

## Standard 8: Educational Effectiveness

*“The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative.” – John Dewey*

### Overview

Since the five-year interim report, UVM has taken significant steps in forwarding a culture of assessment that prioritizes regular, meaningful, and sustainable assessment of educational effectiveness. This progress is most visible in four distinct areas of evaluating educational effectiveness: assessment of General Education and program-level student learning outcomes; implementation of a revised Academic Program Review process; assessment of co-curricular learning outcomes; and increased availability of institutional research data to support both of these assessment processes as well as broader strategic goals. In all of these areas, recent developments of infrastructure and regularized pathways for sharing and analyzing data are in themselves outcomes of the process, reflecting a renewed commitment to evidence-based evaluation and improvement of curricular and co-curricular initiatives by institutional and academic leadership at the department, college/school, and university levels.

### Description

#### Assessment of Student Learning Outcomes

In 2015, UVM began planning for an [Assessment Initiative](#), which launched in January 2016. At the time of the initiative’s launch, there was a great deal of variation in assessment planning and implementation across academic units. In units with many externally accredited programs, assessment was overall more robust, with faculty trained in how to choose and gather data to assess student progress towards well-defined learning outcomes. In other units, some programs had identified learning outcomes, but no assessment plans, while others had program outcomes that were outdated or difficult to assess with available resources. The Assessment Initiative was designed to establish assessment infrastructure and organization, and to provide training and support to programs and General Education assessment committees as they updated their learning outcomes; identified sustainable, direct, and indirect assessment methods; and drafted a cyclical assessment plan for gathering and using outcomes assessment data to improve curriculum and student experiences. A new, temporary position of Provost’s Faculty Fellow for Assessment was created to work with the associate provost for academic affairs on this initiative.

The first goal of the initiative was to establish the infrastructure for assessing student achievement of General Education and program-level learning outcomes throughout the university. This infrastructure, as well as reporting and archiving processes, have been developed for the Assessment Initiative, marking the accomplishment of this initial goal. Within this infrastructure, however, both General Education assessment committees and academic degree programs vary considerably in how far they have progressed towards drafting and implementing sustainable assessment plans for their outcomes. This ongoing work is reflected in both the E1A forms and in the completed assessment plans (access available to the visiting team through the Assessment SharePoint site). These show the range of progress across individual non-accredited programs in implementing assessment plans, and highlight the challenge of developing a culture of assessment, establishing ongoing assessment supports, and setting expectations for the integration of insights gained through assessment into curricular planning. The structure of the Assessment Initiative is summarized in the attached diagram (see end of Standard 8), with General Education assessment and program-level assessment organized somewhat differently.

For each General Education requirement, a specific Curriculum Committee is responsible for implementing the requirement, approving courses, and responding to student queries. As of Spring 2016,

a separate assessment committee for each requirement is responsible for planning and executing assessment of student achievement of the requirement learning outcomes. The assessment committees also provide analyses of these data to the Office of the Provost, to the requirement curriculum committees (Foundational Writing and Quantitative Reasoning curriculum and assessment committees are concurrent), and to the General Education Coordinating Committee, newly created in Spring 2018. The chairs of the General Education assessment committees meet each semester with the faculty fellow for assessment and the associate provost for teaching and learning, and also participate in the year-end assessment retreat with the Unit Assessment coordinators.

Unit assessment coordinators are appointed by the dean of each college or school to organize information about programs in their unit, connect programs with training or resources, conduct needs analysis on the local level, and communicate with the faculty fellow for assessment and the Office of the Provost. Unit Assessment coordinators are responsible for tracking E1A and E1B forms and programs' progress on filing and implementing a plan for cyclical assessment. The Unit Assessment coordinators meet as a group each semester with the faculty fellow for assessment and the associate provost for teaching and learning, and also participate in the year-end assessment retreat, where coordinators receive updates on training and available data sets and discuss recent progress, goals for the upcoming academic year, and unmet support needs. Compiled unit and general education assessment committee reports from each of these retreats (2016, 2017, and 2018 are available in the Document Room).

On the program level, externally accredited programs are required to keep their E1B form current on the Assessment SharePoint 2016 site and meet the specific requirements of their accreditors with regards to assessment. As discussed below, externally accredited programs also undergo a modified Academic Program Review process designed to ensure that, in addition to meeting accreditors' needs, programs are also meeting expectations for all UVM programs. These include articulating and assessing clear, verifiable program-level learning outcomes and relating program objectives to the university and college/school missions. UVM's most successful fully online degree program, the Master's of Public Health, has established a sufficient track record to apply for external accreditation from the Council on Education for Public Health.

Non-accredited programs are required to fill out and file updated E1A forms and an [assessment plan](#) on the Assessment SharePoint site. Within each non-accredited program, a point person must be identified on the assessment plan, and this person is responsible for coordinating assessment work in accordance with the planned assessment cycle, submitting updates and reports on assessment activity to the Unit Assessment coordinator, and requesting trainings or support needed to fulfill the departmental assessment plan. Distance learning programs, including fully online and hybrid programs, must meet the same requirements for assessment and Academic Program Review as fully residential programs.. This new process requires that programs understand how to create and implement cyclical assessment of student progress towards their identified learning outcomes, and the development of support structures for this work is a significant outcome of the Assessment Initiative thus far.

Developing training and support structure was a key reason for launching the Assessment Initiative. Currently, trainings on assessment planning, curriculum mapping, direct assessment, and assessing graduate programs are available. Unit Assessment coordinators provide guidance to individual programs, track completion of assessment materials, and provide initial feedback on assessment plans. The provost's faculty fellow provides consultations and trainings, responds to queries from programs and Unit Assessment coordinators, and works with Center for Teaching and Learning staff to develop specific trainings and other supports. These include assistance with developing and deploying surveys of program majors and minors within LimeSurvey, and running the Student-led Focus Group Initiative. Developed in 2016, the Student-led Focus Group Initiative offers programs, units, and General Education committees focus group support related to assessment. The goals of this program are to ensure that student voices are

incorporated into processes of assessment; provide qualitative, indirect data on programs, core curricula and General Education requirements; and help programs use qualitative data to inform drafting of further assessments and/or analysis of quantitative or other mixed-methods data.

### **Academic Program Review**

In 2012, the university put into place a revised and updated [Academic Program Review](#) process that reflected feedback from programs, comparison to processes at other institutions, and increased emphasis on learning outcomes assessment. The new process emphasizes formative over summative evaluation, more intensive use of institutional data, and benchmarking to national program standards with the expansion of the outside reviewer team to three members. The APR process, which occurs on an eight-year cycle, is described on the Office of the Provost website, which also provides guidelines for programs undertaking the self-study. Within these materials, the purposes of Academic Program Review are presented in terms of assessment of program quality and currency, as well as alignment with the university mission and strategic goals. Furthermore, the APR process serves as an opportunity for departments and programs to engage in strategic planning informed by data gathered through the self-study process, program assessment, and institutional research. The self-study process concludes with a Memorandum of Record that outlines next steps to be undertaken by the program, and a two-year follow-up report that reviews the program's progress. While APR occurs on a nominal eight-year cycle, APRs for externally accredited programs are scheduled to occur as soon as possible after program reaccreditation; in these cases the self-study for external accreditation fulfills most of the APR requirements, [with separate guidelines](#), updated in 2017, clarifying specific areas related to UVM criteria and mission that must be addressed by externally accredited programs in their APR self-study.

The Academic Review Process is managed jointly by the Office of the Provost and the Curricular Affairs Committee of the Faculty Senate, ensuring a balanced, program-centered approach to evaluation. Responsibility for administration of the APR process moved from the Faculty Senate to the Office of the Provost in 2012. The move of APR administration to the provost improved efficiency and record-keeping, but also increased the demands on Office of the Provost staff.

Feedback from programs, external evaluators, and administrators is regularly incorporated through minor adjustments to the process and clarification of guidelines for programs and evaluators. Most recently, members of the Curricular Affairs Committee have noted that current guidelines do not sufficiently integrate higher expectations for ongoing outcomes assessment under the Assessment Initiative. In Fall 2018, a cooperative subcommittee of the Curricular Affairs Committee and the Office of the Provost presented revised APR guidelines that require fuller incorporation of assessment data and materials into program self-studies, and also instruct external evaluators to comment on assessment expectations for similar programs at other institutions. The alignment of program-level outcomes assessment and APR will ensure that assessment data are consistently gathered and used for ongoing curricular revision as well as incorporated into program review.

