



To: Dean Kate VandenBosch and Members of CALS APC
 From: CALS Curriculum Committee
 Re: Proposed Educational Vital Signs for CALS
 Date: 15 March 2015
 Cc: Senior Associate Dean Dick Straub; Associate Dean Rick Lindroth; Associate Dean Sarah Pfatteicher; Associate Dean John Shutske; Assistant Dean Heidi Zoerb; Prof. Mark Rickenbach; Academic Planner Laura Van Toll

In September 2013, the CALS Curriculum Committee was charged to “review existing and available data and to select a set of measures of education that is both appropriate for the college’s diverse mission and that captures the values and principles of the college.” In response, the committee hereby submits the following report, which includes three recommendations to the college for discussion and adoption.¹

I. Gauging Quality, Quantity, and Outcomes

The Curriculum Committee took as its starting point the Education Workgroup report, prepared as part of the Strategic Plan in 2012. The report documented the recent unprecedented, rapid growth in undergraduate enrollments in the college, and called for attention to be paid to gauging and tracking our “educational capacity.”

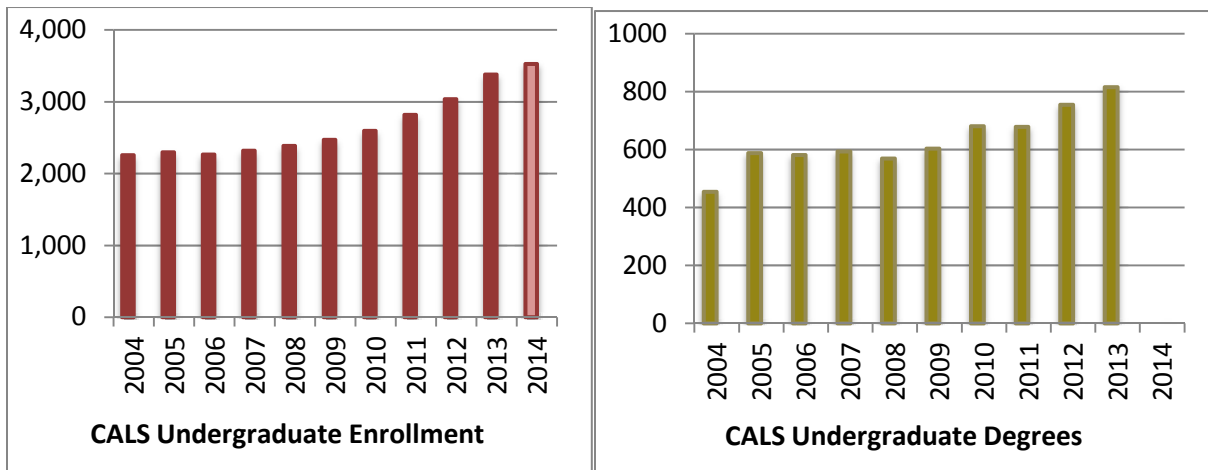


Table 1 & 2: CALS undergraduate enrollments and degrees show a strong increase over the past decade. (Data from Data Digest; data for 2014 based on 10th day enrollment numbers.)

In addition, the new campus budget model, with its emphasis on credit hours generated per instructor and on the number of declared students in our academic programs, demands that we measure our educational capacity and assess how it compares to other units on campus, with potential rewards for those units that are able to maximize their capacity.

¹ The Curriculum Committee’s charge on capacity metrics is posted at: <http://www.cals.wisc.edu/departments/office-of-dean-and-director-2/cals-strategic-planning/>.

