Standard 4: The Academic Program

"The most important attitude that can be learned is the desire to go on learning." – John Dewey

Overview

UVM's ongoing commitment to academic excellence in a premier small research university, as outlined in the mission and vision and in the eight Academic Excellence Goals established by Provost Rosowsky, guides development, innovation, and growth in our academic programs. The Academic Excellence Goals, established in 2014, provide targets in undergraduate and graduate enrollment, time-to-degree, and innovation and success in new and established research areas. The goals are framed by UVM's mission as a land-grant university, our role as Vermont's flagship public research university, and our commitment to liberal education. In order to ensure UVM's continued relevancy, vibrancy, and sustainability, they also take into account the challenges currently facing higher education institutions regionally and nationally. Progress on the Academic Excellence Goals is reviewed regularly with the Board of Trustees and all campus constituencies, including the academic leadership, the Faculty Senate, the Student Government Association, and faculty, staff, and students at large (see Standard 2; Standard 3).

The heart of the University of Vermont's academic life lies in its seven undergraduate-degree-granting colleges and schools, Honors College, Graduate College, and College of Medicine. The undergraduate-degree-granting colleges include the College of Agriculture and Life Sciences, the College of Arts and Sciences, the Grossman School of Business, the College of Education and Social Services, the College of Engineering and Mathematical Sciences, the College of Nursing and Health Sciences, and the Rubenstein School of Environment and Natural Resources. The Graduate College grants graduate degrees in collaboration with these colleges and schools as well as with the Larner College of Medicine, while the Doctor of Medicine degree is granted separately by the Larner College of Medicine. The Honors College serves students from each of the undergraduate colleges/schools, but does not separately grant degrees. The Division of Continuing and Distance Education partners with the undergraduate units, the Graduate College, and the Larner College of Medicine to offer credit and non-credit bearing courses, certificates, and degrees. In Fall 2012, UVM submitted a substantive change request to initiate fully online credit-bearing degrees and certificates for students at a distance. The request was approved, and we now offer six online certificates of graduate study, one online undergraduate certificate, two online master's degrees, and one online undergraduate degree completion program. In addition, UVM Extension offers non-credit educational experiences across the state, consistent with our mission as a land-grant institution.

In recent years the Office of the Provost has undertaken a number of initiatives in support of the Academic Excellence Goals. Most recently, the provost authorized a project to select and purchase advising and retention software. UVM chose the Educational Advisory Board's Student Success Collaborative and began staged implementation of this tool across campus in Summer 2018. The software will improve data-sharing across units with the goal of advancing our progress towards retention and four-year graduation-rate targets (see Standard 5 for more discussion of this software; see Standard 8 for more on retention rates). Other academic excellence initiatives include grants to faculty in support of innovative pedagogy (Engaged Practices Innovation [EPI] Grants); the creation, in collaboration with the Faculty Senate, of a new curricular entity, Undergraduate Certificates, that incorporate an experiential learning component; and a host of faculty development programs, including ones focused on designing online and hybrid courses, and on the scholarship of teaching and learning (see also fuller discussions of advising and career services initiatives in "Student Services and Co-Curricular Experiences," Standard 5; and of faculty development programs in "Teaching and Learning," Standard 6).

Assuring Academic Quality

Description

Shared governance processes ensure that responsibility for academic quality is distributed broadly throughout the institution. Proposals to initiate, alter, or terminate an academic program are developed according to curricular policies of the Faculty Senate. The proposals are vetted at the department and college/school levels (including the Graduate College, in the case of a graduate program), and then by the Curricular Affairs Committee of the Faculty Senate. This process is designed to ensure that the curriculum of new or revised programs will provide students with a coherent body of knowledge and skills consistent with the university's mission and vision, offer a rich learning environment, and lead to the attainment of a specified set of learning outcomes. New programs proposals must also demonstrate program viability by offering evidence of demand for the program. All proposals require the approval of a dean, who thereby takes on the responsibility of assuring that sufficient funds will be available to support program design and quality. The dean of the Graduate College provides an additional layer of approval for graduate programs to ensure that the program has outlined realistic resource requirements for a new or revised graduate program.

When proposing significant revision or termination of a program, plans for students to complete their degrees according to the requirements in place when they entered the university are made. The full Faculty Senate is apprised of all recommendations and votes on proposals to initiate, alter, or terminate an academic program. Recommendations of the Faculty Senate are forwarded to the provost and president for approval prior to final consideration by the Board of Trustees. These multiple levels of approval and well-defined policies and processes within them ensure that academic programs meet and have the resources to sustain high academic standards, are appropriate for the intended degree level, and fit within the mission of the university.

The schools/colleges and their departments also have mechanisms for ongoing quality assurance via curriculum committees and course evaluation processes. At the program level, all programs are required to have identified learning outcomes, and have submitted or will submit program assessment plans in compliance with the university's recently begun Assessment Initiative. All academic programs also undergo university-level Academic Program Review on an eight-year cycle. In December, 2018, the Curricular Affairs Committee of the Faculty Senate approved revisions to the APR standards and the format for new program proposals to clarify and strengthen the requirements related to programmatic assessment of student learning outcomes. Both the Assessment Initiative and APR are discussed fully in Standard 8. The university actively promotes the teacher-scholar model, and teaching quality is considered in annual performance reviews for all instructional faculty. The university promotes excellence in pedagogy through a number of faculty development events and programs, considered more fully in "Teaching and Learning," in Standard 6.

In 2012, the university submitted a substantive change form to NECHE requesting blanket approval to offer fully online and hybrid distance education degree programs. As part of assuring the quality of these distance education programs, the dean of Continuing and Distance Education established the Distance Education Advisory Board, a group that includes the CIO, the associate provost for teaching and learning, the director of the Center for Teaching and Learning (which administers the university's learning-management system), and other key personnel directly involved with distance education. The Distance Education Advisory Board is responsible for identifying infrastructure and technology needs for distance education programs and serves as a forum for sharing information and developing strategies to advance online and hybrid programs at UVM, supporting the Strategic Action Plan goal of increasing access.

The university transitioned from a traditional incremental budgeting system to an incentive-based budgeting (IBB) system in FY 2015, with one goal of the transition being to promote innovation and excellence in academic programs. Under IBB, the academic units are responsible for balancing their own revenues and expenses. Revenues are derived primarily from tuition via the currency of student credit hours taught and headcounts in majors. As noted below, the transition to IBB has been associated with an increase in new academic programs that aim to attract students and generate new revenue while providing students with unique opportunities that draw on UVM strengths in faculty expertise. This increase in new programs has produced both excitement and concerns that growth motivated by IBB could have adverse effects on the educational mission, such as increased course section sizes, the loss of valuable but expensive teaching/learning models, and "curricular creep" (the tendency for colleges to start introducing new courses or programs outside of their own realm, potentially encroaching on the academic "turf" of another unit in order to capture student credit hours). To control for such phenomena, the university established the Educational Stewardship Committee (ESC), a joint committee of the Office of the Provost and the Faculty Senate. The purpose of the ESC is to ensure campus-wide stewardship and coordination of the university's educational mission.

Appraisal

As evidenced by the policies and procedures, data snapshots, and reports referenced in the description and provided in the Document Room, UVM ensures the quality of its academic programs through shared governance infrastructures and processes for managing program proposals, revisions and terminations, monitoring data related to protecting its educational mission, and a robust system of academic program review. A review of the E1A and E1B forms and the submitted assessment plans makes clear that our professional programs have the most sophisticated assessment systems, tailored to the requirements of their individual accrediting bodies. Our non-professional programs have generally lagged behind in having identified programmatic learning outcomes and developing sustainable, closed-loop assessment plans. Our Assessment Initiative, now in its third year, is slowly rectifying this situation. The associate provost for teaching and learning and the provost's faculty fellow for assessment lead the initiative; however, the latter position is temporary, with plans still in development to sustain the University Assessment system on a permanent basis. The Assessment Initiative is discussed more fully under Standard 8 of this Self-Study, including a description of progress on the development and implementation of program-level assessment plans, and projections for institutionalizing the Assessment system.

The formation of the Educational Stewardship Committee (ESC) has been a significant addition to the university's system for assuring academic quality. The ESC works in three different areas: monitoring data streams for adverse effects of IBB on the educational mission; fielding concerns from the campus regarding the effects of IBB on students' academic experience; and generating ideas to support the university's mission within the parameters of the new, decentralized budget model. Firstly, in collaboration with the Office of Institutional Research, the ESC tracks curriculum and course enrollment data for trends that may reflect adverse effects relative to best practices and tenets. The data can be viewed at the university level or filtered by academic unit, course level, and so forth. The ESC's Data Summary Report of 2017–2018,with associated interactive data displays, noted that some modest trends have emerged over the past three years. For example, there have been overall increases in both undergraduate and graduate student credit hours in most of the colleges and schools, with an overall 7.6 percent increase in student credit hours across the university. There has also been an increase medium-sized (20–50 student) course sections, although in some cases, as in the College of Engineering and Mathematical Sciences, where the trend was most pronounced, this increase accompanied a commensurate decrease in larger course sections; in other colleges, overall class size increased slightly. There was also a marked increase in courses fulfilling the diversity and sustainability General Education requirements across the university. This trend is particularly visible for diversity courses; in 2012–2013, 75 percent of these courses were taught in the College of Arts and Sciences, while the most recent data

show that CAS now offers only 60 percent of these courses, with other college and schools making up the difference. Overall, these trends do not demonstrate any definite adverse effects caused by IBB; they do show that colleges and schools are actively seeking student credit hours by putting courses in place, such as those that fulfill General Education requirements, and by offering new programs, and in particular graduate programs, to attract student credit hours. The ESC encourages academic units to use the interactive data base and integrated filters to inform strategic decision-making, and will continue to monitor these trends.

Secondly, the ESC fields concerns and questions from the campus community; the committee has investigated several issues that were brought to its attention and also considers these instances as it evaluates the effects of IBB implementation on UVM's educational mission. For example, a concern was brought to the committee regarding reduced frequency of teaching laboratories in the Microbiology and Molecular Genetics course MMG 201. As described in the ESC's report of March 15, 2018, the investigation revealed the cause was a long-standing budget idiosyncrasy that was not related to IBB; however, the committee process also facilitated a solution for the continued funding of this important course. The same report covers undergraduate courses offered by the Larner College of Medicine, which have drawn attention due to the significant (61 percent) increase in student credit hours generated by the College since IBB was introduced. Of this increase, 85 percent of the student credit hours are at the undergraduate level, generally a new area of instruction for LCOM. The ESC met with leadership from the Larner College of Medicine, who provided the ESC with an overview of the course approval process in the College, and demonstrated that this process met expectations for rigorous evaluation and approval of proposed undergraduate courses at the university. In addition to these curricular monitoring functions, the ESC also generates ideas and takes actions to support the educational mission and students' experience. For example, in consultation with the academic units, the ESC developed new operating policies for course listings and course monitoring. These help to ensure accurate, current course listings, including special-topics courses, and prevent content overlap between existing courses and proposed new courses, serving as an additional failsafe against "curricular creep." Most recently, based on insights gained from the current Self-Study process, the ESC charged a Subcommittee on General Education and Unit Requirements to develop a proposal for a more coherent General Education Program.

The Educational Stewardship Committee has been vigilant and responsive in carrying out its charge to safeguard and promote the university's educational mission in general, and in the specific context of incentive-based budgeting. The ESC has been instrumental in collecting and analyzing data sets that show trends in areas of concern, such as section size, related to IBB. As noted above, the ESC has also effectively investigated and mediated some issues that were brought to its attention. However, its role as a "curricular ombuds-committee" may be compromised by a general lack of awareness of this new committee and, because it is an advisory body, lack of faith in its ability to effect changes in problematic behaviors on the school or college level. It will be important for the ESC to continue to track trends, disseminate its reports, and encourage units to utilize these data effectively. To ensure optimal functioning of the committee, there should be an unbiased review of the ESC's practices and performance, as well as recommendations for its role, scope, and authority.

