February 3, 2016

To: Sarah Mangelsdorf
   Office of the Provost

From: Kathryn VandenBosch
       Dean and Director

Subject: Request to Create a Certificate in Foundations of Farm Management as part of the Farm and Industry Short Course (FISC).

On February 2, 2016 the CALS Academic Planning Council voted unanimously to approve the FISC proposal to create a Certificate in Foundations in Farm Management as part of the Farm and Industry Short Course (FISC). This proposal is part of a larger project to reintegrate the long-standing FISC program into campus procedures and to formalize its status as a 131 non-pooled program. CALS has already received permission to create a FISC Subject Listing in the Course Guide, and is now in the process of putting FISC courses through the campus approval process. We anticipate that an additional five specialty certificate proposals (all of which will require the Foundations certificate as a prerequisite) will be reviewed by CALS APC in the next month.

We understand that this Foundations certificate proposal requires action by the UAPC, but we also understand that review will not be scheduled until the required courses are farther along in the campus review process. We will coordinate with Jocelyn Milner as these various pieces come together in order to identify an appropriate date for UAPC review. Supporting documents for the Foundations certificate are attached. Please feel free to contact me if you have any questions.

cc: Jocelyn Milner, Associate Vice Chancellor
    Eileen Nelson, FISC Planning Council Chair
    Sarah Pfatteicher, CALS Associate Dean
    Jessie Potterton, FISC Director
PROPOSAL FOR
Farm and Industry Short Course (FISC)
Certificate in Foundations of Farm Management

1. Certificate name and academic home

1.1. Certificate name: Farm and Industry Short Course (FISC) Foundations of Farm Management Certificate

Note that the FISC program is seeking approval for a total of six certificates (each in a separate proposal document) that together make up the Farm and Industry Short Course. The Foundations certificate proposed here is a prerequisite to the other five, which are:

- Dairy Farm Management (specialty certificate)
- Meat Animal Farm Management (specialty certificate)
- Management of Crops & Soils (specialty certificate)
- Farm and Equipment Operations (specialty certificate)
- Management of Diversified Agriculture Operations (combines elements of 4 specialty certificates)

1.2. Home Department/Academic unit (Name/UDDS): Farm and Industry Short Course A070630

1.3. Home School/College: Agricultural and Life Sciences, College of

1.4. Additional Department(s)/Academic unit(s) information, if relevant:

FISC is housed in the Office of Academic Affairs in CALS, and draws on the expertise of 12 departments in the college.

1.5. Faculty director of the certificate program (name, title, email): Kate VandenBosch, CALS Dean (kate.vandenbosch@wisc.edu); Jessie Potterton is the FISC Director and will continue to serve as day-to-day operations director of program

1.6. Primary program contact (name, title, email): Jessie Potterton, FISC Director (jessie.potterton@wisc.edu)

1.7. Primary school/college dean’s office contact (name, title, email): Sarah Pfatteicher, CALS Associate Dean for Academic Affairs, sarah.pfatteicher@wisc.edu

1.8. Date form completed: 1/15/2016

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1 Using Capstone Template per advice of APIR. Note not all questions apply to FISC certificate proposals.
2. Implementation and Review

2.1. Expected first term of student enrollment (usually 2-3 terms after UAPC approval): Fall (October) 2017
Note that the FISC session runs from October to March. This certificate will be offered across two 8-week terms, one between October and December, and one between January and March.

2.2. Year of three-year progress report (3 years after first student enrollment): 2020

2.3. Year of first program review (5 years after first student enrollment): 2022

2.4. Are all academic programs in the home academic unit are up to date for program review? Yes
A Task Force appointed by the dean conducted a review of the FISC program in 2010.

