

*Minutes of the UW System Board of Regents
Education Committee*

February 5, 2015

Committee Actions

Regent Bradley convened the meeting of the Education Committee at 10:44 a.m. Regents Evers, Hall, Manydeeds, Petersen, Purath, Vasquez, and Whitburn were present.

Committee Actions

Consent Agenda:

The Education Committee unanimously approved the Minutes of the December 4th, 2014 meeting as well as adopted the following two resolutions:

Resolution I.1.a.(2), approving revisions to the UW-Superior Faculty Rules;
Resolution I.1.a.(3), approving the charter for the UW-Milwaukee La Casa de Esperanza Charter School;

Regent Whitburn moved and Regent Petersen seconded the motion, which carried unanimously.

Resolution I.1.a.(4) was removed from the Consent Agenda, amended, and adopted separately. Regent Whitburn moved and Regent Vasquez seconded the motion. The revised resolution reads as follows:

Resolution I.1.a.(4), approving the renewal of the Milwaukee Scholars Charter School for three years with a midway review by the Education Committee within 18 months.

UW-Milwaukee Chancellor Mone and a representative from the charter school management organization to the board of directors of the Milwaukee Scholars Charter School (MSCS) answered questions regarding the level of responsiveness of the school's governing and operating boards in addressing the low performance of the school in some academic areas as well as behavioral issues. Regent Evers inquired about the context of the UW Milwaukee only requesting a three-year instead of a five-year renewal for Milwaukee Scholars Charter School. Why, asked Regent Evers, did UW-Milwaukee not consider terminating the contract altogether?

Further, even if the charter were to be renewed for three years, asked Regent Evers, what exactly does the Charter Office require of the school in terms of clear goals and outcomes? What has the management company done to turn around the school, as it has not managed to set a new course during the past years? Some questions about the role of the management company outside the state were raised when the school was first submitted for the initial charter in 2011, he recalled. Regent Evers reminded the Regents that there is proposed potential legislation using this model, i.e., a charter management

organizational model. Further, Regent Evers remarked, that being turned over to management companies is not a solution to underperformers in MPS.

Chancellor Mone responded that the warning implied by the three-year renewal is clear and that the lesser term of renewal is meant to convey the seriousness. In the following, Chancellor Mone explained the primary reasons for three-year renewal. Although academic performance of MSCS is not where the UW-Milwaukee would like it to be, there are many indicators which signal that it is trending up. The proficiency data cited in the executive summary shows that Milwaukee Scholars Charter School surpasses the local district (MPS) in math on the WKCE. Mone elaborated that when looking at only African-American students (94% school enrollment for 2013-14), academic performance at MSCS exceeds the Milwaukee Public Schools (MPS) performance in reading and exceeds both MPS and the state in math. Further, when the academic performance of MSCS is compared to neighborhood/demographically comparable MPS schools, the performance of MSCS in both reading and mathematics generally exceeds the performance of comparable schools (i.e., of 3 MPS schools exceeds 2 in reading and all 3 in math). Among the other reasons he cited is that MSCS has shown growth in proficiency percentages each year and that MSCS has exceeded the state K-8th average in student growth for the last two years. Mone then cited some Value Added Growth Measures:

- When looking at percentage of students meeting or exceeding fall to spring average growth targets (at least 50%) in reading, MSCS exceeds the target in 7 of 8 grades assessed.
- When looking at percentage of students meeting or exceeding fall to spring average growth targets (at least 50%) in math, MSCS exceeds the target in all grades (8) tested.

Other considerations brought to the attention of the Regents were the following:

- Parent survey shows high level of parent satisfaction
- Student behavioral issues have improved since initial years which has positive impact on school culture
- MSCS is in compliance with its audit and remains financially sound. The school has finished each year with a positive cash balance, has received an unqualified audit every year, and has no debt.
- Curriculum effects will be increased with consistency in staff
- Current instruction is very intentional and teachers have the necessary resources to provide high quality instruction
- Stability with the principal has also had a positive impact on the school

Chancellor Mone concluded that the three-year-renewal is in essence a warning to the school that improvements must be made in order for the charter to continue. Using the Charter Extension Guideline, the school was wavering between a four- and three-year renewal, and the Evaluation Committee determined to go with a three-year renewal.

Regent Evers affirmed he expects that the school and the UW-Milwaukee Charter office ask more questions about proficiency in the future. With 30-40% of young school kids being expelled, lots of behavioral issues are visible.

