Curricular Affairs Committee of the Faculty Senate
Minutes
Thursday, January 5, 2023, 4:15 – 6:15 pm

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

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

I. Approval of the December 1, 2022 Minutes.
Motion: Joan Rosebush moved to accept the minutes as written. The motion was seconded.
Vote: 11 approve, 0 oppose, 0 abstain. The motion carried.

II. Co-Chair’s Remarks – Colby Kervick made the following comments:
- The LAPP prefix approved by the CAC in December did not move forward to the Senate because the unit and the Provost’s Office decided to move in a different direction and are not intending to use that prefix now.
- Reminder that the February CAC meeting will be held in person in 427A Waterman. The meeting will include a discussion on the report from the CAC subcommittee focused on co-majors.

III. Other Business: Presentation and Discussion with Alex Yin, Executive Director of the Office of Institutional Research and Assessment (OIRA). Stephen Everse introduced Alex Yin as the architect of the Catamount Data, the central place to find official data and analysis about UVM. It is a great resource for departments and programs working on an Academic Program Review (APR), or for units building a rationale for a new program, or to enact a change, to revise, terminate or deactivate an existing program. Alex Yin provided a FAQ document for using OIRA data for APR, and a slide presentation (attached to these minutes). Alex walked through a live demo of the Catamount Data dashboard as it could be used to gather data for an academic program review. The dashboards are accessible to UVM faculty and staff. The reports are based on data collected on census days: Enrollment/Retention-2 days after add/drop day, Degree completions – 2 weeks after conferral of degrees, and Faculty Staff – November 1. Alex emphasized that the amount of data is overwhelming and encouraged people to contact the OIRA to do the hard work of pulling the data. Discussion included clarification around counting...
of majors and degrees awarded. OIRA works closely with the Registrar’s Office to make sure that the data are clean in the system. OIRA is accountable to UVM, and to the federal government. In addition to the dashboard, Alex shared that OIRA provides services in curricular analytics, which maps out a curricular program including interdisciplinary connections between the courses by term. This is helpful when looking at learning outcomes assessment. Please reach out to OIRA for support in creating the files for the visualizations. Alex asked the CAC to notify OIRA when a new program is approved to ensure that OIRA is involved in the process of establishing a classification of instructional program (CIP) number for the program.

IV. Reports

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

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

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

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

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

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

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

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

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

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

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

V. APR Reports – none at this time

VI. New Business -

- J. Dickinson shared the new 8-year APR schedule. The prior cycle is nearing the end and took nearly 12-years to complete. Efforts to reduce APR postponements and keep to the 8-year schedule are being discussed with the Associate Deans and include incorporating externally accredited programs into the APR schedule one to two years after the external accreditation, publishing the APR schedule every fall so departments and Associate Deans can notify chairs about upcoming APRs and new chairs will know if an APR falls within their 5-year term as chair. Annual reminders will also encourage departments to prepare assessment information with their APR in mind.

- Colby and Stephen anticipate additional external reviews in the spring and will be reaching out to assign subcommittees. They will also be meeting with the unit curriculum chairs to get a pulse on how they are after course renumbering this fall, and any anticipated proposals in the pipeline.

The meeting adjourned at 5:42 PM.
Academic Program Review

Office of Institutional Research and Assessment
1/4/2023
Catamount Data Principles

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

https://www.uvm.edu/oir/catamount-data
FTFY Admissions

Source: https://oir.w3.uvm.edu/catdat/restricted/uvm-oir-admissions-program.html
Transfer Admissions

Source: https://oir.w3.uvm.edu/catdat/restricted/uvm-oir-admissions-program.html
Major Enrollment

Source: https://oir.w3.uvm.edu/catdat/campus/program_level.html
Degrees Awarded

Catamount Data - Degree Completion

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

Degree Type
Masters
Bachelors

Source: https://www.uvm.edu/oir/degrees-minors-awarded

Source: https://www.uvm.edu/oir/retention/graduation-planning
Student Flow

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

Source: https://www.uvm.edu/oir/retention/graduation-planning
## Minor Fall 2022 Enrollment

### Minor Enrollment by College

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Program Code</th>
<th>CALS</th>
<th>CAS</th>
<th>GSB</th>
<th>CESS</th>
<th>CEMS</th>
<th>RSEN</th>
<th>CNHS</th>
<th>Total</th>
<th>Study Abroad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science</td>
<td>ASCI</td>
<td>17</td>
<td>27</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>3</td>
<td>63</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17</td>
<td>27</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>3</td>
<td>63</td>
<td>1</td>
<td>65</td>
</tr>
</tbody>
</table>

Source: https://oir.w3.uvm.edu/catdat/campus/program_level.html
Minor Enrollment

Fall Enrollment Trends for Minors, 10-Years

Note: The matrix below will take a few seconds to load data after filter selections are made.

