Date: December 1, 2014

To: Provost Sarah Mangelsdorf

From: Wendy Crone, Interim Dean, Graduate School

Cc: Jocelyn Milner, Mo Bischof, Steve Cramer, Eden Inoway-Ronnie, Duncan Carlsmith, Mary Louise Gomez, Fernando Tejedo-Herrero, Susan Thibeault, Daniel Kleinman, Eileen Callahan, Kelly Haslam

RE: Graduate Learning Goals Related to the Higher Learning Commission’s (HLC) Criteria for Institutional Accreditation

A Graduate Faculty Executive Committee (GFEC) Subcommittee was charged in February of 2014 to recommend to the GFEC a set of overarching learning goals for graduate, post-baccalaureate, post-graduate, and graduate certificate programs. After an extensive process of consultation and refinement, GFEC unanimously approved the overarching learning goals at its November 14, 2014 meeting. Given the broad impact on graduate programs, we are recommending inclusion of this as an information item on an upcoming University Academic Curriculum Committee (UAPC) agenda.

This memo addresses the following main points:

- Meetings and Process of GFEC Subcommittee – Please see attachment.
- Graduate Learning Goals Approved at GFEC – Please see attachment.
- Timeline for Programs to Articulate Graduate Learning Goals
- Future Examination and Plans for Graduate Learning Goals

Meetings and Process of GFEC Subcommittee (see attachment)
This GFEC Subcommittee engaged in a deliberative process for ten months and involved several iterations of input from School/College Academic Planners, Department Chairs, Directors of Graduate Study, and Graduate Studies Committee Chairs. It also included several meetings as a subcommittee and with the GFEC body as a whole.

Graduate Learning Goals Approved at GFEC (see attachment)
The subcommittee appreciated the engagement of individuals and programs in helping to refine the learning goals that were approved at the November 14, 2014 GFEC meeting. Required by the Higher Learning Commission’s (HLC) institutional accreditation criteria, the graduate program’s overarching learning goals will help ensure the integrity of its degrees and the quality of the student experience.

The HLC is the federally recognized accrediting agency of degree-granting higher education organizations for the North Central region of the U.S. Compliance with HLC accreditation requirements is necessary to remain eligible for federal financial aid. A Core Component in the Criteria for Accreditation is “The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.”

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608-262-2433 • Fax: 608-265-6742
The graduate learning goals were created to have broad applicability and to define a minimum set of expectations for our campus within all graduate programs. They are intended to encompass the breadth of graduate degrees offered, including professional and research-based degrees, and were designed to provide basic expectations while being flexible enough to apply to all graduate programs across the disciplines for the master’s degree, doctoral degree, graduate certificates, and capstone certificates.

Timeline for Programs to Articulate Graduate Learning Goals
The subcommittee recommended to GFEC a September 2015 deadline for the articulation of learning goals by each individual graduate program for inclusion in the program entry of the 2015-16 Graduate Catalog. The process of adopting program-specific learning goals should occur through the executive body or curriculum body of each graduate program for program-level formal approval. The following is provided as guidance:

Programs may adopt the overarching set of learning goals locally and use them in their program’s graduate catalog entry. Individual programs will want to make refinements and additions in order to make them most meaningful and useful for their program. Although verbatim adoption is not an expectation, program level learning goals should meet the spirit of the overarching learning goals and not have major omissions.

For those programs with established learning goals (particularly those with program-level accrediting bodies), a review of their learning goals in light of the overarching goals should take place to identify if there are overarching learning goals not previously articulated. Any additions should be formally adopted and included with existing learning goals in the Graduate Catalog entry of the program.