The APR process includes a self-study report by the program under review, an external team review with site visit, a final report on the review process from the Curricular Affairs Committee of the Faculty Senate, a Memorandum of Record, and a two-year follow-up. Except in the case of the two schools that do not have departments, reviews are done at the department level and include the department's majors, minors, and graduate programs. Each APR culminates in a Memorandum of Record which documents the key findings, identified opportunities, and directions for the future. Each of our professional programs is fully accredited by an appropriate professional accrediting body and undergoes reaccreditation review with site visits by those bodies. Such external accreditation reviews generally serve the purposes of APR. Professional programs must address only APR standards that are not covered in their external accreditation review.

The current round of academic program reviews was begun in Fall 2013, and as of December 2018, approximately three-quarters of UVM's academic programs had undergone review. A broad representative sample of APR folios from across the academic disciplines is available in the electronic Document Room.

### **Assessment of Co-curricular Learning Outcomes**

In recent years, the Division of Student Affairs has invested in [assessment and planning](#), adopting a results-based accountability framework for evaluating outcomes of its services, programming, and initiatives. Results-based accountability complements other ongoing efforts to assess Student Affairs programming effectiveness through student surveys and program evaluations. The institution also gathers information regarding co-curricular student learning through participating in two leading national surveys: [Project CEO \(Co-curricular Experience Outcomes\)](#) and the [National Survey of Student Engagement \(NSSE\)](#). NSSE results allow the university to monitor students' engagement in [high-impact practices](#) (some of which would be considered co-curricular learning experiences). Project CEO was facilitated at UVM in 2015, 2016, and 2017. The data has been used in the Department of Student Life and the Career Center to further conversations regarding learning in co-curricular settings, and to frame the development of co-curricular learning outcomes throughout the Division of Student Affairs.

### **Institutional Research Data**

In 2010, the Office of Institutional Studies was renamed the Office of Institutional Research, reflecting the university's commitment to measuring its effectiveness by making benchmarks, metrics, and relative comparisons (also expressed in Strategic Action Plan goal 4f) more transparent to stakeholders of the university. As noted in Standard 2: Evaluation, since 2016 this work has focused on transforming static reports into dynamic visualization tools that make information such as enrollment, retention/graduation rates, admissions information, diversity, and faculty/staff headcounts more accessible through a tool called the [Catamount Data Center](#).

Through this new Data Center, the University of Vermont has increasingly made public many data sets that demonstrate student success. The Office of Institutional Research is working to improve these data sets to address modes of instruction and to better reflect specifically recruited populations. While the sharing of the NSSE and CEO data sets with the campus community has been a priority for the Office of Institutional Research and the Division of Student Affairs, these campus partners are also exploring additional avenues for sharing this information both internally and externally. Increased centralization of certain bodies of information, such as licensure passage rates, would also help with institutional analyses.

The Office of Institutional Research has also become more service-oriented in meeting the data needs at the university. In 2017–2018 the office completed 265 ad-hoc requests versus 111 requests in 2016–2017 when requests were first tracked, which includes working with stakeholders at the university, college/school, and unit/department level. Concurrently, OIR also worked to enhance the institution's analytical reports to better enable the use of institutional data to measure and improve student outcomes. (See *Time in Rank Report for Tenure Associate Professors*, *Tenure Attainment Rates: Assistant to Associate Professor Rank Report*, *Examining the One-Year Retention Rate at The University of Vermont*, *Delaware Study of Instructional Costs and Productivity Summary*, *President's Vermont State Data Book* in Document Room). For example, *The Examining the One-Year Retention Rate at The University of Vermont* report found that if we retained all students who earned a 3.00 or above in their first fall semester, the retention rate would be 91 percent to 93 percent as opposed to 86 percent to 87 percent. Acting on these data, our institution has made a concerted effort to better engage with our higher-achieving students by recognizing them and connecting them to high-impact practices (e.g.,

undergraduate research, study-abroad, Honors College). The data from this report will inform how we interact with students through our new advising software.

Moving forward, the office will continue to develop data visualization tools but the dissemination plan will focus on teaching end-users to use information for data-informed and strategic decisions, as opposed to only using data for reporting/accountability reasons. During the start of the 2018–2019 academic year, the Office for Institutional Research, in collaboration with the Office of the Provost, the associate vice provost of faculty, and the vice president for finance, will be releasing data visualization tools around student credit hours. Presentations and trainings to deans, associate deans, department chairs, and administrative business managers will be in the context of retention/graduation and incentive-based budgeting. The office will continue to offer consultative services to help units use these tools effectively for planning. The goal is to move the university culture from being reactive to proactive through the use of data.

## **Appraisal**

### **Assessment of Student Learning Outcomes**

As at most institutions, robust, cyclical assessment of learning outcomes is most fully developed in externally accredited programs. As noted in the E1B forms, these programs have all demonstrated that students are meeting learning outcomes or standards specified by their accrediting bodies and are using the results of assessment to inform teaching practice and curriculum. However, outside of these pre-professional programs, few degree programs were actively conducting robust outcomes assessment and using those data to inform curricular changes prior to the launch of the Assessment Initiative. The Assessment Initiative was designed to fill the gaps in both knowledge and support services that constituted barriers for programs interested in conducting assessment, as well as to provide a university-wide model (the assessment plan and assessment cycle) to guide programs in creating the key components of a sustainable cycle of assessment for program-level learning outcomes.

One of the first goals of the Assessment Initiative was to confirm that all UVM courses of study have stated program-level learning outcomes. Through collecting updated E-series forms from the public launch of the assessment initiative in January 2016, Unit Assessment coordinators and the faculty fellow for assessment were able to ensure that all programs, including PhD programs, had assessable learning outcomes in place. These outcomes vary according to discipline, degree type, and degree level, but all reflect and align with the UVM [mission](#), for example by emphasizing research skills, application of knowledge, communication and problem-solving skills, commitment to service, ethical conduct, and an intellectual appreciation for complexity. Outreach to departments through the Assessment Initiative has focused on individual consultations with chairs and assessment coordinators, as well as targeted workshops and programming around drafting clear and assessable program-level outcomes, offered annually at the January assessment trainings and on demand to departments and programs.

In addition to filling out E-series forms, all programs have or are in the process of developing sustainable assessment plans for non-accredited programs, with more than 60% of programs filing a plan as of January 2019. The faculty fellow for assessment has provided support to programs through annual assessment trainings (with resources made available on the assessment website) as well as individual consultations and the Program Assessment Leaders initiative. The positive results of these efforts are visible in E1A forms and filed assessment plans (a subset of which are available in the Document Room) for programs across the University at both the undergraduate and graduate level. Standouts in this regard include Computer Science, English, Environmental Sciences, Geography, Mathematics and Statistics, Materials Science, Music, Philosophy, Plant Biology, Psychological Science, and Theater.

However, E1A forms also reveal that graduate program assessment planning lags behind that of undergraduate programs. Working with the graduate college executive committee and the dean of the graduate college, the faculty fellow for assessment identified the following barriers to graduate assessment planning at UVM: the small size of graduate cohorts at the PhD level; creating processes for capturing and tracking assessments of student progress that occur in thesis committee conversations; creating mechanisms for faculty to analyze and use data sets to identify curricular challenges and solutions to those challenges. In 2018 and 2019, January assessment trainings offered training specifically for graduate program coordinators, providing guidance and models for these programs, with the result that more graduate programs have progressed to creating and filing sustainable assessment plans.

In the [Academic Program Review process](#), departments are required to show their learning objectives and their relation to the mission of the university. The APR process requires programs to speak to the learning experiences provided to students across all modalities, levels, and ranges. The complete and updated E-series forms indicate web locations where program specifics, including educational outcomes for degree programs, can be found. Each [academic](#) department is expected to display their student outcomes on their degree pages (such as this example from [Communication Science Disorders](#), which outlines what students will learn in the programs, opportunities for clinical experience, and career pathways for graduates). Some departments are also taking the initiative to list student learning outcomes on their departmental webpages. For example, the [Environmental Sciences Program](#) outcomes are clear, concise, and well-illustrated, including statements such as “Apply a range of scientific methodologies and disciplinary perspectives through scientific inquiry, modeling and real-world experience in addressing pressing environmental issues,” and “Design solutions to real world problems in collaboration with community partners.” The [Department of Theatre](#), which participated in the program assessment leaders training initiative in 2018, has updated its core learning outcomes to clearly communicate program values and goals, including “Utilize creativity and imagination in artistic, professional, and social problem solving,” and “Apply critical analysis to text, image, and the human body.” In some cases, website redesigns related to the university-wide move to the Drupal content-management system described in Standard 9 have temporarily displaced outcomes on program websites. A new outcomes section is being developed as part of the Drupal template buildout, and once fully deployed, will create a consistent, accessible location for outcomes on all program websites across [uvm.edu](#).



