



**Curricular Affairs Committee of the Faculty Senate  
Minutes**

Thursday, January 5, 2023, 4:15 – 6:15 pm

Present: Professors Kervick, Everse, Barnaby, Borchert, Brooks, Dale, Doherty, Emery, Hazelrigg, Hibbeler, Lau, Mayo, Rosebush, Sargent, Swogger,  
Absent: Professors Jones, Noordewier, Seidl, and SGA Rep Lista  
Guests: Veronika Carter, Jennifer Dickinson, Evan Eyler, Cynthia Forehand, Alex Yin, Nicole Phelps

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Chair Kervick called the meeting to order at 4:15 PM

I. **Approval of the December 1, 2022 Minutes.**

**Motion:** Joan Rosebush moved to accept the minutes as written. The motion was seconded.

**Vote:** 11 approve, 0 oppose, 0 abstain. **The motion carried.**

II. **Co-Chair's Remarks** – Colby Kervick made the following comments:

- The LAPP prefix approved by the CAC in December did not move forward to the Senate because the unit and the Provost's Office decided to move in a different direction and are not intending to use that prefix now.
- Reminder that the February CAC meeting will be held in person in 427A Waterman. The meeting will include a discussion on the report from the CAC subcommittee focused on co-majors.

III. **Other Business: Presentation and Discussion with Alex Yin, Executive Director of the Office of Institutional Research and Assessment (OIRA).** Stephen Everse introduced Alex Yin as the architect of the Catamount Data, the central place to find official data and analysis about UVM. It is a great resource for departments and programs working on an Academic Program Review (APR), or for units building a rationale for a new program, or to enact a change, to revise, terminate or deactivate an existing program. Alex Yin provided a FAQ document for using OIRA data for APR, and a slide presentation (attached to these minutes). Alex walked through a live demo of the Catamount Data dashboard as it could be used to gather data for an academic program review. The dashboards are accessible to UVM faculty and staff. The reports are based on data collected on census days: Enrollment/Retention-2 days after add/drop day, Degree completions – 2 weeks after conferral of degrees, and Faculty Staff – November 1. Alex emphasized that the amount of data is overwhelming and encouraged people to contact the OIRA to do the hard work of pulling the data. Discussion included clarification around counting

of majors and degrees awarded. OIRA works closely with the Registrar's Office to make sure that the data are clean in the system. OIRA is accountable to UVM, and to the federal government. In addition to the dashboard, Alex shared that OIRA provides services in curricular analytics, which maps out a curricular program including interdisciplinary connections between the courses by term. This is helpful when looking at learning outcomes assessment. Please reach out to OIRA for support in creating the files for the visualizations. Alex asked the CAC to notify OIRA when a new program is approved to ensure that OIRA is involved in the process of establishing a classification of instructional program (CIP) number for the program.

#### IV. Reports

##### A. Substantial Revision to Global Studies Major and Minor CAS

Rosemary Dale and Joan Rosebush served as the review subcommittee for the proposal to revise the existing Global Studies Major and Minor submitted by the Department of Global and Regional Studies in the College of Arts and Sciences and recommend approval. If approved, the changes will be implemented starting Fall 2023. The proposed changes aim to strengthen and improve the Global Studies Major and Minor by adding Regional Concentrations to its upper-level elective course options. The three regional concentrations include European Studies, Asian Studies and Latin American and Caribbean Studies. Demand for this has been evidenced through interviews with current majors and minors. The flexible and interdisciplinary nature of the curriculum is attractive to students; these proposed changes will make the major and minor even more attractive to students, especially as it increases the opportunities for students post-graduation.

**Vote:** 13 Approve, 0 Oppose, 1 Abstain. **The motion carried.**

##### B. No-Contest Termination of European Studies Major, CAS

Colby Kervick presented a proposal from the College of Arts and Sciences to terminate the B.A. in European Studies (ES) due to low enrollment and related curricular changes in a substantial revision of the major and minor in Global Studies which would include a new regional concentration in European Studies. The termination of the ES major has no effect on faculty or staff positions, nor on the myriad of courses which currently count for the major. The proposal is supported by the CAS curriculum committee, the department chair and Dean, and received a unanimous faculty vote. If approved, the changes will be implemented starting Fall 2023.

**Motion:** Thomas Borchert moved to approve the no-contest termination of the European Studies major in the College of Arts and Sciences.

**Vote:** 15 approve, 0 oppose, 0 abstain. **The motion carried.**

##### C. No-Contest Termination of the Latin American and Caribbean Studies Major, CAS

Colby Kervick presented a proposal from the College of Arts and Sciences to terminate the B.A. in Latin American and Caribbean Studies (LACS) due to low enrollment and related curricular changes in a substantial revision of the major and minor in Global Studies which would include a new regional concentration in LACS. The termination of the LACS major has no effect on faculty or staff positions, nor on the myriad of courses which currently count for the major. The proposal is supported by the CAS curriculum committee, the department chair and Dean, and received a unanimous faculty vote. If approved, the changes will be implemented starting Fall 2023.

**Motion:** Joan Rosebush moved to approve the no-contest termination of the Latin American and Caribbean Studies major in the College of Arts and Sciences.

**Vote:** 15 approve, 0 oppose, 0 abstain. **The motion carried.**

**D. No-Contest Termination of the Russian and East European Studies Major, CAS**

Colby Kervick presented a proposal from the College of Arts and Sciences to terminate the B.A. in Russian and East European Studies (REES) due to low enrollment. The termination of the REES major has no effect on faculty or staff positions, nor on the remaining courses which currently count for the major in HST, POLS, and WLIT. Terminating the REES major may also funnel some students towards the Russian major, which allows students to combine advanced language study with some related English-language coursework on the region. The proposal is supported by the CAS curriculum committee, the department chair and Dean, and received a unanimous faculty vote. If approved, the changes will be implemented starting Fall 2023. The minor will continue.

**Motion:** Thomas Borchert moved to approve the no-contest termination of the Russian and East European Studies major in the College of Arts and Sciences.

**Vote:** 15 approve, 0 oppose, 0 abstain. **The motion carried.**

**V. APR Reports – none at this time**

**VI. New Business -**

- J. Dickinson shared the new 8-year APR schedule. The prior cycle is nearing the end and took nearly 12-years to complete. Efforts to reduce APR postponements and keep to the 8-year schedule are being discussed with the Associate Deans and include incorporating externally accredited programs into the APR scheduled one to two years after the external accreditation, publishing the APR schedule every fall so departments and Associate Deans can notify chairs about upcoming APRs and new chairs will know if an APR falls within their 5-year term as chair. Annual reminders will also encourage departments to prepare assessment information with their APR in mind.
- Colby and Stephen anticipate additional external reviews in the spring and will be reaching out to assign subcommittees. They will also be meeting with the unit curriculum chairs to get a pulse on how they are after course renumbering this fall, and any anticipated proposals in the pipeline.