3. Purpose, rationale, justification

3.1. What is the purpose of the certificate program? How does it contribute to the mission of the sponsoring unit(s)?

The Farm and Industry Short Course began over 130 years ago, several years prior to the formal founding of the College of Agricultural and Life Sciences. Its original and ongoing purpose is to provide a practical, hands-on education in the application of scientific knowledge to production agriculture and related fields. Its audience is individuals who currently work in an agricultural setting or who wish to do so. For much of its existence, FISC operated as a credit-bearing, pre-baccalaureate certificate program run out of the Office of Academic Affairs in CALS, and taught by the same CALS faculty who teach in the "long course" (now known as the undergraduate program). Although FISC has always been recognized as a UW-Madison program, at some point it became considered a non-credit-bearing program that operated outside of most campus procedures ("a university within a university") -- managing its own admissions, billing, and graduation processes; maintaining its own student records; issuing its own transcripts and diplomas; and granting "credit" not recognized by the rest of campus (or by other campuses). Indeed, modeling itself on the Experimental College established by Alexander Meiklejohn, in the 1930s FISC even began offering dormitory housing operated outside of the UW Housing system, so that the program could offer round-the-clock learning opportunities, both in and out of the classroom. The time has come to re-incorporate FISC into the operations of the campus by (re-)establishing it as a unique, but formally recognized certificate program. What was true 130 years ago remains true today: that among the missions of the College of Agricultural and Life Sciences is a commitment to sharing the latest research findings with the agricultural producers of the state, and that this engagement in turn informs our research and instructional activities. Some of this sharing takes place through our partnership with Extension, and some occurs in our undergraduate and graduate programs as well as in our outreach work. In addition to these activities, we retain a commitment to offering a short-term, credit-bearing program aimed at the next generation of agricultural leaders.

3.2. What is the evidence that there is a student demand for the certificate program?

We have 130 years’ enrollment records, a 2010 Task Force review report, as well as a recent market analysis. Enrollment in recent years has been at roughly 120 students per year. UW-Madison’s Division of Continuing Studies Market Strategy Team is working with FISC to develop an analysis and calculated plan with regards to prospective residential students (in the traditional FISC program). The team already completed one alumni assessment and found:
• Because of FISC, 73% of respondents felt “extremely or very prepared” for the workforce

• Qualitatively, specific respondents stated:
  o “Participating in the FISC program helped me obtain a higher level position and gave me good reference for interview purposes with future employers.”
  o “FISC has had a direct impact in both my current employment and future career goals. I use things I learned both in and out of the classroom on a daily basis.”
  o “Short Course helped me become a better manager and producer which has helped me become closer to achieving my career goals.”

Additionally, another survey question indicated a growing interest of alumni to engage in continuing education:

• 63% of respondents state that they’d be “extremely, very or moderately” interested in a webinar (a 1-2 hour online presentation);
• 60% of participants said they’d be “extremely, very or moderately” interested in an online class (designed to take 6-12 hours of work);
• 79% of respondents stated they’d be “extremely, very or moderately” interested in an online, self-paced course;
• And 65% of respondents said they’d be “extremely, very or moderately” interested in an online cohort course (to be completed with a group and following specific timelines).
• Suggested topics include: “Calf College” (calf care and management), Financial Management, Organic Agriculture, Farm Law (including transfers), Conservation Programs

Recent certificate interest of admitted students, at time of application, is displayed in the table below. Note that the proposed certificates differ somewhat from the currently available certificates.

<table>
<thead>
<tr>
<th>Certificate Interest at Application (by percentage of students)</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Farm Management</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>Crop and Soil Management</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Farm Mechanics</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Farm Service and Supply</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Meat Animals</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Pasture-Based Dairy/Livestock</td>
<td>12%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Recent certificate completion data appears in the table below:
<table>
<thead>
<tr>
<th>Certificate Graduates (by number of students)</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Farm Management</td>
<td>39 students</td>
<td>32 students</td>
<td>37 students</td>
</tr>
<tr>
<td>Crop and Soil Management</td>
<td>16 students</td>
<td>20 students</td>
<td>8 students</td>
</tr>
<tr>
<td>Farm Mechanics</td>
<td>4 students</td>
<td>2 students</td>
<td>8 students</td>
</tr>
<tr>
<td>Farm Service and Supply</td>
<td>4 students</td>
<td>3 students</td>
<td>9 students</td>
</tr>
<tr>
<td>Meat Animals</td>
<td>13 students</td>
<td>7 students</td>
<td>9 students</td>
</tr>
<tr>
<td>Pasture-Based Dairy/Livestock</td>
<td>4 students</td>
<td>4 students</td>
<td>10 students</td>
</tr>
<tr>
<td>General (1 and 2 year)</td>
<td>38 students</td>
<td>45 students</td>
<td>45 students</td>
</tr>
</tbody>
</table>