At the college/school level, several examples stand out as providing models for integrating assessment practices into curricular renewal. The Rubenstein School of Environment and Natural Resources in particular has used feedback from current and former students as well as data from direct assessment to provide a more meaningful student experience. In 2014, the college started a series of focus groups with their students that led to a student and faculty committee that was charged with [revitalizing the Core Curriculum](#). Curriculum mapping, listening sessions, and student focus groups led to a change in practice, where faculty are now rotated through the curriculum to enhance their understanding of the college’s core offerings. The college also built a curriculum map with their students to take a look at the [outcomes of their core curriculum](#) and then aligned them the Association of American Colleges and Universities’ LEAP learning domains. Faculty in the college are working on signature assignments that map to the

competencies, and every year two or three courses check to see the completion percentage of the outcome. Success stories of the Rubenstein students are also posted [publicly](#).

The College of Nursing and Health Sciences currently reports to seven different programmatic accreditors, all of which require tracking of licensure passage rates and career outcomes information. For programs ranging from the undergraduate Nursing to the Doctor of Nursing Practice Program, recent licensure passage rates approach 100 percent across the college, indicating exemplary preparation of students in these pre-professional fields (see Data First form 8.3). The outcomes collected by the college are [posted publicly](#) on its website. This information was most recently used to add a basic kinesiology class as a result of student exit interviews and a one-year-out survey. The college also hosts a Fall alumni event where their feedback is regularly considered. In the Grossman School of Business, career outcomes data and salaries of recently hired UVM grads are used to help recent graduates with salary negotiations.

With the Rubenstein School for Environment and Natural Resources, the Master's of Professional Studies in Leadership for Sustainability, launched in 2015, provides an excellent example of an online graduate program that has used assessment data, including student feedback, to ensure the program's success. First launched in 2015 as a track within the school's research MS, the low-residency hybrid program combines online coursework with a series of face-to-face intensive training sessions in three different locations. Central to the program are opportunities to work closely with professional leaders, who serve as mentors, as well as benefiting from close advising throughout the master's project proposal and execution process. Based on feedback from students, gathered and analyzed each year, the Rubenstein school transformed the MS track into an MPS, offered enhanced training for students on how to make the best use of their online interactions with leaders in the field, and revised the advising structure to ensure that students received support at key junctures within the MPS program. These changes have not only enhanced the program and student outcomes, but have helped boost the reputation of the Leadership for Sustainability program, which is stable at the target enrollment of 16–18 students per year.

As the Assessment Initiative moved towards supporting non-externally-accredited programs in the assessment planning process, [resources, trainings, materials, and consultation opportunities](#) were also rolled out. Additional trainings, such as a workshop on conducting a direct assessment, information on assessing graduate programs, and best practices for drafting web text highlighting program outcomes, were added and offered in 2017–2018. Additional supports offered in collaboration with the Center for Teaching and Learning include assistance with creating surveys of alumni, majors, or graduating seniors, and the Student-led Focus Group Initiative. Center for Teaching and Learning staff provide support for specific programs to create assessment surveys in LimeSurvey, the university's site-licensed survey software package. This service was underutilized in part due to the small number of existing surveys of majors or a standardized exit survey inventory that departments could deploy themselves. While the Office of Institutional Research is able to provide some survey support for assessment, this support is limited and not available to departments on an ongoing basis. CTL staff are developing this inventory of exit survey options to help departments gather indirect assessment information.

General Education outcomes assessment has also been an essential component of the Assessment Initiative. All of the General Education requirements (see Standard 4: General Education) are structured as bundles of specific, verifiable outcomes. Prior to 2016, most of these outcomes were assessed only at the time of course approval, where syllabi and course materials were checked for alignment with key outcomes for each requirement by a requirement curriculum committee. In the case of Sustainability and Diversity, these committees lacked the personnel to also conduct robust assessment, and so separate General Education assessment committees were created in Spring 2016. For Foundational Writing and Information Literacy, and Quantitative Reasoning, the structure of the requirements and staffing of the curricular committees is such that these committees can undertake both curricular review and assessment of student learning in approved courses. In addition to student-led focus groups, these committees have

been using faculty and student surveys and direct assessment of student work to assess learning outcomes in these courses. In the case of Foundational Writing and Information Literacy, these assessments have not only pointed to positive learning outcomes, but also to new training opportunities for faculty teaching Foundational Writing courses, offered by the Foundational Writing and Information Literacy director and UVM Libraries faculty. Campus events in Spring 2018 focused around the Diversity requirement coincided with a year-long process of conducting a direct assessment of the D1 (Race and Racism in the US) requirement. Through this process, productive conversations about the structure of the requirement and the goals of the requirement were started. These conversations must be fostered on a campus-wide level in order to increase understanding, clarity, and commitment to the Diversity curriculum on campus.

The Student-led Focus Group Initiative was launched in Spring 2016 after a UVM team attended an intensive training, “Students Engaging Students to Improve Learning: Using Student-Led Focus Groups to Gather and Make Sense of Assessment Evidence,” sponsored by the Center of Inquiry and the Higher Education Data Sharing Consortium. The team used this time to plan an immediate pilot of a student-led focus group project at UVM, intended to provide focus group data and analysis to colleges/schools, General Education assessment committees, and academic programs. The initiative trains students to develop moderator guides, conduct focus group interviews with fellow students, transcribe interviews, code and analyze data, and produce an advisory report. As of Fall 2018, students conducted 20 projects with a total of 63 group interviews. Response from clients has been highly positive. For some clients, such as the College of Arts and Sciences, the reports help increase understanding of student perceptions and alter practice. In this case, with information that students were confused about differences between high school and college advising, the college began encouraging faculty advisors in first-year “Teacher/Advisor Program” courses to be more explicit about their role as academic advisors and help students locate additional support in other areas. The Sustainability General Education assessment committee utilized information from two semesters of focus groups to identify a key area for further faculty development, namely the social justice outcome of the Sustainability requirement. For the Rubenstein School and the Diversity General Education assessment committee, focus groups provided information that helped in the design of indirect (Rubenstein survey of students Fall 2018) and direct (Diversity assessment committee rating day to student achievement of the awareness outcome) assessments. The Student-led Focus Group Initiative, run out of the Center for Teaching and Learning, plays an important role in the Assessment Initiative as a means of providing different constituencies with reliable qualitative data that helps bring student voices into processes of curriculum design and assessment.

**Student Focus Group Initiative – Project Clients and Total Number of Interview Groups**

Spring 2016: 7 groups	Fall 2016: 6 groups	Spring 2017: 14 groups	Fall 2017: 18 groups	Spring 2018: 10 groups	Fall 2018 8 groups	Spring 2019: 17 Groups
College of Arts and Sciences (Teacher Advisor Program)	Foundational Writing and Information Literacy: Information Literacy Outcome	Plant Biology Department Majors	Rubenstein School (NR1 and NR2 core courses)	Honors College: HCOL 85	Bio Fab Lab TAP (first year course; NSF grant)	Bio Fab Lab TAP
Rubenstein School Core Curriculum		Advising Center Peer Advisor program	Sustainability Gen Ed Assessment Committee (SU)	FWIL: Critical Reading Outcome	FWIL: Rhetorical Discernment outcome	Service Learning (CUPS)
Geography Department Seniors		Diversity Gen Ed Assessment Committee (D1 requirement)		Asian Language and Literatures: Japanese and Chinese majors	College of Arts and Sciences (Competencies)	Romance Languages Majors
FWIL English 001 sections for International Students		Sustainability Gen Ed Assessment Committee (SU)				College of Nursing and Health Sciences students
						Honors College Core

Assessment planning at UVM has been intentionally designed for flexibility, recognizing both best practices for program-level assessment and the diverse needs of individual programs. In particular, the Office of the Provost has emphasized sustainability in assessment planning, with programs encouraged to choose an assessment cycle and methods that can be managed within available workload while still rendering valuable information about student learning outcomes. While one department may be able to rely on a nationally validated exam to test seniors' content knowledge and rates of admission to graduate programs, others may find it more helpful to use direct assessment of written work or oral presentations, data on progression through the program, and alumni surveys. This approach prioritizes the gathering of useful data on questions that departments most want to find answers to, thereby creating a positive feedback loop: departments are invested in the results of assessment; assessment prompts helpful conversations and leads to evidence-based curricular decisions; faculty are more engaged in learning the results of future assessments.