The meeting adjourned at 5:42 PM.

# Academic Program Review

Office of Institutional Research and Assessment  
1/4/2023



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## Catamount Data Principles

- Majority of the dashboards are accessible to UVM faculty and staff
- Dashboard is the report (screen shots – share source)
- Reports are based on data collected on Census Days
  - Enrollment/Retention – 2 days after add/drop day
  - Degree completions – 2 weeks after conferral of degrees
  - Faculty Staff – November 1



# Undergraduate



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# FTFY Admissions

FTFY Undergraduate Admissions by Program Overall

Cohort Term

Fall 2022

Sex

All

Race/Ethnicity

All

College

CALS

Major

ASCI

Home

Residency

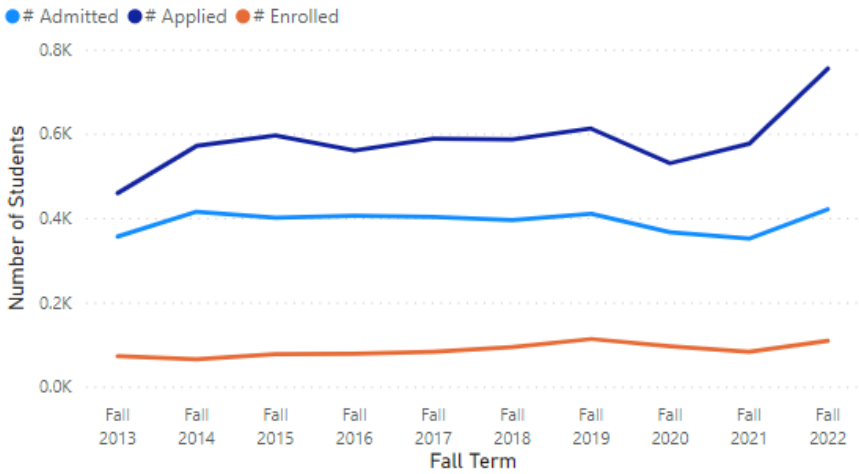
All

Region

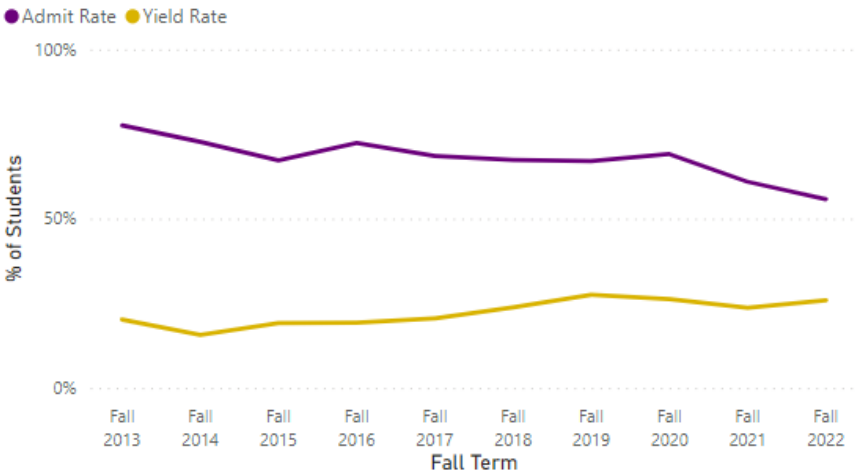
All

College	# Applied	# Admitted	Admit Rate	# Enrolled	Yield Rate
CALS	755	421	55.8%	109	25.9%
ASCI	755	421	55.8%	109	25.9%
Total	755	421	55.8%	109	25.9%

Applications, Admits, and Enrolls (10-yr Trend)



Admit Rates and Yield Rates (10-yr Trend)



# Transfer Admissions

## Transfer Undergraduate Admissions by Program Overall

Cohort Term

Fall 2022

Sex

All

Race/Ethnicity

All

College

CALS

Major

ASCI

Home

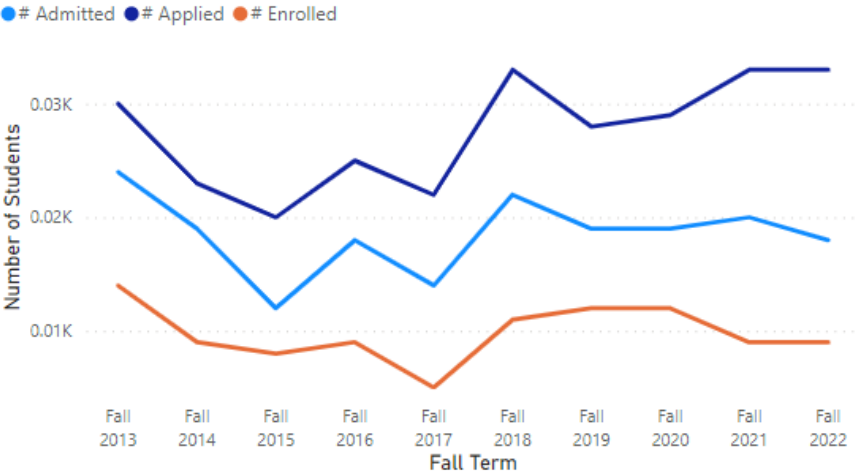
Residency

All

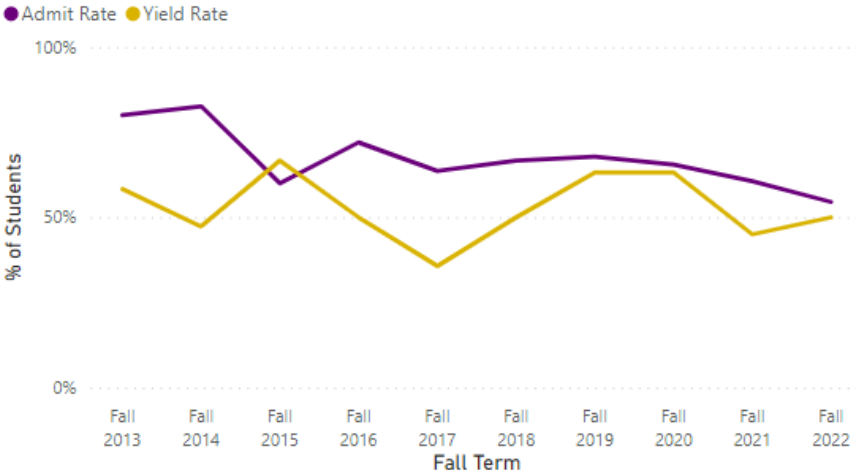
Region

All

Applications, Admits, and Enrolls (10-yr Trend)