Throughout the IBB development process, campus constituencies expressed the concern that the budget model would inhibit the development of new cross-college interdisciplinary courses and programs, and be detrimental to existing ones. However, the data indicate that interdisciplinary activity has not decreased since the advent of IBB. Over the past three years the number of course sections co-taught by instructors from different units increased from 48 to 55 (15 percent). In addition, eight new interdisciplinary academic programs were approved, and none were terminated.

The university recognizes that technology and technological support are essential to modern education. The CIO, with Enterprise Technology Services, the Center for Teaching and Learning, and the

Educational and Research Technologies Committee of the Faculty Senate, collaborate to ensure that academic technology meets the needs of both online and distance students and faculty. In addition, the Distance Education Advisory Board evaluates, monitors, and supports planning related to the academic technology needs of students enrolled in online courses and programs. The Distance Education Advisory Board is chaired by the dean of Continuing and Distance Education, with membership that includes the CIO, the associate provosts, the dean of the Graduate College, the director of the Center for Teaching and Learning, CDE staff, and faculty teaching distance education courses.

All students are able to monitor progress toward their degree using DegreeWorks software, which recently replaced an outdated and difficult-to-use product. The locally hosted Blackboard Learn learning-management system is connected to our Banner Student Information System, so that course spaces are automatically generated for every course, and enrollments are automatically updated. Faculty make their Blackboard course space available to students in approximately 70 percent of courses in any given semester—more than doubling since 2009, when that percentage was only 32 percent. Customized "MyUVM" portals provide students with easy digital access to multiple aspects of their university experience, from registration and billing, to Blackboard, to obtaining transcripts and even ski passes. Students in hybrid and fully online programs access UVM's distance learning certificates and degrees through the same IT infrastructure as residential students, and academic oversight and quality assurance (i.e., APR, assessment planning) are the same for distance programs as for residential programs.

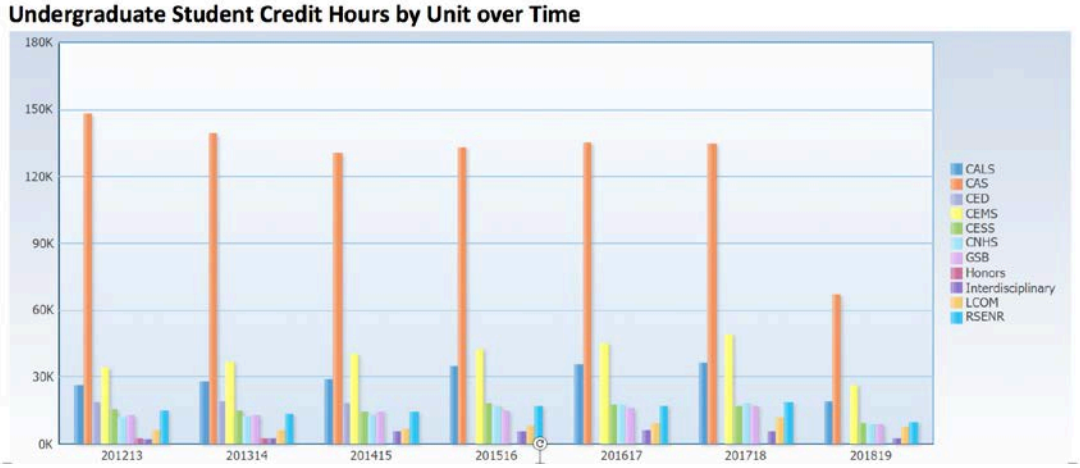
Undergraduate Degree Programs

Description

Consistent with its mission and the centrality of liberal education to its academic goals, UVM's undergraduate programs are aimed at providing a well-rounded college education that prepares graduates with the knowledge, communication, and problem-solving skills to be lifelong learners who can meet societal needs today and in the future. UVM offers a wide range of BA and BS degree programs across the fine arts, humanities, and mathematical, natural, and social sciences, as well as professional programs including business, engineering, education, dietetics, and nursing. The university currently offers 121 baccalaureate degree programs (see Data First form 4.3), 96 academic minors, and four undergraduate certificate programs. One undergraduate degree completion program (the RN to BS degree) is offered online. A number of the programs are interdisciplinary in nature, spanning two or more departments and/or colleges. These include flexible, cross-disciplinary degree programs, minors, and certificate programs that are collaboratively overseen by the participating departments.

As is evident from the enrollment statistics represented on the chart below, the College of Arts and Sciences is the heart of liberal arts education at UVM, and as such plays a key role in the education of all undergraduate students, as can be seen in part from the table of core requirements across the colleges included at the end of this standard. Data First form 4.5 demonstrates that in recent years CAS has offered approximately 45 percent of undergraduate student credit hours; however, as noted above, while CAS SCHs have leveled off at around 134,000 in recent years, SCHs in other colleges have grown significantly. For example, the College of Nursing and Health Sciences increased from approximately 13,000 to 18,000 credit hours, an increase of 38 percent between AY 14–15 and AY 17–18; during that same period CAS

experienced only a 2 percent increase. Consistent with the national trend, enrollments in some liberal arts majors have gradually declined over the past decade as students and their parents have gravitated to professionally oriented programs they think will lead directly to a job post-graduation (see Data First form 4.3). In Spring 2018, the College of Arts and Sciences participated in a Core Curriculum Assessment Block Grant program sponsored by the Office of the Provost (see Standard 8), and has been exploring innovative curricular and research initiatives that will help students who choose the College of Arts and Sciences better understand the value of a liberal arts education and the competencies they will develop in their major and other required coursework.



An ethos of "engagement" permeates the undergraduate experience at UVM. This is a fitting legacy for one of the institution's most esteemed graduates, John Dewey (class of 1879). As a Carnegie Higher Research Activity university of moderate size, UVM provides undergraduate students many opportunities to engage in research with faculty. Correspondingly, the teacher-scholar model, a hallmark of UVM's undergraduate programs, promotes ongoing faculty engagement with scholarship, and encourages faculty to bring students into their research (see "Faculty and Academic Staff," Standard 6). One measure of the emphasis given to undergraduate research is the percentage of seniors who report involvement in research with a faculty mentor: 40 percent based on the most recent (2017) NSSE results. Their work culminates in an annual student research conference sponsored by the Office of Fellowships, Opportunities and Undergraduate Research.

UVM is also a Carnegie-classified Community-Engaged Institution with hundreds of partnerships in Burlington, the State of Vermont, and around the world. The university offers more than 100 service-learning courses per year, coordinated through the Office of Community-University Partnerships in Service Learning. On the most recent NSSE, 40.5 percent of seniors report having taken a service-learning course at UVM. Over the past five years we have also worked to increase student participation in internships while deepening the quality and accessibility of those internship experiences. As described in a May 2018 report on internships to the Board of Trustees, much progress has been made. The 2017 National Survey of Student Engagement indicated that 67 percent of UVM seniors reported engaging in an internship or field experience, compared to 53 percent of seniors at other high research institutions. A meta-indicator for engagement and service is the fact that UVM consistently ranks among the top universities nationally (currently 7th for medium-sized schools) for graduates who enter the Peace Corps. UVM students do not simply receive knowledge, they discover new knowledge; they learn through experience; and they serve the global community.

This dedication to the global community is not only outlined in the mission; to encourage study abroad, the university offers nearly 600 study abroad options in more than 70 countries, including options that allow students to use their in-state tuition and financial aid towards study abroad. However, currently only

27 percent of our undergraduates study abroad. UVM has joined Generation Study Abroad, and has set the goal of increasing the percentage of all of our students participating in study abroad by 40 percent by the end of 2020. While some of this increase will occur in short-term experiences, UVM is also committed to increasing the percentage of undergraduates who study abroad for a semester or more by 20 percent, and the overall percentage of underrepresented student populations studying abroad.

UVM's unique interdisciplinary programs reflect the faculty's understanding that academic disciplines sometimes create artificial boundaries to the multifaceted study of focus areas. Our interdisciplinary programs provide students with rich knowledge and understanding across and at the interfaces of academic disciplines. Two popular cross-college undergraduate programs that demonstrate this are Environmental Studies (ENVS) and Environmental Sciences (ENSC). ENVS and ENSC are long-standing interdisciplinary undergraduate programs that reflect one of the university's signature strengths. These programs are shared across the Rubenstein School of Environment and Natural Resources, the College of Agriculture and Life Sciences, the College of Arts and Sciences, and in the case of ENVS, the College of Education and Social Services. ENVS and ENSC both offer BA and BS degrees that overlap parts of their curricula, providing broad perspective, while also allowing students to concentrate in areas of interest. The Food Systems constellation of programs is a more recent interdisciplinary initiative that taps into UVM's unique strengths, including UVM Extension. One of the strongest interdisciplinary areas at UVM is in Neuroscience. The undergraduate Neuroscience BS and minor span the departments of Biology, Psychological Science, Communication Science and Disorders, and Neurological Sciences, involving nearly 100 faculty across the colleges of Arts and Sciences, Medicine, and Nursing and Health Sciences. The Neuroscience Graduate Program is a cross-college interdisciplinary doctoral program that involves more than 50 faculty and four colleges, including the Larner College of Medicine.

UVM is home to a number of highly ranked programs including the Sustainable Innovation MBA (rated #1 Green MBA by *Princeton Review* (11/2/2017); the undergraduate Business Program (rated one of the best by *Bloomberg Business* (2016); and various other nationally ranked programs as listed by *U.S. News and World Report*. The presence of the nationally ranked Larner College of Medicine on campus offers unique opportunities not available at many universities our size, enriching the undergraduate programs in the health sciences and biological and bioengineering sciences.

About 900 undergraduate students, drawn from all of the undergraduate schools and colleges, are enrolled in the Honors College each year. The Honors College curriculum emphasizes a strong foundation in liberal arts, writing, critical thought, and research skills, culminating in a required research-based senior thesis. Challenging first-year courses are followed by sophomore-level seminars on interdisciplinary topics offered by faculty throughout the university. In the junior and senior year, the focus shifts to planning, researching, and writing the required honors thesis within the students' major discipline.

Within the context of university-level approval and regular review of academic programs, the schools and colleges set and publish their own requirements for graduation that meet or exceed university minimum requirements. All units require a major, some require a minor, and each has a set of core requirements that rounds out the university-level General Education requirements. All undergraduates must complete four university-level General Education requirements as described below. All baccalaureate degree programs require a minimum of 120 credits (see Data First form 4.3), and many of the professional programs require a higher number of credits for degree completion. All undergraduate degree programs allow students some flexibility for free electives, although the professional programs are generally more constrained than our non-professional programs.

UVM also offers several dual-degree programs in collaboration with other institutions. Two of these span to the graduate level. One is a 2 + 3 Baccalaureate/Juris Doctor Program in collaboration with Vermont Law School; the other is a 3 + 4 Baccalaureate/Doctor of Pharmacy Program in collaboration with Albany

College of Pharmacy and Health Sciences. These programs offer qualified students in certain undergraduate majors an accelerated route for achieving both degrees. The first graduate of the UVM-VLS 2 + 3 program was recently featured in a news release. At the undergraduate level only, we have a dual-degree program with Saint Michael's College (SMC) through which qualified SMC students can earn a BA or BS degree from SMC and a BS degree in engineering from UVM. Students normally complete this program in five years. UVM's 30 accelerated master's degree programs offer qualified undergraduates early admission to graduate studies at UVM with up to six concurrent credits double-counted toward the bachelor's and master's degrees. These programs are described more fully in the section on Graduate Education.

To enrich undergraduates' first-year experience and support their academic success, we have renewed our focus on learning communities. UVM has had residential learning communities for some time, and until recently, they were a housing option for first and second-year students. However, their capacity was equivalent to about 29 percent of a typical first-year class, lower than our peer institutions. In conducting regular assessments of residential learning communities, we found strong evidence that participation in a residential learning community (RLC) helps students feel at home at UVM, and that students in an RLC have improved retention over students who chose other housing options. In response to these data, UVM revamped the Residential Learning Communities Program and created better integration between the co-curricular and curricular components of RLCs. Beginning in AY 2018–2019 most first-year students will be housed in residential learning communities that are designed to bring students together around a common interest and foster connections among the students and the larger university. The residential learning communities will create opportunities for academic engagement outside the classroom, intentional integration of academics, enhanced student connection within themes, and thoughtful programming. We expect the new Residential Learning Community model to contribute to students' engagement, success, and retention.