Only a small percentage of UVM's degree programs are externally accredited, meaning a large percentage of faculty were not familiar with outcomes assessment. While trainings were made available, often only the department chair attended, and other faculty did not fully understand the assessment planning process. Three related projects, funded with a grant from the Davis Educational Foundation, have contributed to broader faculty understanding and involvement in assessment. The Writing and Information Literacy in the Disciplines (WILD) project, modeled on a successful program at the University of Minnesota, provided training and support for drafting outcomes related to writing in the major, and curricular mapping and assessment of student writing in a set of 12 departments. To help encourage more faculty to become involved in assessment processes, the Office of the Provost was able to repurpose some unused funds from this program to support two pilot projects. The first offered block grants to schools and colleges with few externally accredited programs (Arts and Sciences, Agriculture and Life Sciences, the Rubenstein School for Environment and Natural Resources, and the Honors College) to support assessment planning for core curricula. The second project invited 12 degree programs and the Global Gateway Program to put together small teams of faculty program assessment leaders (PALs), plan their assessment cycle, and conduct a direct assessment of one learning outcome. While some of the participating departments, such as Geography, Psychology, and Anthropology, had participated to some degree in the WILD program, others, such as Mathematics and Theater, were new to assessment planning. Both the block grants and the PALs program produced excellent results, however the PALs program proved to be the best format for achieving the overarching goal of establishing a culture of assessment at UVM. With multiple participants from each department, PALs encouraged dialogue and communication both among the PALs and with the larger department, and broadened understanding of assessment planning and direct assessment techniques. Most importantly, PALs were able to articulate the value of ongoing program assessment as part of a cycle of curricular planning and improvement that is oriented towards program-defined student learning outcomes. With the success of this pilot, the Assessment Initiative has recruited five additional programs from several different colleges to participate in AY 2018–2019.

While the Assessment Initiative has been moving forward slowly, real progress is already visible in initiative outcomes. As of January 2019, 79 non-externally-accredited programs now have assessment plans in place and filed with the faculty fellow for assessment. Positive feedback from programs on their assessment process has been powerful, with curricular changes emerging from the assessment planning and implementation process. For example, several programs, such as Statistics (College of Engineering and Mathematical Sciences), Film and Television Studies (College of Arts and Sciences), and Plant Biology (College of Agriculture and Life Sciences) identified the need to create integrative capstone experiences that would offer the opportunity to assess outcomes the program deemed important. Cross-college programs such as Integrated Biological Sciences, Biochemistry and Environmental Sciences began clarifying expectations and outcomes for distinct degrees offered by different colleges. Graduate programs such as Materials Science, Natural Resources, and Experimental Psychology have created

processes for capturing, analyzing data at milestone points in their curricula, and using these to improve their programs. These examples point towards a shift from a reactive response to student feedback to a proactive process of planning, assessment, and adjustment of the curriculum based not only on course evaluations or other student feedback, but also on direct assessment of student work, curricular mapping, and the development of a shared understanding of key outcomes for students completing the program.

### **Academic Program Review**

The Academic Program Review process is resource intensive, and the Office of the Provost and the Faculty Senate have taken steps to ensure that sufficient resources are available. Academic oversight of APRs is carried out by internal review subcommittees of the Faculty Senate's Curricular Affairs Committee. In order to undertake the workload of APR and its other ongoing business, the Curricular Affairs Committee has 24 faculty representatives, twice that of the other Faculty Senate standing committees. The administrative and logistical management of APR, including documentation management and organization and coordination of external team visits, requires at least 0.75 FTE staff support in the Office of the Provost, per report of the associate provost for teaching and learning. Staff support for General Education assessment, program assessment, and APR remains an issue to be resolved as the Office of the Provost further formalizes Assessment Initiative processes and structures for the university.

As evidenced in the Memoranda of Record for the completed APRs (see [APR Files](#)), the APR process is effective in identifying programs' strengths, challenges, and opportunities. The evidence and ideas generated in APRs has informed decisions and actions to improve the programs. This is apparent in the summary memos for the programs that have completed the two-year follow-up. Academic Program Review has led to new, positive directions such as the creation of a five-year strategic plan and a BS program in Economics; an array of new upper-level courses in Plant Biology; a mentoring program for junior faculty in the Department of Animal Science; new production facilities and donor support for Film and Television Studies; and efforts to improve gender balance in Philosophy courses and curricula. The two-year follow-up memos also note areas that need additional attention or different approaches. As can be seen in the external reviewers' reports, the communications with program faculty, and the memoranda of record, APR has received universal praise as a focused, constructive, non-punitive process.

Although APR standards 5a and 5b set expectations for the assessment of student learning outcomes, a review of the completed APRs, and in particular external evaluator reports, indicate these standards have not always been enforced rigorously. This is due in part to the fact that the current APR system was designed and implemented prior to the university's Assessment Initiative, which is now holding programs accountable for having a robust, cyclical plan for the assessment of learning outcomes. In Fall 2018, the faculty fellow for assessment and the associate provost for teaching and learning worked with the Curricular Affairs Committee of the Faculty Senate to clarify instructions to departments regarding expectations for the assessment materials to be included in the APR self-study. In addition, copies of assessment planning templates will be included in instructions for the proposal of new programs to assist proposers in developing more robust descriptions of assessment within these programs.

In the past, APR for externally accredited programs, such as Business, was not as smooth as it could have been due to lack of clarity about what was needed. Corrective steps have been taken, including the creation of [A Guide to Academic Program Review for Accredited Programs](#). Although the APR system functions well, the administering of it is labor intensive. This is because of the complexities of planning, coordination, and communications for multiple reviews in different stages going on concurrently at any given time, not to mention a constant diet of emergent situations that must be navigated and which could not be anticipated. The procedures and tracking mechanisms we have developed for managing the APR system are manual, and we have refined them over the past five years. Some of these procedures and

communications must remain manual but it seems that others might be automated, and this could create greater staff workload capacity in support of other important initiatives in the Office of the Provost.

### **Assessment of Co-curricular Learning Outcomes**

Programs, services, and approaches to learning across the institution vary depending on the unit's mission as well as divisional expectations and assessment mechanisms. All offer experiences and support for students engaged in educational, cultural, and social endeavors. To offer a consistent co-curricular learning outcome framework, the Division of Student Affairs has adopted the Council for the Advancement of Standards as their divisional student learning outcomes and articulates their relationship to the other important career outcomes and academic goals. As part of increased efforts to “close the loop” and communicate changes prompted by student feedback through surveys and other avenues, a new website feature, [“You Said, We Acted”](#), highlights direct outcomes of survey results gathered in a range of settings, from the peer advising now available through the Advising Center, to expanded vegetarian dining options and Discovery Kitchen cooking lessons, to creating more welcoming and hassle-free medical care interactions.

The institution provides a wide array of co-curricular learning experiences to its students. It also has evidence of student engagement in these experiences, with approximately 83 percent of undergraduates involved in co-curricular activities (Project CEO 2017). However, greater effort toward documenting these learning experiences and their intended outcomes in a consistent format across the institution will make the experiences easier for students to access and for administrators to measure.

Among the student populations that the institution tracks carefully are the student-athlete, and the success of UVM [supports for athletes](#) is worth noting. UVM student-athletes have [graduation rates](#) at or above UVM's overall graduation statistics, and in recent semesters, overall GPA of student-athletes has continued to rise, hitting a recent high of 3.28 in January 2018. [Seventy-one percent of all Catamount student-athletes were named to the America East Academic Honor Roll](#) for the 2017–2018 winter/spring season, by posting at least a 3.0 GPA in the classroom.

The departments within the Division of Student Affairs are generating learning outcomes that align with established learning domains. These departmental learning outcomes will be made available on each department's webpages by the end of the 2018–2019 academic year. The Division of Student Affairs made meaningful progress during the 2017–2018 academic year in implementing a learning outcomes framework for its learning experiences. The division has adopted a learning outcome framework from the [Council for the Advancement of Standards in Higher Education](#).

### **Use of Institutional Data**

As a tuition-driven institution, effective use of institutional data on enrollment and retention are essential to the fulfillment of Strategic Action Plan goals. Since 2010, the number of in-state and out-of-state applications to UVM has remained steady, but [out-of-state enrollments have climbed while in-state enrollments decreased sharply](#); nevertheless, while in-state students represent 10 percent of applications and 10 percent of admitted students, they make up [22 percent of first year enrollments](#).