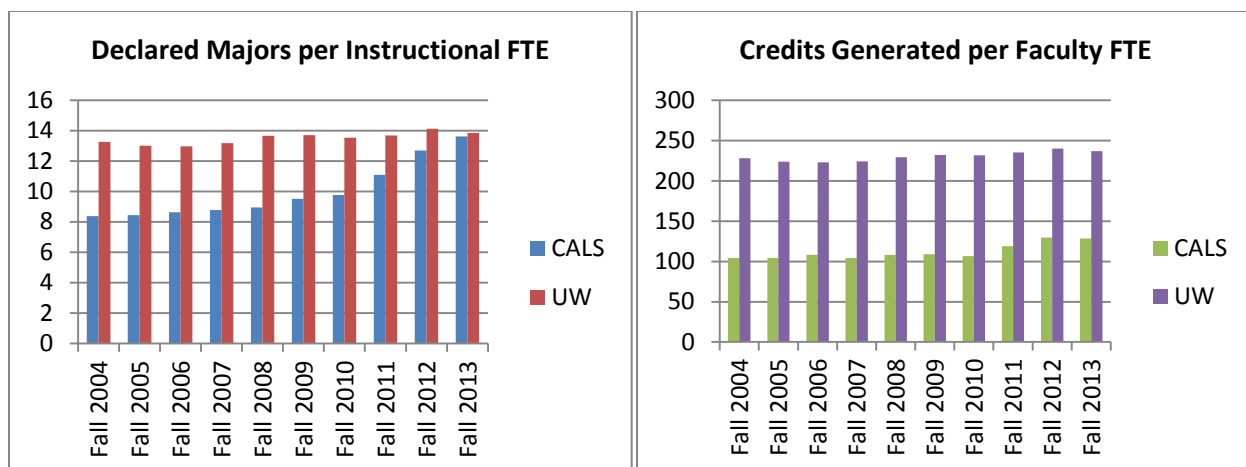


Table 3 & 4: Declared majors per instructional FTE and Credits generated per faculty FTE, show a gap between CALS and UW productivity. (Data from Department Planning Profiles, available at: <https://apir.wisc.edu/deptplanningprof.htm> and Credits Follows Instructor reports, available at: <https://apir.wisc.edu/instruction-credits.htm>.)

The Education Workgroup report and subsequent discussions in Curriculum Committee have made clear that the college should maintain its emphasis not only on quantity, but also on quality. Graduating more students each year will not be viewed as a success if those students have not received a top-quality education that has prepared them for success after graduation. In the words of the Strategic Plan report, “a key strategy for CALS will be to direct our instructional resources toward activities and policies that will increase our overall instructional capacity **while maintaining instructional quality**” (emphasis added).² The recommendations that follow attempt to balance this combination of quantity, quality, and outcomes.

II. Challenges of Data Selection

There is considerable data available (both on campus and nationwide) that might be considered in gauging our capacity for providing quality education. The challenge for this committee has been to select a few key measures to recommend from a vast array of possibilities. We took as a starting point the language from our charge requesting that we focus on “**existing and available data.**” We can envision (and indeed, have discussed) new surveys we might want to administer and data we might capture according to different definitions than are currently used by campus, but we recognize the shortage of resources available with which to collect and analyze additional information, and we also appreciate the need to compare our data with other units on campus, and so we have for the time being limited ourselves to relying on data that is already captured and readily available.

III. Capacity Metrics vs. Vital Signs

We were drawn to compile a comprehensive set of metrics to gauge how many students we teach and how well we teach them. In the interest of practicality, however, we recommend the college adopt the notion of envisioning “educational capacity metrics” as “educational vital signs,” rather than as comprehensive measurements.

² A summary of the Education Workgroup report is posted at: <http://www.cals.wisc.edu/departments/office-of-dean-and-director-2/cals-strategic-planning/strategic-planning-history/>.

By comparison, the purpose of taking vital signs at a doctor's office or emergency room is to provide a quick assessment of the functioning of the patient's circulatory, respiratory, and immune systems. The four typical data points (pulse, blood pressure, temperature, breathing rate) are useful because they are:

- simple to measure (they are non-invasive and inexpensive),
- relevant (they are effective initial markers of health and disease),
- universally applicable (every living human has them), and
- reliable (the data is objective and quantifiable).

The point of vital signs is not to provide a comprehensive analysis of the patient's health, but to provide clues as to what may require additional investigation. The patient's pulse does not describe the circulatory system's functioning in detail, and a non-normal reading does not diagnose what is wrong, it simply signals that something may be amiss. In addition, vital signs take into account that what is normal for one population is not normal for all (consider, for instance, the "normal" pulse rate of infants vs. adults).

We support the need to track Credit Follows Instructor (CFI) and Declared Majors per FTE, just as health professionals must take into account the number of patients seen in a given period of time. But we think it is also important to measure the quality of the care with which we treat our students, and the outcomes they achieve as a result.

If we think of our educational capacity metrics as educational vital signs, **our goal should be to routinely check some key markers of the health of our educational system and to use those measurements to determine when additional tests or measurements are necessary.** Note too, that at times our vital signs may be within normal ranges, but other symptoms (sudden or lingering pain, for example) will suggest a need for intervention.

Proposed Motion #1: That CALS APC move to support the practice of establishing and tracking a small number of "educational vital signs" as a companion practice to the campus assessment of generated credits and declared students.

IV. CALS Educational Values

The CALS Educational Vital Signs proposed below are organized into three broad categories, meant to represent three values critical to the educational mission of the college. While we recognize that there will always be a need to assess how many students we are able to serve, we also believe that attention must be paid to how well we are able to serve those students in our care. As a result, each of the vital signs is focused on ensuring that quality as well as quantity remains at the core of our educational activities.

