

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, February 7, 2019

9:00 a.m. – 10:30 a.m.

UW-Madison, Union South, 2<sup>nd</sup> Floor

Varsity Hall II

1308 W. Dayton St., Madison, Wisconsin

- a. Approval of the Minutes of the December 6, 2018 meeting of the Education Committee
- b. Report of the Vice President for Academic and Student Affairs
  - Update on the UW System Student Success Collaborative, by Dr. Ben Passmore, Associate Vice President, Office of Policy Analysis and Research
  - Restructuring Update on UW Higher Education Location Program (UW HELP), by Dr. Chris Navia, Associate Vice President, Office of Student Success
- c. UW-Eau Claire: Approval of the Bachelor of Science and the Bachelor of Arts in Actuarial Science [Resolution I.1.c.]
- d. UW-Green Bay:
  - (1) Approval of the Bachelor of Science in Water Science [Resolution I.1.d.(1)]
  - (2) First Reading of Revised Mission Statement
- e. UW-Madison: Approval of the Bachelor of Science in Health Promotion and Health Equity [Resolution I.1.e.]
- f. University of Wisconsin System Charter Schools
  - (1) UW System Administration Office of Educational Opportunity:
    - (a) Approval of the One City Schools, Inc. School Charter [Resolution I.1.f.(1)(a)]
    - (b) Approval of the Isthmus Montessori Academy Public School Charter [Resolution I.1.f.(1)(b)]
  - (2) UW-Milwaukee Office of Charter Schools:
    - (a) Annual Report from the Woodlands School, Incorporated, State Street Campus
    - (b) Assignment of Stellar Collegiate Charter Contract to Carmen High School of Science and Technology, Inc. [Resolution I.1.f.(2)(b)]
    - (c) Approval of the Bruce Guadalupe Community School Charter Renewal [Resolution I.1.f.(2)(c)]
    - (d) Approval of the Milwaukee Scholars Charter School Charter Renewal [Resolution I.1.f.(2)(d)]

- (e) Approval of the Seeds of Health, Inc. Single Charter Renewal for Seeds of Health Elementary, Tenor High School and Veritas High School [Resolution I.1.f.(2)(e)]
  - (f) Approval of the Woodlands School-Bluemound Campus Charter Renewal [Resolution I.1.f.(2)(f)]
- g. Host Campus Presentation by Provost Sarah Mangelsdorf, titled: “UW-Madison Educational Updates and Innovations”

Program Authorization (Implementation)  
Bachelor of Science and Bachelor of Arts in Actuarial Science  
UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon the recommendation of the Chancellor of UW-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science and the Bachelor of Arts in Actuarial Science at UW-Eau Claire.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE AND BACHELOR OF ARTS  
IN ACTUARIAL SCIENCE  
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Eau Claire submits this request to establish a Bachelor of Science and a Bachelor of Arts in Actuarial Science. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

**REQUESTED ACTION**

Adoption of Resolution I.1.c., authorizing the implementation of the Bachelor of Science and the Bachelor of Arts in Actuarial Science.

**DISCUSSION**

**Program Description.** The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A.) degree in Actuarial Science within the Department of Mathematics. This new major would replace the existing actuarial science emphasis, within the current mathematics major. Thus, the proposed program builds upon a successful emphasis for which the curriculum, faculty, and advising support already are in place. The proposed program responds to the 41.8% increase in student enrollment in the emphasis since 2012. Graduates will be equipped with a blend of technical expertise and business understanding that is necessary for a successful actuarial career. The new program will also serve to enhance employment opportunities for graduates by ensuring employers universally understand the depth of actuarial training provided to graduates.

**Mission.** The new B.S./B.A. degree in Actuarial Science supports UW-Eau Claire's Academic Master Plan (see <http://www.uwec.edu/AcadAff/academic-master-plan/index.htm>). Specifically, the degree program will advance with the stated goals of recruiting and retaining high-achieving students, and engaging students in high-impact practices. In terms of recruitment and retention, a formal, stand-alone major in actuarial science will attract students who might otherwise overlook the UW-Eau Claire program as being less complete than programs offered by other institutions, given the label of *emphasis* assigned to the current program. Students who enter this field are typically quite strong academically – the average comprehensive ACT score for students admitted with an intent to pursue the current actuarial science comprehensive program emphasis was 26.9.<sup>5</sup> Additionally, many actuarial science emphasis students engage in internships with

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<sup>5</sup> UW-Eau Claire Admissions Office, Admitted Student Data for Mathematics Programs.



employer partners. On average, 51% of minimally qualified<sup>6</sup> students in the current actuarial science emphasis experienced an actuarial internship as an undergraduate.<sup>7</sup> One company, Humana, hired five UW-Eau Claire actuarial science students as interns in a single summer. In that year, UW-Eau Claire students constituted 19% of all the company's actuarial interns – a greater representation than any university program in the country.

