaborative initiatives that better serve our student population.
   a. Clarify who or what unit is responsible for oversight of all student support programs and services.
   b. Identify programs and services that fall under this unit, including those that are currently associated with (in perception, not in fact) RCAS or the Office of Diversity, for example.
   c. Develop clear pathways for students to learn about and access support programs and services.

[Issue #1: Alignment and Implementation Working Group, Dean of Students, President? Perhaps revisit suggestions made by the subcommittee of the Planning Committee working on a "governance audit" in AY 2014-15]

2. Invest in career development as a priority to help our students prepare for and find jobs after graduation or go on to graduate study.
   a. Form a centralized database for internships and jobs.
   b. Colleges/schools should infuse career development components in the curriculum.
   c. Expect the four colleges to take a more active role in placing students in careers/organizations after graduation.
   d. Create a career development specialist in each college (more in larger units) who will work collaboratively with the central career development office to build relationships for internships, jobs, and/or graduate school.

   [Issue #2: Academic Enrichment Center, Deans; revisit suggestions made by the Bridge to Career Task Force]

3. Address the academic under-preparedness and poor academic performance of some of our students.
   a. Create academic recovery programs for students on academic probation that can access student support programs under the umbrella of the Undergraduate Academic Advising Office (UAAO), including, but not limited to the Village, Transitions, and the Undergraduate Academic Advising Office's process for working with students on probation.
   b. Support programs like The Village and Transitions that have been shown to increase the retention of academically underprepared or underperforming students at Dominican.
   c. Hold the four colleges and the faculty accountable for working with campus bodies to ensure students' academic success and retention at Dominican.
   d. Involve the Academic Enrichment Center in refining our program offerings to support underprepared and poorly performing students.

   [Issue #3: Provost, Dean of Students, Deans (3a, c); Enrollment Resource Committee of the Planning Committee]

4. Improve and create more frequent collaboration between Admissions and the deans/directors who understand retention implications at the college/school level.
   a. Revisit university admission policies, our "student profile," and the extent to which we are able to support our students through programs like Transitions.
   b. Make sure the students we admit who need the Transitions program avail themselves of the program.

[Issue #4: Admissions, Deans and Directors, Standing Committee on Admission and Financial Aid, Undergraduate Academic Council]

Information and Reporting

Synopsis of what we learned

Internal Dominican information and reporting under a four-college model require the development of new business rules for student records that can be associated with institutional research, enrollment management, and financial reporting, including revenue and cost sharing.

Major issues to be addressed in the move to a four-college model

1. How can we clarify when students are "in" a specific college or school? The status of "first major," "second major," etc.? How best to report students who are double majors, since for some reports we cannot count the same student twice?

2. How can we make financial reporting, including revenue sharing, cost sharing, and contribution margins more transparent and comprehensible?

3. Which data-dependent questions do we need to answer on an ongoing basis and include on the IR website?

Working group recommendations

1. Develop business rules that would define an accurate student record and address financial reporting, including revenue and cost sharing.
   a. Revenue and expenses should follow the course and its respective academic unit, not the student.
   b. Revenue and expenses should be based on actual enrollment figures rather than on estimates.
   c. Develop a series of questions for the Deans Team to address that, once answered, would inform business rules that would create an accurate student record. Request that Provost convene Deans Team and invite IT, Business Affairs, and IR to discuss.

   [Issues #1-3: Provost/Deans Team, IT, Business Affairs, IR]

2. Restructure the information system on which the business rules would depend.

   [Issue #1: IT in consultation with Deans Team and Business Affairs]

3. Identify the most critical data reports needed by various units and the reliable and accessible methods of delivery.

   [Issue #3: Deans Team and other units TBD.]

Mission and Vision Alignment

Synopsis of what we have learned

We learned that the mission statements of the university and of each college should reflect the fundamental values and purpose of Dominican. Our vision statements should encapsulate clear, aspirational and achievable strategic directions. The creation of mission and vision statements for the new colleges are important steps in developing collaborative, unified working relationship among the faculties.

Major issues to be addressed in the move to a four-college model

1. How will the creation of the 4-college model serve the process of creating a new vision statement for the university?

2. Is there still a need for a "Vision for Undergraduate Education"? If not, how can the good work that went into creating that document serve each of the colleges in their own work on new mission and vision statements?