The values listed here support our ability to help students achieve the undergraduate learning outcomes adopted by the college and published in the Undergraduate Catalog:

The college's goal is to ensure that every student develops:

- *specialized knowledge in at least one discipline, along with an education broad enough to meet the challenges of changing careers and opportunities*

- *the ability to think critically and creatively: to synthesize, analyze, and integrate ideas for decision making and problem solving*
- *the ability to communicate effectively through writing and speaking by observing, reading, listening, and using appropriate information technologies*
- *a global perspective; an appreciation for the interdependencies among individuals and their workplaces, communities, environments, and world; and an understanding of the interrelationships between science and society*
- *the ability to work with others in small or large groups, to recognize civic and social responsibilities, and to appreciate the uses of public policy in a democracy*
- *a respect for truth, a tolerance for diverse views, and a strong sense of personal and professional ethics.*³

Proposed Motion #2: *That CALS APC move to support the statement of Educational Values described herein, and summarized as: a practical and personalized education; an expectation of success; and responsible stewardship.*

Educational Value #1: A PRACTICAL & PERSONALIZED EDUCATION

CALS strives to provide hands-on education and personalized student contact. Experiential learning and the “small college” feel have long been hallmarks of a CALS education, and are critical to maintain, even as our enrollments grow. We know that not all student interaction can be in small group or 1-on-1 formats, but a healthy CALS is one where each student experiences a mix of small and large-group instruction. This in-class contact should be paired with regular student-advisor contact, which we know is key to helping students progress in a timely way and provides a key pathway for students to learn about co-curricular opportunities (internships, study abroad, independent research), through which they shape their Wisconsin Experience.

Educational Value #2: AN EXPECTATION OF SUCCESS

CALS strives for and expects student success. Just as we expect the faculty we hire to have what it takes to achieve tenure, so too do we believe the students we admit (as a campus and as a college) have what it takes to graduate. The factors that lead to students doing poorly are varied and not always academic in nature, but every time a student must repeat a course, both the college and the student are spending resources twice. As a result, we strive to keep rates of academic probation, academic drop (expulsion), low/failing grades (D’s and F’s), and course drops at a minimum, and to help students achieve their post-graduation goals.

Educational Value #3: RESPONSIBLE STEWARDSHIP

CALS strives for responsible stewardship of human and financial resources. The financial reality is that we must ensure our limited resources are being spent well and not wastefully. Responsible stewardship means not only producing high numbers of graduates, but also strong outcomes for those graduates. We know that we must spend resources to achieve small-group instruction and personalized contact (and balance these expenditures with larger-group offerings). We cannot, however, afford to spend

³ http://pubs.wisc.edu/ug/cals_overview.htm

resources on unnecessary activities. Every curricular exception we process takes valuable time and effort away from more positive interactions; our curricula should be robust and flexible enough to accommodate the vast majority of students so that exceptions can be exceptions, not the rule. While we encourage student exploration and recognize that some will find their ideal major later than others, every student who takes more than four years to graduate adds to the college's advising and instructional loads and affects the resources we can offer to incoming students, in addition to negatively affecting students' financial well-being. Student satisfaction is shaped by many things and is not a perfect measure of our success, but does suggest whether students feel their own resources were well spent in choosing CALS as their undergraduate home.

V. CALS Educational Vital Signs

As with the health Vital Signs on which these Educational Vital Signs are modeled, we have chosen data points that meet the following criteria:

- simple to measure – The data is already collected and reported and is readily available for inclusion here. The data in the Vital Signs may suggest the need for additional study, such as focus groups or surveys, but the Vital Signs themselves should be available for routine inclusion in the Vital Signs without additional data gathering.
- relevant – The data, while not perfect or comprehensive, should nevertheless provide effective initial markers of our educational well-being.
- universally applicable – The data should be available and relevant across departments and majors, though the “normal range” may vary according to program type. Data definitions are set by campus or national standards, to facilitate comparisons.
- reliable – The data is objective and quantifiable, though it may require some interpretation and context.

We have chosen the nine CALS Educational Vital Signs described below not because we are currently excelling in all of them, nor that we currently have the resources necessary to do as well as we might wish in these areas. Rather, these Vital Signs reflect elements of a CALS education that we value and aspire to maintain and improve. Where our performance falls short of our expectations or goals, we must consider whether and how to add or reallocate resources to supplement our offerings.

These Educational Vital Signs do not appear in a vacuum and should not be considered out of the broader context. For instance, as noted above, the new campus budget model will place significant emphasis on the number of students that departments advise and the number of credits that they generate. Accreditation reviews (of individual programs and the campus as a whole) and departmental reviews may suggest additional data to track. The office of Academic Planning and Institutional Research and the Office of the Registrar both maintain large quantities of data that may be relevant to the exploration of various issues. The nine data points identified here represent a manageable fraction of the available data.

Accreditation criteria and campus policy require that we engage in assessment of our educational outcomes each year.⁴ Although the CALS Educational Vital Signs alone will not fully meet these requirements, the Vital Signs do contribute to this educational assessment activity. In addition, the Vital Signs as chosen can serve as a roadmap of sorts for students, helping them track and assess their own achievement of the goals we set for them.