Appraisal

UVM has a healthy, varied and responsive portfolio of undergraduate degree programs that provide students with both breadth and depth in their education embedded in a host of high-impact pedagogies. Interdisciplinary programs, dual-degree programs, and accelerated master's degree programs provide many unique opportunities for undergraduates. The university also updates and changes its academic offerings on an ongoing basis to meet student demand and contemporary needs. The list of academic program changes indicates that since our last decennial review in 2009, UVM has initiated 9 new majors, 3 new major concentrations, 17 new minors, 4 undergraduate certificates, 7 PhD programs, 13 master's programs, 10 certificate of graduate study programs, 4 General Education requirements, revised 1 major, and eliminated 14 academic programs.

As illustrated in the table below, 41 new graduate and undergraduate academic programs were reviewed and approved from FY 2015 to FY 2018, an average of 10.25 per year. By contrast, an average of only 3.8 programs per year were approved between from FY 2010 through FY 2014. At the undergraduate level, the greatest growth was in academic minors. One of the objectives of incentive-based budgeting is to incentivize creative academic programs that will attract students. Data in form 4.3 demonstrate growing student interest in unique, interdisciplinary degrees that build on UVM's strengths. For example, the Food Systems major, an interdisciplinary degree that is unique nationally, was added in Fall 2016 and enrolled 13 majors; two years later, there are 66 majors. Similarly, the interdisciplinary undergraduate degree in Biomedical Engineering launched in 2016 with 37 majors; two years later, there are 124 students enrolled in the program, and the Data Science BS degree has grown from an initial 8 students to 40 in the same period. While the numbers are smaller at the graduate level, they demonstrate similar trends. For example, the MS in Complex Systems and Data Science has doubled in size each year, going from 1 to 18 enrolled students since its launch in 2015, prompting the development of a new PhD to begin in Fall 2019, while

the new UVM-specific PhD programs in Food Systems and in Human Functioning and Rehabilitation Science quickly reached their enrollment targets (see Data First form 4.4).

New Majors, Minors and Graduate Programs 2015-2018					
Undergraduate Major	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**TOTAL**
Undergraduate Minor	1	4	0	1	6
Undergraduate Certificate	2	6	2	4	14
Graduate - PhD	1	0	2	1	4
Graduate – Master's	2	1	0	6	9
Certificate of Graduate Studies	0	1	1	2	4
TOTAL	7	12	6	16	41

While some new hires have been made to establish these programs, other interdisciplinary programs rely on reconfiguring of workloads and teaching schedules for faculty located within other disciplines. Workload capacity limits will cause the creation of new programs to become self-limiting unless the academic units terminate existing programs and/or hire more full-time and/or part-time faculty. Academic oversight, as described above, ensures that termination of programs will be evaluated and scrutinized at all levels and will be motivated primarily by the need to maintain academic quality and rigor in these programs.

The prestige and challenge of the Honors College curriculum has been successful in attracting and retaining high-achieving students. Despite, or perhaps due to, the rigor of the Honors College core curriculum, the persistence rate to graduation with Honors Scholar status is about 55 percent, better than the national rate of 48 percent reported by the National Collegiate Honors Council. However, the Honors College estimates that about 7.8 percent of students pursuing Honors Scholar status leave the program because they find it difficult to meet the requirements and still fit in everything they need or want to do (e.g., structured majors, double majors, dual degrees, study abroad, or early graduation). The Honors College's assessment plan, now in its second year, includes assessment of the core curriculum to determine which elements contribute most centrally to student achievement and retention.

UVM's vision statement includes a "comprehensive commitment to liberal education," and the institution as a whole must take action to ensure the continuing health of the College of Arts and Sciences. Declining enrollments in College of Arts and Sciences' majors have produced challenges not only for the college, but for the university as a whole. As the College of Arts and Sciences implements new programs and evaluates its core requirements, support for innovative programming and collaboration across the university should emphasize the value of critical thinking and other transferrable skills that students develop through their UVM liberal arts education.

Although UVM undergraduate students are heavily engaged in experiential, active learning—something we are proud of—we have never formulated goals or expectations along these lines. Doing so would be beneficial for our students, and it would help to make more visible this distinctive aspect of UVM undergraduate education. In Spring 2019, the university will launch a pilot program to track and encourage student participation in high-impact practices as defined by Kuh[1] and the Association of American Colleges and Universities. The pilot will be conducted by the Rubenstein School of Environment and Natural Resources, taking advantage of the new Student Success Collaborative system, with the expectation of developing similar initiatives in all of the undergraduate colleges in coming years.

[1] *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008).

General Education

Description

In the ten years since our last decennial review, UVM has planned, approved, and implemented a university-wide system of General Education. Prior to 2012, the core and distribution requirements of each school and college constituted "liberal education" for undergraduates, but as the 2009 decennial review noted, there was considerable variation across these curricula, creating confusion and complicating student transfers between UVM colleges or schools. In May 2011, after extensive research and discussion, the Faculty Senate endorsed in concept six proposed learning outcomes for all graduates. The implementation plan called for the individual area requirements to be launched serially over time to ensure thorough vetting of each proposal and the inclusion of clear learning outcomes and assessment plans, as well as adequate capacity in courses certified to meet the various requirements. It is important to note that, while faculty governance determined the shape and nature of the General Education requirements, two of these requirements, Diversity and Sustainability, were developed as a faculty response to student interest and demand. Continued student engagement with faculty and the administration over the nature of these requirements is evident in student participation in focus groups as part of General Education assessment (see Standard 8), and most recently in the No Names for Justice activism, which opened productive dialogue about the nature and goals of the Diversity General Education requirement.

The General Education system now consists of four requirements that reflect the faculty's aspirations for all graduates. The requirements are Writing and Information Literacy; Diversity; Sustainability; and Quantitative Reasoning. Curricular oversight of General Education rests with the Faculty Senate, with support from the Office of the Provost and the Office of Institutional Research. Each of the General Education requirements is overseen by a curricular review committee under the authority of the Faculty Senate and with representation from each of the academic units. These committees review and certify proposed courses as meeting the designated requirement. Certified courses are distinguished in the Schedule of Courses by a code that is added to the course title (D1, D2 for Diversity courses, SU for Sustainability, QR for Quantitative Reasoning, and FWIL for Foundational Writing and Information Literacy). The assessment structure varies across the General Education requirements. Due to the volume of new Diversity and Sustainability courses, the curriculum review committees for these requirements cannot also undertake assessment. For these two requirements, separate assessment committees provide their findings and make recommendations to the curricular review committees. For Foundational Writing and Information Literacy, the program director manages assessment across the limited number of courses that fulfill the requirement. The Quantitative Reasoning Curriculum Review Committee will be coordinating assessment of QR outcomes for this recently launched requirement beginning in Spring 2019.

The integration of information literacy with writing in the FWIL requirement is an innovative approach in which library faculty, who offer over 500 information literacy sessions a year (see Data First form 4.5), play a key role. We have expanded the approach into academic majors in seventeen academic departments through our Writing and Information Literacy in the Disciplines (WILD) project, sponsored by a grant from the Davis Educational Foundation. Through this project, departments mapped their goals for student development of writing and information literacy across their curriculum to ensure appropriately scaffolded and rigorously assessed outcomes. This work has garnered national attention and a number of peer reviewed publications and presentations, and laid the groundwork for the development of the four Foundational Writing and Information Literacy outcomes. As outlined more fully in Standard 8, FWIL has the most established and robust assessment structure of the four General Education requirements, utilizing both direct and indirect assessment to gauge student progress towards the FWIL

outcomes, and utilizing this information to inform faculty development and recommendations for best practices.

The university-wide General Education requirements currently constitute 15 credit hours, many fewer than the 40 credits required in NECHE Standard 4.18. As summarized in the attached table of requirements by college/school (see end of Standard 4), the balance of undergraduate students' general education still resides in the core and distribution requirements of the academic units; the sum of university General Education and each unit's requirements approximates 40 or more credits. As the table makes clear, there is variation in subject coverage and terminology across the units' core requirements, and no established set of clearly defined outcomes for these requirements currently defined only at the college/school level. As a result, General Education is not as coherent or consistent as it should be, with no unified assessment plan. This realization inspired the Educational Stewardship Committee to establish a Subcommittee on General Education and Unit Requirements, charged to do groundwork that can lead to a proposal for a re-envisioned system of General Education at UVM that fulfills NECHE's requirement of 40 credits of general education for all bachelor's degree programs. The subcommittee and the full Educational Stewardship Committee have strong representation from key Faculty Senate leaders, reflecting the collaborative effort needed for this initiative to succeed.

UVM's General Education requirements were established at different times and through different pathways, and as a result the models for the four requirements are heterogeneous. Until recently, their curricular review committees functioned independently, with different policies, procedures, and practices. This mode of operation has been inefficient and confusing to students and faculty alike. Furthermore, there has been no responsible body to provide vision and direction for General Education at UVM. In AY 2017–2018 the Office of the Provost and the Faculty Senate jointly established the General Education Coordinating Committee (GECC), first on an ad hoc basis, and then as a standing subcommittee of the Faculty Senate's Curricular Affairs Committee. The General Education committees now report directly to the GECC, the purpose of which is to provide a governance body for the university-wide General Education requirements, coordinating activities, policies, and processes and providing clarity, consistency, and efficiency regarding the requirements. As noted above, the Educational Stewardship Subcommittee on General Education and Unit Requirements has taken on the task of developing a proposal for a re-envisioned system of General Education at UVM, and has consulted with the GECC in this process.

We continue to implement robust assessment to ensure graduates are competent in the General Education knowledge and skills areas. Foundational Writing and Information Literacy has the most established assessment plan. The outcomes for Foundational Writing and Information Literacy are: 1) rhetorical discernment, 2) information literacy, 3) critical reading, and 4) substantive revision. Each of these outcomes is defined on the FWIL web pages of the General Education website. In AY 2016–2017, FWIL's assessment focus was on information literacy. The methods included student focus groups, faculty interviews, and measures of student performance as rated by faculty. The faculty rating exercise marked UVM's first large–scale direct assessment of a General Education requirement. The results indicated that overall, students were achieving the desired outcomes, and post hoc analyses provided insights on specific areas for faculty development, change, and improvement. In AY 2017–2018, FWIL's assessment focus was on the critical reading outcome**.** The remaining General Education requirements are in various stages of implementing their assessment plans. Notably, the General Education Diversity Assessment Committee (GEDAC) undertook a major direct assessment, modeled after the FWIL assessment, in Spring 2018. Funding for direct assessments such as faculty rating days has come from the Office of the Provost on an ad hoc basis, as discussed in Standard 8. The GEDAC report made clear the General Education Diversity competencies should be reduced from the current 14 to a more manageable number and stated as assessable learning outcomes. This will reduce confusion among both faculty and

students and allow more effective assessment of the outcomes, as well as clearer recommendations for developing course-level and university-level assessments of student achievement of the outcomes.

Appraisal

The establishment of university-level General Education is a notable accomplishment given UVM's history of decentralization and previous unsuccessful attempts to develop consensus on a practical and implementable General Education plan. UVM's General Education Program represents not only a good-faith response to our last 10-year re-accreditation review, but also, and more importantly, it means we are thinking more holistically, across units and academic disciplines. The advent of General Education has also helped to make clear the unique, distinctive aspects of a UVM education (such as a commitment to sustainability). We have made excellent strides in assessing the General Education outcomes using both direct and indirect methods, and in developing conduits for assessment findings to inform faculty development and curricular change (see Standard 8).

While each of the four General Education requirements reflects the expertise of a core of faculty, only one of the requirements (FWIL) has a director with workload, administrative support, and a budget dedicated to training, faculty development, and assessment. The other requirements, most notably Diversity, rely on small groups of dedicated faculty who manage both the course approval and assessment processes within their service workload. Requests for funds to conduct assessments are made on an ad hoc basis. As a result, the process of evaluating and making changes in General Education requirements is slow-moving and suffers from turnover in faculty rotating on and off the curricular review and assessment committees. The creation of a new Provost's Faculty Fellow for Diversity and Inclusion position represents a step in the right direction, providing leadership and resources dedicated to intensive training needed to implement recommendations for improving instruction and outcomes in Diversity courses. Among other responsibilities, the faculty fellow has launched and will continue to lead a university-wide Diversity Fellows Program.