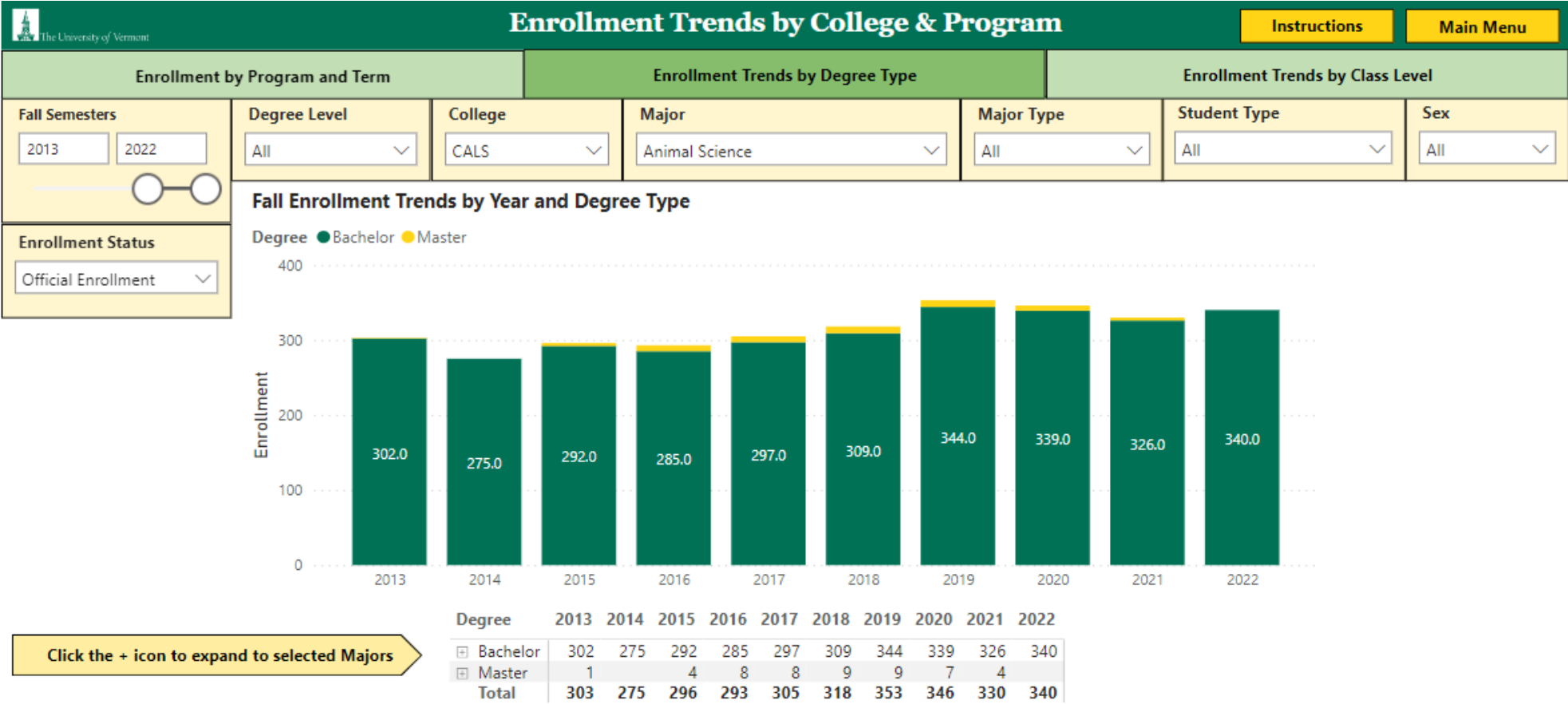


Admit Rates and Yield Rates (10-yr Trend)