	Residency	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number Applied	In-State	2,104	2,133	2,073	2,264	2,143	2,219	2,219	2,180	2,243	2,110
	Out-of-State	20,261	20,184	20,269	19,544	20,238	22,014	23,056	20,296	19,748	19,153
Number Admitted	In-State	1,558	1,494	1,550	1,581	1,567	1,484	1,424	1,391	1,480	1,348
	Out-of-State	14,298	14,258	15,291	15,135	15,790	16,313	16,483	14,104	13,297	13,017
Number Enrolled	In-State	644	602	640	541	603	546	480	524	602	561
	Out-of-State	1,975	1,870	1,783	1,831	1,892	1,764	1,920	1,972	2,040	1,970

With a first-year retention rate of near 87 percent and a 64 percent four-year graduation rate, UVM performs above national standards, but falls below performance of competitor institutions:

SCHOOL	US NEWS RANK (2018)	Avg. First-Year Retention Rate
Boston College	32	95%
College of William & Mary	32	96%
Boston University	37	93%
George Washington University	56	92%
University of Connecticut	56	93%
Syracuse University	61	92%
Univ of Massachusetts - Amherst	75	90%
Binghamton University - SUNY	87	91%
Stony Brook - SUNY	97	90%
University of Vermont	97	86%

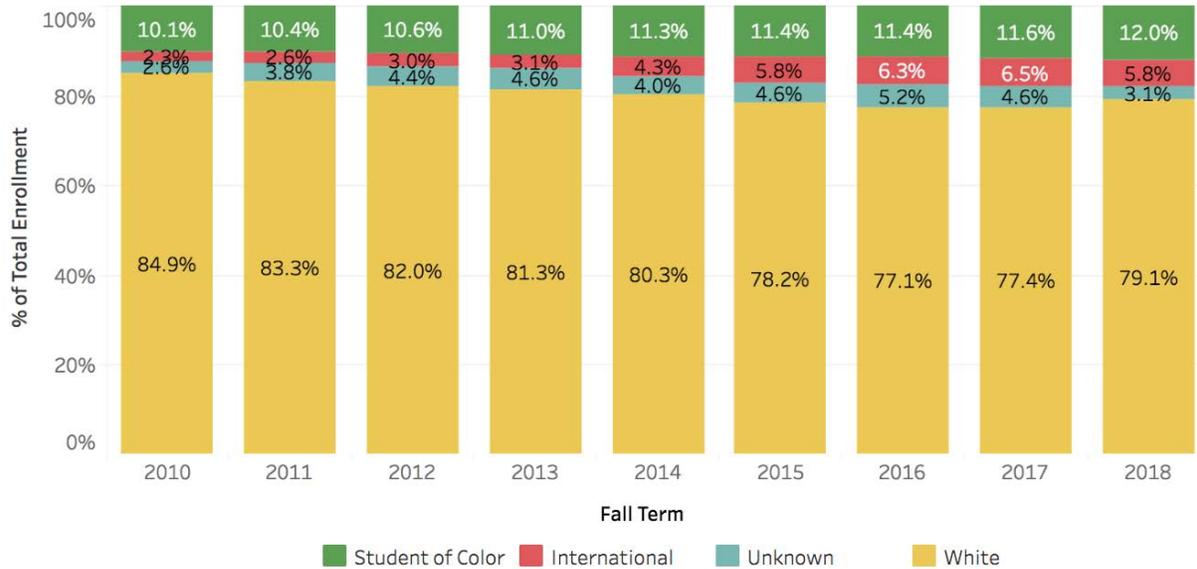
These rates have remained steady, indicating moderate success of current practices, but have not moved appreciably towards meeting Strategic Action Plan goals of 90 percent first-year retention. The development of a new integrated [Student Retention Action Plan](#) highlights the range of offices and divisions with responsibility for working towards retention and graduation-rate goals. The [Division of Enrollment Management](#) manages this retention plan and fosters broad institutional communication, collaboration, and effective use of diverse data sets related to student recruitment and retention, emphasizing the need for attention to all aspects of a student’s time at UVM, from the first contact with a prospective student through to graduation.

Cohort-building models, which include academic and co-curricular forms of engagement, are being put in place to support the retention of our specially recruited populations, particularly Catamount Commitment Pell-eligible Vermonters and [Urban Partnership](#) students. Based on first-year-retention data that show higher retention for students enrolled in residential learning communities, the Division of Student Life, the Office of the Provost, the Division of Enrollment Management, and the Office of Institutional Research are collaborating to examine our First-Year Experience. With the goal of reaching 90 percent

first-to-second-year retention, UVM is implementing a robust residential design that includes learning community participation for all on-campus students.

The Division of Enrollment Management is working closely with the Office of Institutional Research to develop and move the institution towards enrollment, retention, and progression goals outlined in the Academic Excellence Goals. Office of Institutional Research data indicate steady progress towards increasing domestic and global diversity of UVM’s graduate and undergraduate populations, with domestic diversity increasing from 10 percent to 12 percent since 2010, and international student enrollment climbing from 2 percent to 6 percent, approaching the institutional target of 7 percent.

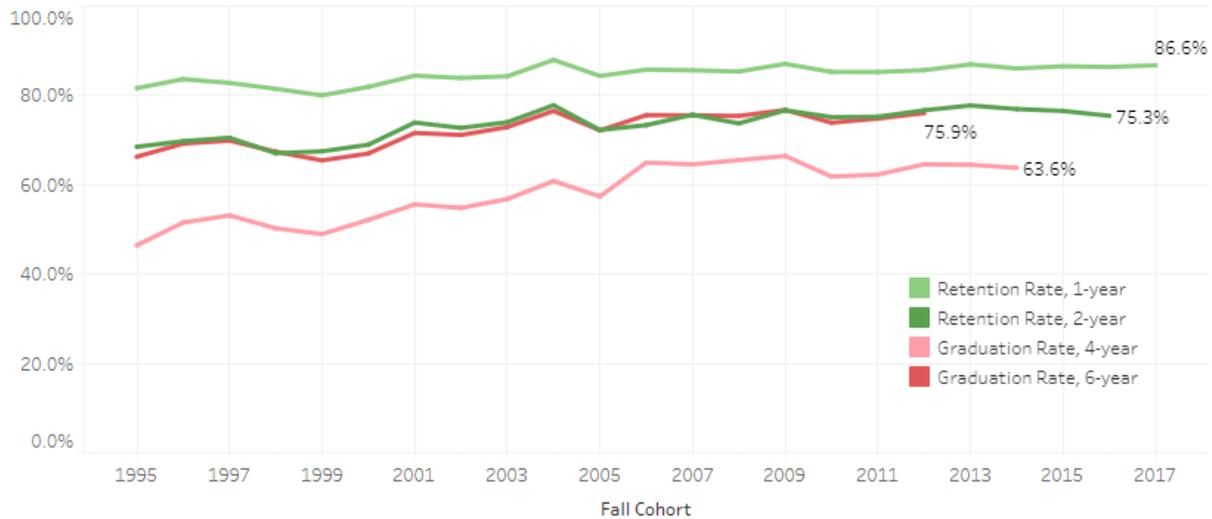
**Student Diversity – Year over Year Trends**



As visible in the chart below, UVM has struggled to improve undergraduate retention rates to meet the Strategic Action Plan goal of 90 percent.

**Retention and Graduation Trends**

College = All/Residency = All/Sex = All/Time = All



Source: Catamount Data Center – [Undergraduate Retention & Graduation Rates](#)

Deans' reports on college and school retention plans emphasized shared obstacles to improving retention rates. These included the lack of a centralized electronic advising system, lack of access to student data and predictive analytics, need for better advising and more consistent use of academic alerts, and financial factors for students with little capacity to offer increased financial assistance. The launch of the EAB Student Success Collaborative advising and retention platform at new student orientation in June 2018 is designed to ameliorate many of these identified obstacles; on the student side, this launch has been very successful, with approximately 80 percent of students having downloaded the mobile EAB application, allowing them to review their course schedule and other information remotely immediately following orientation. With a gradual rollout in units across campus, the EAB tool is expected to enhance faculty advising; provide timely, multi-modal two-way communication with students; and provide predictive analytics to identify students who may be a retention risk. The software will also allow tracking of communications with students and their interactions with different offices across campus, allowing more effective coordination of support. This unified system will also improve communication between colleges/schools and support services. The success of the tool, its deployment, and its adoption will need to be evaluated and adjustments made to ensure that this investment is being utilized effectively, and to assess its impact on retention.