We are now at a crossroad with General Education. The Self-Study process has helped us understand where we are and what is needed for a more cohesive, comprehensive system of General Education. First and foremost is a stronger common vision of our aspirations for all UVM graduates. On the operational level, this vision will need to be translated into a more comprehensive set of General Education requirements, incorporating common elements now located within college and school core curricula. This expanded set of General Education outcomes will need to be incorporated into a more effective and efficient organizational and administrative model of implementation and assessment. This could be some version of a distributed model, a centralized model, or a reconfigured hybrid with a balance of university-level and unit-level requirements aligned with identified common outcomes. There will certainly be challenges, including gaining buy-in from faculty and the academic units, constraints in certain highly structured curricula, and the limits of resources that can be brought to bear. For example, the introduction of any new university-level requirements would require significant workload shifts or additional resources to manage administrative load in the Faculty Senate Office and/or the Provost's Office. In addition, it will be difficult to continue direct assessments of university-level General Education outcomes without a regular budget to support coordination and administrative support for faculty rating days. Nonetheless, those most closely involved with the implementation of the current General Education Program have a deep understanding of the strengths and limitations of our current system, and are motivated and excited to bring our General Education Program to the next level.

The Major or Concentration

Description

UVM undergraduates pursue not only a broad liberal education, but also focus deeply in a chosen area, one of the 125 majors offered by the undergraduate schools and colleges (see Data First form 4.3). In addition to unit-specific distribution or core requirements and the four General Education requirements, all colleges/schools require in-depth study in at least one disciplinary or interdisciplinary major, many of which contain a choice of concentration areas. Home departments and the corresponding school or college are responsible for the design and maintenance of programs in accordance with the curricular policies of the Faculty Senate. Majors, major concentrations, minors, and undergraduate certificate programs must encompass a coherent body of knowledge, with a curriculum comprised of credited coursework of increasing complexity and challenge (often culminating in an integrative capstone project), and designed to promote student achievement of identified learning outcomes. Incentive-based budgeting metrics provide financial rewards to colleges for increasing the number of student credit hours taken in their courses; as outlined above, this has encouraged the creation of new majors and minors that address emerging areas of student interest. The new majors in Public Communication and Health and Society, and the minor in Writing are good examples.

Some degree programs require the completion of a minor in addition to a major. Minors across the university are open to students from any unit, unless they are majoring in a specified, heavily overlapping field. Minors may be used to complement the major or to pursue a secondary area of academic interest. For example, the interdisciplinary minor in Geospatial Technologies appeals to students in diverse areas such as Anthropology and Natural Resources; and the recently approved Emergency Medical Services minor enhances a number of health sciences and education majors. In Fall 2017, 5.7 percent of our undergraduate students were pursuing a double major. UVM also now offers several undergraduate certificate programs, which are designed with an experiential learning component, offering a different experience from most minors.

Some of our pre-professional programs, such as Nursing and Secondary Education, have supervised practica or clinical rotations embedded in their curricula. These are essential in order for students to develop competency through field experience. These programs have established polices and formal agreements with their outplacement sites, which have been vetted with the university's legal counsel. They maintain effective relationships with identified clinical instructors or preceptors. Students' progress in their externship is monitored on a regular basis and there are protocols for helping to resolve students' performance and other problems when they arise.

In order to ensure that coursework in academic programs clearly reflects a progression of increasing complexity and challenge, entry-level, intermediate-level, and upper-level courses are identified by numbering convention: 001–099, 100–199, and 200–299 respectively. Intermediate and upper-level courses must build on previous coursework at the introductory level (for 100-level courses) and intermediate level (for 200-level courses), and carry prerequisites to ensure enrolled students have adequate background knowledge and skills. The registration system automatically checks student transcripts for these prerequisites. The academic departments, through their curriculum committees, review and revise their offerings on an ongoing basis to improve and keep them current. Major revisions of a program (40 percent or more change in contents) require a formal proposal and review by the home college and the Curricular Affairs Committee of the Faculty Senate. The requirements for each program are published in the online catalogue. Detailed descriptions of program goals, learning outcomes, pedagogies, methods of inquiry, etc. are posted on each program's website. Programs are held accountable to the curricular guidelines in Faculty Senate review and approval of proposals to initiate or alter a program as well as in the periodic Academic Program Reviews.

Academic advising is critical in helping students navigate their curricular requirements as well as their choices. Advisors help students make wise choices in course selection and sequence, and apprise students of opportunities and connections with the campus community. Understanding this, we have taken steps to strengthen undergraduate advising. In response to a report from the Student Affairs Committee of the Faculty Senate, Provost Rosowsky charged each of the deans to submit a comprehensive advising plan for their respective units. Those plans were critiqued and revised, and they are now posted on the Office of the Provost website. A follow-up summary report in 2017 listed remaining obstacles and the deans' recommendations for continued improvements. Chief among the recommendations was an integrated software system to track and coordinate student advising. We have since purchased and are in the process of implementing such a platform. In addition, we have established a centrally located Advising Center, as part of the Center for Academic Success. The Advising Center is supported in part by the Student Government Association and employs trained student peer advisors. The Advising Center promotes the Vision for Academic Advising at UVM, from the Student Affairs Committee report of 2014. The Outstanding Faculty Advisor Award was established in Spring 2018, and this has helped draw attention to and celebrate excellent performance in academic advising. Provost Rosowsky appointed for a two-year term a faculty fellow for advising and first-year experience, who helped to implement the Advising Center and all of its programs.

Appraisal

UVM offers a substantial choice of academic majors as well as minors, and a small selection of the recently introduced undergraduate certificates. These programs allow students to gain depth of knowledge and skills in one or more areas. Mechanisms are in place to ensure these programs meet the university's standards and policies. The university has taken a number of steps to improve academic advising and students' experience moving through their academic programs. We will need to assess the impact of those initiatives to see if they are associated with improved retention, persistence, and student satisfaction.

By virtue of the General Education FWIL requirement and the Writing and Information Literacy in the Disciplines project, writing and information literacy is a growing strength for all of UVM's academic majors. Giving undergraduate students basic writing and information literacy skills, and then analyzing where they experience challenges within their major, allows faculty to scaffold additional teaching and learning experiences into curricula. As degree programs develop and implement their own assessment plans, they can build on the prior work in WILD, General Education, and programs with active assessment programs to create more deliberately designed and scaffolded educational experiences, and to better understand how to improve student achievement of their program-level outcomes as well as more broadly defined institutional goals of retention and success for all of our graduates.

Graduate Degree Programs

Description

The university currently has 53 master's programs, 26 doctoral programs, and 13 certificates of graduate study (see Data First form 4.4). Since the 2009 NECHE report, UVM has initiated nine certificates of graduate study, 10 master's programs, and seven doctoral programs, while eliminating two programs (one master's and one certificate of graduate study), and has seen an overall growth in both graduate enrollments and overall graduate credit hours (master's, doctoral, and certificate programs; see forms 4.4 and 4.5). The Graduate College recently established a target of 30 percent growth in graduate enrollments over the 2015 level of 1385 students; by fall 2020, we expect to achieve that goal of 1800 graduate student enrollments, with most of the growth at the master's level.

The Graduate College is actively engaged in facilitating interdisciplinary academic collaboration and, by extension, research collaborations. Seven graduate programs are cross-college interdisciplinary programs governed by faculty with a director reporting directly to the Graduate College; two are collaborative cross-college programs administered by one college with significant faculty outside the college, and four are cross-departmental programs within a single college. The university has an accelerated master's program (AMP) option for 30 of its master's programs. The AMP option is an early entrance point to a master's program whereby a student can earn six credits of graduate-level coursework that will double count toward both the bachelor's and master's degrees. An additional three credits may be taken while still an undergraduate that cannot be counted toward the bachelor's degree, but will count towards the graduate program when matriculated as a full-time graduate student. The 6–9 credits taken while still an undergraduate are essentially a scholarship for graduate school, thus allowing both an accelerated time to degree and reduced cost for the master's. A motivated student can complete a thesis-based master's in just 12 months following conferral of their bachelor's degree. The popularity and success of these programs demonstrates their appeal to students, many of whom value the programmatic continuity and cost savings offered by accelerated master's programs. Pre-professional master's programs such as Accountancy and Counseling have shown significant increases (47 percent and 70 percent, respectively) in enrollments since 2015, while other programs with lower overall enrollments, such as Animal Sciences and Computer Science, have also seen dramatic increases (see Data First form 4.4). The number of programs offering an accelerated master's has nearly doubled in the past several years, and the number of students completing accelerated master's degrees at UVM has tripled since 2014.

Graduate programs are designed by the faculty in collaboration with the Graduate College. This process allows experts in the discipline(s) to formulate a rigorous academic structure of the appropriate depth and breadth and to design the research opportunities that match the strength of the faculty and the expectations of the discipline(s). The Graduate College ensures adherence to specific standard requirements, considers the intellectual underpinnings of the proposed programs of study, and works with the faculty and appropriate dean to identify resources for the new and ongoing programs. A parallel process for governance exists for the curriculum for the MD degree. This four-year curriculum has three levels: Foundations, Clerkship, and Advanced Integration. Curricular governance includes a committee of course directors and affiliated personnel at each level and an overarching Medical Curriculum Committee that develops policy and approves curriculum changes and policies initiated by the level committees. Significant change to and/or addition or elimination of graduate or medical programs are relayed to the Faculty Senate for review. New or eliminated programs move on to the president, provost, and Board of Trustees for final approval.

The Graduate Executive Council also approves individual courses for the graduate curriculum, and all graduate courses are listed in the graduate catalogue. Courses numbered 300 to 399 are generally limited to graduate students unless permission to enroll is given by the appropriate instructor, department, or program. Courses numbered 400 or above are limited to candidates for doctoral degrees. Undergraduate 200-level courses are eligible for graduate credit if requested and justified by the offering unit. To obtain graduate credit, the graduate student generally is expected to meet higher qualitative and/or quantitative expectations than the undergraduate student in the same course. Common examples are: assessments for graduate students include a higher level of critical thinking; graduate students take a leadership role in group activities within the course; and graduate students have more rigorous expectations for assigned papers. A robust process exists to ensure undergraduate students in AMP programs who want to take a 200-level course for graduate credit are identified as such by the faculty teaching the course. A similar process exists for non-degree students who plan to transfer 200-level coursework to a future graduate degree.

Appraisal

The Graduate College has academic jurisdiction over all matters pertaining to and related to graduate degree programs, with the exception of the Doctor of Medicine degree. University faculty apply to become members of the Graduate College faculty and are admitted if approved by the Graduate Executive Committee (GEC). The GEC consists of elected representatives from the Graduate College faculty in each academic unit, with three additional members appointed as needed for balance. Qualifications for Graduate College faculty are described in the Constitution of the Graduate College; candidates must hold the highest academic degree commonly attained and show evidence of competent and sustained scholarship and/or research. The Graduate Catalogue includes the list of Graduate College Faculty; those admitted to the Graduate College Faculty in between catalogue publication years are listed as new Graduate College Faculty on the Graduate College website.

The Graduate College website lists all programs and resources to support admission and progression through the graduate degree. The Graduate Catalogue provides publicly available descriptions of all graduate programs, policies, and degree requirements. Program descriptions include a detailed program overview and identify graduate faculty and courses and state specific degree requirements. All graduate programs have identified learning outcomes, and have submitted or will submit program assessment plans in compliance with the university's Assessment Initiative, which is described in detail under Standard 8. Most programs have their learning outcomes identified on their program websites, but a few have them listed in the more durable record of the catalogue. A clear and well-established process of program development and review ensures that there are appropriate justifications for all graduate programs and that the expectations for graduate programs exceed those for undergraduate programs. All programs are reviewed on an eight-year cycle through the Academic Program Review process conducted through the Faculty Senate's Curricular Affairs Committee in partnership with the Office of the Provost.