For programs without prior learning goals, we suggest that the program begin with the overarching set and make refinements that are program specific. There are many “or” statements such where it is expected that a graduate program would choose to streamline the wording. (e.g. “Creates research, scholarship or performance that makes a substantive contribution.” might be refined to “Creates research that makes a substantive contribution.”) There may also be desirable discipline specific language, as well as areas of learning which are not applicable to all programs where a program may want to make additions (for instance, learning goals associated with teaching, leadership, teamwork, entrepreneurialism, mentorship, or professionalism). After these refinements and additions are made and formally adopted, the program’s learning goals should be included in the Graduate Catalog entry of the program.

Future Examination and Plans for Graduate Learning Goals
Neither GFEC nor the Graduate School will initially vet the program level learning goals to be included in the Graduate Catalog this summer, but GFEC will continue to review learning goals as part of the regular review process for graduate programs that occurs in the 5th year for new programs and every 10 years for established graduate programs.

However, if programs are interested in having assistance in refining or developing learning goals for their programs, the Graduate School will be working with the Provost’s Office to provide assistance through spring workshops.

Additionally the subcommittee suggests that GFEC has a five year review cycle for the overarching learning goals, so that they can be re-evaluated regularly and adapted as needed.
Change Process (December 13, 2013 - present)

GFEC Subcommittee on Graduate Learning Goals
Duncan Carlsmith (chair), Mary Louise Gomez, Fernando Tejedo-Herrero, Susan Thibeault
- GFEC subcommittee charged at its first meeting on 3/7/14 by Dean Martin Cadwallader.
- GFEC subcommittee meetings: 3/7/14, 4/4/14, 4/25/14, 5/12/14, 9/10/14, 10/29/14

GFEC Meetings including discussion of Graduate Learning Goals
- Dec 13, 2013 – Dean Martin Cadwallader informed GFEC that subcommittee was appointed.
- April 11, 2014 – subcommittee presentation of preliminary report and draft recommendations of learning goals at the master’s and doctoral level presented by Prof. Mary Louise Gomez
- May 2, 2014 – subcommittee presentation of update and second draft of learning goals at the master’s and doctoral level and timeline for the project provided by Associate Dean Wendy Crone, on behalf of the committee
- September 12, 2014 – subcommittee presentation of update and third draft of learning goals at the master’s and doctoral level and draft of goals at the certificate level provided by Prof. Duncan Carlsmith.
- November 14, 2014 – subcommittee presentation of final learning goals recommended for adoption

Consultative processes

April 10, 2014 - Feedback solicited by subcommittee from School/College Academic Planners, Department Chairs, Directors of Graduate Study, Graduate Studies Committee Chairs (CC: Graduate Faculty Executive Committee (GFEC), Steve Ackerman, Lea Jacobs, Daniel Kleinman, Donna Paulnock, Wendy Crone, Eileen Callahan, Kelly Haslam, Mo Bischof, Jocelyn Milner)

April 10 through May 5, 2014 - Feedback received from individuals and groups below and addressed by subcommittee:

- Michael Bell, Professor of Community & Environmental Sociology, Department of Sociology
- Kristin Eschenfelder, Professor and Director, SLIS
- Scott Gehlbach, Chair, Political Science
- Chip Hunter, Senior Associate Dean, Wisconsin School of Business
- Elaine Klein, Assistant Dean for Academic Planning, College of Letters and Science
- Faculty Executive Committee Graduate Program in Clinical Investigation
- Gloria Mari-Beffa, Chair, Department of Mathematics
- Jocelyn Milner, Associate Provost & Director, Academic Planning and Institutional Research
- John Karl Scholz, Dean, College of Letters and Science
- Hilary Shager, Associate Director, La Follette
- Marc Silberman, Chair, Department of German
- Marulaiddappa Suresh, Professor of Immunology, Department of Pathobiological Sciences
- Tracy Wiklund, Department Administrator, Medical Microbiology & Immunology
- Paul Zedler, Professor of Environmental Studies, Nelson Institute

April 24, 2014 - UCAA (University Council on Academic Affairs and Assessment; co-chaired by Steve Cramer and Mo Bischof), presentation of draft learning goals and timeline by Wendy Crone