3.3. What is the evidence that there is a market demand for the certificate program?

FISC continues to have a high rate of employer interest, as documented by the CALS Career Services team at various events. Due to increasing demand, FISC will be hosting its own specific Career Fair for non-degree-required positions. Employers of future FISC alumni continue to have high engagement and support of FISC-specific events, including FISC Alumni Reunion, Etiquette Dinner, participation in courses, and special speaking engagement opportunities in the program. Kent Weigel, Dairy Science Professor and Chair, explains the central nature of FISC in the $43.4 billion Wisconsin dairy industry when he notes that “every dairy farm in the state has at least one FISC alumnus involved in influencing their operation, either daily on the operation itself or as a service provider.”

In addition, DCS is helping conduct an employer-specific market analysis, and we anticipate further refinements of the program as additional input is received.

4. Curriculum

4.1. Delivery modality:

- ☒ Face to Face
- □ Distance

*Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.*

- □ Other: Describe other delivery modality here.

4.2. Provide a complete list of requirements.

This certificate is intended to serve as a stand-alone credential for students seeking a broad-based introduction to farm operations and management. Students interested in additional experience may use this certificate as the prerequisite for one of five more advanced, specialty certificates being proposed separately.

Students may enroll in up to 8 credits per 8-week term, for a total of 16 credits. The Certificate in Foundations of Farm Management requires a cumulative GPA of 2.0 and successful completion of at
least 12 credits of required core coursework. Over fifty courses currently exist and are offered as part of the FISC program – some are being submitted for college and university Curriculum Committee review and approval in their current format and content; some will be combined or reconfigured prior to review and approval; and some will be discontinued.

The required core coursework includes:

- FISC First-Year Seminar (2 cr)
- Introduction to Soils (2 cr)
- Forage Crops (2 cr)
- Food Safety (1 cr)
- Agricultural Safety and Health (1 cr)
- Business Principles for Agricultural Management (1 cr)
- Agribusiness Communications (1 cr)
- Agricultural Human Resources Management (1 cr)
- Rural Social and Economic Issues (1 cr)

4.3. *Chart student progression through the curriculum.*

<table>
<thead>
<tr>
<th>Term students will take the course</th>
<th>Dept</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Semester &amp; year last taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FISC</td>
<td>055</td>
<td>FISC 1st Year Seminar</td>
<td>2</td>
<td>Jessie Potterton</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Fall</td>
<td>FISC</td>
<td>057</td>
<td>Introduction to Soils</td>
<td>2</td>
<td>Francisco Arriaga</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Fall</td>
<td>FISC</td>
<td>058</td>
<td>Forage Crops</td>
<td>2</td>
<td>Gregg Sanford</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Spring</td>
<td>FISC</td>
<td>051</td>
<td>Business Principles of Agricultural Management</td>
<td>1</td>
<td>Arlin Brannstrom</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Spring</td>
<td>FISC</td>
<td>053</td>
<td>Agriculture Human Resources Management</td>
<td>1</td>
<td>Elizabeth Henry</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Spring</td>
<td>FISC</td>
<td>054</td>
<td>Agribusiness Communications</td>
<td>1</td>
<td>Sheila Reaves, Larry Olson</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Spring</td>
<td>FISC</td>
<td>056</td>
<td>Rural Social and Economic Issues</td>
<td>1</td>
<td>Erin Schneider &amp; Sarah Lloyd</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Spring</td>
<td>FISC</td>
<td>059</td>
<td>Food Safety</td>
<td>1</td>
<td>Beth Button</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Spring</td>
<td>FISC</td>
<td>052</td>
<td>Agricultural Safety and Health</td>
<td>1</td>
<td>Cheryl Skjolaas</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
4.4. **Total credits required:** 12