Longitudinal review at the individual course level is less robust. There is no specified process for reviewing courses after they are initially approved. Because a significant number of 200-level courses are included in most graduate programs, the GEC has initiated review of the 200-level courses that are approved for graduate credit to ensure that the current offerings have maintained a differential expectation for graduate and undergraduate courses. An initial review of all 200-level courses approved for graduate credit indicated that many courses did not list the intermediate-level prerequisites that are required by the course level. These courses were identified to deans and faculty and many have now been updated in the catalogue to include the prerequisites. This work will be finished by the next catalogue publication date. As part of that review process, it was noted that some courses, in fact, were graduate student only and these will be changed to the 300-level. The next step in the process is a review of the syllabi for all 200-level courses approved for graduate credit to ensure that differential standards for graduate and undergraduate students are published. The initial focus will be on the courses that are in programs with accelerated master's options, to ensure those students are truly participating in graduate-level education for the credits they take that will count towards the graduate degree.

Graduate admissions is managed technically by the Graduate College, with individual programs reviewing the applicants and making a recommendation to the Graduate College for or against admission. Admissions criteria for all programs include bachelor's degree, statement of purpose, letters of recommendation from professional and/or educational referees, and an acceptable TOEFL or IELTS score for applicants whose first language is not English. The admissions process is customizable by program; some programs require additional items such as a resume, a writing sample, GRE or GMAT scores, or educational or professional experience. The Graduate College Annual Report indicates the overall admission rate was 51 percent for the 2017–2018 academic year with 46 percent of admitted students accepting the offer of admission. Doctoral programs are more selective than master's programs, with admissions rates of 36 percent for doctoral and 60 percent for master's applicants and yield of 41percent

of admitted students for doctoral level and 48 percent for master's level. Overall, these data, along with undergraduate GPAs and GRE scores, indicate that students accepted into graduate programs meet admissions criteria and are qualified for advanced academic study.

All graduate programs require substantial immersion in relevant subject matter. Programs are clearly defined in terms of their research orientation v. professional orientation. Research-oriented programs include courses in relevant research methodologies and require a thesis or dissertation. Programs that are professional, performance, or practice-oriented programs are distinguished from programs with a research orientation by the analytical and professional skills needed to demonstrate mastery of professional competencies. Programs including a hierarchy of degrees (e.g., master's and doctoral degrees, EdD and PhD) indicate differences between degree requirements and expectations on individual websites. The small number of programs encompassing both research activities and professional practice (e.g., PhD in Clinical Psychology, EdD in Education) include program objectives that address the multiple aims of the program. Additionally, program requirements delineate what students need to do to demonstrate skills in research as well as professional practice. When graduate programs have parallel undergraduate programs, anecdotal evidence indicates a variety of activities occur that connect undergraduate and graduate programs, including mentoring by graduate students of undergraduates and seminars including undergraduate and graduate students.

Graduate programs are overseen by an academic director and/or Committee on Graduate Studies who meet periodically with Graduate College staff, as well as with the dean of the Graduate College. The Graduate College website lists degree requirements and a common set of expectations and policies for all graduate programs, including a GPA of 3.0. Individual programs are responsible for determining how those expectations are met and post those on their individual websites. For example, programs must include comprehensive exams and capstone experiences (e.g., theses, dissertations). Programs have processes in place for reviewing comprehensive exams, theses, dissertations, etc. and for determining whether or not students have met expectations. A number of professional programs are accredited by national organizations, indicating that the programs prepare students whose outcomes align with standards and expectations as defined by the profession. A survey of 2017 graduates six months post-graduation indicates 93 percent of graduates are employed (79 percent) or seeking further education (14 percent).

The Graduate College information provided in the description and appraisal above indicates a well-developed website and catalogue describing strong graduate programs supported by Graduate College polices and processes. Graduate College support has expanded substantially since the last NECHE review. That expansion was facilitated by UVM's decision in 2014 to separate the Dean of the Graduate College position from what had been a combined position with the Vice President for Research. Though research is tightly linked to graduate education, graduate education is much broader and the nature of the combined position meant little time was devoted to the curricular and student development aspects of graduate education. The first goal for the new dean was to transition the student information systems component of the admissions process from a manual to an electronic approach and to provide electronic communication with applicants and programs for all aspects of the admissions process. This change allowed simplification of the process for all and significantly decreased the time required for admissions processing. These changes mean UVM is more competitive for top applicants who previously often made

their decision to attend another school before they heard they were admitted to UVM. A second priority was to codify and publish the policies and processes that did exist and develop new ones where needed.

When Provost Rosowsky developed the Academic Excellence Goals in support of President Sullivan's Strategic Action Plan, specific emphasis was placed on growth of the graduate population in Academic Excellence Goal 8 to "increase enrollments in graduate and professional programs." The Graduate College responded to this directive with a specific goal to increase the number of graduate students by 30 percent over five years. Meeting this goal will support a growing intellectual vibrancy at UVM with a mix of graduate and undergraduate students more closely aligned with peer research universities. The approach to meeting this goal is a combination of enhancing recruitment, developing new programs, and ensuring the vitality of existing programs. In Fall 2015, graduate enrollment was 1385 students and had grown to 1552 by Fall 2018, a 12 percent increase resulting from both new programs and increased enrollment in existing programs. Development of new programs has been facilitated by the new incentive-based budget, as 100 percent of graduate tuition is returned to the academic units. This change has allowed a funding stream for graduate curriculum that did not exist previously. Graduate curriculum development is also fostered by the cost side of IBB, which charges the graduate student credit hour FTE at 20 percent of undergraduate FTE. Based on the success of new graduate programs, UVM will continue the strategic growth of graduate programs, particularly master's degree programs and accelerated master's degree programs.

A major focus of enhancing recruitment and ensuring vitality of current and new programs has been to increase the co-curricular student support for graduate students. A Graduate Writing Center was established in 2015 to support graduate students with one-on-one consultations and dissertation and thesis initiation and completion camps. One-on-one consultations are available in an online or face-to-face format. An added plus is that the Writing Center trains graduate students as writing consultants, providing a mechanism of both financial and educational support for graduate students. Some of the consultants receive specific training to support our English-language learners. The Graduate College also partners with the Center for Teaching and Learning to provide teaching workshops and a mechanism for graduate students to earn formal recognition through a Graduate Teaching Program. Most recently, two staff in the Graduate College have begun to receive training and work with the Dean of Students Office to better support graduate students in crisis. In collaboration with the Center for Teaching and Learning and a variety of other offices on campus, the Graduate College developed a university-wide day-long training for incoming graduate students supported by Graduate Teaching Assistantships that debuted in August 2018. In addition to teaching strategies across diverse classrooms, the training included recognizing and working with students in distress and required reporter training.

Integrity in the Award of Academic Credit

Description

Integrity in the awarding of academic credit at UVM is maintained by institutional policies and practices, which are regularly reviewed by the associate provost for teaching and learning. In the event that policies or practices need updating, they are brought to the Curricular Affairs Committee of the Faculty Senate, where updates are discussed and voted on before being presented to the Faculty Senate. Degrees offered, degree requirements, and courses are described in the catalogue. Faculty who develop and teach courses are responsible for the content in the courses.

Approval to initiate, alter, delete, reactivate, or receive certification for meeting a General Education requirement begins at the local level and is reviewed/approved through a sequence of program, department, college, and, when appropriate, General Education oversight bodies. This is done by means of online course action forms. The forms are then posted to all academic units for review and comment.

Any concerns raised are resolved among the academic units or, if necessary, are adjudicated by the Curricular Affairs Committee of the Faculty Senate. These processes ensure cohesive and non-overlapping curricula across units.

After a course has been approved there is ongoing oversight by the responsible faculty and program director or department chair. Course evaluations include, but are not limited to, surveys of the enrolled students. In March 2011 the Faculty Senate adopted a formal definition of a credit hour that is consistent with U.S. Department of Education policy. Our online course action forms require the sponsoring unit to certify that each new, modified, or reactivated course meets the credit-hour definition for the assigned credit hours. The policy was revised in January 2013 to include applicability to both traditional and online courses.

General Education courses are subject to the same ongoing program/department review processes as other courses, however, the General Education Diversity courses have not undergone periodic review at the university level, as originally planned, to ensure they remain aligned with D1 or D2 student learning outcomes. Implementing such a review is important because the Diversity learning outcomes have changed over time. Such a process is also important because course instructors can change over time, with different approaches and emphases. Periodic review would help ensure the focus and relevance of the Diversity courses. The problem is the current curricular review committees have found it difficult to undertake periodic review of established courses in addition to continuing review and approval of new courses.

UVM employs technological and pedagogical means to authenticate online student identity and to verify that the student registered for a course section is the same student who completes the course and receives credit. All online students access online courses by entering a unique individual login through their UVM network ID and password. UVM is also exploring instituting two-factor authentication in the near future. (See the university's Computer, Communication, and Network Technology Acceptable Use Policy.)

UVM also addresses academic honesty in online courses through student academic honesty policies and through required faculty development courses. UVM's policy on student academic integrity is a required element of the online course syllabus. Students enrolled in online courses are not required to formally acknowledge UVM's academic integrity policy with definitions or agree to adhere to the policy.
All faculty teaching fully online courses are strongly encouraged to first complete "Teaching Effectively Online," a course offered by the Center for Teaching and Learning. The course content includes course design strategies that discourage cheating and misrepresentation, such as requiring that students introduce themselves on the discussion board; using multiple assessment strategies in a course; and not relying solely on tests and exams. Other strategies include regular, "lower stakes" writing assignments and more formal written assignments with multiple drafts, so that faculty can get a sense of each student's "voice."

If faculty are using tests and exams as part of the assessment strategy, they are advised on learning management system settings that can be used to decrease the likelihood of cheating (i.e., random question pools, time restrictions). UVM recently completed a 2.5 semester pilot of a lockdown browser for Blackboard-based tests, which prevents students from accessing other applications or navigating to other sites during testing; the application also has the capability to record student activity and allow faculty to visually confirm student identity for online tests administered through Blackboard. The chief information officer will decide whether to pursue this technology. In addition to these online-specific strategies, the Writing in the Disciplines Program offers professional development for all faculty on teaching writing that cultivates a culture of responsibility and integrity to reduce plagiarism. Through assignment design consultations and information literacy sessions, which number more than 500 a year (see Data First form 4.5), library faculty assist in the development of skills that support students and reduce incidence of deliberate and accidental plagiarism.

Student privacy is protected in the student information system (Ellucian/Banner), as well as through the Privacy Policy and Privacy Procedures documents, as discussed more fully in Standard 9. UVM's transfer of credit policies for undergraduate and graduate credit recognize accredited institutions of higher education, and credit is accepted as appropriate within the limits set for number of credits that must be taken at UVM; 30 of the last 45 credits of a degree must be completed at UVM. As noted above, UVM has several dual-degree programs at both graduate and undergraduate levels. We also have articulation agreements between the Community College of Vermont (CCV) and the College of Arts and Sciences; CCV and the College of Education and Social Services; CCV and the Department of Communication Sciences and Disorders; CCV and the Rubenstein School of Environment and Natural Resources; Castleton State University, Vermont Technical College (VTC), and Greenfield Community College with UVM's Department of Nursing; and between VTC and the College of Engineering and Mathematical Sciences. There is also a 2+2 articulation agreement between VTC and UVM's Farms Program. Credit may also be awarded for college classes taken at the high school level, by examination, or for College-Level Examination credit (CLEP), Academic Learning Integrated with Volunteer Experience (ALIVE), and credit for military service. Each of these instances of credit outside a UVM course is governed by faculty policy.

Appraisal

Overall, UVM has strong, reasonable, and up-to-date policies and procedures in place to ensure integrity in the awarding of academic credit. A recent example of policy review and updating was the identification of inconsistencies between current expectations for data-gathering and assessment, as outlined in the Academic Program Review guidelines for departments, and the lack of a required assessment plan to be submitted with a proposal for a new academic degree program. A subcommittee of the Curricular Affairs Committee edited these guidelines to reflect increasing emphasis on program assessment, better preparing program proposers to gather the data necessary to demonstrate program effectiveness during Academic Program Review. New policies are also developed to guide departments towards best practices. For example, although we now have a sophisticated online system for handling course actions, including deletions, academic units seldom deactivate or delete old listings. Consequently, the catalogue listings contain some courses that have not been offered for years and are unavailable. This can be confusing and frustrating for students, and it is inconsistent with Standard 9.22. Under a new procedure, put into place for Spring 2019, the Office of the Registrar will identify outdated listings and notify departments that these courses should be deactivated or deleted, creating greater alignment between the course catalogue and program offerings.