3. Need for a vision statement for each college and for the university that states where we want to be at some to-be-determined point in the future. It should be specific, descriptive, and aspirational.

4. Need to make university-wide learning goals more fully utilized.

Working group recommendations and deliberating bodies

1. The university-wide learning goals should inform the mission and vision statements at the college level and in university-wide programs (i.e. core curriculum, Student Commons collaboration, etc.). Create a graphically interesting, memorable representation of the goals for both internal and public use.

   [Issue #4: Academic Council, Provost, Deans Team, Dean of Students Office, Mission and Ministry Team]

2. Rosary College, Brennan School of Business, the College of Health Sciences, and the new interdisciplinary college should each have a mission and vision statement for themselves that align with the University mission statement, the University identity statement, and the eight University-wide learning goals.

   [Issues #3, 4: Deans and faculty and staff of each of the four colleges]

3. Mission and vision statements of each of the four colleges should resemble one another in length and function.

[Issues #2, 3: Deans and faculty and staff of each of the four colleges]

Mindfulness about the Undergraduate Student Experience in the Move to a 4-College Structure

Returning to our original charge,

> "How can we be mindful of the undergraduate student experience in a transition to the 4-college structure?"

we call out three themes that we believe must be addressed in the move to a 4-college structure.

The need for greater structural clarity

First is the significant need for structural clarity and clear lines of authority among the units that serve undergraduate students at Dominican. We encountered numerous instances of ambiguous lines of authority and responsibility in many domains, including faculty governance and student support services. It is not always clear where undergraduate responsibilities that are academic in nature reside.

The need for increased degrees of freedom for colleges to manage their own majors and programs

A second theme concerns the need for colleges and schools to possess a degree of autonomy and control over their own majors and programs, from the moment of admission and declaration of major to second-tier marketing and recruitment efforts to determining the size of their majors and opportunities for interdisciplinary programs, as well as for career development and placement.

The need for good information that allows colleges to make good decisions

A third theme relates to colleges' need for good information as a prerequisite for making good strategic and operational decisions. We strongly endorse the creation of a set of business rules that—among many clarifications needed—operationalizes revenue as following the course and the academic unit, not the student, and actual enrollments, not estimates. These rules will also inform related work with Information Technology and Institutional Research.

The activities of the Undergraduate Experience Working Group have given us an opening to conceptualize Dominican University as a well-established university. We recognize and appreciate Dominican University's history and tradition as a premier liberal arts college. The academic realignment provides Dominican University with an opportunity to present itself as a more mature institution with four strong colleges that offer first-class undergraduate *and* graduate programs.

All of these themes that we have drawn attention to require constructive problem solving by cross-unit teams that centrally involve the participation of the Provost and Deans Team.

Appendix A

Specific Questions by Topic

Admission & Major Declaration

1. Are students allowed to declare a major upon admission, as freshmen?
2. Where do undeclared students reside?
3. How long may students remain undeclared?
4. Are admission policies consistent or do they differ depending upon major/school?
5. Is there an approval process for certain majors beyond admission to the university?
6. Is there a difference between transfer and freshman admission processes?
7. Can students easily declare double majors across different schools?
8. How do students change majors?

Marketing & Recruitment

1. Where does marketing reside—central office or in each school?
2. How do you balance marketing the university and the specific colleges/schools/programs/majors?
3. How do you balance recruitment for the university and the specific colleges/schools/programs/majors?
4. How does your communication balance liberal arts core and specific programs? Liberal arts and professional preparation?
5. How is the marketing budget allocated? Is the marketing of particular programs related to return on investment?
6. How do you market and recruit nationally and internationally?
7. How do you market and recruit students from community colleges?

