

*MINUTES*  
*EDUCATION COMMITTEE, BOARD OF REGENTS*

February 6, 2014

Committee Actions

Regent Evers convened the meeting of the Education Committee at 10:31. Regents Hribar, Manydeeds, Petersen, and Landes were present.

Consent Agenda

Regent Evers presented the Minutes of the February 6, 2014, meeting of the Education Committee, as well as the following two resolutions:

- Resolution I.1.a.(2): UW-Parkside, Bachelor of Science in Marketing; and
- Resolution I.1.a.(3), UW-Stout, Bachelor of Science in Criminal Justice and Rehabilitation.

The consent agenda, moved by Regent Peterson and seconded by Regent Manydeeds, carried unanimously.

Resolution I.1.b., UW-Green Bay and UW-Oshkosh: Dissolution of the Collaborative Master of Social Work (M.S.W.) at UW-Green Bay and UW-Oshkosh; and approval of an independent Master of Social Work at UW-Green Bay and an independent Master of Social Work at UW-Oshkosh.

Upon invitation by Regent Evers to explain the rationale for dissolution of the collaborative M.S.W. program, Provost Wallace of UW-Green Bay presented historical background of the existing collaborative Master in Social Work (M.S.W.) program. From an initial enrollment of 12 students in 2003, the program expanded in size and curricular breadth to encompass six different cohorts of students. In 2007, a part-time delivery model on a cost-recovery basis was added to accommodate more nontraditional students. According to Wallace, the program enjoys more demand from students than can be admitted. Currently, the 99 students enrolled in the program take their courses off-campus from both institutions, in the Fox Valley. Wallace specified that one of the reasons for the request for dissolution was that advising and admissions logistics are difficult to handle before or after classes off-site. UW-Green Bay's independent M.S.W. program will be a generalist degree and serve larger Green Bay community needs, including adjoining rural areas. Further UW-Oshkosh's and UW-Green Bay's financial aid practices work differently, and both institutions follow different academic calendars.

UW-Oshkosh's Provost Earns emphasized that both institutions "couldn't have done it without each other," and that the result of the collaboration was a high-quality program. As the program is now going into different academic directions, it was best for the sake of the students

to re-organize the program. Earns explained that responding to growth in the Fox Valley, UW-Oshkosh's program will not be based on a distinction between urban and rural, and will serve the needs of approximately 42-45 students annually in the rapidly growing Fox Valley region. Distinctive features of the UW-Oshkosh program will be its collaboration with the College of Nursing and the program in Public Administration. Credits required for graduation will be dropped from 60 to 55. Earns concluded by announcing that the program will continue to be operated jointly until August 2015, when the collaborative program will be up for re-accreditation. In Fall 2015, new accreditation standards for the M.S.W. will take effect.

The motion to dissolve the collaborative M.S.W. at UW-Green Bay and UW-Oshkosh and the approval of an independent M.S.W. at each institution was moved by Regent Landes, seconded by Regent Person, and carried unanimously.

### UW-Madison Presentation

In presenting a number of educational innovations and updates in his PowerPoint presentation, UW-Madison Provost DeLuca illustrated the university's vision to become a global leader in "crafting personalized, 21<sup>st</sup> century learning experiences at a large, public research university," by providing "world-class, learner-centered access and educational opportunities" for students. DeLuca explained that the goal of innovations is to create opportunities for deep and engaged learning for all students, by effectively collaborating with partner educational stakeholders throughout the state, and by graduating "citizens who are globally knowledgeable and prepared to live, work and serve communities throughout the world." UW-Madison's strategies used in redesigning and enhancing the curriculum, in expanding modes of delivery, and in improving the educational infrastructure will lead to improved capacities and will generate new resources to enhance student learning. However, there are physical limits to the campus, said DeLuca.

Total fall 2013 enrollment was at 48,820 students, with an undergraduate non-resident student population at 26.8%. Fall 2013 new freshmen enrollments were at 6,339, among them 3,837 Wisconsin new freshmen and 1,815 non-resident new freshmen. At the time of the Board meeting UW-Madison was up 5% in Wisconsin freshman applications. DeLuca noted that while international applications are up, the number of minority applications was not satisfying, and although higher than before, progress was somewhat frustrating. Commenting on the 12-18 credit tuition plateau, DeLuca commented that students seem to take it as an inducement to take more courses than needed for graduation. Further noting that deposit collections are not necessarily a good predictor of actual enrollment decisions, UW-Madison is trying to get admittance letters out to students as soon as possible.

UW-Madison's 4-year graduation rate is at 56% and the 6-year graduation rate is at 84% for the 2007 cohort of freshmen. The university's undergraduate time to degree at 4.15 calendar years (median at 3.74) is higher than the 4.10 average of the Big Ten. However, DeLuca explained, a significant number of overachievers graduate after 2.7 years. Senior Vice President Nook explained that the 3.74 years median represented the standard four-year graduation rate, if traditionally counted by semesters.