July 1, 2014 - Discussion of graduate-level learning goals at meeting of Wendy Crone, Jocelyn Milner, Maureen (Mo) Bischof, Eileen Callahan

September 10, 2014 – Discussion of learning goal implementation plan at meeting of Wendy Crone and Steve Cramer
September 17, 2014 - UCAAA (University Council on Academic Affairs and Assessment; co-chaired by Steve Cramer and Mo Bischof), presentation of revised draft learning goals and timeline by Daniel Kleinman

September 24, 2014 - Feedback solicited by subcommittee from School/College Academic Planners, Department Chairs, Directors of Graduate Study, Graduate Studies Committee Chairs (CC: Graduate Faculty Executive Committee (GFEC), Graduate Coordinators, Daniel Kleinman, Wendy Crone, Eileen Callahan, Kelly Haslam, Mo Bischof, Jocelyn Milner)

September 24 through November 4, 2014 - Feedback received from individuals and groups below and addressed by subcommittee:

- Robert Asen, Professor, Communication Arts
- Gale Barber, Assistant Dean for Academic Programs, Nursing
- Craig H. Benson, Chair, Civil and Environmental Engineering
- Vicki Bier, Professor, Engineering
- Jake Blanchard, Dean, College of Engineering
- John Booske, Professor, College of Engineering
- Susan Bernstein, Professor and Director of Graduate Studies, English
- Guillermina De Ferrari, Professor, Dept of Spanish & Portuguese
- Ankur Desai, Professor, Atmospheric and Oceanic Sciences
- Marilyn Fearn, Graduate Program Coordinator, on behalf of Curriculum & Instruction
- Barbara Forrest, Graduate Services Coordinator, on behalf of Agricultural & Applied Economics
- Scott Gehlbach, Professor, Political Science
- Daryl Haessig, Advisor to Graduate Students, on behalf of College of Engineering
- Susan C. Hagness, Professor, Electrical & Computer Engineering
- Elaine Klein, Assistant Dean for Academic Planning, Director, University General Education, College of Letters and Science
- Bill Likos, Professor, Civil and Environmental Engineering
- Jocelyn Milner, Director, Academic Planning and Institutional Research
- Pamela Oliver, Professor, Sociology
- Elizabeth Petty, Professor, SMPH
- Sarah Pfatteicher, Associate Dean for Academic Affairs, CALS, Professor Civil and Environmental Engineering
- Lauren V. Ritters, Professor, Dept of Zoology
- Mary Rice, Graduate Coordinator, on behalf of Food Science
- Jeffrey Russell, Dean, Division of Continuing Studies
- Catherine (Kate) Ryan, Graduate Student Services Coordinator, on behalf of the Steering Committee of Integrated Program in Biochemistry
- Hilary Shager, Associate Director, LaFollette School of Public Affairs
- Sally Wedde, Education Programs Administrator, on behalf of the Institute for Clinical and Translational Research

September 25, 2014 - Discussion of graduate-level learning goals in connection to assessment workshops at meeting of Wendy Crone and Maureen (Mo) Bischof

October 1, 2014 Daniel Kleinman sent message to UCAAA (co-chaired by Steve Cramer and Mo Bischof) requesting that members circulate draft goals.

October 23, 2014 – Reminder sent regarding September 24, 2014 request.

November 26, 2014 -- Discussion of learning goal implementation plan at meeting of Wendy Crone and Steve Cramer
Resources consulted


Learning Goals  (10/29/14)