Projections

- The associate provost for academic affairs will work with the academic units and the Faculty Senate to develop targets for undergraduate participation in high-impact practices as defined by the Association of American Colleges and Universities.

- The Educational Stewardship Committee Subcommittee on General Education and Unit Requirements will develop a proposal for a re-envisioned system of General Education by the end of AY 2018–2019. The proposal will be informed by campus-wide conversations aimed at creating a unified and coherent vision of General Education across all current and future requirements. The proposal will be forwarded to the Curricular Affairs Committee, then to the Faculty Senate and the Office of the Provost for review and approval.

- In AY 2018–2019, the Diversity Faculty Fellows Program will develop a proposal to reduce the General Education Diversity competencies from 14 to a more practical number, restated as

assessable student learning outcomes. The proposal will be submitted to the Diversity Curriculum Review Committee for consideration, and ultimately to the Faculty Senate's review and approval processes.

- The Diversity Curriculum Review Committee, with support from the associate provost for academic affairs, will implement periodic review of General Education Diversity courses beginning AY 2019–2020 to ensure they remain aligned with revised D1 or D2 student learning outcomes.

- The Office of the Provost will establish a task force with membership from faculty, the Student Affairs Committee of the Faculty Senate, the Student Government Association, and the Center for Academic Success to assess the impact of recent advising and student support initiatives on retention, persistence, student satisfaction, and career preparedness.

- Beginning in Spring 2019, all programs and departments will complete a review of their 200-level courses that have been approved for graduate credit to ensure the expectations for graduate students are appropriate and reflect a higher level of academic engagement than for undergraduate students enrolled in the course, and are clearly described in the course syllabus.

General Education + Unit Distribution Requirements*

(Credits per category and total credits)

	CALS	CAS		CEMS	CESS	CNHS	GSB	RSENR
		B.A.	B.S.					
Gen Ed: Diversity	6	6	6	6	6	6	6	6
Gen Ed: Writing and Info Literacy	3	3	3	3	3	3	3	3
Gen Ed: Sustainability	3	3	3	3	3	3	3	3
Gen Ed: Quantitative Reasoning	3	3	3	3	3	3	3	3
Additional Quant Reason	3		3	15	0-3		15	3-4
Additional Info Literacy	3						3	
Physical & Life Sciences	6	7	8	6	3-9	3-12	3	4
Social Sciences	6	6	6	X	3-15	3-6	9	6
Humanities & Fine Arts	6			X	3-9	3-9	6-7	3
Humanities (CAS)		6	6 (option 1)†			3-6		
Literature & Fine Arts (CAS)			6 (option 2)†					
Literature (CAS)		3						
Fine Arts (CAS)		3						
Foreign Language (CAS)		6	6 (option 3)†		0-3			
Non-European Cultures (CAS)‡		3	3		0-3			
Oral Communication	3			0-6	0-3	0-6	3	2-3
Critical & Creative Thinking	X			12	X	3	3	X
Scientific Reasoning	X			6	X	6		3
Core Values	X			X	X			3
Citizenship & Social Responsibility	X			X	X		6	4
Health & Wellness				X	X			
Personal Growth	X			X	X			1
Conc. Areas for Ed. majors (CESS)					30-50€			
TOTAL CREDITS	42	49	47	54-60	45-74**	36-63	63-64	44-46

*Per survey of the associate deans and the UVM catalogue; Ranges of credit hours reflect differences in distribution requirements across a college's majors.

x Targeted competency, but no specific course/credit requirement

† For the CAS BS degree, students complete one of three options: Literature and Fine Arts; Foreign Language; Humanities

‡ CAS students' Non-European Cultures course may overlap with the D2 Diversity requirement

€Education majors take required coursework in liberal arts concentration areas appropriate to their teaching specialty.

** Additional information for CESS majors: Social Work students complete 45 credits of general education, and Human Development and Family Studies students complete 51 credits. The number of general education credits for Education majors varies by concentration (30–50), with the total ranging from 45–74.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Graduate Certificate Students	Total Degree-Seeking
Main Campus FT	N/A	10,262	513	151	9	466	350	0	11,751
Main Campus PT	N/A	336	297	51	40	0	50	4	778
Distance education FT	N/A	0	18	0	0	0	0	0	18
Distance education PT	N/A	14	100	0	0	0	0	18	132
Unduplicated Headcount Total	N/A	10,612	928	202	49	466	400	22	12,679
Total FTE	N/A	10,378.7	663.3	168.0	22.3	466.0	366.7	7.3	12,072
Enter FTE definition:	1/3 of Part Time Students + All Full Time Students								
Degrees Awarded, Most Recent Year	N/A	2,404	387	50	7	112	59	0	3,019
Certificates Awarded, Most Recent Year	N/A	0	0	0	0	0	0	17	17

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

The enrollment numbers are from Fall 2018 and the degree information refers to degrees earned in 2017-18.

UVM offers 14 programs total that are online in some capacity. Note that the Health Science BS program (HSCI) is phasing out it's online program and has seen an increase in the on-campus program. The data about online programs above does not include Health Science enrollments in Fall 2018 because of the switch in modalities.

14 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, CGS-Health Care Mgt & Policy, MPS in Leadership for Sustainability, NR:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology, CE Certif - Speech Lang Path, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise

The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/~oir/catdat/enrollment_completion.html), but be aware of the following additional categorizations:
The graduate level students are broken down into masters students, Clinical doctorates (those working towards a DPT or DNP), professional doctorates (EDD), Medical (Larner College of Med Only), graduate-level certificate students, and PhD students.

Full Time & Part time determinations: for undergrad students FT it's 12 or more credit hours, for grad students & grad certificate students it's 9 or more credit hours, and med students are entirely full time.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Continuing Education	Special Students (SS)	Total Non-degree-Seeking (ND)	Total degree-seeking (from previous page)	Grand total
Main Campus FT	41	131	172	11,751	11,923
Main Campus PT	487	17	504	778	1,282
Distance education FT	0	0	0	18	18
Distance education PT	40	0	40	132	172
Unduplicated Headcount Total	568	148	716	12,679	13,395
Total FTE	216.7	136.7	353.3	12,072.3	12,425.67
Enter FTE definition:	1/3 of Part Time Students + All Full Time Students				

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

The enrollment data is from Fall 2018. Non-matriculated students include the continuing education students as well as non-degree students and special students (global gateway and visiting students).

UVM offers 14 programs total that are online in some capacity. Note that the Health Science BS program (HSCI) is phasing out it's online program and has seen an increase in the on-campus program. The data about online programs above does not include Health Science enrollments in Fall 2018 because of the switch in modalities.

14 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, CGS-Health Care Mgt & Policy, MPS in Leadership for Sustainability, NR:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology, CE Certif - Speech Lang Path, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise

The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/~oir/catdat/enrollment_completion.html), but be aware of the following additional categorizations:

The special students section is 'nondegree' in the data center. This group includes visiting students and global gateway students.
Full Time & Part time determinations: for continuing education and special students, FT is 12 or more credit hours.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?	For Fall Term, as of Census Date		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
	Baccalaureate							
?	AHST-Art History	BA	120	34	38	38	38	
	ANTH-Anthropology	BA	120	111	124	116	105	
	ARTE-Art Education	BSAE	122	29	27	31	30	
	ASCI-Animal Science	BS	127	288	282	291	308	
	AT-Athletic Training Education	BS	122	73	68	67	43	
	BICM-Biochemistry	BS	120	128	142	133	127	
	BIOC-Biochemical Science	BS	120	1	0	0	0	
	BIOL-Biology	BA	120	326	314	362	360	
	BIOL-Biology	BS	120	0	5	0	1	
	BIOM-Biomedical Engineering	BSBME	131-134	0	37	92	124	
	BISC-Biological Science	BS	120	232	236	233	253	
	BSAD-Business Administration	BSBA	120	927	924	892	876	
	CE-Civil Engineering	BSCE	128	140	149	131	127	
	CEN-Community Entrepreneurship	BS	120	86	104	113	103	
	CHEM-Chemistry	BA	120	37	30	34	34	
	CHEM-Chemistry	BS	120	32	38	42	46	
	CHIN-Chinese	BA	120	20	11	14	11	
	CID-Community & International Dev	BS	120	79	89	91	93	
	CLAS-Classical Civilization	BA	120	13	14	12	13	
	CMSI-Communication Sciences	BA	120	0	0	0	1	
	CS-Computer Science	BA	120	88	90	95	83	
	CS-Computer Science	BS	120	0	7	0	0	
	CS-Computer Science	BSCS	120	165	205	228	253	
	CSD-Comm Sciences & Disorders	BS	120	107	92	94	77	
	CSIS-Compter Sci & Info Systems	BS	120	47	52	59	52	
	DNFS-Dietetics,Nutrition&Food Sci	BS	120	153	155	122	109	
	DS-Data Science	BS	120	0	8	24	40	
	ECAG-Ecological Agriculture	BS	120	47	34	36	32	
	ECON-Economics	BA	120	215	208	209	191	
	ECON-Economics	BS	120	0	4	23	37	
	ECP-Early Childhood Preschool	BS	120	71	69	59	33	
	ECP-Early Childhood Preschool	BSED	120	0	0	15	37	
	ECSP-Early Childhood Special Education	BS	121	51	41	23	8	
	ECSP-Early Childhood Special Education	BSED	123	0	0	4	4	
	EDML-Middle Level Education	BSED	124	29	25	22	22	
	EE-Electrical Engineering	BSEE	129	95	101	107	102	

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
EENV-Environmental Engineering	BSEV	128	105	115	128	133	
ELK6-Elementary Educ K-6	BSED	120	161	167	179	179	
EMGT-Engineering Management	BSEM	123	20	16	15	18	
EMS-Exercise and Movement Sciences	BS	122	161	162	157	119	
ENGL-English	BA	120	275	290	266	277	
ENGR-Engineering	BAE	123-126	0	1	0	0	
ENGR-Engineering	BSE	123-126	102	69	59	62	
ENSC-Environmental Sciences	BS	120	283	346	381	424	
ENVS-Environmental Studies	BA	120	182	171	172	161	
ENVS-Environmental Studies	BS	120	238	243	256	248	
EXSC-Exercise Science	BS	122-126	0	0	0	51	
FOR-Forestry	BS	124	46	46	58	58	
FREN-French	BA	120	17	14	8	11	
FS-Food Systems	BS	120	0	13	49	66	
FTS-Film and Television Studies	BA	120	58	65	60	82	
GEOG-Geography	BA	120	43	43	53	45	
GEOL-Geology	BA	120	19	4	6	7	
GEOL-Geology	BS	120	27	25	22	20	
GERM-German	BA	120	6	5	7	4	
GRK-Greek	BA	120	4	3	2	-	
GRSA-GRS: Asian Studies	BA	120	9	6	4	7	
GRSC-GRS: Canadian Studies	BA	120	1	0	0	0	
GRSE-GRS: European Studies	BA	120	0	0	2	3	
GRSG-Global Studies	BA	120	127	128	114	94	
GRSK-GRS: Latin Amer & Carib Stdies	BA	120	2	2	2	1	
GRSR-GRS: Russia/E European Studies	BA	120	2	1	0	1	
GSWS-Gndr, Sexuality, & Wms Stdies	BA	120	15	11	11	12	
HDFS-Human Dev & Family Studies	BS	120	56	69	79	64	
HSCI-Health Sciences	BS	120	0	1	30	103	
HSOC-Health & Society	BA	120	0	0	0	23	
HST-History	BA	120	158	171	150	142	
ID-Individually Designed	BA	120	2	0	1	6	
ID-Individually Designed	BSED	120	11	7	9	17	
ITST-Italian Studies	BA	120	3	2	2	1	
JAPN-Japanese	BA	120	26	10	15	21	
LAT-Latin	BA	120	10	9	8	5	
LING-Linguistics	BA	120	40	46	48	48	