Academic Governance Structure

1. Could you provide an organizational chart of your academic governance structure?
2. How is the structure organized at the university, college and school/departmental levels? What is the relationship among these levels of governance? Do you have a shared undergraduate-wide governance structure?
3. How are seats on the Faculty Council/Senate and its committees apportioned, especially relative to the size of the various colleges?
4. Who presides over the Faculty Council/Senate and its meetings?
5. How does the Faculty Council/Senate relate to the university president? provost?
6. Do university administrators and/or staff have positions (either elected or *ex officio*) on the Faculty Council/Senate or its committees?
7. How is the Faculty Council/Senate involved in curricular decisions? Are the processes for changing curriculum the same or differing between the core and the majors? between the undergraduates and graduate students?
8. How did the Catholic identity and charism of your sponsoring religious congregation influence the development of your governance model?
9. What elements of your model serve the institutional mission particularly well?
10. What elements of your model tend to inhibit mission-effectiveness?

11. Are there particular recommendations you would make to a peer institution involved in the development of a new academic governance structure?

<u>Structure & Governance of College/School Majors & Programs</u>
1. What are the levels of approval for new programs or for significant changes to existing programs?
2. How much autonomy do colleges/schools have in determining their approval processes?
3. What are the deadlines for the approval processes? What is the average timeline for approving a new program?
4. Which stakeholders are involved in the approval process?
5. Are there university-wide guidelines for any new programs, e.g. limiting the size of a major?
6. Are there university-wide criteria that must be addressed in any new program proposal?
7. Are there university-wide policies governing degree requirements, e.g. residency requirement, core curriculum, total hours required for the degree?
8. Are there exceptions in cases of accreditation requirements or state licensure?

Double Majors, Customized Majors, Interdisciplinary Program Development & Governance
What are your university policies in terms of minimum, maximum, and total # of credits for:
   o A degree?
   o A major?
   o Double majors?
   o A minor?
   o The university core?
   o Interdisciplinary programs?

Double Majors
1. How easy is it for your students to pursue double majors across the university's schools/colleges?
2. In what disciplines are double majors common?
3. What are your university's institutional *incentives* for schools/colleges to offer and students to pursue double majors?
4. What are your university's institutional *barriers* for schools/colleges to collaborate in offering double majors?
5. Are there limits to "double counting" courses in two majors?
6. If two majors are in two different schools, do students receive one degree or two?
7. Are scenarios for completing double majors intentionally created in order to facilitate the process for students?
8. Are there particular recommendations you would make to a peer institution interested in further advancing double major offerings?

Customized Majors
1. Are students allowed to create their own majors or minors?

2. In what disciplines are customized majors more common?
3. What are your university's institutional *incentives* for students to consider and pursue customized majors?
4. What are your university's institutional *barriers* for students to consider and pursue customized majors?
5. How are customized majors reviewed and approved?
6. If a customized major draws upon courses from multiple schools, in which school is the degree conferred?
7. Are there particular recommendations you would make to a peer institution interested in offering customized majors?

Interdisciplinary Programs
1. How prevalent is it for your university's schools/colleges to engage in join interdisciplinary program offerings?
2. In what disciplines are interdisciplinary program offerings more common?
3. What are your university's institutional *incentives* for schools/colleges to develop and nurture interdisciplinary program offerings?
4. What are your university's institutional *barriers* for schools/colleges to collaborate in the development of interdisciplinary program offerings?
5. How are new interdisciplinary program offerings reviewed and approved?
6. How are students recruited into interdisciplinary program offerings?
7. Are there particular recommendations you would make to a peer institution interested in further advancing interdisciplinary program offerings?

Undergraduate/Graduate Pathways
1. Are there scenarios for accelerating the time for completing both an undergraduate and graduate degree?
2. Are new pathways being developed in response to potential market needs? Who is responsible for discerning these potential programs?
3. Are there limitations in terms of double counting courses?

Academic Advising
1. Is advising primarily focused on course selection, or are there broader holistic goals, e.g. career planning, preparation for graduate school, etc.?
2. Is advising done by faculty, staff, or some combination?
3. If staff, to whom do the staff report?
4. Are there staff advisors who focus on certain programs?
5. Are all faculty expected to advise students?
6. How many students are assigned to each advisor?
7. How and when are advisors assigned? Who advises newly admitted students? Are new students allowed to declare a major before beginning classes?
8. Does the advising process facilitate or create barriers for double majors, or for students in accelerated undergraduate/graduate pathways?
9. How are advisors trained?

10. What support structures are in place to enhance the advisors' relationship to the students?
11. Is advisor approval required for registration, and if so, how is it implemented?
12. What advising tools are in place to support accurate tracking of student progress toward the degree?