⁴ Details of campus and accreditation requirements related to assessment, along with resources to support these efforts are available at <http://provost.wisc.edu/assessment/>.

As is true of health vital signs, these Educational Vital Signs should be used to identify areas that warrant further investigation, not to prompt immediate action. In areas where a particular Vital Sign seems worrying, our next step should be to seek additional information and context. Why are the numbers as they are? What is the cause of the current performance? What other data would help us to understand more fully the dynamics at play? What possible actions might adjust the numbers in the future? A temporary spike or fall in one number in one year should not immediately result in dramatic reactive alterations, but should instead prompt further inquiry.

Proposed Motion #3: That CALS APC move to support the set of Educational Vital Signs proposed herein.

For each of the three Educational Values (a practical and personalized education; an expectation of success; and responsible stewardship), we identify three Vital Signs intended to provide an initial gauge of our educational wellness:

Educational Value #1: A PRACTICAL & PERSONALIZED EDUCATION

Vital Sign #1: STUDENT ENGAGEMENT IN “WISCONSIN EXPERIENCES”

Students can experience “a practical and personalized education” through a variety of courses and co-curricular activities. The **Wisconsin Experience Report** counts student participation in the following activities, which align well with CALS Signature Experiences: study abroad; living in a residential learning community; participating in a FIG; taking a service-learning course; having an undergraduate research experience; participating in an internship; working closely with a faculty member in a seminar, honors course, or independent study; and having a capstone experience. The college goal is that each student should engage in four such experiences during their undergraduate career.

Vital Sign #2: STUDENT-ADVISOR INTERACTION

As critical as courses and co-curricular activities are, students also benefit from professional guidance through the many choices open to them, and thus one key measure of the success of a CALS education is the frequency of student-advisor contact. The **Advisor Notes System** (ANS) records interactions between a wide array of advisors and students. Although not all advisors make use of the system, ANS data is readily available and provides a reasonable gauge of the frequency of such interactions. Note that some departments that do not use ANS do have required advising appointments each semester and that this should be taken into account when reviewing the data.

Vital Sign #3: TIMELY DECLARATION OF MAJOR

CALS has long required that students declare a major prior to achieving senior standing. This rule is not intended as punitive or restrictive, but rather underscores the expectation that a CALS education is more than an accumulation of courses. Timely declaration of a major maximizes students’ chances to build relationships with faculty, engage in Wisconsin Experiences, and participate in student organizations and other skill-building experiences.⁵ Data is available via the **Query Library**.

⁵ In addition, late declaration is correlated with delayed graduation, and thus this Vital Sign might just as easily appear under Responsible Stewardship: https://apir.wisc.edu/timetodegree/Predictors_TimetoDegree_2014.pdf

Educational Value #2: AN EXPECTATION OF SUCCESS

Vital Sign #4: COURSE RE-TAKE RATES

The reasons why students must re-take coursework vary widely, but each course that needs to be repeated costs students and campus time and money. We should be concerned with any course in which a substantial percentage of students fail to complete the course successfully on their first try, or in which the passing rate varies markedly by demographic group. Data is available via the **Query Library**. (A useful complement to this data is the annual campus-produced **D/F/Drop Report**, which provides data for courses with enrollments of at least 100.)

Vital Sign #5: PROBATION/DROP RATES

Students in CALS are placed on academic probation following a single semester of less-than-acceptable performance, and are academically dropped (i.e., suspended) following a second semester of such performance. As noted above, the reasons for such actions vary, but we should be concerned if a high or growing percentage of students is struggling in our curricula. Note that each school/college sets its own rules for what constitutes good academic standing. Data is available via the **Query Library**.

Vital Sign #6: POST-GRADUATION PLANS

We aim for all our students to have post-graduate plans for which they are well prepared and that are in keeping with their goals, whether that be graduate/professional education, employment, service work (e.g., Peace Corps, military, etc.), or something else. The **UW-Madison Post-Graduation Plans Questionnaire Report** (available at <http://apir.wisc.edu/pgp.htm>) includes data on students' post-baccalaureate plans and on how many students have received and/or accepted job offers. (A useful complement to this data is the annual **CALS Exit Survey** asks graduating seniors to indicate if they have accepted an offer of employment, graduate study, or service.)

