UW-Madison University Academic Planning Council
Minutes of November 19, 2015

Members present: Mangelsdorf (chair), Blair, Farrar-Edwards, Jackson, Karpus, Lee, Middlecamp, Miller, Scholz, Seidenberg, Shapiro, Skinner, Thelen, Wiedel

Members Excused: Aldag, Blank


1. Provost Mangelsdorf conducted a round of introductions for visitors and UAPC members. There were no announcements.

CONSENT AGENDA

2. Minutes of the September 17, 2015, meeting. UAPC Doc 2015.11.19.01

3. Discontinue the graduate-level Certificate of Specialist in Gerontology, associated with the Institute on Aging, School of Medicine and Public Health. This proposal is an outcome of a program review conducted by the School of Medicine and Public Health that was completed in August 2015. There are no graduate students enrolled in the graduate-certificate currently and the last time a graduate student was declared was 2009-2010. The undergraduate-level Certificate of Specialist in Gerontology will continue for the time being. This action is effective Fall 2015. This action was approved at the October 9, 2015, GFEC meeting. UAPC Doc 2015.11.19.02

4. Rename the Center on Wisconsin Strategy (COWS) to COWS. The removal of the reference to a particular state better reflects the broader reach of the center’s research and service profile; retaining “COWS” maintains a connection to the former name. This action is effective Fall 2015. UAPC Doc 2015.11.19.03

5. Discontinue the John R. Commons Center. Though initially proposed as a related, renamed version of COWS, this center is inactive and does not exist. This action is effective Fall 2015. UAPC Doc 2015.11.19.03

6. Discontinue the LEAD Center in the College of Letters and Science. This center was closed in 2006, but no notice was given at that time. This action does not affect the Wisconsin Center for Education Research (WCER) – LEAD Center. WCER-LEAD is a new and different unit, unrelated to the Letters & Science LEAD Center. This action is effective Fall 2015. UAPC Doc 2015.11.19.04

7. Change the short description of the subject listing for Life Sciences Communication, Department of Life Sciences Communication, College of Agricultural and Life Sciences, from L SC Com to LSC. This change is effective Spring 2017. UAPC Doc 2015.11.19.05

Provost Mangelsdorf provided brief context for all consent agenda items. The committee had some discussion about whether the COWS acronym accurately describes the work of the Center on Wisconsin Strategy. Dean Scholz affirmed College of Letters and Science support for the name change.

Consent agenda approved unanimously.
APPROVAL ITEMS

8. Accept the report of the committee that conducted the five-year review of the BS-Personal Finance, a program in the School of Human Ecology. Presenter: Elizabeth Odders-White, senior associate dean, School of Business, and member of the program review committee. UAPC Doc 2015.11.19.06

Kris Olds, who served as a member of the UAPC at the time the committee was appointed chaired the review committee; he was unable to present the report due to travel. Elizabeth Odders-White described the review committee’s process. The BS-Personal Finance program has evolved since 2009 in a positive way. The program has plans to expand that would be supported by adding faculty and instructional staff. The program is well positioned to be at UW-Madison. It brings together applied material with research and policy which is unlike Certified Financial Planner (CFP) programs at other institutions that are more focused on the CFP curriculum. The program has established good collaborations with the School of Business. Students are satisfied with their experience, but would like more predictability in class offerings and internships.

Enrollment is growing. Approximately 60 students were declared in the BS-Personal Finance in spring 2015 (p. 11 of self-study) and 165 are currently declared (per Annette McDaniel). The Wealth Management & Financial Planning track within the Finance, Investment, & Banking Major in the School of Business serves a different population than the BS-Personal Finance in the School of Human Ecology. Many of the review committee’s recommendations are already in process.

Motion to accept the report of the committee that conducted the five-year review of the BS-Personal Finance. Motion by Karpus, seconded by Scholz. Approved unanimously.

9. Establish a subject listing for FISC, Farm and Industry Short Course, College of Agricultural and Life Sciences. The FISC subject listing will house courses for the Farm and Industry Short Course certificates, which will be proposed at a future meeting. Presenters: Sarah Pfatteicher, associate dean, College of Agricultural and Life Sciences; Francisco Arriaga, assistant professor, Soil Science; Jessie Potterton, director, Farm and Industry Short Course Program. UAPC Doc 2015.11.19.07

Farm and Industry Short Course (FISC) was created 131 years ago as the inaugural academic program in College of Agricultural and Life Science. Over time the original “short course” evolved into the current non-credit programs for FISC and the “long course” evolved into the bachelor’s offerings in CALS. FISC is at a point where the students and the University are best served by a formalization of FISC as a standard, credit-bearing program. Establishing a subject listing is the first step in recognizing FISC as a credit-bearing program. In the near future, FISC will advance proposals for FISC certificate programs that will draw on FISC course offerings.