4.5. **Terms to completion:** 2

4.6. **Describe the student progression (one-course per semester for several semesters, all courses taken in one intensive semester, other):**

- ☐ Part-time (< 8 credits fall and spring semesters, < 4 credits summer term)
  
  Describe part-time format here. (100 word limit)

- ☐ Full-time, time-compressed, intensive
  
  Describe full-time format here. (100 word limit)

- ☒ Other
  
  Students may enroll in up to 8 credits per 8-week term, for a total of 16 credits. The Certificate in Foundations of Farm Management requires successful completion of at least 12 credits over the two terms.

**Checklist for Verification of Curricular Policy Requirements**

You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed in the text box that follows the check list.

- ☐ **Courses for the certificate are numbered 300 or higher.**
  
  This is not a Capstone certificate.
☒ Courses are offered on a regular basis (as identified in student progression chart).

☒ Courses have enrollment capacity for students in the certificate program.

☐ Courses in the proposed certificate have been approved.

Courses are being proposed concurrently with this proposal.

☒ All of the certificate credits must be earned “in residence” (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the certificate program. Because a certificate is comprised of just a few courses, it may not be appropriate for students who already have completed the same or similar coursework.

☐ Students must earn a minimum grade of C on all attempted certificate coursework.

Students are required to earn a cumulative GPA of 2.0 and to pass each individual course.

☒ Courses in which a student elects the pass/fail option will not meet certificate requirements.

☒ All requirements must be met; waiving requirements is not permitted.

☒ Units must maintain certificate requirements so that they are up-to-date; all curriculum changes must be approved through the appropriate school/college academic planning council (APC) or curriculum committee. The school/college APC or curriculum committee will notify the Office of the Registrar, and DCS-ACSSS about approved curricular changes to the certificate. Typically, any changes in requirements will be effective no sooner than the fall semester after approval.

5. Student Services & Advising

5.1. List the names of certificate program advisor(s) with title and departmental affiliation(s).

Director Jessie Potterton and Assistant Director Katy Tomlinson are the assigned advisors of the program. Instructors of the program also provide informal advising to students, and additional career advising is available through CALS Career Services.

5.2. How will the resource load of the additional student services support and advising be met?

Because this program has existed this way for the past 131 years, this is not an additional load. The budget model for the program includes staffing for advising.

5.3. ☒ Confirm that program advisor(s) have been consulted and reviewed this proposal.

6. Admissions

6.1. Minimum GPA for admission: This program is intended for a population who is frequently not intending to pursue a 4-year degree. These are different admissions standards than for undergraduate students. We admit students who rank in the top 80% of their graduating class and who show an aptitude for and commitment to agricultural study and practice. If students opt to pursue a 4-year undergraduate program, they will need to be separately admitted to the university and to that program in order to transfer coursework.

6.2. List admission criteria:

Applicants must:

- Possess a high school diploma or GED,
• Rank in the top 80% of their graduating class, and
• Submit an application, providing school transcript(s) that include at least the most recent four semesters/terms/quarters of coursework

Checklist for Verification of Admission Policy Requirements*

☒ Degree-seeking students may not participate in this certificate concurrently with a degree program.
☐ To be eligible for admission to a Capstone program, a student must hold an earned bachelor’s degree or equivalent credential from an accredited college or university.

This is not a Capstone certificate.