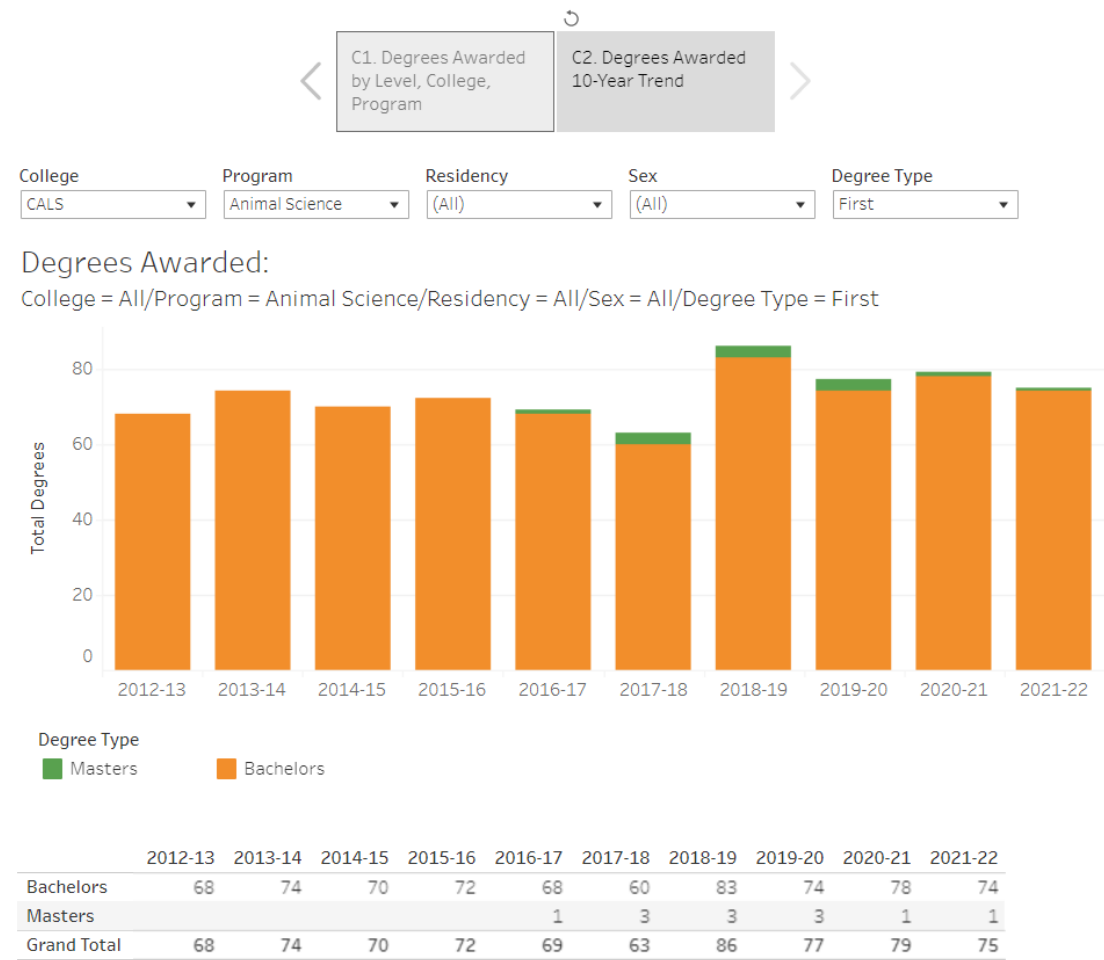


# Major Enrollment



# Degrees Awarded

## Catamount Data - Degree Completion



# Adjusted Graduation Rates

## Catamount Data - UVM Office of Institutional Research

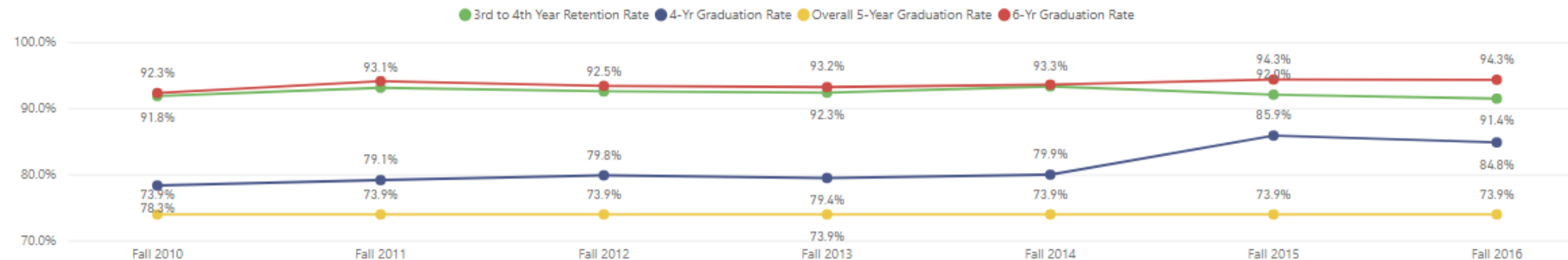
Adjusted Cohort Outcomes - Students who stayed at UVM into the 3rd year and their outcomes

Cohort Term: Multiple selections Sex: All Race/Ethnicity Category: All Residency: All College: All Home

### Adjusted Cohort Retention & Graduation Rates by Program

College	Original Cohort Size	Left Major by 3rd Year	Joined Major by 3rd Year	Adjusted Cohort Size (3rd Year)	3rd to 4th Year Retention Rate	4-Yr Graduation Rate	5-Yr Graduation Rate	6-Yr Graduation Rate
CALS	1174	585	929	1518	91.3%	85.7%	93.6%	95.3%
Animal and Veterinary Sciences	267	118	49	298	86.2%	91.9%	96.6%	97.3%
ASCI	367	118	49	298	86.2%	91.9%	96.6%	97.3%
CALS Deans Office	31	8	0	0	73.6%	82.3%	87.5%	87.5%
Com Dev & Applied Economics	137	53	456	540	93.3%	83.7%	93.5%	95.0%
COM Microbio & Molec Genetics	99	49	83	133	97.0%	93.2%	97.0%	97.0%
Interdisciplinary	214	125	122	211	88.6%	80.6%	90.0%	94.3%
Nutrition & Food Sciences	193	106	161	248	92.7%	88.7%	94.8%	95.6%
Total	12073	7493	5045	9625	92.3%	82.0%	92.1%	93.7%

### Outcomes by Adjusted Cohort



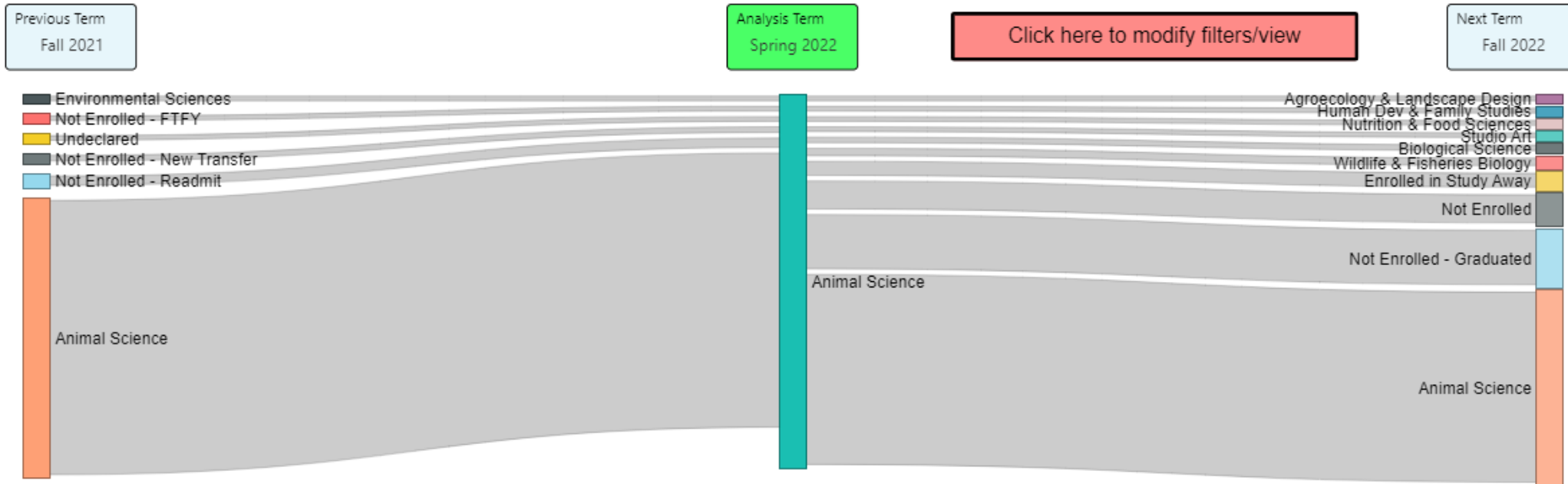
Note: The 4-year, 5-year, and 6-year graduation rates are higher than usual because the adjusted cohort consists of students who stayed at UVM into the third year already.

The adjusted graduation rates are for those in the 2012, 2013, 2014, 2015, and 2016 cohorts.



# Student Flow

For undergraduates enrolled in the Analysis Term, where were they enrolled in the previous and next terms by major?