Student Support Services

1. Does your university have a dean of undergraduate students or a VP for undergraduate student affairs? What are the domains of responsibility for this role? Specifically, where are academic, internship/career development, and health and counseling support services housed?
2. What kinds of undergraduate academic support services (including tutoring) does the university provide and where do these services reside? To what extent are colleges or schools involved in providing any of these services? Are these services limited to undergraduate students?
3. What kinds of undergraduate internships and career development services does the university provide and where do these services reside? To what extent are colleges or schools involved in providing any of these services? Are these services limited to undergraduate students?
4. What kinds of health and counseling services (including for students with disabilities) does the university provide and where do these services reside? To what extent are colleges or schools involved in providing any of these services? Are these services limited to undergraduate students?
5. Does your university have special programs or support services for students from underrepresented groups (in particular, African American and Latino/Hispanic students)? To what extent are colleges or schools involved in providing any of these services?
6. Are there additional considerations you can envision in your domain as Dominican moves to a four-college organization?

Information & Reporting

1. Who is responsible for updating the college/school web pages?
2. How often are college/school web pages updated?
3. How is social media used/incorporated into the college/school web page? Is streaming/live tweeting available?
4. Are there university policies regulating information sharing and reporting across schools?
5. What are the best channels for reaching students on campus and off?
6. Is institutional data (e.g. student performance, employment, other outcomes) centralized, generated by colleges/schools, other offices, or some combination? Is the type of data gathered consistent university-wide or varied by college/school?
7. In terms of financial reporting, how are revenues and expenses tracked across colleges/schools? Does the revenue follow the students or the courses? How are

student service expenses, and university indirect costs allocated across colleges/schools?

<u>Mission and Vision Alignment</u>

1. Should the university-level mission and vision statements inform the mission and vision statements of each college in the new 4-college model?
2. How do the university-wide learning goals relate to the college- and university-level mission and vision statements?

Undergraduate Student Experience Subgroup
2016 Topic Discussion Calendar-**UPDATED**

Discussion Facilitator	Date	Topic	Notes as needed	DU folks with whom we consulted
All	Jan. 7	Generating our questions	Jeff Carlson	
All	Jan. 14	Generating our questions, continued	Jeff Carlson	
Student Recruitment, Admission, and College Affiliation				
Martha Jacob	Jan. 28	Admission and major declaration	Vicki Chou	Pam Johnson, Glenn Hamilton, Angela Frazier, Jeff Carlson, Josephine Sarvis, Kathleen Odell, Deb Gurney
Vicki Chou	Feb. 4	Marketing and recruitment	Roberto Curci	Jim Winters, Pam Johnson, Glenn Hamilton, Ann Hurley
Undergraduate Programs Development and Governance				
Claire Noonan	Feb. 11	Adequacy of academic governance structure (Academic Council and associated committees)	Vicki Chou	Liesl Orenic/FAC, Donna Carroll, Jeff Carlson
Michael Miller	Feb. 18	Structure and governance of College/School majors	Yijun Gao	Jeff Carlson, document review
Roberto Curci	Feb. 25	Interdisciplinary program development and governance	Martha Jacob	P. 19 of current bulletin, see current collaborative programs
Undergraduate Academic Support Services				
Jeff Carlson	March 3	Advising (core and majors)	Claire Noonan	Angela Frazier, Kathleen Odell, Josephine Sarvis, couple department chairs, Ricardo Aguilera
Vicki Chou/Roberto Curci	March 17	University versus College/School-level <u>support services</u>	Roberto Curci	Paul Simpson, Trudi Goggin, Angela Frazier, and Robbi Byrdsong-Wright
Yijun Gao	March 24	University versus College/School-level <u>information and reporting</u>	Jeff Carlson	Elizabeth Silk, Jill Albin-Hill, Ewa Herdea, Anne Deeter
Claire Noonan	March 31	University versus College/School-level <u>vision & mission alignment</u>	Vicki Chou	Roberto Curci, Jeff Carlson, Vicki Chou, Jeff Breese (accreditation)

<u>Note</u>. 12/10 notes-Michael Miller; 12/17-Claire Noonan.