Mone responded that the school had a tough start and subsequently got rid of bad apples. The National Heritage Management (NHM) company, which is running MSCS is, in his opinion, a good model to follow. However, Regent Evers responded, what exactly is NHM doing to turn the school around?

Matt Cawood, Director of Partner Services, National Heritage Academies (NHA), responded that MSCS showed considerable growth and has made some progress, and while there is more work to do, everyone is committed to continuing the work.

Regent Vasquez contributed that one could perceive the reasons for the underperformance of the school as a lack of serious governance by the board of directors of MSCS. To his understanding, the board of directors is a not-for-profit organization in Milwaukee with a board of directors that has no budget and no staff. Regent Vasquez requested that Cawood explain how the board will be exercising this governance role in the future, regardless of its contract with the management company? Regent Vasquez took the stance that the board of directors is responsible even if there is a contract.

Cawood responded that according to the service agreement with NHA, the MSCS board is a governing board and not an operating board. The board can terminate the contract but would only be able to do so by the end of the year. Currently, the management company has the primary roles to assess the academic performance of the pupils and to ensure financial viability; the board is keenly involved in both aspects.

Regent Vasquez responded that ultimately the board will be held accountable. Elaborating on his concern how to best serve children in poverty who need a lot of attention, he reaffirmed his opinion that the governing board needs to take charge and provide real options to these students.

Next, Regent Whitburn inquired as to how many charter schools the management company manages. Cawood responded that NHA has only one school with which it partners. The board meets once a month and will continue to do so. Regent Whitburn commented that he found the 93% attendance rate impressive.

Regent Vasquez continued his earlier line of inquiry and expressed that children should not just be asked to attend. School governance has to insure that the school is fulfilling its obligations to the children.

Cawood repeated that the focus would be on growth and efficiency. For instance, the previous year's fall-to-fall growth was great, he asserted. He asked the Regents to consider that it will take a few years to improve pupils' proficiency.

Subsequently, Regent Evers inquired if the proposed biennial state budget will

remove the Regents from making the proposed recommendation to review MSCS in 18 months again. Committee Chair Bradley responded that currently the Board had the authority to make this decision. Regent Hall added that she was impressed when she visited MSCS and she, too, would like to see a detailed plan for improving outcomes. Cawood responded there was such a plan.

In closing, Chancellor Mone confirmed that he asked MSCS quite specifically about detailed plans for improvement when the charter school office received the request for the renewal of the charter. He was impressed with the current principal and staff and is in full agreement with a review in 18 months to assess whether the detail steps to improve were realized.

Full Agenda:

The Committee unanimously adopted Resolution I.1.b, approving the revision of the UW-Superior mission statement moved by Regent Evers and seconded by Regent Hall.

2013-14 Program Planning, Review, and Array Management Report

In his opening remarks, Senior Vice President Ward reminded the Regents why, in his opinion, students come to the University of Wisconsin institutions. It is the quality and the worth of the degree. "Once a year we take a pause, and look at the program array and how it is managed," he reported. Next, Ward addressed the misperception that all the UW System ever does is add programs and never makes hard choices and drops something. Ward called that perception an urban myth, based on the fact that the UW System has two dozen fewer degree programs today than it did at the time of merger, with 40,000 more students to serve than at the time of merger. He also debunked the misperception that the UW System does not respond quickly to education needs in the state. While processes take some time, the changes in the program array show substantial and rapid increases in the availability of programs in the Science, Technology, Engineering and Mathematics (STEM) fields.

Associate Vice President Dr. Stephen H. Kolison, Jr., focused on assessing the state of the academic program array and implications that can be drawn from such assessment. In particular, Dr. Kolison's report highlighted the trends in the array since system merger and discussed the availability of STEM, business, and health-related programs. The conclusion of the report is that the systemwide array is managed well, future-oriented, and dynamic based on the following factors:

- The UW System's current academic program array of 1,224 programs is smaller than the program array of 1,252 programs at system merger. The total enrollment in the UW System of 179,828 students is 29% higher than it was at merger.
- The UW institutions in collaboration with UW System Administration have actively managed their academic programs and have added, eliminated, and suspended large numbers of programs since the merger.

- The UW System has an active process to manage low enrollment programs at UW institutions.
- Recent trends in the academic programs include growth in health and business programs and declines in education and master's programs.
- The UW System program density (academic programs per 1,000 students) compares favorably with much larger systems of higher education.