Student Flow Breakdown from Prior Term to Analysis Term


Prior Term Major Enrollment	Animal Science	Total
Animal Science	289	289
Environmental Sciences	1	1
Not Enrolled - FTFY	1	1
Not Enrolled - New Transfer	2	2
Not Enrolled - Readmit	6	6
Undeclared	1	1
<b>Total</b>	<b>300</b>	<b>300</b>

Student Flow Breakdown from Analysis Term to Next Term

Analysis Term Enrollment	Agroecology & Landscape Design	Animal Science	Biological Science	Enrolled in Study Away	Human Dev & Family Studies
Animal Science	1	199	2	11	
<b>Total</b>	<b>1</b>	<b>199</b>	<b>2</b>	<b>11</b>	



# Minor Fall 2022 Enrollment

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Minor Enrollment

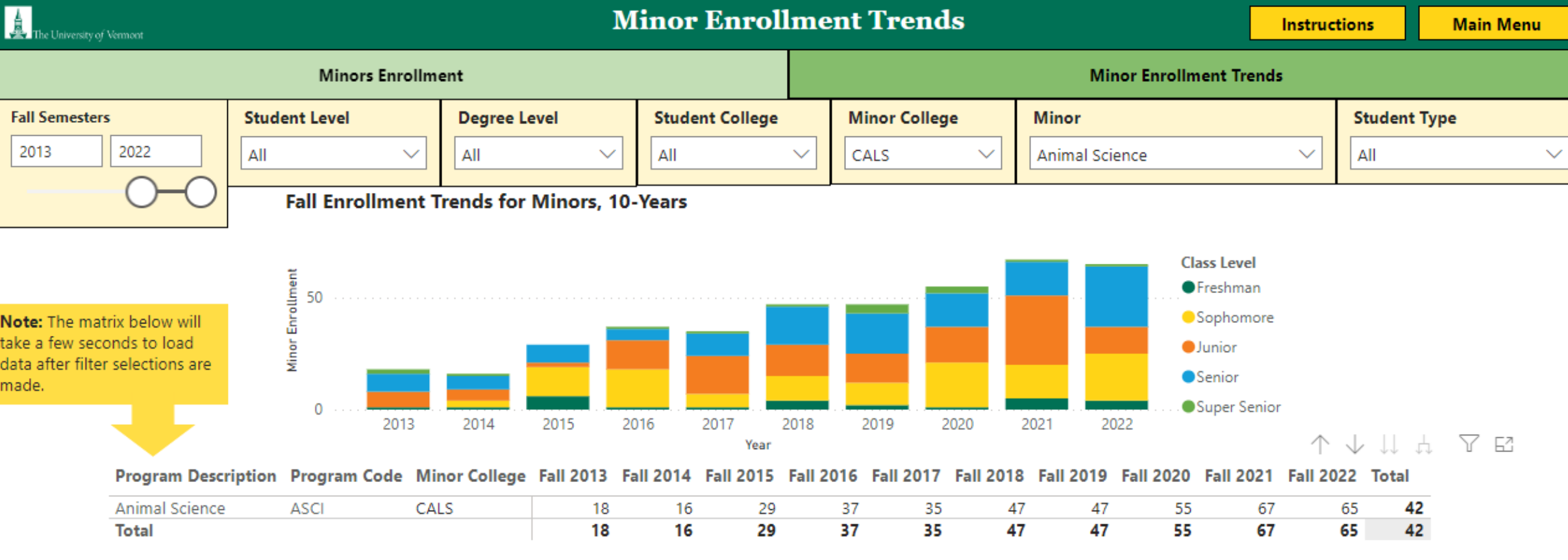
InstructionsMain Menu

Minors Enrollment				Minor Enrollment Trends		
Term	Student Level	Degree Level	Student College	Minor College	Minor	Student Type
Fall 2022	All	All	All	All	Animal Science	All

## Minor Enrollment by College

Program Description	Program Code	Student Status Minor College	Currently Enrolled by Student College								Study Abroad			Total
			CALS	CAS	GSB	CESS	CEMS	RSENR	CNHS	Total	CALS	CAS	Total	
Animal Science	ASCI	CALS	17	27	2	2	1	11	3	63	1	1	2	65
Total			17	27	2	2	1	11	3	63	1	1	2	65

# Minor Enrollment



# Minors Awarded

Minors Awarded Dashboards - Duplicated count of minors awarded each term.

Program College

Program Name

Student College

CALS

Animal Science

All

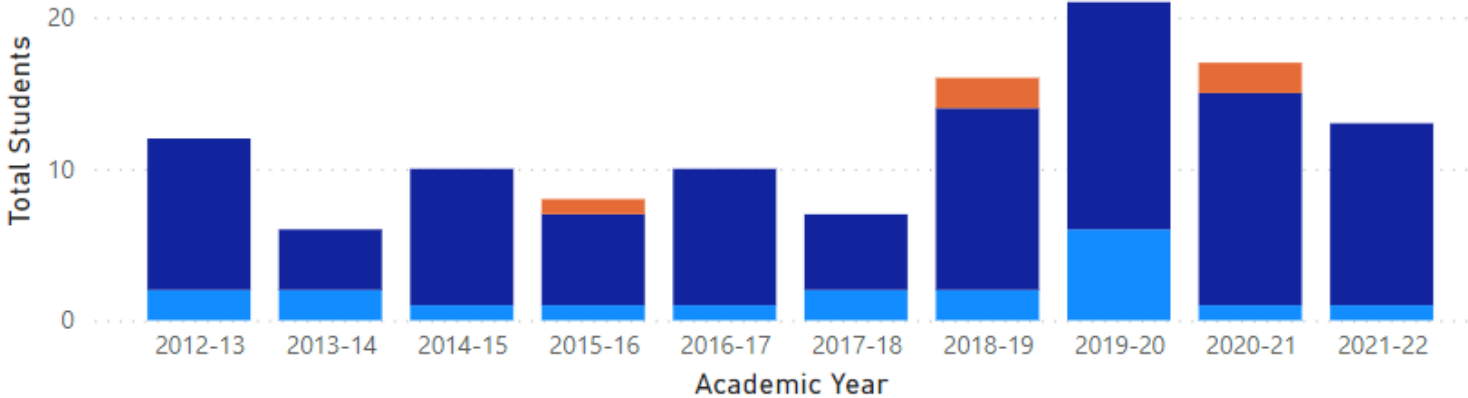
Note:  
Students awarded multiple minors are counted once in each minor. Aggregate headcounts will differ from official UVM headcount totals because of this.

For further notes, see the Methodology & Caveats page.