Educational Value #3: RESPONSIBLE STEWARDSHIP

Vital Sign #7: EXCEPTIONS PROCESSED PER GRADUATE

A robust and flexible undergraduate curriculum takes into account the range of students pursuing a major/degree and can accommodate their preparation and interests as well as course availability, without requiring exceptions. Each exception requires time and effort by the student, the advisor, a departmental curriculum committee or representative, and dean's office staff to review, process, and enter into the system.⁶ Exceptions should, as the term implies, be infrequent. A high rate of exceptions suggests that the curriculum as approved and offered is not meeting the needs or demands of students. (It may be, for instance, that a curriculum was originally designed with the intent that students declare the program as freshmen, but a significant portion of students now join the major in their junior year and have difficulty following the curriculum as written.) Data is available via **DARS Query**.

⁶ A recent L&S report calculates that each exception costs that college at least \$25 in staff time. Using this figure, and assuming each CALS student with an exception had only one (which we know to be an underestimate), the cost for exceptions in 2013-14 comes to at least \$61,782.75. See http://apir.wisc.edu/degrees/AIM_Report_-_Curriculum_X_Trends.pdf for an analysis from L&S of curricular exception trends.

Vital Sign #8: AVERAGE TIME TO DEGREE

Though some students may have defensible reasons for taking longer to graduate, encouraging the majority of students to complete their degrees in four years enables departments and other units to plan for future curriculum and resources needs. All CALS undergraduate programs have a 4-Year Plan documenting how a student may complete the program in that time, and campus routinely reports the average time to degree for each school/college and for each undergraduate program in each year's **Data Digest**.⁷

Vital Sign #9: STUDENT SATISFACTION

At the end of their time with us, we hope that students conclude their undergraduate experience with a sense that the journey has been educational, productive, intellectually stimulating, and enjoyable. The **National Survey of Student Engagement (NSSE)** asks seniors a range of satisfaction questions, including how they rate their educational experience and whether they would attend the UW again if they could start over.

The CALS Educational Vital Signs should be the subject of ongoing review and refinement, but an initial set of data is provided here. Ultimately we aim to present these Vital Signs in a simplified and interactive format that will permit an at-a-glance assessment of the health of our educational activities. Staff with expertise in data visualization are available in the Office of Academic Planning and Institutional Research and in the Office of the Registrar and will be consulted regarding presentation of the Vital Signs if and when the college adopts the concept. The following page provides a mockup of a Vital Signs summary. Shaded boxes indicate the latest available CALS (and, where possible, UW) data. Scales are arranged so that positive results are to the right. Additional details on the data are provided in the appendices.

⁷ The university also tracks the percentage of students who graduate within 6 years (the national standard timeframe), but the UW does not routinely track this percentage by college (note that a significant percentage of students transfer majors and colleges during their time here, making such data difficult to interpret). So while measuring a percentage here would align well with the other Vital Signs, the data necessary to do so is not readily available at this time.

CAL S EDUCATIONAL VITAL SIGNS

PRACTICAL & PERSONALIZED EDUCATION

Student Engagement in Wisconsin Experiences (2013-14)

0-10%	11-20%	21-30%	UW 32%	CALS 45%	51-60%	61-70%	71-80%	81-90%	91-100%
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% of students participating in at least four engagement activities during their undergraduate program, including: study abroad; residential learning community; FIG; service-learning course; undergrad research experience; internship; working closely with a faculty member in a seminar, honors course, or independent study; & capstone

Student-Advisor Interaction (Fall 2013)

0-10%	11-20%	21-30%	31-40%	CALS 46%	51-60%	UW 67%	71-80%	81-90%	91-100%
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% of students with at least one documented advisor contact per semester

Timely Declaration of Major (2014-15)

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	CALS 92%
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% of graduating seniors who declared their major prior to achieving senior standing (*awaiting UW-wide data*)

AN EXPECTATION OF SUCCESS

Course Re-Take Rates (Spring 2015)

5.0-4.6%	4.5-4.1%	4.0-3.6%	3.5-3.1%	3.0-2.6%	2.5-2.1%	2.0-1.6%	UW 1.46%	1.0-0.6%	0.5-0%
							CALS 1.04%		

% of undergraduate students who are re-taking one or more courses in the current semester

(The most commonly retaken courses for CALS students in Spring 2015 are Math 221, Chem 103, & Spanish 204.)

Probation/Drop Rates (Fall 2013)

100-91%	90-81%	80-71%	70-61%	60-51%	50-41%	40-31%	30-21%	20-11%	UW 5%
									CALS 5%

% of students on probation or dropped at the end of semester

Post-Graduation Plans (2013-14)

0-10%	11-20%	21-30%	31-40%	CALS 47%	UW 59%	61-70%	71-80%	81-90%	91-100%
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% of seniors reporting accepted or offered employment prior to graduation

0-10%	11-20%	UW 23%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
		CALS 29%							

% of seniors planning to attend graduate school immediately after graduation

RESPONSIBLE STEWARDSHIP

Graduates with at least one Exception (2013-14)

100-91%	90-81%	CALS 73%	70-61%	60-51%	50-41%	40-31%	30-21%	20-11%	10-0%
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% of graduates with at least one curricular exception on their final DARS audit (*awaiting UW-wide data*)