**Student Demand.** There are 129 students currently enrolled in the comprehensive actuarial science emphasis at UW-Eau Claire, with an average of 45 new student (first-year students and transfers) enrollments per academic year since the 2012-2013 academic year (AY).<sup>8</sup> The current enrollment represents a 41.8% increase over the corresponding total enrollment in AY 2012-2013. By comparison, UW-Madison experienced a 26.4% increase in actuarial science majors over the same period.<sup>9</sup> While both programs appeared to benefit from the strong job/career rankings for the actuarial profession over this horizon, this comparison indicates that there may have been some university- or program-specific forces yielding the higher growth at UW-Eau Claire. From 2012 to 2017, UW-Eau Claire's emphasis program expanded its course offerings to cover additional professional examination topics, added a faculty member with demonstrated actuarial research experience, expanded local and international recruiting efforts, and had several students receive prominent actuarial scholarships/awards.

Along the path of program growth, visibility and awareness of the UW-Eau Claire program have emerged as hurdles for continued acceleration in enrollment. These obstacles stem from the technical designation of the programs as an emphasis rather than a degree major. Moreover, the current label no longer appropriately reflects the depth of actuarial study provided by the curriculum, as evidenced by UW-Eau Claire's *Advanced Curriculum* designation from the Society of Actuaries (SOA).<sup>10</sup> To date, only 65 colleges or universities in the United States have attained this or a higher designation from the SOA. The label of emphasis also hinders the ability of prospective students to find the program and, if found, might misinterpret it as less complete than similar programs in and outside Wisconsin. Some prospective students are surprised to learn that UW-Eau Claire offers a comprehensive curriculum in actuarial science because online resources, such as the listing of comprehensive majors on the UW-Eau Claire College of Arts and Sciences website,<sup>11</sup> shows only Mathematics and not Actuarial Science; a technical designation that the program has outgrown. Board of Regents' authorization to implement the B.S. and B.A. in Actuarial Science will address these primary challenges and allow for continued program growth. UW-Eau Claire anticipates that new enrollments will stabilize at 55-60 students per academic year.

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<sup>6</sup> A student is considered "minimally qualified" if he/she is a U.S. citizen with at least one professional actuarial examination passed at the time of graduation.

<sup>7</sup> UW-Eau Claire Mathematics Department data on actuarial science program graduates, graduation dates between September 2012 and May 2017.

<sup>8</sup> UW-Eau Claire Office of Institutional Research:  
[https://www.uwec.edu/IR/reports/Dashboards/factbook\\_enrollment.htm](https://www.uwec.edu/IR/reports/Dashboards/factbook_enrollment.htm).

<sup>9</sup> Academic Planning and Institutional Research (APIR), Office of the Provost, UW-Madison.  
[https://dataviz.wisc.edu/views/TrendsInStudentEnrollments/HeadcountsofDegree-SeekingStudents?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay\\_count=no&%3AshowVizHome=no](https://dataviz.wisc.edu/views/TrendsInStudentEnrollments/HeadcountsofDegree-SeekingStudents?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay_count=no&%3AshowVizHome=no).

<sup>10</sup> <https://www.soa.org/Education/Resources/Actuarial-Colleges/actuarial-college-listings-details.aspx>

<sup>11</sup> <https://www.uwec.edu/academics/college-arts-sciences/majors-minors/> (accessed July 5, 2018).

**Market Demand.** The most extensive analysis of market demand for actuaries was contained in a December 2014 report titled *Actuarial talent: Findings from an EIU study*.<sup>12</sup> This report was commissioned by the Society of Actuaries, the Casualty Actuarial Society, and the Canadian Institute of Actuaries to examine the market for actuarial talent in North America. From 2014 to 2020, the EIU (Economist Intelligence Unit) estimates that actuarial employment in the United States will expand at an average annual rate of 3.4%, yielding a growth in actuarial employment over that time horizon of roughly 5,000 jobs. The U.S. Department of Labor's Bureau of Labor Statistics (BLS) supports this future uptick in actuarial employment. The BLS updated its job outlook for actuaries to reflect 22% growth in actuarial jobs from 2016 to 2026.<sup>13</sup> While this signals a future slowing of the 3.4% annual increases from the EIU report, the growth is still labeled as *much faster than average* by the BLS Occupational Outlook Handbook. Currently, a global search of *actuary* on the Job Center of Wisconsin website yields 90 openings.<sup>14</sup> According to careercast.com, actuary was the #1 job of 2015,<sup>15</sup> #10 of 2016,<sup>1</sup> and #11 of 2017 of 199 jobs listed in this measure.<sup>2</sup>

**Credit Load and Tuition.** The proposed B.S./B.A. in Actuarial Science is a 64-credit major offered in the Department of Mathematics which resides in the College of Arts and Sciences at UW-Eau Claire. Students in mathematics, and all other disciplines within the College of Arts and Sciences, can earn either a Bachelor of Science or Bachelor of Arts degree, and this opportunity will exist for students in the actuarial science major. At UW-Eau Claire the requirement for a B.A. degree is met by demonstrating language competency equivalent to a second semester (102 level) foreign language course. The requirement for a B.S. degree is met by demonstrating math competency at the Math 114 (Calculus I) level, which is a required course for the actuarial science major.