Methodology & Caveats

Minors Awarded Trends, 10-Years

Term Type ● Fall ● Spring ● Summer



Minor Name	Minor	Minor College	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Duplicated Minors Awarded			12	6	10	8	10	7	16	21	17	13
Animal Science	ASCI	CALS	12	6	10	8	10	7	16	21	17	13



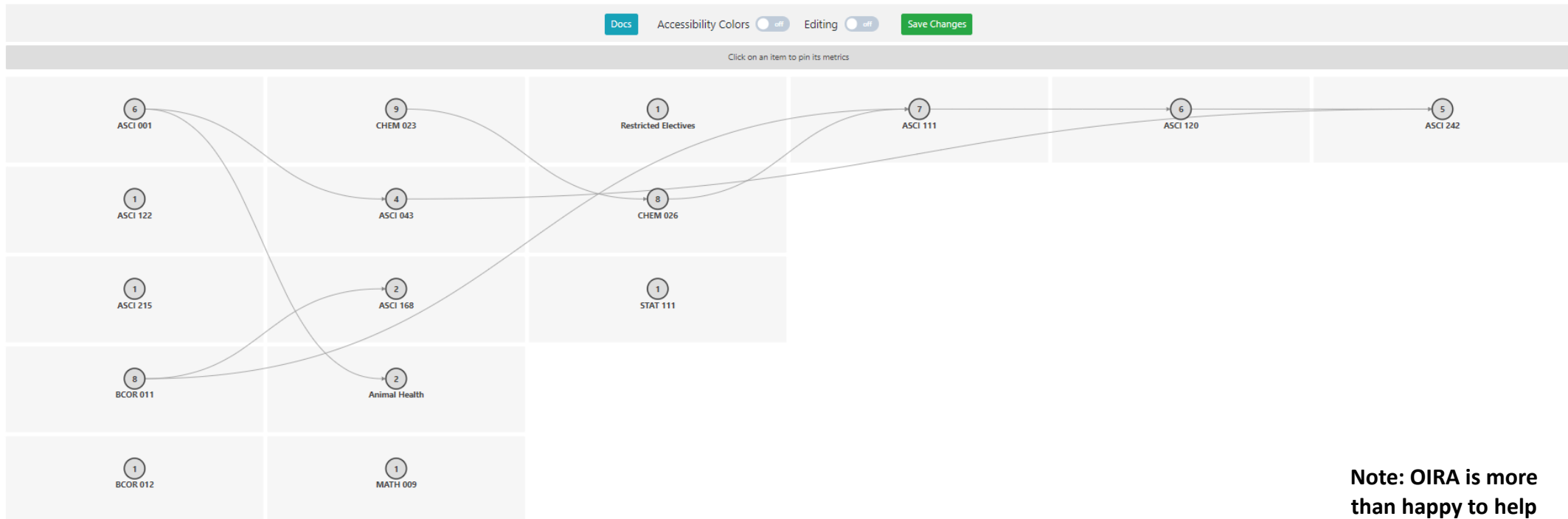
# Curricular Complexity

## Animal Science

Curricular Complexity: 63

Credit Hours: 60

Organization: UVM CALS



**Note: OIRA is more than happy to help build the underlying files for this program.**

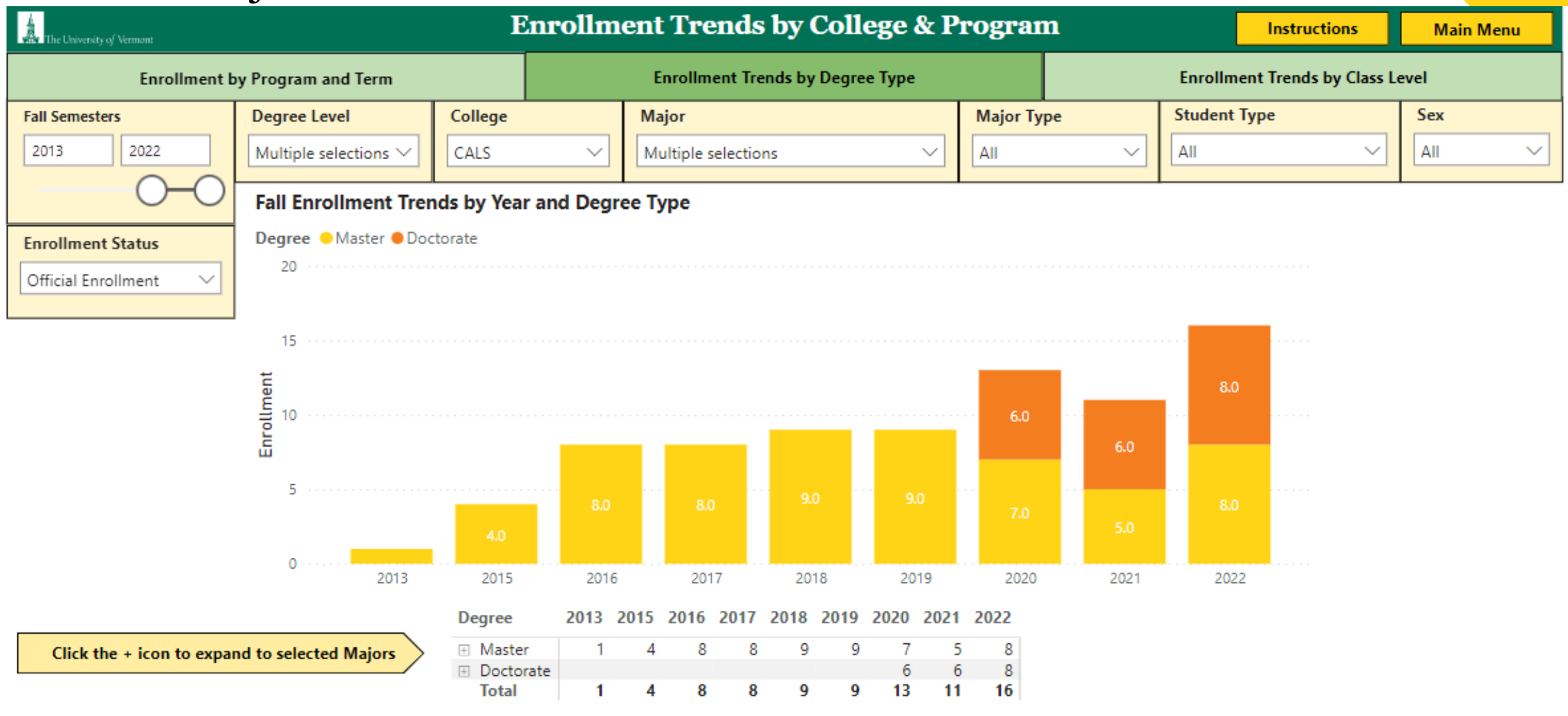


# Graduate



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# Graduate Major Enrollment



Source: [https://oir.w3.uvm.edu/catdat/campus/program\\_level.html](https://oir.w3.uvm.edu/catdat/campus/program_level.html)