Average Time to Degree (2012-13)

5.75-6.00	5.51-5.75	5.26-5.50	5.01-5.25	4.76-5.00	4.51-4.75	4.26-4.50	UW 4.15	3.75-4.0	<3.75
							CALS 4.11		

Average # of calendar years to degree (3.75 calendar years = 8 semesters)

Student Satisfaction (2011)

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	UW 92%
									CALS 93%

% of seniors rating their educational experience good/excellent in the latest available survey

APPENDIX A: PRACTICAL & PERSONALIZED EDUCATION

Vital Sign #1: STUDENT ENGAGEMENT IN “WISCONSIN EXPERIENCES”

The Wisconsin Experience Report counts student participation in the following activities: study abroad; living in a residential learning community; participating in a FIG; taking a service-learning course; having an undergraduate research experience; participating in an internship; working closely with a faculty member in a seminar, honors course, or independent study; and having a capstone experience.

The “Wisconsin Experience” for UW-Madison Bachelor’s Degree Recipients: Annual Update

Table 1
Number of Wisconsin Experience Activities for Bachelor’s Degree Recipients* in 2013-14

	Percentage of Graduates by School/College								Total
	ALS	BUS	EDU	EGR	HEC	L&S	NUR	PHM	
Zero	0	17	3	0	3	14	0	0	10
One	8	31	5	14	16	19	0	0	17
Two	20	28	17	26	15	21	24	11	22
Three	27	15	25	27	22	17	35	26	20
Four	21	7	23	19	22	15	13	42	16
Five or more	24	2	27	14	21	14	27	21	16
Total one or more	100	83	97	100	97	86	100	100	90
Total Graduates	899	651	510	691	273	3,443	164	19	6,650

*Each graduate is counted once in each school/college where a degree was earned in 2013-14 (summer 2013, fall 2013, and spring 2014). For example, a graduate who earned two different degrees in the College of Letters and Science is counted once. Graduates who earned a degree in the College of Engineering and in the College of Letters and Science are counted twice. Because this report is about degree recipients rather than degrees, these counts differ slightly from standard tabulations of degrees conferred.

Source: [https://apir.wisc.edu/wisconsinexperience/2013 Wisconsin Experience Report.pdf](https://apir.wisc.edu/wisconsinexperience/2013%20Wisconsin%20Experience%20Report.pdf).

Vital Sign #2: STUDENT-ADVISOR INTERACTION

As a proxy for student/advisor interaction, the data below reflects the number of student/advisor contacts as recorded in the Advisor Notes System. The number of these contacts per year continues to increase, likely as a result of increased adoption of the use of ANS since its inception in 2010. It is important to note that this data underestimates the actual number of advisor visits by students, due to uneven use of ANS among advisors and departments. Note too some departments that do not use ANS do require students to meet with an advisor prior to enrollment each term.

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Advising Division	Advising Div Name	2012 Unique Contacts	2013 Unique Contacts	2014 Unique Contacts	TOTAL
Agricultural and Life Sciences	Agricultural and Applied Biosciences	120	128	18	266
	ALL Academic Affairs	1801	869	719	3389
	Animal Sciences	13	16	11	40
	Biochemistry	410	386	71	867
	Dairy Science		1	2	3
	Education	12	10	2	24
	Food & Industry Short Course			1	1
	Forest and Wildlife Biology	180	149	81	410
	Genetics	34	37	13	84
	Horticulture	20	6	0	26
	Landscape Architecture	6	6	1	13
	Life Sciences Communications	42	39	33	114
	Molecular Sciences	30	30	2	62
	Plant Pathology	11	36	7	54
	DEPARTMENT TOTAL	2886	1706	628	5220
	TOTAL	5886	1706	628	8220

Source: Query Library report on ANS.

Vital Sign #3: TIMELY DECLARATION OF MAJOR

This vital sign measures the percentage of graduating seniors who declared their major prior to achieving senior standing. CALS requires that students declare any and all majors prior to achieving senior standing (defined by campus and by CALS as 86 credits), but students may be granted exceptions to this rule with extenuating circumstances and the support of the department they wish to join.

Source: Query Library.

APPENDIX B: AN EXPECTATION OF SUCCESS

Vital Sign #4: COURSE RE-TAKE RATES

This data was provided via a custom query designed and conducted by Clare Huhn in APIR. For the undergraduates enrolled in CALS in spring 2015, 1.04% of the courses they had taken at UW-Madison had either previously been taken at UW-Madison or were retaken after receiving transfer credit. Comparable percentages for each school/college are as follows:

ALS: 1.04%
BUS: 0.36%
EDU: 0.77%
EGR: 3.67%
HEC: 0.64%
L&S: 1.15%
NUR: 1.25%
PHM: 1.38%
Overall: 1.46%

Source: Custom Query via APIR.