☒ Prospective Capstone certificate students apply to the University and are admitted through the Adult Career and Special Student Services office in the Division of Continuing Studies (DCS-ACSSS) in consultation with the certificate faculty program director or designee. FISC students will carry a special student classification. Special students apply via an online application system by selecting the certificate program of choice from a program list on the application. DCS-ACSSS codes the applicant for that program and defers final admission until a decision is made by the program faculty/staff. DCS-ACSSS will work in collaboration with CALS Academic Affairs in the provision of advising, admissions, and academic dean’s office service for FISC students. The FISC students will be advised, admitted and communicated with from the FISC office and CALS Academic Affairs. The FISC students will have a Special Student code of their own.

7. Enrollment Planning and Marketing

7.1. Projected annual enrollment: 120

7.2. Maximum enrollment that can be supported with existing instructional and student services resources): 150

7.3. Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

We will add supplementary courses and increase the staff levels if the student levels rise above 150 students. The revenue from the program will support the development of additional courses.

7.4. Will this certificate enroll international students? No

We do not plan to admit international students at this time, though we may seek permission to do so in the future.

7.5. What is the marketing plan for the certificate?

The FISC Program is promoted at many statewide events with high school students as the primary population: WI State FFA Convention, WI Farm Technology Days, World Dairy Expo, and National FFA Convention, as well as specific high school visits when requested. Advertisements are purchased on social media (Facebook primarily) and in agriculture-related publications (Agri-View, WI Holstein News). The FISC program employs an Assistant Director who carries responsibilities to promote and recruit students to the program. The FISC program is working in conjunction with DCS Marketing...
Analysis and Market Strategy to evaluate student trends, analyze alumni data and grow enrollment from outside of Wisconsin.

8. Assessment

8.1. Attach an assessment plan when submitting this proposal.

8.2. Provide a summary of the certificate’s assessment plan, including learning goals, key methods and assessment approaches, and how assessment information will be reviewed and acted on.

FISC students, FISC instructors, and both current and prospective employers of FISC graduates will be asked to provide input on students’ achievement of FISC learning goals and the relevance of those goals and the curriculum to the needs of modern agricultural practice. Additional details are provided in the full Assessment Plan.

9. Governance & Faculty

9.1. The certificate is governed by:

☒ Existing department and school/college governance committees

The FISC Director is hired and supervised by the Associate Dean for Academic Affairs, with the input and approval of the Dean of the College. The program is currently overseen by a committee known as the FISC Planning Council, which will be renamed the FISC Program Committee. The committee is appointed annually by the Associate Dean for Academic Affairs, under the authority of the Dean of the college, and consists of at least five members (including at least three faculty) representing the breadth of the program’s curriculum.

9.2. List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in delivery and oversight of the certificate.

FISC Administration

- Jessie Potterton, Director, FISC
- Katy Tomlinson, Assistant Director, FISC

FISC Planning Council/Program Committee

- Eileen Nelson, Faculty Associate - Horticulture, FISC Planning Council Chair
- Francisco Arriaga, Assistant Professor - Soil Science
- Jeff Nelson, Assistant Faculty Associate - Biological Systems Engineering
- David Thomas, Professor - Animal Sciences
- Kent Weigel, Professor and Department Chair - Dairy Science

Current FISC Faculty and Instructional Academic Staff (includes FISC staff and FISC Planning Council members)

- Arlin Brannstrom, Professor - Ag & Applied Economics
- Elizabeth Henry, Faculty Associate – Ag & Applied Economics
10. Progress & Certificate Completion

10.1. ☒ Using ISIS, the faculty program director and staff will be able to identify students enrolled in the certificate program.

10.2. ☒ Using DARS, the faculty program director and staff will monitor students’ progress in the certificate program.

10.3. ☒ The faculty program director will notify the degree audit department in the Registrar’s Department and DCS/ACSSS by email (degreeaudit@em.wisc.edu, kthomas@dcs.wisc.edu) when a student has completed all of the requirements for the certificate.