Source: https://oir.w3.uvm.edu/catdat/campus/program_level.html
Minors Awarded

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

Program College: CALS
Program Name: Animal Science
Student College: All

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

For further notes, see the Methodology & Caveats page.

Methodology & Caveats

Source: https://www.uvm.edu/oir/degrees-minors-awarded
Curricular Complexity

Animal Science
Curricular Complexity: 63
Credit Hours: 60

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

Source: https://curricularanalytics.org/
Graduate
### Graduate Major Enrollment

#### Enrollment Trends by College & Program

<table>
<thead>
<tr>
<th>Fall Semesters</th>
<th>Degree Level</th>
<th>College</th>
<th>Major</th>
<th>Major Type</th>
<th>Student Type</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2022</td>
<td>Multiple selections</td>
<td>CALS</td>
<td>Multiple selections</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

#### Fall Enrollment Trends by Year and Degree Type

- **Degree**
  - Master
  - Doctorate

![Bar chart showing enrollment trends by year and degree type](image)

Source: [https://oir.w3.uvm.edu/catdat/campus/program_level.html](https://oir.w3.uvm.edu/catdat/campus/program_level.html)
Degrees Awarded

Source: https://www.uvm.edu/oir/degrees-minors-awarded
Student Credit Hours
### Student Credit Hour Distribution

[Image of a dashboard showing student credit hour distribution]

#### Student Curriculum Matrix, Breakdown

Unit of Student Major by Unit of Course Discipline

[Proprietary and Confidential]

#### Student Unit & Major by Course Unit & Department

<table>
<thead>
<tr>
<th>Course Unit</th>
<th>Animal Science</th>
<th>Nutrition &amp; Food Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS Courses</td>
<td>4,264.0</td>
<td>4,264.0</td>
<td>4,264.0</td>
</tr>
<tr>
<td>ECON</td>
<td>82.0</td>
<td>82.0</td>
<td>82.0</td>
</tr>
<tr>
<td>AGRI</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>ASCI</td>
<td>4,033.0</td>
<td>4,033.0</td>
<td>4,033.0</td>
</tr>
<tr>
<td>(1) Freshmen</td>
<td>458.0</td>
<td>458.0</td>
<td>458.0</td>
</tr>
<tr>
<td>(2) Sophomore</td>
<td>838.0</td>
<td>838.0</td>
<td>838.0</td>
</tr>
<tr>
<td>(3) Junior</td>
<td>1,305.0</td>
<td>1,305.0</td>
<td>1,305.0</td>
</tr>
<tr>
<td>(4) Senior</td>
<td>1,144.0</td>
<td>1,144.0</td>
<td>1,144.0</td>
</tr>
<tr>
<td>(5) Senior</td>
<td>266.0</td>
<td>266.0</td>
<td>266.0</td>
</tr>
<tr>
<td>ECOS</td>
<td>59.0</td>
<td>59.0</td>
<td>59.0</td>
</tr>
<tr>
<td>COID</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>CLS</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>CFD</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>CED</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>CEDN</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>ENGS</td>
<td>27.0</td>
<td>27.0</td>
<td>27.0</td>
</tr>
<tr>
<td>ENVS</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
</tbody>
</table>

Source: [https://www.uvm.edu/oir/university-department-planning](https://www.uvm.edu/oir/university-department-planning) -> Student Credit Hours & Matrix Dashboards -> Student Curriculum Matrix
## Adjusted Cohorts: Methodology and Terminology

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

Number of students who leave major by junior year

More people who join major than leave

Things to consider:
- Why do students leave this major?
- What needs to change in the curriculum to retain/recruit students?
- Which majors are students transferring from?
(Use Student Flow Dashboard)

More people who leave major than join

Things to consider:
- Why do students leave this major?
- What needs to change in the curriculum to retain/recruit students?
- How many students are we comfortable losing per year?
- Which majors are students transferring to?
(Use Student Flow Dashboard)

Number of students who leave major by junior year

Students leave and join at the same pace by junior year
Adjusted Cohorts: Interpreting the Data

A program’s 3rd to 4th year retention rate is broken out into three parts:

- Students who are retained at UVM but leave the college
- Students who are retained at UVM and stay at the same college, but leave the program
- Students who are retained at UVM and stay at the same program

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