Vital Sign #5: PROBATION/DROP RATES

Between Fall 2009 and Fall 2013, undergraduate enrollment in CALS has increased by 43.3%. Over the same timeframe, the percentage of our undergraduate students either to be on probation or dropped due to unsatisfactory academic performance has declined slightly from 6.1% to 4.5%. Note that probation/drop rules for CALS changed in Fall 2009, so earlier data is not directly comparable. Each school/college sets its own standards for what performance results in academic probation and drop status, so data across campus are not directly comparable.

Source: Query Library report on End-of-Semester Actions.

Vital Sign #6: POST-GRADUATION PLANS

In recent years, campus has been making a concerted and coordinated effort to collect information on students' post-baccalaureate plans. Response rates vary from department to department and year to year, and all data is self-reported. CALS students routinely report immediate plans to attend graduate or professional school at rates higher than any other school/college on campus.

Which of the following best describes your plans at this time? (Among those with work as their primary activity)

	College of Agricultural and Life Sciences	School of Business	School of Education	College of Engineering	School of Human Ecology	College of Letters and Science	School of Nursing	Total
Currently searching for a position	143	43	58	45	25	304	21	639
Have accepted a position	143	225	46	208	59	360	41	1082
Have received offers but not accepted yet	13	7	8	5	2	53	1	89
Will begin searching for a position after graduation	33	4	14	4	4	105	5	169

Percents	College of Agricultural and Life Sciences	School of Business	School of Education	College of Engineering	School of Human Ecology	College of Letters and Science	School of Nursing	Total
Currently searching for a position	43	25	46	17	28	37	31	32
Have accepted a position	43	81	37	79	66	44	60	55
Have received offers but not accepted yet	4	3	6	2	2	6	1	4
Will begin searching for a position after graduation	10	1	11	2	4	13	7	9

What is MOST LIKELY to be your principal activity (or activities) after graduation?

	Agricultural and Life Sciences	School of Business	School of Education	College of Engineering	School of Human Ecology	College of Letters and Science	School of Nursing	Total
Work Full-Time	359	311	128	181	99	872	78	2128
Graduate School Full-Time	165	53	58	68	28	361	1	734
Work Part-Time	25	6	23	3	6	125	6	194
Graduate School Part-Time	4	1		1	1	3		10
Additional Coursework	2		2	2	2	3		11
Serve in the Military	1			4		9	1	15
Volunteer	14		5		4	37	1	61
Start a Family	1		1					2
Other	8	4	4	6	2	30	2	56

Percents	Agricultural and Life Sciences	School of Business	School of Education	College of Engineering	School of Human Ecology	College of Letters and Science	School of Nursing	Total
Work Full-Time	62	83	58	77	70	62	88	66
Graduate School Full-Time	28	14	26	19	20	25	1	23
Work Part-Time	4	2	10	1	4	9	7	6
Graduate School Part-Time	1	0	0	0	1	0	0	0
Additional Coursework	0	0	1	1	1	0	0	0
Serve in the Military	0	0	0	1	0	1	1	0
Volunteer	2	0	2	0	3	3	1	2
Start a Family	0	0	0	0	0	0	0	0
Other	1	1	2	2	1	2	2	2

Source: UW-Madison Post-Graduation Plans Questionnaire Report available at <http://apir.wisc.edu/ppg.htm>. See also, "Placement Briefing_1.6.2014" on <http://apir.wisc.edu>.

APPENDIX C: RESPONSIBLE STEWARDSHIP

Vital Sign #7: EXCEPTIONS PROCESSED PER GRADUATE

Exceptions may result from a wide variety of causes – unexpected changes in course offerings and availability, rapid changes in student demographics (such as an increase in transfer students, who bring new course equivalencies), complicated curricula that make accurate coding a challenge, encoding errors, and more. No matter the cause, each exception takes time and effort for students, advisors, departments, and administrators, all at a cost. Note, too, that most schools/colleges oversee their own DARS encoding. As a result, comparisons across units are difficult (and students moving across units may not always find consistency in what requirements are considered “met”). The Registrar’s Office has embarked on a project to coordinate DARS encoding with a central team of encoders who can ensure consistency across units, particularly in how such requirements as General Education are audited.

Source: DARS Query, processed by Office of the Registrar

Vital Sign #8: AVERAGE TIME TO DEGREE

In ten years' time, CALS has gone from being at or above the campus average, to graduating students a bit faster than the campus average, in spite of increased overall enrollment. At a campus level, the university tracks the percentage of students who graduate within 6 years (the national standard timeframe), but the UW does not routinely track this data by college (note that a significant percentage of students transfer majors and colleges during their time here, making such data difficult to interpret). So while measuring a percentage here would align well with the other Vital Signs, the data necessary to do so are not readily available at this time, and may not be meaningful since students are tracked only if they begin in a unit as first-time freshmen.