FISC courses are focused on agricultural production. The list of courses given in the proposal packet have not yet been approved by the University Curriculum Committee; once the subject listing is in place the course proposals will be developed. Some of the projected courses may merge or be reimagined throughout the curriculum development process.

Motion to establish a subject listing for FISC. Motion by Scholz, seconded by Farrar-Edwards. Approved unanimously.

10. Approve the Policy on Major Declaration for Schools/Colleges that Enroll Undergraduates. Presenter: Jocelyn Milner, associate provost, Academic Planning and Institutional Research. UAPC Doc 2015.11.19.08

Drafting this policy arose from a work plan on reducing undergraduate time to degree developed by a small working group. As a starting point to draft the policy, existing policies at the school/college level were compiled and reviewed. That review showed that each school/college that enrolls undergraduates has a policy on major declaration. The proposed policy is directed to schools and colleges rather than to students and takes advantage of the existing school/college policies on major declaration. Under the proposed university-level policy, school/college policies must require declaration by the end of the
semester a student earns 86 credits with an exception for students in their first two semesters on campus. UCAA and Crossroads reviewed the policy.

The 86 credit limit was chosen to align with existing school/college policies. The College of Letters and Science recently adopted a very similar policy and all other schools/colleges have policies that are similar or require earlier major declaration. Prior to implementation of the new policy in L&S, about 150-200 students were declaring a major in their senior year. With implementation, L&S has increased communications with undeclared students to encourage actively planning for major declaration before the 86-credit limit. During discussion of the policy, several points were raised about the value of the policy, including the way it supports discussions among advisors and student services/student affairs staff about timely progress to degree.

**Motion to approve the Policy on Major Declaration for Schools/Colleges that Enroll Undergraduates.** Motion by Karpus, seconded by Jackson. Approved unanimously.

**FOR DISCUSSION**


Vice Provost Cramer last discussed reducing undergraduate time to degree with UAPC at the December 2014 meeting and the January 2015 meeting. Since that time, the working group did additional analysis and composed a work plan for next steps. Updated data for 2014-15 bachelor’s degree graduates shows that the modal time to degree mode was 3.7 elapsed calendar years and the average was 4.13 elapsed calendar years. The four year graduation rate has improved to 60%, up from 55% the prior year, and the six-year graduation rate has also improved marginally to 85%, up from 84% the prior year. Even though UW-Madison’s 4 year graduation rate has improved in the last two years, our rank among major research universities has not changed as all universities are improving on these metrics.

The goal of the work plan is to identify and attempt to reduce or remove barriers that students encounter in the course of trying to make timely progress that the university can work to remove. There is recognition that some students take longer than four years for good reasons, including high-value academic experiences such as internships or study abroad, and the necessity to work to pay for college.

The work plan lists a number of actions including development and implementation of a major declaration policy (approved at this meeting), exploration of recording an expected graduation date in the student information system, providing better information to students and advisors about the curricular requirements for academic programs, enforcing prerequisites, increased messaging to support four year graduation, limiting multiple admission attempts to limited enrollment majors, early intervention for students who are academically at risk, linking behavioral issues such as excessive alcohol consumption and academic success, encouraging students to enroll for 15-16 credits per semester, and strengthening financial aid.

12. REACH Project. Presenter: Steve Cramer. UAPC Doc 2015.11.19.10

The REdesign for ACtive learning in High-enrollment courses (REACH) project is UW-Madison’s quality initiative project required for Higher Learning Commission (HLC) reaccreditation. The HLC Open Pathway requires an institution to designate one major improvement effort. The REACH project grew out of Educational Innovation which is focused on active learning, professional masters, and the Wisconsin Idea. REACH aims to create greater student responsibility in learning through engagement and inquiry. The project is planned to last 3-5 years. Potential impact is 10,000’s students over 5 years. Among the projects goals are for active learning to comprise 50-90% of what are now lecture courses by the conclusion of the project. Introductory Chemistry (Chem 103 and Chem 104), Introductory Calculus (Math 221) and Introductory Physics (Physics 103) are the first courses participating in REACH. The goal is to work with nine or more courses during the life of the project.

The UAPC members discussed the definition of active learning and questioned how it would be measured. The UAPC discussed a range of factors that influence learning and instruction, including how fixed seating lecture halls are a challenge to active learning and models that can accommodate fixed
seating such as moving content delivery out of the lecture hall to make room for demonstrations and conversation. Other factors noted were discipline-based constraints on active learning and the experience level of the instructor. First steps in the project are to increase consistency between sections including syllabi, webpages, and grading scales. There is a rationale for changing not just the delivery, but the content of introductory courses.

A full schedule of academic programs and program review status is available online: UAPC Doc 2015.11.19.12
This item was postponed.

This item was postponed.

Adjourned: 5:08