When the certificate is completed, the CALS Office of Academic Affairs shall collaborate with the Registrar’s Office in order for the certificate to be recorded on the official student record and for it to print to the transcript. FISC staff will also provide a physical certificate of completion for the student.

10.4. Identify standards for good academic standing.

A student is in good standing if that student has a GPA of 2.0 or above in the term just completed, and a cumulative GPA of 2.0 or above. Full-time students with a 3.5 term GPA and no “F’s” are placed on the FISC Dean’s List. Students eligible for graduation who have earned a cumulative GPA of 3.5 or higher will be granted the honor of Graduation with Distinction on their final transcript.
Students with a cumulative GPA of 3.75 or higher receive a *Graduation with Highest Distinction* designation on their final transcript.

11. Fiscal Structure and Ongoing Commitment

11.1. *The certificate program will be supported using* non-pooled tuition.

11.2. *For programs that will be supported using standard general purpose revenue, what resources are allocated to the certificate program?*

The CALS Office of Academic Affairs provides supplemental support to the program in advising, administration, and student status examination, and serves as the academic dean’s office for the program ensuring compliance with college and campus expectations for assessment, curriculum management, program review, and student progress.

11.3. *For programs supported using non-pooled tuition, what resources are allocated to the certificate program?*

The resources utilized in the FISC program include staff and facilities. FISC employs a full-time Program Director, Assistant Director, and Program Coordinator. These staff members and all instructional staff are all paid on program revenue.

Classroom and laboratory space is shared with “long course” (aka the undergraduate programs of the college). When available, program revenue is also used to provide upgrades to classroom and laboratory space/equipment from departments who request the funds.

*Programs supported using non-pooled tuition must also submit the attachments listed in the required attachments section.*

11.4. *For programs supported using non-pooled tuition, planned enrollment generates enough paid tuition to cover instructional costs, direct student support costs, and any other fixed or required costs. Although detailed fiscal plans are not required in the academic program proposal, it is helpful to provide the following summary:*

**Fiscal Annual Summary**

Planned enrollment: 120

Estimated paid tuition: Students are charged per credit; estimated revenue at $741,868.80

Some students will enroll for fewer credits and some will pay out-of-state tuition, but for estimation purposes, (tuition of $3091.12 per 8 credits) x 2 terms = $6182.24 tuition generated per full-time, in-state student.

Core Instructional costs:

Direct student support costs: ~$250,000 in administrative staff salary & fringe; plus up to ~$300,000 in instructor salaries/buyouts.

Overhead assessment/allocation: CALS EI Admin Fee 10% of operating = ~$55,000;

Campus EI Fee 10% of revenue = ~$74,187; TOTAL FEES = ~$129,187

Total costs: ~$679,187

Excess tuition available for reinvestment: ~$62,681.80 (1/3 to CALS, 2/3 to FISC)

Briefly list planned reinvestment uses: Some excess tuition will go back into ongoing program development (updating syllabi, professional development for instructors, and support of facilities used for instruction). Some will go to support ancillary
functions that benefit FISC (e.g., related student services and administration). Any additional will be used in support of the undergraduate programs of the college.

11.5. FISC Certificate students are not eligible to receive federal financial aid, but are able to receive scholarships through Foundation Funds and Trust Funds established to support the program. In 2015-16, over $100,000 was distributed to students in the form of scholarships.

11.6. Students enrolled in certificate programs are NOT eligible for TA, RA, PA or graduate fellowship support.

11.7. The certificate program faculty are responsible for seeking appropriate governance approval for suspending admissions or discontinuing the certificate program.

11.8. The faculty/staff will engage in program review five years after implementation and at least once every ten years after that.

11.9. The program faculty/staff will ensure the program is encodable into DARS and will work with the Registrar’s Office DARS liaison to keep approved revisions to the curriculum current.

11.10. The program faculty/staff will ensure the program website and Advance Your Career materials are current and consistent across all locations where information is provided.