In his concluding remarks, Ward shared his conviction that the UW System manages its program array tightly. He credited that management result to the campuses and their faculties and academic leadership teams. In closing, Ward recalled that he made the same statement when he left the UW System position he held 15 years ago. He indicated some concern that given the fast pace of change in the economy and the rapid changes in the body of knowledge and technology, the UW System is actually not adding enough new degree programs to keep the state competitive in the global markets.

Ward reported that there was indeed no reason for concern regarding the management of the array, as it contains mostly unique offerings which are not duplicated. With representing 26% of the entire program array, the availability of STEM programs has remained stable. The net addition in 2013 was only eight programs. Looking at the past 14 years, there were 90 implementations of new programs, which represents a modest and appropriate growth. In fact, additions and eliminations of programs seem to run parallel. Ward firmly refuted the perception that all the UW System does is add programs. Serving the state, the biggest growth in degree programs was in the addition of new doctoral degree programs since the merger of the System. The number of master's degrees is down from merger. However, Ward pointed out that the UW System served fewer students at merger but had more programs. According to his calculations, the program density was at 4.69 programs per 100 students, showing that the size of the array is appropriate.

Regent Whitburn commented that one of the UW System's interests is excellence, shown for example through providing strong engineering programs. It was his impression that the law school is not as strong as 40 years ago. Therefore, he inquired, what is the vision, where does the system need to go to keep its focus on excellence? Ward responded that at the core of quality education is high quality faculty as they develop curriculum. Because of growing faculty expertise, in certain areas there is organic growth happening through the addition of several more courses. Quality is taken care of by accreditation and its leverage on institutions. Ward added that rankings show that the UW System compares favorably with other systems, particularly in the area of collaborative degrees. In fact, he wondered, if the System is adding programs fast enough to respond to constantly expanding knowledge and expanding entrance requirements for jobs.

Regent Vasquez added his observation that as the Regent representative to the Wisconsin Technical College System, he learned about marketing report which asserts that the UW System was adding programs at a good pace. Further, as he was talking to one of the technical college presidents, he also heard it said that the System supposedly never drops anything. Regent Vasquez would like to see a plan how leadership better communicates that the UW System is not a gigantic organization that never does anything different. He wished, he said, that there may be

some thoughtful discussion in the future and that the Regents may consider guidance and direction to the system array, as in the recent discussion of the addition of certain STEM programs. What was needed was more discussion about balance in a comprehensive university system and the ability to demonstrate to the public that management of the array is handled prudently.

UW-Madison Presentation:

Provost Sarah C. Mangelsdorf, in her presentation entitled “UW-Madison Educational Update,” first presented an update on enrollment trends. In fall 2014, UW-Madison enrolled 43,193 students, of which 29,302 were undergraduates and 9,445 graduates, not counting the 2,000 professional degree students. The graduate/professional and the undergraduate student enrollment trends have been stable between 1988 and 2014. Among the undergraduates, the non-resident group was 26.5%. New freshmen applications from 2008 through 2014 have increased considerably, with the applications from Wisconsin students declining during the same period. Second-year retention rates, as well as four-year (57%) and six-year graduation rates (84%) have improved steadily between 2003 and 2014. The four-year graduation rate is similar to its peers, but lower than the average rate of Big 10 public universities (58.4%).

The Provost then highlighted select campus initiatives, including the Reducing Time to Degree initiative, which utilizes interventions such as enforcing prerequisites for courses, limiting multiple majors, intervening early with struggling students, and strengthening financial aid. The Liberal Arts and Sciences Career/Internships Initiative engages students in career preparation beginning in their second year by developing professional networks, an innovative second-year career course, and connecting students to alumni. The Educational Innovation Initiative launched 44 funded projects, engaged faculty and staff in blended and online instruction and mobile learning, learning analytics, as well as modular learning applications, and reached 135,000 learners throughout the world via four pilot massively open online courses (MOOCs). UW-Madison’s Lifelong Learning Web Portal offers more than 40 degrees and graduate-level certificates in alternative delivery formats for nontraditional students. Its web launch is supported by a targeted marketing campaign.