While university goals focus on overall retention rates, information regarding barriers to increased retention, as well as examples of successful retention efforts at the unit level, are necessarily areas of focus. The Rubenstein School of Environment and Natural Resources has seen a significant increase in first-year retention, from 82 percent in 2014 to 91.5 percent in 2017, an increase that coincided with an extensive Core Revitalization process and enhanced attention to assessment of student learning outcomes, both of which directly engaged students and critically evaluated the student academic experience with the goal of clarifying core curriculum outcomes, and creating a more intentional student experience rich in high-impact practices. Among the pre-professional schools and colleges, the College of Nursing and Health Sciences has consistently maintained a retention rate of 91.5 percent as well as very high licensure pass rates across college programs. Increasing first-year retention in the university's largest college, the College of Arts and Sciences, is essential to the improvement of university retention rates overall; recent initiatives within the college have focused on engaging students and faculty in defining and communicating the strengths and value of the CAS core curriculum.

The institution has also made recent commitments to enhance and promote retention-related efforts across the academic colleges/schools. These commitments will also increase the breadth of student success data collected at UVM, as well as its sharing and use across the institution. UVM's overall retention rate (between 86 percent and 87 percent in the past several years) and six-year graduation rate (77 percent) are among the highest for comparable public institutions (see Data First form 8.1), although the university's Strategic Action Plan focuses on increasing the four-year graduation rate as a better barometer of the success of retention initiatives. Multiple ongoing retention efforts, including centralized reentry for students wishing to return to the university, help to maintain the 65 percent four-year graduation rate and in doing so keep loan default rates low. Nonetheless, the President's Strategic Action Plan focused attention on two specific improvement targets: raising the first-year student retention from 85 percent to 90 percent and the four-year graduation rate from 65 percent to 70 percent. A recent analysis by the Office of Institutional Research concluded that, rather than losing less successful students, UVM's greatest gains would be found by increasing retention among students with a 3.0 or higher GPA. In 2018 the Division of Enrollment Management launched a new [Student Retention Action Plan](#) designed to meet retention goals with an eye towards these new data. The plan outlines the need for partners across the university to engage in interlocking efforts to improve retention numbers by fostering student success and creating academic challenge for our highest-achieving students.

The university publicly displays information about recent graduates' further education, civic participation, religious formation and others on its [Office of Institutional Research website](#). This information is collected through the [Career Outcomes](#) survey that is used to gather post-graduation activity of recent graduates up to six months past their graduation date. While this survey has questions that are custom to UVM, most of the questions replicate components of [NACE's First Destination Survey](#). Overall, UVM boasts excellent student employment outcomes, with 93 percent of Class of 2017 either employed or continuing their education in graduate school. Furthermore, 90 percent of respondents report that they are employed in a field related or closely related to their career goals, and 94 percent are satisfied or very satisfied with their position. The Honors College in particular boasts a remarkable 99 percent of students employed or continuing their education six months after graduation, while most of the degree-granting schools and colleges have rates well over 90 percent. Mean starting salaries are in the \$40,000 range, and this post-graduation employment success is also reflected in the institution's relatively low default rates, with most defaults representing students who disenroll and do not complete a degree. The university shares this information with academic leaders at regular events called the "data reveal." In addition to these efforts, each college at the university creates an outcomes sheet that outlines the successes of their recent graduates for current and prospective students and displays this as part of their college or school website.

The university facilitates the Beginning College Survey of Student Engagement (BCSSE) once every three years to first-year students at orientation. The results of this survey help inform campus administrators about experiences students have before they enter the institution and what resources these students are expecting and/or need from the institution. Using the same cycle of the BCSSE survey, the institution also facilitates the [NSSE](#) survey. The results of this survey are widely disseminated across the institution, as these data help paint a picture of how students are engaged on campus and are being used as the basis for faculty development programming as well as student engagement efforts. A goal for the Office of Institutional Research and the Office of the Provost is to improve the utility of NSSE survey results for use in both academic and co-curricular assessment processes through improved presentation and dissemination to a broad range of institutional constituencies.

In addition to the BCSSE, the Division of Student Affairs, in partnership with the Division of Enrollment Management facilitates a survey to all first-time first-year students, transfer students, and sophomores every year, six weeks into the semester, with the goal of gaining understanding about the student experience and to identify opportunities for the institution to improve any services provided. Finally, UVM's enrollment management team obtains information from students who elect to take any type of voluntary leave from UVM and from those who choose to transfer. Data gained in this process is used to better inform how the institution provides services to similar students in the future. It also highlights trends in terms of student experiences and their reasons for departure.

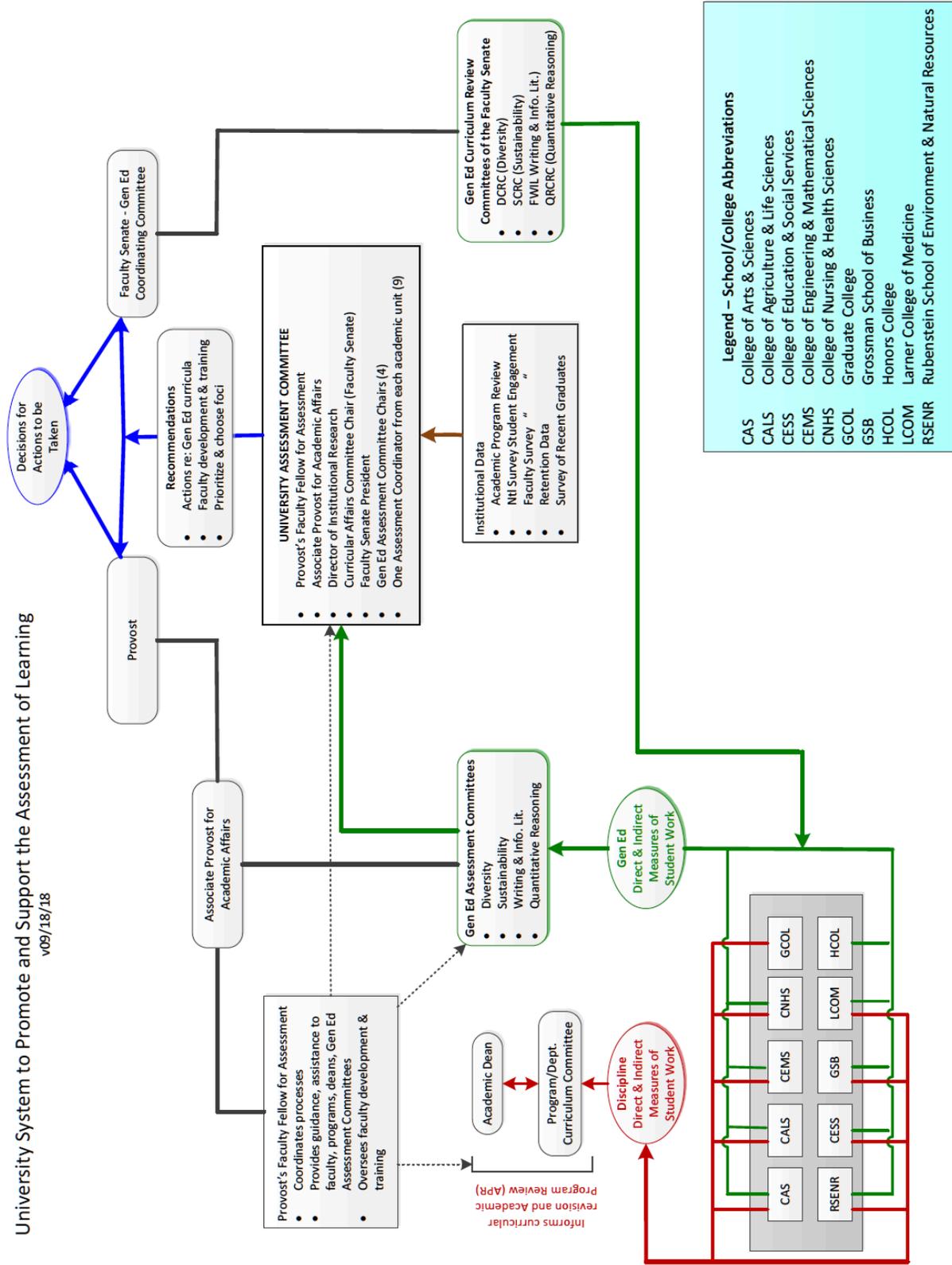
While there is a large institutional investment in collecting and disseminating career outcomes data for undergraduate courses, the university only recently has incorporated the Graduate College and Larner College of Medicine into its analysis. The institution is also working to better disseminate and encourage the use of NSSE, BCSSE, and First Six-Week survey data. The university will need to develop more robust tracking and utilization of data from current and former students to further identify opportunities for improvement. As tracking of information from undergraduate alumni improves, the university must also put processes in place to better track graduate-degree alumni.