Required attachments

☑ Supporting letters/memos

CALS department chairs were informed of the planned changes to FISC in a department chairs meeting in Fall 2015 and in follow-up emails and individual meetings throughout the fall 2015 semester. All 19 chairs were invited to provide feedback on the plans. We have sent reminders to departments that did not respond. Copies of all letters received are included as attachments.

☑ Assessment plan

Programs supported using non-pooled tuition must attach:

☑ Core Criteria Checklist

☑ Additional Requirements Checklist
ASSESSMENT PLAN
FISC CERTIFICATE PROGRAMS

This assessment plan is meant to outline a systematic approach to reviewing the student learning experience for the FISC certificate programs. The plan includes:

- **What** – What are students expected to learn?
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals?
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to?
- **So What** – After reviewing the assessment activity findings (evidence), are students meeting the expectations? Validate or consider ways to improve.


**Certificate Program Name:**

**Faculty Director Name, Contact information, Title:** Kate VandenBosch, CALS Dean; kate.vandenbosch@wisc.edu

**Primary Program Contact Name, Contact information, Title:** Jessie Potterton, FISC Director; jessie.potterton@wisc.edu

**Date this Assessment Plan was adopted by the program faculty:** January 2016

**Student Learning Goals (What)**

The FISC program’s goal is to equip students for 21st-century careers by ensuring that every student develops:

1. effective and professional oral and written communication skills
2. the skills to apply scientific and management principles to running an agricultural operation, including developing new solutions to fit demands and challenges of both personnel and everyday processes
3. the ability to think critically and innovatively, working creatively to make effective decisions and develop plans for future operational advances
4. a global perspective, recognizing the importance and intersecting roles of farmers, food systems and urban and rural communities
5. specialized knowledge in safety on agricultural operations and the capability to implement the safety guidelines in the operation
Curriculum Map (Where)

<table>
<thead>
<tr>
<th>Certificate Program Courses</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FISC 055: First Year Seminar</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FISC 051: Business Principles</td>
<td>✓</td>
<td>✓</td>
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<td>FISC 057: Intro to Soils</td>
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<td>FISC 058: Forage Crops</td>
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<td>FISC 053: Ag HR Mgmt</td>
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<td>FISC 054: Ag Communications</td>
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<td>FISC 056: Rural Social Issues</td>
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<td>FISC 059: Food Safety</td>
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<td>FISC 052: Ag Safety &amp; Health</td>
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<td>Agri-Science Electives</td>
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Assessment Planning (How)

For each learning goal, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method.

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Survey</td>
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<td>FISC 055 Final Exam</td>
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<td>Core Coursework Excerpts</td>
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<td>Alumni Surveys</td>
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<td>Employer or Intern Supervisor Surveys</td>
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</table>

Assessment Review and Reporting (So What)
1. **Who is responsible for assessment?** The FISC Director will be responsible for ensuring implementation of the plan on an annual basis, with the support of the FISC Program Committee and FISC staff.

2. **What is the plan for review of the assessment information?** The FISC Director will provide to the FISC Program Committee at least once each year a report on the latest available assessment information. The Program Committee will be asked to use this opportunity to review enrollment information, course progression, certificate completion, the student experience, and the overall certificate content and format, and to make recommendations for improvements or adjustments as they deem appropriate and necessary. The report and any subsequent recommendations will be provided to the CALS Dean annually.

3. **What is the plan for production of annual summary report?** Under the supervision of the FISC Director, the FISC staff will compile the annual summary report for providing to the FISC Program Committee.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented): The FISC Program Committee meets monthly when the FISC program is in session and as needed at other times throughout the year. Actionable items are forwarded to the FISC staff for implementation or for further college or campus approval when necessary.

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Use this form in conjunction with the “Basic Assessment Plan for Capstone Certificates” guidelines.

For information on Capstone certificates see: [http://apir.wisc.edu/certificates.htm](http://apir.wisc.edu/certificates.htm)

For information on assessment see [http://provost.wisc.edu/assessment/](http://provost.wisc.edu/assessment/)