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
MATH-Mathematics	BA	120	59	46	44	46	
MATH-Mathematics	BSM	120	73	0	0	0	
MATH-Mathematics	BSMSC	120	0	75	78	80	
ME-Mechanical Engineering	BSBME	125-128	0	2	0	0	
ME-Mechanical Engineering	BSME	125-127	373	355	353	350	
MGEN-Molecular Genetics	BS	120	46	55	58	60	
MICR-Microbiology	BS	120	74	79	67	67	
MLS-Medical Laboratory Sciences	BS	121	96	88	85	82	
MRS-Medical Radiation Sciences	BS	121	33	54	49	36	
MUS-Music	BA	120	21	35	52	78	
MUS-Music	BMUS	120	0	0	0	1	
MUSE-Music Education	BSMS	120	18	16	14	12	
NAT-Alternate Track -VT RN	BS	121	37	30	20	14	
NEUR-Neuroscience	BS	120	226	245	293	306	
NFS-Nutrition & Food Sciences	BS	120	126	117	84	77	
NMT-Nuclear Medicine Technology	BS	121	15	2	0	0	
NR-Natural Resources	BS	120	59	67	69	61	
PBIO-Plant Biology	BA	120	11	13	17	8	
PBIO-Plant Biology	BS	120	20	17	27	31	
PCOM-Public Communication	BS	120	244	245	229	200	
PE-Physical Education K-12	BSED	120	14	14	12	12	
PHIL-Philosophy	BA	120	35	46	45	61	
PHYS-Physics	BA	120	15	22	18	19	
PHYS-Physics	BS	120	28	24	29	26	
POLS-Political Science	BA	120	295	297	353	341	
PRNU-Professional Nursing	BS	127	369	410	410	411	
PRT-Parks, Recreation and Tourism	BS	120	56	65	56	54	
PSYC-Psychology	BA	120	170	82	9	1	
PSYC-Psychology	BS	120	86	47	3	1	
PSYS-Psychological Science	BA	120	197	291	375	375	
PSYS-Psychological Science	BS	120	58	96	146	144	
RADT-Radiation Therapy	BS	124	19	0	0	0	
REL-Religion	BA	120	21	19	13	10	
RUSS-Russian	BA	120	20	16	14	15	
SART-Studio Art	BA	120	93	92	90	109	
SE-Secondary Educ	BSED	120	7	6	9	9	
SEE-Secondary Educ English	BSED	120	48	43	40	42	

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
SEL-Secondary Educ Language	BSED	120	7	8	7	11	
SELF-Self-Designed	BS	120	3	3	2	5	
SEM-Secondary Educ Math	BSED	120	29	26	21	24	
SES-Secondary Educ Science	BSED	120	4	9	10	11	
SESS-Secondary Educ Soc Sci	BSED	120	33	32	39	42	
SLH-Sustainable Landscape Hort	BS	120	30	25	17	18	
SOC-Sociology	BA	120	96	93	92	91	
SPAN-Spanish	BA	120	23	15	12	14	
STAT-Statistics	BSM	120	18	0	0	0	
STAT-Statistics	BSMSC	120	0	27	28	44	
SWSS-Social Work	BS	120	100	102	105	116	
THE-Theatre	BA	120	24	22	28	38	
WFB-Wildlife & Fisheries Biology	BS	120	104	117	120	119	
WGST-Women's and Gender Studies	BA	120	2	0	0	-	
ZOOL-Zoology	BA	120	33	32	30	29	
ZOOL-Zoology	BS	120	28	26	22	25	
Undecided-0	Undetermined	N/A-Temporary Major	34	38	31	32	
Undecided-0	BA	N/A-Temporary Major	520	518	520	466	
Undecided-0	BS	N/A-Temporary Major	98	73	101	101	
Undecided-0	BSED	N/A-Temporary Major	0	6	2	1	
Total Undergraduate Students			10,081	10,267	10,513	10,612	10,542

Continuing Education (Non-Degree)

Continuing Education (Non-Degree)	Not Applicable	Not Applicable	705	730	676	568	575
	Total		705	730	676	568	575

Special Student (Non-Degree, Not Continuing Eduction. This includes visiting students, affiliated students, and the Global Gateway Program)

Special Student (Non-Degree, Not Continuing Eduction.)	Not Applicable	Not Applicable	187	162	150	148	150
	Total		187	162	150	148	150

Total Undergraduate-Level Students (including Continuing Education and Special Students)			**10,973**	**11,159**	**11,339**	**11,328**	**11,267**

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?

For Fall Term, as of Census Date

Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)

Please enter any explanatory notes in the box below

Program level enrollment data can be found on the Catamount Data Center here: https://www.uvm.edu/~oir/catdat/restricted/program_level.html. Note that access to this particular dashboard is restricted to faculty and staff. It does not differentiate between continuing education students and special students. The Catamount Data Center can be found here: https://www.uvm.edu/~oir/?Page=data_center.html.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date
?

			Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
Master's (add more rows as needed)								
?	ACCT-Accounting	MACC	30	23	29	34	25	30
	ASCI-Animal Science	MS	30	4	8	8	9	9
	BICM-Biochemistry	MS	30	0	2	1	0	0
	BIOL-Biology	MS	30	1	2	4	3	3
		MST	30	0	0	0	0	0
	BIOM-Biomedical Engineering	MSBME	30	0	0	0	1	5
	BIOS-Biostatistics	MS	30	12	11	5	4	6
	BOT-Botany	MS	30	4	0	0	0	0
	BSAD-Business Administration	MBA	45	16	24	31	41	41
	CDAE-Cmty Dev & Apld Econ	MS	36	16	16	14	16	16
	CEE-Civil & Environmental Engr	MS	30	14	4	8	9	13
	CHEM-Chemistry	MS	30	4	1	2	2	2
	CI-Curriculum & Instruction	MAT	31	16	26	17	19	19
		MED	30	14	10	8	13	13
	CMB-Cell & Molec Biology	MS	30	0	0	1	0	0
	CNSL-Counseling	MS	48	40	52	68	66	66
	CS-Computer Science	MS	30	9	11	12	15	17
	CSD-Comm Sciences & Disorders	MS	48	25	26	31	36	39
	CSDS-Complex Systems & Data Science	MS	30	1	4	9	18	30
	CTS-Clinical & Translational Sci	MS	31	1	2	2	2	2
	DIET-Dietetics	MSD	30	12	10	12	10	12
	EE-Electrical Engineering	MS	30	15	11	11	12	15
	EL-Educational Leadership	MED	30	20	19	17	16	17
	Engineering Management	MS	30	0	0	0	0	0
	ENGL-English	MA	30	19	17	18	20	20
	FREN-French	MA	30	1	0	0	0	2
	FS-Food Systems	MS	31	14	8	10	10	10
	GEOL-Geology	MS	30	14	14	15	10	10
	GERM-German	MA	30	0	0	0	0	0
	GL-Greek & Latin	MA	30	3	3	4	5	5
		MAT	30	2	1	0	0	1
	HESA-Prg Higher Ed & Stu Af Adm	MED	40	34	31	32	31	32
	HP-Historic Preservation	MS	36	11	12	11	12	12
	HST-History	MA	30	15	10	13	22	22
	INTR-Interdisciplinary	MED	36	34	33	36	41	41
	LFS-Leadership for Sustainability	MPS	30	0	0	0	14	20
	MATH-Mathematics	MS	30	14	15	13	15	15
	MATH-Mathematics	MST	36	39	68	66	49	55
	MATS-Materials Science	MS	30	3	4	2	1	3
	ME-Mechanical Engineering	MS	24-30	13	18	17	18	20

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date

?

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
MLSC-Medical Laboratory Science	MS	30 or 67 (2 tracks)	0	4	11	10	10
MMG-Micro & Molec Genetics	MS	30	1	0	0	0	0
MPA-Public Administration	MPA	36	27	20	23	27	30
MSCI-Medical Science	MSMS	30	5	19	33	35	35
NEUR-Neuroscience	MS	30	0	0	2	0	0
NFS-Nutrition & Food Sciences	MS	30	3	4	5	6	6
NR-Natural Resources	MS	30	47	54	59	37	37
NURS-Nursing	MS	30	43	23	4	3	3
PATH-Pathology	MS	30	0	3	2	2	2
PBIO-Plant Biology	MS	30	8	12	10	9	9
PH-Public Health	MPH	42	36	64	75	96	100
PHRM-Pharmacology	MS	30	10	11	13	18	18
Physical Activity & Wellness Science	MS	30	0	0	0	0	0
PHYS-Physics	MS	30	2	2	2	3	6
Professional Studies	MPS	21	0	0	0	0	0
PSS-Plant & Soil Science	MS	30	8	15	13	11	13
PSYC-Psychology	MA	30	0	0	1	0	1
SPED-Special Education	MED	30	37	33	30	38	45
STAT-Statistics	MS	30	7	7	9	5	10
SWSS-Social Work	MSW	60	68	68	62	63	68
Total			**765**	**841**	**886**	**928**	**1,016**

Doctorate (add more rows as needed)

? ASFS-Anml Sci & Food & Nutr Science	PHD	75	13	9	6	5	5
BE-Bioengineering	PHD	75	10	4	1	5	5
BICM-Biochemistry	PHD	75	3	2	1	1	1
BIOL-Biology	PHD	75	31	28	27	20	20
BOT-Botany	PHD	75	1	0	0	0	0
CEE-Civil & Environmental Engr	PHD	75	17	16	19	17	20
CHEM-Chemistry	PHD	75	45	44	36	39	39
CMB-Cell & Molec Biology	PHD	75	24	17	10	4	2
CMBS-Cellular, Molecular&Biomed Sci	PHD	75	28	44	48	50	52
CS-Computer Science	PHD	75	6	7	11	11	12
Complex Systems & Data Science	PHD	75	0	0	0	0	0
CSDS-Comunication Sciences & Disorders	PHD	75	0	0	0	11	15
CTS-Clinical & Translational Sci	PHD	75	1	7	7	6	4
EE-Electrical Engineering	PHD	65	10	11	18	18	22
ELPS-Ed Ldshp & Policy Studies	EDD	59	56	59	53	49	52
	PHD	75	15	13	13	17	17

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date

?

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
FS-Food Systems	PHD	75	1	4	4	6	8
HFRS-Human Fuctioning and Rehabilitation Science	PHD	76	0	0	3	4	5
MASC-Mathematical Sciences	PHD	75	8	10	10	10	10
MATS-Materials Science	PHD	75	11	13	14	17	19
ME-Mechanical Engineering	PHD	75	13	13	11	11	14
MMG-Micro & Molec Genetics	PHD	75	5	2	1	0	0
NEUR-Neuroscience	PHD	75	22	24	24	22	24
NR-Natural Resources	PHD	75	50	50	54	54	54
NURS-Nursing	DNP	75	43	64	82	88	88
PBIO-Plant Biology	PHD	75	9	9	12	13	13
PHRM-Pharmacology	PHD	75	2	0	0	0	0
PSLB-Physiology & Biophysics	PHD	75	3	2	1	0	0
PSS-Plant & Soil Science	PHD	75	15	13	14	14	15
PSYC-Psychology	PHD	75	51	50	41	45	47
PT-Physical Therapy	DPT	102	102	106	110	114	114
Total			**595**	**621**	**631**	**651**	**677**

First Professional: Larner College of Medicine

? MED-Medical	MD	166	457	461	459	466	466
Total			**457**	**461**	**459**	**466**	**466**

Graduate Certificate Programs

? 5YR-Education Fifth Yr Cert	FYR	42	2	0	1	0	0
CGS1-CGS - Ecological Economics	CGS1	15	1	0	0	0	2
CGS2-CGS - Interdisc Stdy Disblties	CGS2	18	0	2	0	2	3
CGS5-CGS - Complex Systems	CGS5	15	0	3	2	2	8
CGS8-CGS-Public Health	CGS8	18	18	15	15	15	15
CGS9-CGS-Environmental Public Hlth	CGS9	18	1	1	1	0	3
CGSA-Agroecology	CGSA	15	0	0	3	2	3
CGSB-Health Care Mgt & Policy	CGSB	18	0	0	2	1	3
CGS - Clinical & Translational Sciences	CGS	19	0	0	0	0	0
CGS - Complex Systems	CGS	15	0	0	0	0	0
CGS - Epidemiology	CGS	18	0	0	0	0	0
CGS - Greek & Latin languages	CGS	15	0	0	0	0	0
CGS - Interdisciplinary Study of Disabilities	CGS	15	0	0	0	0	0
NURS-Nursing	PMNC	34.5-41	3	2	1	0	0
Total			25	23	25	22	37

Total Graduate, First Professional, & Certificate			**1,842**	**1,946**	**2,001**	**2,067**	**2,196**

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date
?

Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)

Please enter any explanatory notes in the box below

Program level enrollment data can be found on the Catamount Data Center here: https://www.uvm.edu/~oir/catdat/restricted/program_level.html. Note that access to this particular dashboard is restricted to faculty and staff. The Catamount Data Center can be found here: https://www.uvm.edu/~oir/?Page=data_center.html.

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

? ?

? **Undergraduate (add more rows as needed)**

		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
CALS	Animal Science	3,562	3,342	3,599	3,966	
	CALS Dean's Office	2,769	3,113	2,929	2,898	
	Com Dev & Applied Economics	8,534	12,487	12,890	13,116	
	Environmental Studies CALS	141	323	614	234	
	Nutrition & Food Sciences	5,716	6,913	6,646	6,017	
	Plant & Soil Science	2,540	3,326	3,256	3,655	
	Plant Biology	5,856	5,417	6,022	6,547	
	Unit Total	29,117	34,921	35,956	36,433	
CAS	Anthropology	4,335	4,823	5,300	5,710	
	Art & Art History	6,253	6,403	6,693	6,770	
	Asian Languages & Literatures	2,107	2,131	2,156	1,834	
	Biology	7,848	7,974	7,862	8,237	
	CAS Dean's Office	4,762	4,672	5,377	5,749	
	Chemistry	12,380	13,269	13,956	14,243	
	Classics	1,990	1,750	1,718	1,718	
	Economics	7,704	7,739	7,480	7,828	
	English	16,204	16,069	15,643	15,597	
	Geography	3,220	3,253	3,343	3,281	
	Geology	3,366	3,158	3,147	3,081	
	German & Russian	1,725	1,695	1,595	1,757	
	History	7,437	6,904	7,030	6,646	
	Music & Dance	4,727	4,893	5,046	5,228	
	Philosophy	3,201	3,620	3,562	3,250	
	Physics	5,279	5,269	5,399	5,694	
	Political Science	6,192	7,451	7,790	6,817	
	Psychology	10,084	11,042	11,200	10,856	
	Religion	2,889	2,658	2,603	2,326	
	Romance Languages&Linguistics	9,894	9,693	9,364	9,363	
	Sociology	6,735	6,537	6,254	5,964	
	Theatre	1,876	1,702	2,294	2,369	
	Unit Total	130,208	132,704	134,812	134,318	
CED	Continuing & Distance Educ	18,389	0	0	0	
	Unit Total	18,389	0	0	0	

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
CEMS	CEMS Dean's Office	9	20	67	62	
	Civil & Env Engineering	0	0	3,825	4,367	
	Computer Science	5,899	6,878	8,155	9,113	
	Elec & Biomed Engineering	0	0	2,711	3,376	
	Mathematics & Statistics	22,192	23,370	23,368	25,123	
	Mechanical Engineering	0	0	5,268	5,371	
	School of Engineering	12,301	12,377	1,615	1,937	
	Unit Total	40,401	42,645	45,009	49,349	
CESS	Education	8,465	12,037	11,632	11,135	
	Leadership and Development S	3,711	3,830	3,802	4,013	
	Social Work	2,281	2,238	2,223	2,240	
	Unit Total	14,457	18,105	17,657	17,388	
CNHS	Biomedical and Health Sciences	1,990	2,017	2,042	2,629	
	CNHS Dean's Office	990	4,191	4,300	4,168	
	Communication Sciences	1,135	1,745	1,427	1,513	
	Nursing	5,400	6,004	6,424	6,717	
	Rehab & Movement Sci	3,568	3,250	3,432	3,017	
	Unit Total	13,083	17,207	17,625	18,044	
GG	Global Gateways	0	0	0	0	
	Unit Total	0	0	0	0	
GSB	Sch of Business Administration	14,538	15,032	16,130	17,119	
	Unit Total	14,538	15,032	16,130	17,119	
Graduate	Graduate College	0	0	0	0	
	Unit Total	0	0	0	0	
Honors	Honors College	0	0	0	0	
	Unit Total	0	0	0	0	
Interdisciplinary	Bioengineering	0	0	1	0	
	Cell & Molecular Biology	3	0	0	4	
	Ctr Clinical & translational S	3	0	15	2	
	Food Systems	0	0	165	293	
	Graduate College	0	0	0	0	
	Honors College	2,646	2,724	3,122	2,803	
	Materials Science	0	0	0	0	
	Military Studies	241	260	267	300	
	Neurology	766	729	935	1,014	
	Neuroscience	0	0	0	0	
	Physical Education Activities	1,974	1,889	1,666	1,521	
	Transportation Research Ctr	3	0	0	0	
	Unit Total	5,636	5,602	6,171	5,937	

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2 015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
LCOM	Anatomy/Neurobiology	2,999	3,645	2,782	2,673	
	Biochemistry	932	982	951	1,160	
	COM Dean's Office	0	54	2,172	4,386	
	COM Microbio & Molec Genetics	2,043	2,221	2,297	2,375	
	Molecular Physlgy & Biophysic	10	21	36	23	
	Molecular Physlgy & Biophysics	0	0	0	0	
	Neurology	0	0	0	0	
	Obstetrics Gynecology&Reprod	0	0	0	51	
	Pathology	114	117	111	111	
	Pharmacology	547	930	880	958	
	Surgery	192	233	270	267	
	Unit Total	6837	8203	9499	12004	
RSENR	Environmental Studies RSENR	4,363	5,929	5,758	5,598	
	RSENR Dean's Ofc	10,261	11,357	11,615	12,866	
	Unit Total	14,624	17,286	17,373	18,464	
University Total-Undergradute Level		**287,289**	**291,704**	**300,231**	**309,055**	

Graduate (add more rows as needed)

CALS	Animal Science	122	154	109	120	
	CALS Dean's Office	0	0	0	0	
	Com Dev & Applied Economics	404	649	572	475	
	Environmental Studies CALS	4	0	0	0	
	Nutrition & Food Sciences	172	135	113	186	
	Plant & Soil Science	274	231	316	329	
	Plant Biology	170	288	175	183	
	Unit Total	1,146	1,457	1,285	1,293	

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2 015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
CAS	Anthropology	2	3	0	0	
	Art & Art History	0	3	0	9	
	Asian Languages & Literatures	0	0	1	0	
	Biology	391	479	422	369	
	CAS Dean's Office	3	0	0	5	
	Chemistry	660	568	550	440	
	Classics	87	71	69	66	
	Economics	6	3	0	6	
	English	226	244	232	260	
	Geography	9	12	24	9	
	Geology	149	165	156	194	
	German & Russian	25	7	6	3	
	History	452	339	361	348	
	Music & Dance	1	4	3	0	
	Philosophy	0	6	0	0	
	Physics	106	102	136	91	
	Political Science	0	0	0	0	
	Psychology	735	716	670	515	
	Religion	3	0	3	0	
	Romance Languages&Linguistics	12	2	4	3	
	Sociology	0	0	3	6	
	Theatre	0	3	3	0	
	Unit Total	2,867	2,727	2,643	2,324	
CED	Continuing & Distance Educ	1,727	0	0	0	
	Unit Total	1,727	0	0	0	
CEMS	CEMS Dean's Office	63	66	90	189	
	Civil & Env Engineering	0	0	197	230	
	Computer Science	258	207	294	494	
	Elec & Biomed Engineering	0	0	243	363	
	Mathematics & Statistics	768	1,171	1,288	1,217	
	Mechanical Engineering	0	0	453	317	
	School of Engineering	861	1,077	0	10	
	Unit Total	1,950	2,521	2,565	2,820	
CESS	Education	1,033	857	1,285	994	
	Leadership and Development S	2,036	2,541	2,789	3,135	
	Social Work	1,865	1,680	1,696	1,537	
	Unit Total	4,934	5,078	5,770	5,666	

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2 015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
CNHS	Biomedical and Health Sciences	0	6	64	216	
	CNHS Dean's Office	3	14	29	30	
	Communication Sciences	539	553	582	750	
	Nursing	1,390	1,329	1,403	1,718	
	Rehab & Movement Sci	1,918	2,556	2,704	2,951	
	Unit Total	3,850	4,458	4,782	5,665	
GG	Global Gateways	0	0	0	0	
	Unit Total	0	0	0	0	
GSB	Sch of Business Administration	1,502	1,116	1,557	1,958	
	Unit Total	1,502	1,116	1,557	1,958	
Graduate	Graduate College	0	0	0	0	
	Unit Total	0	0	0	0	
Honors	Honors College	0	0	0	0	
	Unit Total	0	0	0	0	
Interdisciplinary	Bioengineering	93	110	30	3	
	Cell & Molecular Biology	444	300	400	433	
	Ctr Clinical & translational S	77	55	123	116	
	Food Systems	155	183	152	137	
	Graduate College	2,111	1,862	2,203	2,310	
	Honors College	0	0	0	0	
	Materials Science	74	96	92	121	
	Military Studies	3	0	0	0	
	Neurology	306	305	342	354	
	Neuroscience	0	0	0	0	
	Physical Education Activities	3	5	2	3	
	Transportation Research Ctr	12	0	0	0	
	Unit Total	3,278	2,916	3,344	3,477	
LCOM	Anatomy/Neurobiology	0	11	0	0	
	Biochemistry	196	154	323	365	
	COM Dean's Office	72	574	968	1,054	
	COM Microbio & Molec Genetics	142	73	195	155	
	Molecular Physlgy & Biophysic	78	197	363	363	
	Molecular Physlgy & Biophysics	0	0	0	0	
	Neurology	0	0	0	0	
	Obstetrics Gynecology&Reprod	0	0	0	12	
	Pathology	6	0	54	42	
	Pharmacology	33	122	93	189	
	Surgery	36	0	0	12	
	Unit Total	563	1,131	1,996	2,192	

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2 015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
RSENR	Environmental Studies RSENR	6	6	0	3	
	RSENR Dean's Ofc	798	1,107	1,169	1,258	
	Unit Total	804	1,113	1,169	1,261	
University Total-Gradute Level		**22,620**	**22,516**	**25,110**	**26,656**	

Information Literacy Sessions

Main campus						
Sessions embedded in a class	496	447	394		
Free-standing sessions	79	120	119		
Branch/other locations						
Sessions embedded in a class	N/A	N/A	N/A		
Free-standing sessions	N/A	N/A	N/A		
Online sessions	N/A	N/A	N/A		

URL of Information Literacy Reports: https://www.uvm.edu/fwil/?Page=report.html&SM=submenu_office.html

Please enter any explanatory notes in the box below

The credit hours methodology is as follows:
*SCH are credited to the unit/college associated with the course subject/discipline (e.g., all CS courses go to CEMS no matter who the instructor is or what college is associated with the course in Banner)
*This includes all units and all departments.

The Information Literacy Sessions are defined the following ways: Embedded in a class means Library Instruction Sessions and Free-standing means Workshops.
Information Literacy is part of the University's General Education Requirements. Further information can be found here: https://www.uvm.edu/generaleducation/foundational-writing-and-information-literacy

The Info Lit. Requirement can be fulfilled in these different ways:
*Students in the College of Arts and Sciences are encouraged to take a TAP (Teacher Advisor Program) seminar in the fall or spring.
*Students in the Honors College are registered for HCOL85, The Pursuit of Knowledge, in the fall, and an additional HCOL86 seminar in the spring. Taken together, the sequence practices and reinforces the 4 FWIL learning goals.
*All other FTFY students register for ENGS 1, Written Expression, in either the fall or the spring.
*Students who are transferring to UVM from another institution have their credits audited by Transfer Affairs for equivalents to UVM's FWIL requirement.