Over the past five years, UVM has dramatically improved the collection, dissemination and use of data to inform decision-making at all levels and in all areas of the institution. Institutional priorities for the near future include establishing a permanent structure for supporting the assessment of student learning outcomes, and promoting greater integration of data across units and programs, improving UVM's ability to evaluate and respond to evidence of educational effectiveness.

## Projections

- The Office of the Provost will formalize planning and support for the assessment of learning outcomes in the academic programs and General Education. To promote a culture of assessment, the associate provost for academic affairs will facilitate collaboration between academic assessment, assessment within Student Affairs, and the Office of Institutional Research to evaluate educational effectiveness at the institutional level.
- The associate provost for academic affairs, working in collaboration with the Curricular Affairs Committee, will revise the Academic Program Review standards, processes, and guidelines to better incorporate ongoing program-level assessment. At the end of the current eight-year APR cycle in AY 2020–2021, a joint Faculty Senate and Office of the Provost committee will conduct an assessment of APR processes and outcomes, and recommend further refinements to APR procedures.
- The Office of Institutional Research will continue to develop data visualization tools (such as [Inquiry](#), which is published annually) that enable more effective sharing of information across the university, and will also implement a focused dissemination plan to help end-users utilize information for data-informed and strategic decisions.

University System to Promote and Support the Assessment of Learning  
v09/18/18



**Standard 8: Educational Effectiveness  
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4	IPEDS Submission 3	IPEDS Submission 2	IPEDS Submission 1	Current IPEDS
	Years Prior (FY 2014)	Years Prior (FY 2015)	Years Prior (FY 2016)	Year Prior (FY 2017)	Submission Year (FY 2018)
<b>IPEDS Retention Data</b>					
Associate degree students	N/A	N/A	N/A	N/A	
Bachelors degree students	87%	86%	87%	86%	
<b>IPEDS Graduation Data (150% of time)</b>					
Associate degree students	N/A	N/A	N/A	N/A	
Bachelors degree students	76%	77%	74%	75%	
<b>IPEDS Outcomes Measures Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years	N/A	76%	76%	77%	
Awarded a degree within eight years	N/A	77%	76%	77%	
Not awarded within eight years but still enrolled	N/A	>0% and <1%	0%	0%	
<b>First-time, full time students: Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	73%	
Awarded a degree within eight years	N/A	N/A	N/A	74%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>First-time, full time students: Non-Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	77%	
Awarded a degree within eight years	N/A	N/A	N/A	78%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>First-time, part-time students</b>					
Awarded a degree within six years	N/A	17%	21%	40%	
Awarded a degree within eight years	N/A	17%	21%	40%	
Not awarded within eight years but still enrolled	N/A	0%	0%	0%	
<b>First-time, part-time students: Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	0%	
Awarded a degree within eight years	N/A	N/A	N/A	0%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>First-time, part-time students: Non-Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	57%	
Awarded a degree within eight years	N/A	N/A	N/A	57%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years	N/A	77%	77%	78%	
Awarded a degree within eight years	N/A	77%	77%	79%	
Not awarded within eight years but still enrolled	N/A	>0% and <1%	0%	0%	
<b>Non-first-time, full time students: Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	78%	
Awarded a degree within eight years	N/A	N/A	N/A	79%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>Non-first-time, full time students: Non-Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	77%	
Awarded a degree within eight years	N/A	N/A	N/A	79%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years	N/A	65%	70%	71%	
Awarded a degree within eight years	N/A	65%	77%	76%	
Not awarded within eight years but still enrolled	N/A	0%	0%	0%	
<b>Non-first-time, part-time students: Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	90%	
Awarded a degree within eight years	N/A	N/A	N/A	90%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
<b>Non-first-time, part-time students: Non-Pell-Grant Recipients</b>					
Awarded a degree within six years	N/A	N/A	N/A	63%	
Awarded a degree within eight years	N/A	N/A	N/A	71%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	

**Standard 8: Educational Effectiveness  
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4 Years Prior (FY 2014)	IPEDS Submission 3 Years Prior (FY 2015)	IPEDS Submission 2 Years Prior (FY 2016)	IPEDS Submission 1 Year Prior (FY 2017)	Current IPEDS Submission Year (FY 2018)
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Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)	Cohort Fall 2013	Cohort Fall 2014	Cohort Fall 2015	Cohort Fall 2016	Cohort Fall 2017
1 In-State One Year Undergraduate Retention Rate	92%	89%	90%	90%	92%
2 Out of State One Year Undergraduate Retention Rate	85%	85%	85%	85%	85%
3 Female One Year Undergraduate Retention Rate	87%	87%	88%	87%	86%
4 Male One Year Undergraduate Retention Rate	86%	85%	84%	85%	87%

Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Cohort Fall 2008	Cohort Fall 2009	Cohort Fall 2010	Cohort Fall 2011	Cohort Fall 2012
1 In-State Residency Six Year Undergraduate Graduation Rates	81%	81%	81%	83%	79%
2 Out of State Residency Six Year Undergraduate Graduation Rates	73%	75%	72%	72%	75%
3 Female Six Year Undergraduate Graduation Rates	75%	78%	75%	77%	79%
4 Male Six Year Undergraduate Graduation Rates	75%	75%	72%	72%	72%

Definition and Methodology Explanations					
1	The 'Other Undergraduate Retention/Persistence Rates' were calculated with both full and part time students.				
2	The 'Other Undergraduate Graduation Rates' were calculated with both full and part time students.				
3	Other notes: IPEDS Outcome Measures Survey was introduced in FY 2015 (that's why the data doesn't exist in FY 2014), and was changed in 2017-18. It added Pell-Grant Recipient and Non-Pell Grant Recipient categories to each of the existing categories in FY17, bringing the count of the categories from 4 to 8.				
4	The retention and grad rates by residency and sex can be found on the Catamount Data Center here: <a href="https://www.uvm.edu/~oir/catdat/retention_graduation.html">https://www.uvm.edu/~oir/catdat/retention_graduation.html</a> There is a separate tab at the top for retention and grad, but there is a combined tab: R5-Retention and Grad that has everything by cohort year. The other retention and graduation information on this form was part of the IPEDS Fall Enrollment Survey and the IPEDS Graduation Rates survey.  IPEDS data collection has a one year lag.				

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

**Standard 8: Educational Effectiveness**  
**(Student Success and Progress Rates and Other Measures of Student Success)**

		Bachelor Cohort Entering			
Category of Student/Outcome Measure		7 years ago: 2011 Cohort	6 years ago: 2012 Cohort	5 years ago: 2013 Cohort	4 years ago: 2014 Cohort
<b>First-time, Full-time Students</b>	Degree from original institution	75%	76%	65%	64%
	Not graduated, still enrolled at original institution	1%	1%	15%	16%
	Degree from a different institution	3%	11%	8%	5%
	Transferred to a different institution	5%	7%	6%	11%
	Not graduated, never transferred, no longer enrolled	15%	4%	6%	4%
<b>First-time, Part-time Students</b>	Degree from original institution	18%	39%	8%	17%
	Not graduated, still enrolled at original institution	0%	6%	25%	33%
	Degree from a different institution	0%	17%	8%	13%
	Transferred to a different institution	36%	28%	33%	17%
	Not graduated, never transferred, no longer enrolled	45%	11%	25%	21%
<b>Non-first-time, Full-time Students</b>	Degree from original institution	79%	78%	70%	71%
	Not graduated, still enrolled at original institution	2%	2%	6%	12%
	Degree from a different institution	2%	6%	3%	3%
	Transferred to a different institution	3%	6%	6%	7%
	Not graduated, never transferred, no longer enrolled	15%	8%	16%	7%
<b>Non-first-time, Part-time Students</b>	Degree from original institution	52%	55%	53%	37%
	Not graduated, still enrolled at original institution	5%	9%	13%	23%
	Degree from a different institution	5%	12%	0%	3%
	Transferred to a different institution	0%	3%	13%	26%
	Not graduated, never transferred, no longer enrolled	38%	21%	22%	11%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017 )	1 Year Prior (FY 2018)	Next Year Forward (goal) (FY 2019)

**Success of students pursuing higher degrees (add more rows as needed; add definitions/ methodology in #1 below)**

Employed	79%	75%	79%	70%	
Continuing Education	16%	18%	14%	20%	

**Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)**

Participating in a volunteer or service pr	5.1% (n=35)	2.7% (n=20)	4.2% (n=32)	1.4% (n=22)	
Serving in the US Military	0.7% (n=5)	0.5% (n=4)	0.7% (n=5)	0.7% (n=11)	

**Definition and Methodology Explanations**

Note that the Career Outcomes Survey has a one year lag, so the most recent information available is for the Class of 2018. The numbers from this survey, reflected above, pertain to Undergraduates only.