# Degrees Awarded

College

Program

Residency

Sex

Degree Type

CALS

Animal Biosciences

Out-of-State

Female

(All)

Degrees Awarded:  
College = All/Program = Animal Biosciences/Residency = All/Sex = All/Degree Type = All



Degree Type	
Masters	1
Grand Total	1

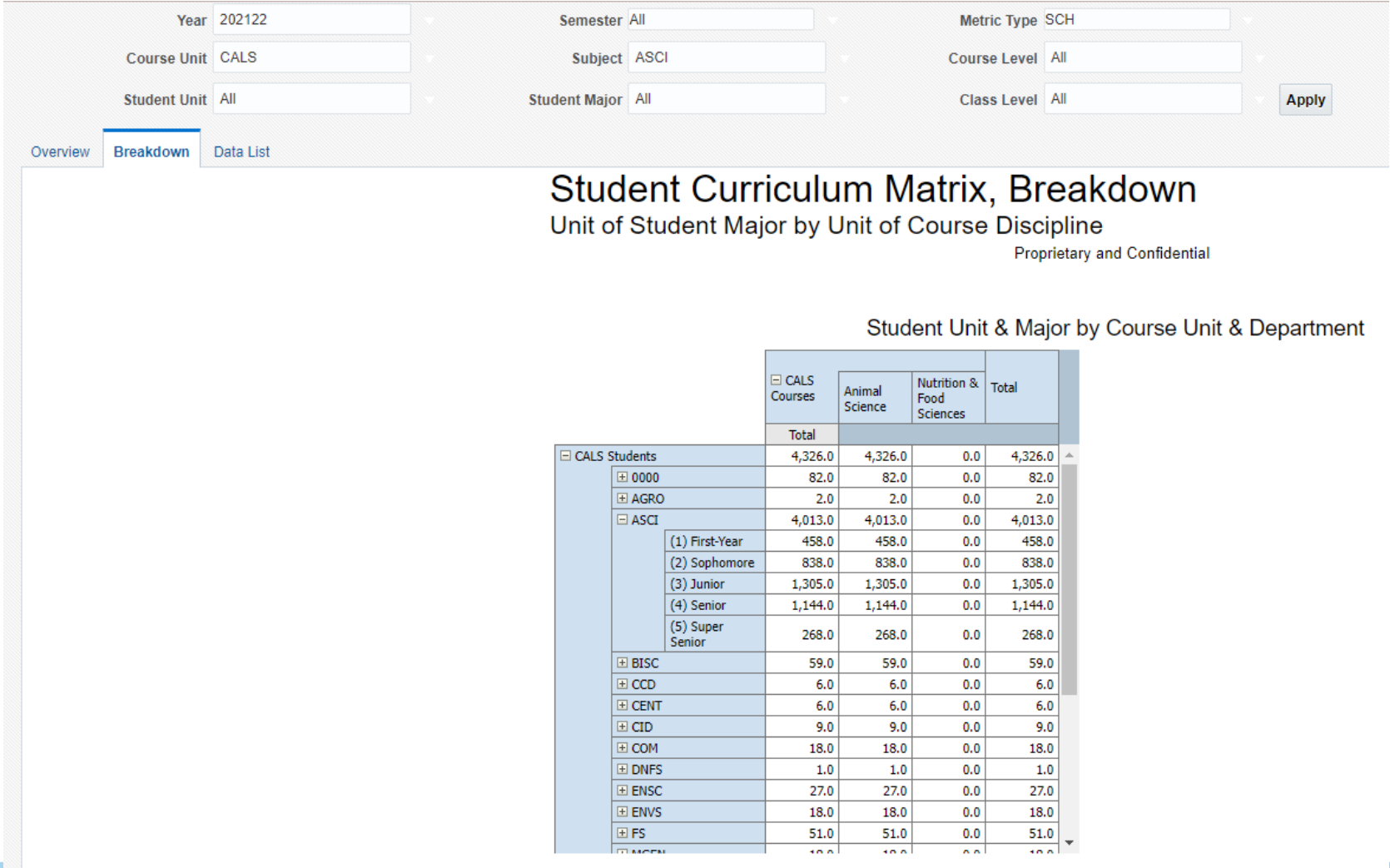


# Student Credit Hours



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# Student Credit Hour Distribution



Source: <https://www.uvm.edu/oir/university-department-planning> -> Student Credit Hours & Matrix Dashboards -> Student Curriculum Matrix



# Appendix



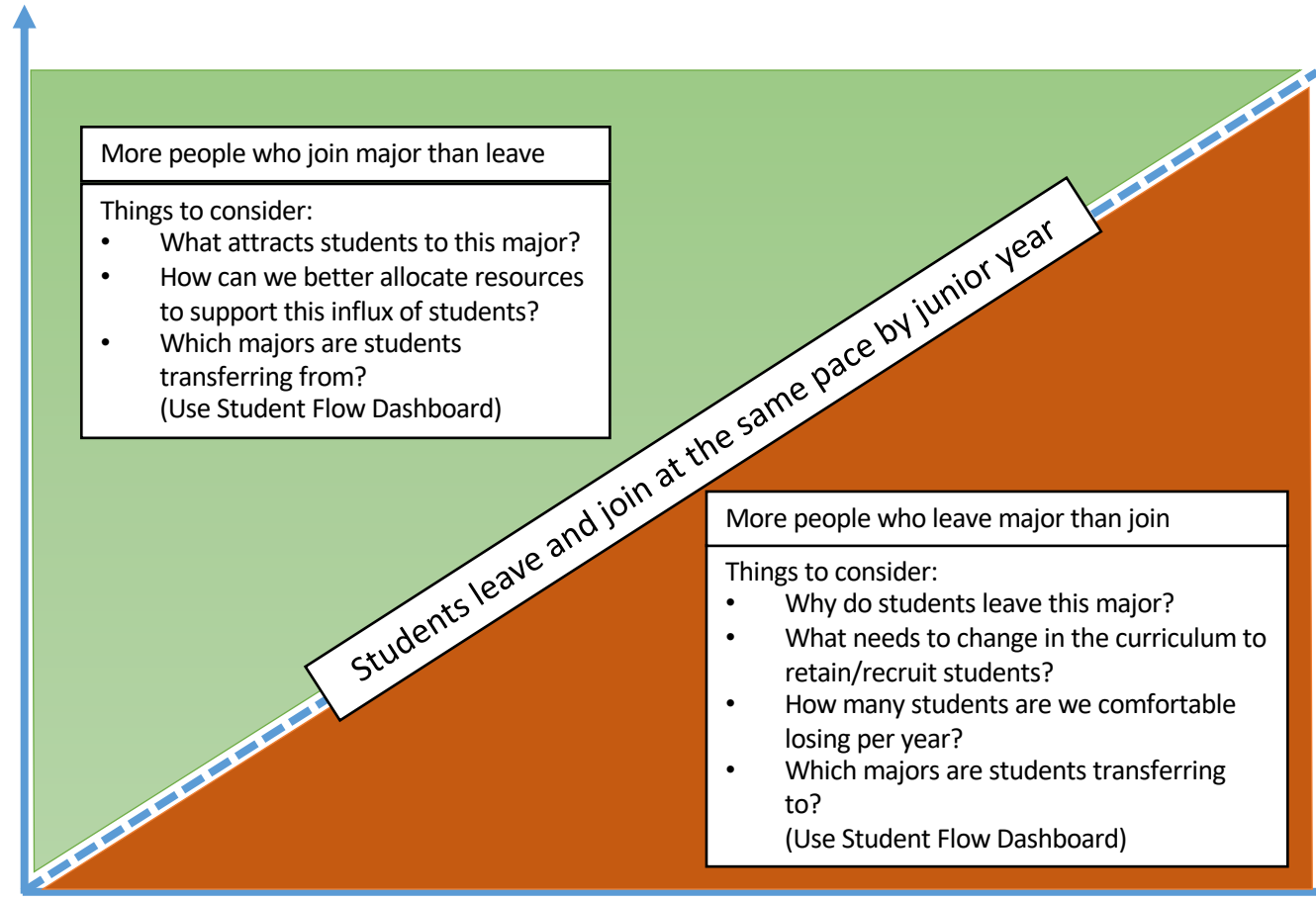
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# Adjusted Cohorts: Methodology and Terminology