UW-Madison Undergraduate Program Profiles
 Click on the Story Point boxes across the top to move between data topics available in this Viz.
 This Viz contains data about enrollment and degree trends, and average time-to-degree (including peer comparisons) for UW-Madison Undergraduate Academic Programs.

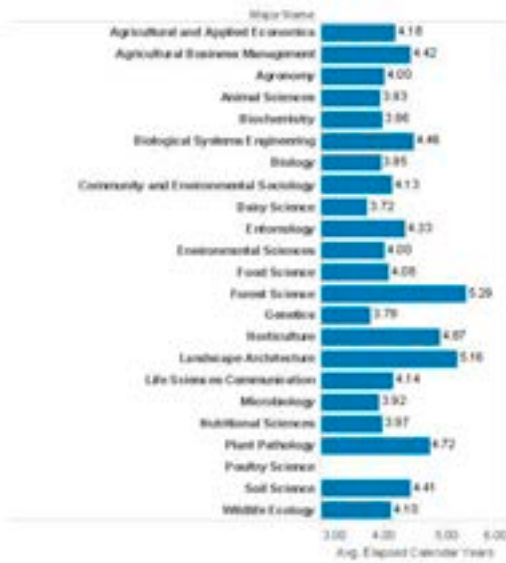
Degree and Enrollment Trends	Time-to-Degree (Elapsed Calendar Year)	Time-to-Degree (Terms and Credits)	Definitions, Tips and Tricks
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Average Time-to-Degree and Peer Comparisons, 2013-14 Graduates

To use this Viz, select a major name from the Time-to-Degree by Major bar chart. This will populate the peer comparison chart.

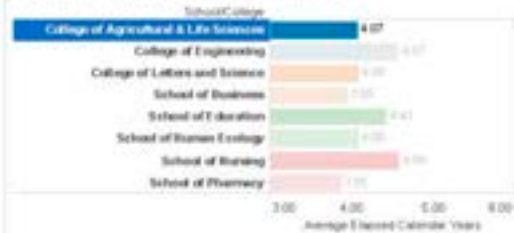


Average Time-to-Degree by Major (Elapsed Calendar Years)



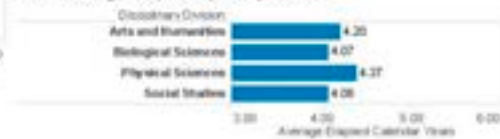
Time-to-Degree by School/College

Click on a School/College of interest and the Average Time-to-Degree by Major chart will populate with the majors within that School/College.



Peer Time-to-Degree Comparisons for Selected Major

Time-to-Degree by Disciplinary Division



Time-to-degree is among students who started as first-time, full-time freshmen. Majors without time-to-degree data had no graduates who started as first-time, full-time freshmen. Peer data is for 2012-13 graduates.

Source: <https://apir.wisc.edu/datadigest.htm>. Program-specific data available at: <https://apir.wisc.edu/ttd.htm>.

Vital Sign #9: STUDENT SATISFACTION

The National Survey of Student Engagement asks seniors a range of satisfaction questions. While satisfaction does not by itself serve as an indicator of quality, low ratings in this area should encourage additional investigation.

Item wording or description		Response options		Frequency Distributions ¹								Statistical Comparisons ²								
				UW-Madison		AAU& Public		Carnegie Class		Large Public		UW-Madison		AAU& Public		Carnegie Class		Large Public		
Item	Scale	Mean	SD	Count	%	Count	%	Count	%	Count	%	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
18. How would you evaluate your entire educational experience at this institution?																				
1	Poor			18	3	284	3	197	3	1,238	3	3.5	0.2 ***	.21	0.2 ***	.20	0.2 ***	.21		
2	Fair			41	5	874	10	3,790	11	4,763	11									
3	Good			767	11	3,819	43	14,788	37	24,027	44									
4	Excellent			474	7	1,753	21	11,297	42	32,721	49									
	Total			1,480	100	8,730	100	34,412	100	74,897	100									
19. If you could start over again, would you go to the same institution you are now attending?																				
1	Definitely no			37	3	365	4	1,207	4	1,258	4	3.5	0.1 ***	.31	0.1 ***	.30	0.1 ***	.31		
2	Probably no			117	8	913	11	3,746	11	4,429	12									
3	Probably yes			491	33	3,211	37	11,422	37	21,949	39									
4	Definitely yes			1,044	70	4,382	50	17,398	50	35,213	51									
	Total			1,689	100	8,731	100	34,443	100	74,849	100									

Source: NSSE Survey Results, posted at <https://apir.wisc.edu/students-surveys.htm>.