Regent Petersen commented that time to degree is often chosen by students themselves. Some choose to study abroad and often students enroll in multiple majors, which makes it difficult for universities to reduce the time to degree. Provost Mangelsdorf elaborated that the University would need some time to explore the degree to which it should allow students to switch majors repeatedly. On the one hand, students needed the freedom to discover what they want to do but some students get into a major with only vague notions of the level of difficulty and without appropriate advising, and some students flounder. UW-Madison, Provost Mangelsdorf affirmed, can do better advising and providing students with guidance, improving course availability and scaffolding of the curriculum. In conclusion, Regent Petersen inquired whether UW-Madison would consider its new lifelong learning portal as a profit center. Provost Mangelsdorf confirmed that the University is actively looking for sources of revenue.

2016-18 Sabbatical Guidelines

The proposed 2016-18 Guidelines were reviewed and will be forwarded by the UWSA Office of Academic and Student Affairs to the Chancellors for use in their campus sabbatical selection process. Regent Bradley remarked that this item did not require a resolution and the regents set priorities for the next few years. He added that the sabbatical selection is a competitive process, and that professors who are granted a sabbatical receive a reduction in salary. These salary savings are used for hiring replacements, resulting in minimal costs to the institution to implement and continue the sabbatical program.

Report of the Senior Vice President:

The report below was distributed in writing due to time limitations.

Remedial/Developmental Education:

Beginning in the fall of 2014, UW System and the UW campuses have been working on strategies to reduce the need for remedial instruction in English and math and to better articulate to our pK-12 partners the definition of college readiness in English and math. Ward said the UW System has made substantial progress in both areas. The following points summarize some of the progress made on this project:

- UW System President Cross and Wisconsin Technical College President Foy sent out a letter in the fall of 2014 to urge math department chairs and high school principals to use the UW Early Math Placement Test (EMPT) as a tool to let students know where they stand in mathematics knowledge and whether they would need remedial math instruction when they entered the UW. Usage of this test by high schools as reported by the UW Testing and Evaluation Services unit is up 50% year over year as of February 1, 2015.
- Several of the UW campuses are trying “moving up strategies” for students that come close to passing the UW Math Placement Test. Such strategies include an intensive math tutorial for one to two weeks before the start of the first semester, massive open online courses (MOOCs), and placement in credit bearing math courses with intensive tutorial support. These pilots and experiments have been aided by funding from a UW System Gates Foundation grant with four campuses sharing approximately \$160,000 in funds to finance further testing and evaluation of these strategies.
- The UW System Research and Development group headed by UW-Extension Provost Aaron Brower involves seven campuses which are testing approaches to reducing remedial education demand and improving success rates in remedial mathematics courses. So far seven projects have been identified for small UW System grants for the 2014-15 and 2015-16 academic years.
- One of the objectives of the remedial/developmental education strategy is to improve communication with high school English and math teachers. Such efforts are intended to better define math and English skills needed to succeed in college. To further the discussion between high school teachers and UW math and English professors, five UW

campuses will host day-long meetings that will bring high school and university faculty together to better understand the transition between high school and university in the areas of English and math. The regional meetings will be held in Eau Claire, La Crosse, Milwaukee, Oshkosh, and Whitewater.

- A UW working group has been formed to develop a better definition of college readiness in math and to explore the development of a common algorithm (cut-off score) to be used in determining placement in college-level mathematics courses.

The objectives of these efforts are to reduce the demand for remedial instruction, to increase student success in remedial math courses, to reduce time to degree, to reduce the cost of a degree, and to design multiple approaches to remediation to serve multiple audiences.

Update on Proposed Revisions in UWS Chapters 4, 7, 11, and 17:

In response to actions of the U.S. Department of Education, the UW System is undertaking revisions in UWS Chapters 4, 7, 11, and 17 with regard to sexual assault and sexual harassment. Chapters 4 and 7 deal with faculty dismissal, Chapter 11 deals with dismissal of academic staff, and Chapter 17 deals with student misconduct. Governor Walker authorized the revisions of these chapters, and the Board of Regents adopted a resolution in August of 2014 to proceed on the revisions. Since then, committees have finished work on draft revisions and these draft revisions have been sent to campus governance groups for review and suggestions. These campus reviews are due back to UW System Administration by March 6, 2015. System legal counsel will review any suggestions and a final recommendation for revisions will be sent to the Board of Regents for action at their April 2015 meeting. Should the Regents approve the revisions, they will then be sent to the state legislature for final review and approval.

Regent Petersen moved to adjourn and Regent Vaquez seconded the motion. The motion carried unanimously.

The Committee adjourned at 12:34 p.m.

Respectfully submitted by

Dr. Carmen Faymonville
Secretary to the Education Committee