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<tr>
<th>Introduction</th>
<th>Master’s Level</th>
<th>Doctoral Level</th>
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<td>All UW-Madison students enter the Graduate School’s graduate programs with at least a bachelor’s degree. Graduates obtaining a master’s degree from the Graduate School, whether it be a research-based, project-based, or course-work-only master’s degree, are expected to achieve the following learning goals by the end of their degree work.</td>
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<td>Regardless of whether an individual is awarded a master’s degree, the doctoral level learning goals are inclusive of the master’s level learning goals. Research-based doctoral programs culminate in a dissertation. Professional doctoral programs culminate in a project or performance. Additionally, students receiving a doctoral degree from the Graduate School in both research-based and professional programs are expected to achieve the following learning goals by the end of their degree work.</td>
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<th>Knowledge and Skills</th>
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<td>● Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry or schools of practice in the field of study.</td>
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<td>● Identifies sources and assembles evidence pertaining to questions or challenges in the field of study.</td>
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<td>● Demonstrates understanding of the primary field of study in a historical, social, or global context.</td>
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<td>● Selects and/or utilizes the most appropriate methodologies and practices.</td>
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<td>● Evaluates or synthesizes information pertaining to questions or challenges in the field of study.</td>
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<td>● Communicates clearly in ways appropriate to the field of study.</td>
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<td>● Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study.</td>
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<td>● Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study.</td>
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<td>● Creates research, scholarship, or performance that makes a substantive contribution.</td>
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<td>● Demonstrates breadth within their learning experiences.</td>
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<td>● Advances contributions of the field of study to society.</td>
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<td>● Communicates complex ideas in a clear and understandable manner.</td>
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<th>Professional Conduct</th>
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<td>● Recognizes and applies principles of ethical and professional conduct.</td>
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<td>● Fosters ethical and professional conduct.</td>
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Certificates

A certificate program is a designated set of for-credit courses focused upon a specific topic or theme. The certificates are distinguished by the enrollment status of students pursuing the certificates: Graduate Certificates are earned by students enrolled in a graduate program and Capstone Certificates are earned by post-baccalaureate University Special (non-degree) students.

Students receiving a Graduate Certificate are expected to achieve the learning goals at the master’s or doctoral level and the following: Demonstrates an understanding of a body of knowledge focused on a specific topic outside or as an extension of the major field of study.

Students receiving a Capstone Certificate are expected to achieve the following: Articulates the key concepts, methodologies, or theoretical concepts in a specialized area of study.
GFEC Subcommittee on Learning Goals - Draft Timeline (as of 9/10/14)

Spring 2014
Develop drafts of overarching (university-level) learning goals for master’s programs, doctoral programs, graduate certificates, and capstone certificates. Solicit feedback on drafts from key stakeholders (School/College Academic Planners, Department Chairs, Directors of Graduate Study, and Graduate Studies Committee Chairs), UCAA members, and GFEC.

Summer 2014 - Early-September 2014
Revise drafts of overarching learning goals.

Mid-September 2014
Solicit feedback on revised drafts from School/College Academic Planners, Department Chairs, Directors of Graduate Study, and Graduate Studies Committee Chairs. Include proposed framework for development of program-level learning goals. Share expected timeline that seeks to have program-level learning goals included in the next Graduate Catalog and coordinates with Provost Office assessment expectations.

Mid-October 2014
Finalize overarching learning goals.
Work with Provost’s Office to develop information about current assessment methods utilized by programs.

November 2014
Present and adopt overarching learning outcomes, framework for development of program-level learning goals, and program-level implementation timeline to GFEC.

December 2014
Announce GFEC action to School/College Academic Planners, Department Chairs, Directors of Graduate Study, Graduate Studies Committee Chairs.
Work with Provost’s Office to provide information about current assessment methods utilized by programs.

January – July 2015
Coordinate with Provost’s Office on assessment plan development with connections to program-level learning goals.
Coordinate with Provost’s Office to provide workshops to programs.

April 2015
Reiterate deadlines associated with GFEC action to School/College Academic Planners, Department Chairs, Directors of Graduate Study, and Graduate Studies Committee Chairs.

September 2015
Deadline for programs to submit learning goals for the Graduate Catalog to the Graduate School.
Deadline for programs to submit Assessment Plan and Annual Assessment Report to Provost’s Office.