The measures of student achievement and success are from a career outcomes survey. The Class of 2015 had a 30% response rate (N=680). The Class of 2016 had a 32% response rate (N=741). The survey is distributed 6 months post graduation. The Class of 2017 had a 32% response rate-(N=755). The Class of 2018 had a 66% knowledge rate (N=1567).

The full Career Outcomes report and methodology can be found here:

[https://www.uvm.edu/~oir/?Page=career\\_outcomes.html&SM=submenu\\_ret\\_grad\\_deg.html](https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html)

**Standard 8: Educational Effectiveness  
(Licensure Passage and Job Placement Rates and  
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	<b>3-Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>
	<b>(FY 2015 )</b>	<b>(FY 2016 )</b>	<b>(FY 2017 )</b>

**?** **National Licensure Passage Rates**

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 RN NCLEX	82	70	76	70	85	84
CAATE Board of Certification (BOC)-Athletic Training Program	20	20	19	19	12	11
ASCP Board of Certification (BOC) Medical Laboratory Scientist	21	19	20	17	18	17
RN NCLEX- DEPN (accelerated year to DNP)	12	12	18	18	17	17
GRADUATE MS Certification FNP	12	12	9	9	2	2
GRADUATE MS Certification AGNP	9	9	10	10	0	0
GRADUATE DNP Certification AGNP	N/A	N/A	N/A	N/A	6	6
GRADUATE DNP Certification FNP	N/A	N/A	N/A	N/A	6	6
GRADUATE MS- CNL	2	1	0	0	0	0
MLS ASCP First Time Pass Rates	14	11	9	8	17	14
NMT - JRCNMT First Time Pass Rates	3	3	7	6	6	6
CSD Praxis Rates	10	10	13	13	13	13
American Registry of Radiologic Technologists-Radiation Therapy	7	7	9	9	8	8

**?** **Additional (Non-Licensure) Examination Passage Rates**

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
Praxis II-Art Education	24	19	27	21		
Praxis II-Music Education	18	15	16	12		
Praxis II-Physical Education	28	21	17	14		
Praxis II-Elementary Education (All subtests included)	1,013	806	979	781		
Praxis II-Middle Level Education (All subtests included)	77	67	93	76		
Praxis II-Secondary Education English	47	41	38	35		
Praxis II-Secondary Education Math	46	28	39	18		
Praxis II-Secondary Education Language	16	9	23	14		
Praxis II-Secondary Education Social Studies	36	27	45	37		
Praxis II-Secondary Education Science	70	61	93	81		

**?** **Job Placement Rates**

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
All Undergraduates-Survey Sample Results-Class of 2017*	N/A	680	535	741	558	755	596

\* Check this box if the program reported is subject to "gainful employment" requirements.

**Web location of gainful employment report (if applicable)**

N/A

Please enter any explanatory notes in the box below

UVM does not have short-term vocational training programs for which students are eligible for Federal Financial Aid, so that section has been deleted from this form. (It asked for completion rates and placement rates for those programs).

\*Note that these numbers are for all undergraduates who graduate and are from the Career Outcomes Survey, which uses a sample of our students. The number of graduates in this context is the number of graduates who took the Career Outcomes Survey Post Graduation. Note that 'employed' includes working full time, working part-time, participating in a volunteer or service program, and/or serving in the US military. The methodology and additional information for the career surveys can be found here:

[https://www.uvm.edu/~oir/?Page=career\\_outcomes.html&SM=submenu\\_ret\\_grad\\_deg.html](https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html)

These programs are not subject to "gainful employment" requirements.

Note about Education Programs: Everyone needs to pass the Praxis Core to graduate from the education programs but it should be noted that PRAXIS is not a licensure exam. These are similar to GRE subject tests. Counselors and Social workers do have licensure exams while they are at UVM so this is not tracked.

**Standard 8: Educational Effectiveness  
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	Most Recent Year
<b>Master's Programs (Add definitions/methodology in #1 below)</b> Retention rates first-to-second year  Graduation rates @ 150% time Average time to degree	<b>Cohort 2013</b>	<b>Cohort 2014</b>	<b>Cohort 2015</b>	<b>Cohort 2016</b>	<b>Cohort 2017</b>
	79%	74%	76%	66%	68%
	<b>Cohort 2011</b>	<b>Cohort 2012</b>	<b>Cohort 2013</b>	<b>Cohort 2014</b>	<b>Cohort 2015</b>
	73%	73%	75%	79%	74%
	2	2	2	2	2

<b>Doctoral Programs (Add definitions/methodology in #1 below)</b> Retention rates first-to-second year  Graduation rates @ 150% time Average time to degree	<b>Cohort 2013</b>	<b>Cohort 2014</b>	<b>Cohort 2015</b>	<b>Cohort 2016</b>	<b>Cohort 2017</b>
	96%	90%	91%	89%	94%
	<b>Cohort 2007</b>	<b>Cohort 2008</b>	<b>Cohort 2009</b>	<b>Cohort 2010</b>	<b>Cohort 2011</b>
	68%	65%	74%	64%	71%
	5	5	5	5	4

<b>First Professional Programs (Add definitions/methodology in #3 below)</b> Retention rates first-to-second year  Graduation rates @ 150% time Average time to degree	<b>Cohort 2013</b>	<b>Cohort 2014</b>	<b>Cohort 2015</b>	<b>Cohort 2016</b>	<b>Cohort 2017</b>
	99%	100%	98%	99%	99%
	<b>Cohort 2007</b>	<b>Cohort 2008</b>	<b>Cohort 2009</b>	<b>Cohort 2010</b>	<b>Cohort 2011</b>
	97%	99%	93%	96%	98%
	4	4	4	4	4

<b>Distance Education (Add definitions/methodology in #4 below)</b> Course completion rates Retention rates (Not including certificate programs because they're only one year.)  Graduation rates @ 150% time*	<b>Cohort 2013</b>	<b>Cohort 2014</b>	<b>Cohort 2015</b>	<b>Cohort 2016</b>	<b>Cohort 2017</b>
	91%	98%	100%	98%	94%
	N/A	78%	95%	86%	82%
	<b>Cohort 2007</b>	<b>Cohort 2008</b>	<b>Cohort 2009</b>	<b>Cohort 2010</b>	<b>Cohort 2011</b>
	N/A	N/A	N/A	N/A	N/A

**Definition and Methodology Explanations**

The Grad rates @ 150% time for Master's students were 3 year grad rates, based on calendar year cohorts. (FY16 = cohort 2013, etc.)  
 The Grad rates @ 150% time for doctoral students were 7 year grad rates, based on calendar year cohorts. (FY16 = cohort 2009, etc.)  
 Grad rates @ 150% for medical students were 6-year grad rates. (FY16 = fall 2010 cohort)

Retention rates are placed under the fiscal year in which the students started. The retention rates include summer students who continue either the next summer or the next fall (duplicates removed). We know, however, that that rate may be brought down by business students who matriculate in the summer session but only have a one year program. The medical students are not included in the doctoral program numbers. Calendar Year 2016 cohort for master's students declined because of a large increase in summer enrollers.

Distance education for Graduate Students includes the Certificate of Graduate Study-Health Care Mgt & Policy, Certificate of Graduate Study-Public Health, Certificate of Graduate Study - Epidemiology, MPH in Public Health, MPS in Leadership for Sustainability, and MS in Natural Resources-Leadership for Sustainability Track programs. Course Completion rates are calculated for all cohort students. A course is counted as completed if the student finished with a grade of D or better.

The retention rates for distance education doesn't include certificate of graduate study students because those programs are typically only a year long.

\*Note: We don't have graduation rates @150% time yet because the first distance education cohort started in 2014, meaning that 6 years has not lapsed yet.