UW-Madison is also proud of its 2014 Rhodes Scholar, Drew Birrenkott, the 2014 Churchill Scholar, Joshua Shutter, and the 2014 Marshall Scholar, Andrew Bulovsky. DeLuca

also included UW-Madison's 2010 Churchill Scholar, Daniel Lecoanet, who had attended Cambridge University in the United Kingdom, and quickly attained a Ph.D. and academic career, in his praise.

Among its innovations, UW-Madison's reverse transfer agreements with Madison College and Nicolet College allow students who transferred to Madison before they earned an associate's degree to transfer UW-Madison credits back for receipt of an associate degree, giving them an advantage in the competitive job market. Further, reported DeLuca, over the past 20 years, 70 academic majors have been discontinued, whereas 30 new majors have been implemented. Currently, UW-Madison offers 134 bachelor's and 146 master's degree programs, as well as 119 research and clinical doctorates. DeLuca then highlighted the focus on technology to impact learning in all programs offered by UW-Madison, including the inverted/flipped classroom, first-year programs, improved support for low-performing students before they take their first exam, and better support for poor and minority students for whom the drop/fail rate has not yet improved. Overall, UW-Madison is seeking to serve more students thorough recruiting the best professors from a global pool and engaging in the delivery of MOOCs (spell out?) as a branding exercise. Educational innovation projects led by the Center for Education Innovation included funding pedagogical projects and sabbaticals focused on innovation, participation of faculty and instructional staff in blended learning professional development opportunities, and served more students via distance delivery of degree programs using state-of-the art technologies, adding post-baccalaureate capstone certificates, and increasing undergraduate summer instruction.

Regent Hribar asked whether UW-Madison had analyzed its graduation by majors and field of study, and how impediments to graduation were analyzed and resolved. In response, DeLuca pointed out that most of the academic problems students encounter, tend to occur at their initial enrollment, and moving beginning students efficiently through large general education breadth courses was key. He added that graduation rates are different in specific subject matters and within majors. Regent Hribar suggested that dual enrollment and Advanced Placement (AP) at the high school level could help students to graduate faster, if one could prevent this acceleration from creating shortages in junior college classes available for students. DeLuca acknowledged that APs are limited in leading students to more timely graduation, as no AP is currently available to students for classes such as economics and psychology.

#### Report of the Senior Vice President (SVP of Academic and Student Affairs)

SVP Nook thanked Interim Provost of UW-Whitewater, Mary Pinkerton, who had stepped in for Interim Chancellor Kopper during Chancellor Telfer's presidential service to UW System Administration. He also thanked Interim Provost Brower for stepping in as the Interim Chancellor for UW Colleges and UW-Extension to replace Ray Cross, who has been appointed as President. Nook proceeded by providing a brief overview on the Postsecondary Institution Rating System (PIRS). Nook outlined the points made in a January 29, 2014, open letter of Wisconsin Higher Education Leaders to the President and the U.S. Congress. This letter was signed by presidents and chancellors of the UW System, the Wisconsin Technical College System, and the Wisconsin Association of Independent Colleges and Universities. Nook explained that while the government has not developed any metrics yet, most leaders see higher

education as a “great equalizer.” However, there was a possibility, he said, that the proposed tying of federal financial aid allocations to university rankings would undermine the principal focus of financial aid, in particular the Pell grant. Open access institutions’ graduation rates can look comparatively bad because of their special mission. If people focus on targets only, educational innovation will become riskier. He also cautioned that ranking universities, such as the *U.S. News and World Report* does, while keeping it simple for parents and students interested in relative ranks of academic institutions, should not drive academic decision making.

Wisconsin educational leaders also conveyed in the letter that ratings and rankings tended to orient educators toward standardization and away from innovation. While the letter acknowledges the importance of transparency, Nook explained that it would be quite difficult to be truly transparent in a one-size-fits-all rating system.

At the Association of American Colleges and Universities meeting in January, Nook had a discussion with Jamiene Studley, the Deputy Undersecretary of Education, in which he conveyed the importance of recognizing and preserving mission differences, and keeping the rating system simple while also recognizing complexities.

Nook also shared with the Committee results from a White House Summit, “A Call to Action on College Opportunity,” on January 16, 2014, which he attended with UW-Madison Chancellor Rebecca Blank. Invited to this summit based on UW System’s current work on remediation, Nook reported that future plans for better matching students with colleges at which they can best succeed, increasing the pool of students eligible for college, reducing inequality in pre-college advising, and creating remediation strategies could create a gateway to success for all students. While the summit seemed to focus on getting elite institutions to serve higher numbers of underrepresented minorities, the big contribution that higher education could make is to help a bigger portion of the populace to be ready for college, and to remove inequality in college preparatory advising and performance on standardized tests.

Nook then emphasized the importance of effective educational strategies for student success because the right strategies can lead to verifiable impact: 90% of low-income students with a college degree move into a higher income and social class; however, only 9% of the people in the bottom quarter of economic status graduate from college. He concluded by acknowledging that the educational community knows it can do more than it currently does. For example, eight minutes of assistance to low-income students can increase college enrollment by 30%, as some studies have shown.

Regent Peterson moved to adjourn and Regent Hribar seconded the motion. The meeting adjourned at 11:38 a.m.

Respectfully submitted by,



Dr. Carmen Faymonville  
Secretary of the Education Committee