Variable Name	Description
<b>Original Cohort Size</b>	The number of students who enrolled within a unit/department/program during their first fall
<b>Left Major by Third Year</b>	The number of students who left that unit/department/program by their third fall. This includes students who left UVM completely.
<b>Joined Major by Third Year</b>	The number of students who joined and were enrolled in that unit/department/program in their third fall
<b>Adjusted Cohort Size</b>	The number of students who enrolled within a unit/department/program during their third fall (Adjusted Cohort Size = Original Cohort Size – Left Major + Joined Major)
<b>Overall 3<sup>rd</sup> to 4<sup>th</sup> Year Retention Rate</b>	The retention rate of students in the ADJUSTED Cohort from their Junior Year to their Senior Year <u>to UVM</u> . <u>Note, because this retention rate examines students who stay into their Junior Year, the rates in this analysis will be much higher than the traditional numbers</u>
<b>% Returning to Same Program</b>	The retention rate of students in the ADJUSTED Cohort from their Junior Year to their Senior Year <u>in the same program</u>
<b>% Returning to Same Unit</b>	The retention rate of students in the ADJUSTED Cohort from their Junior Year to their Senior Year <u>in the same unit, but not the same program</u>
<b>% Returning to Diff Unit</b>	The retention rate of students in the ADJUSTED Cohort from their Junior Year to their Senior Year <u>in a different unit</u>
<b>% Graduated by 4<sup>th</sup> Year</b>	The graduation rate of students in the ADJUSTED Cohort from their Junior Year to their Senior Year. While this rate lowers the retention rate, they are still positive outcomes for the student and program.
<b>% Studying Abroad in 4<sup>th</sup> Year</b>	The study abroad rate of students in the ADJUSTED Cohort from their Junior Year to their Senior Year. While this rate lowers the retention rate, they are still positive outcomes for the student and program.
<b>Overall 4-Year / 6-Year Graduation Rate</b>	The graduation rates of students in the ADJUSTED Cohort

# Adjusted Cohorts: Interpreting the Data

Number of  
students who join  
major by junior  
year

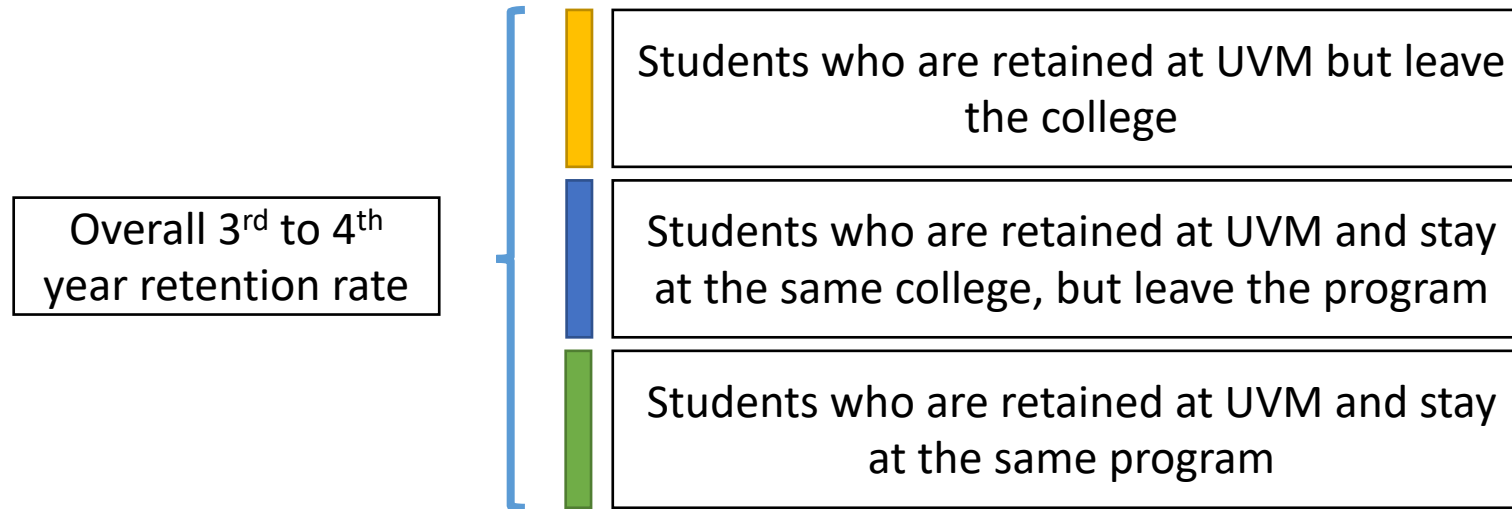


Number of students who leave major by junior year



# Adjusted Cohorts: Interpreting the Data

A program's 3<sup>rd</sup> to 4<sup>th</sup> year retention rate is broken out into three parts:



Things to consider:

- What programs do these students transfer to in their fourth year? (Student Flow)
- Why are these students transferring between programs/colleges?
- How can we do better with our curriculum/advising/co-curricular engagement to retain students in our programs from their third to fourth year?