The program is designed to be completed in four years, while simultaneously providing students with opportunities to participate in high-impact practices such as research experiences, internships, case-study competitions, and travel to professional conferences. Admission to the program requires students to complete: (1) at least 15 credits of courses required for the major, with a GPA in those courses of at least 3.0 and (2) Math 346: Introduction to Probability, as well as Math 350: Introduction to Financial Mathematics, with a grade of B- or better, or earn a passing grade on the corresponding professional actuarial exam(s) administered by the Society of Actuaries and/or the Casualty Actuarial Society. These exams are offered six times per year, without any prerequisite requirements, and the cost to students is approximately \$200 per attempt.

Students will be assessed the standard undergraduate tuition and fees. For the 2018-19 academic year, the residential tuition and fees total \$4,410 per semester for a full-time student enrolled in

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<sup>12</sup> The Economist Intelligence Unit, "Actuarial Talent: Findings from an EIU Study for the Society of Actuaries, Casualty Actuarial Society, and Canadian Institute of Actuaries," December 2014.

<sup>13</sup> U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, <https://www.bls.gov/ooh/math/actuaries.htm>.

<sup>14</sup> Jobs Center of Wisconsin, <https://jobcenterofwisconsin.com/> (accessed July 5, 2018).

<sup>15</sup> <https://www.careercast.com/jobs-rated/jobs-rated-report-2015-ranking-top-200-jobs>

<sup>1</sup> <https://www.careercast.com/jobs-rated/jobs-rated-report-2016-ranking-200-jobs>

<sup>2</sup> <https://www.careercast.com/jobs-rated/2017-jobs-rated-report>

12-18 credits per term. Of this amount, \$3,680 is attributable to tuition and \$730 (including a \$75 textbook rental fee) is attributable to fees. Full-time students will be able to complete all degree requirements in eight semesters.

## **RELATED REGENT AND UW SYSTEM POLICIES**

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE  
AND BACHELOR OF ARTS IN ACTUARIAL SCIENCE  
AT UW-EAU CLAIRE  
PREPARED BY UW-EAU CLAIRE**

**ABSTRACT**

The University of Wisconsin-Eau Claire (UW-Eau Claire) proposes a Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degree in Actuarial Science within the Department of Mathematics. This new major would replace the existing actuarial science emphasis at UW-Eau Claire (Mathematics, Actuarial Science Emphasis, Comprehensive Major – B.A. and B.S.). Thus, it is important to note that the proposed program extends from the existing emphasis where the curriculum, faculty, and advising support are already in place. The proposed program also responds to the 41.8% increase in student enrollment in the emphasis since 2012. The new program comprises 64 credits of the 120-credit degree and includes a minimum of 44 credits of mathematics coursework, 14 credits from the College of Business, and 6 credits of economics. Full-time students will be able to complete all degree-required coursework, including the liberal education requirements, within four years. Graduates will be equipped with a blend of technical expertise and business understanding that is necessary for a successful actuarial career. The new program will also serve to enhance employment opportunities for graduates by ensuring employers universally understand the depth of actuarial training provided to graduates.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Eau Claire

**Title of Proposed Program**

Actuarial Science

**Degree/Major Designations**

Bachelor of Science (B.S.) or Bachelor of Arts (B.A.)

**Mode of Delivery**

Single institution, face-to-face instruction, and possible, limited, distance education.

**Projected Enrollments by Year Five**

Table 1 represents enrollment and graduation projections for students entering the proposed actuarial science program over the next five years.

**Table 1: Five-Year Degree Program Enrollment and Graduate Projections (Headcount)**

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	46	48	53	55	59
Continuing Students	39	64	85	89	94
Total Enrollment	85	112	138	144	153
Graduating Students	0	5	24	24	25

The retention rates utilized in these projections were consistent with the average retention rate (65%) experienced by students in the current UW-Eau Claire mathematics degree with actuarial science emphasis from 2012 through 2017.<sup>1</sup>

The calculation of continuing students is slightly more complicated than it would be otherwise because it is anticipated that there will be an influx of students who transfer into the new B.S./B.A. in Actuarial Science, especially among those students in the existing emphasis. All current first-year and transfer students will receive active, intentional advising so they can successfully transition to the new programs. By the end of year five, it is expected that 261 first-year students will have enrolled in the program and 78 students will have graduated from the program.

### **Tuition Structure**

Students will be assessed the standard undergraduate tuition and fees. For the 2018-19 academic year, the residential tuition and fees total \$4,410 per semester for a full-time student enrolled in 12-18 credits per term. Of this amount, \$3,680 is attributable to tuition and \$730 (including a \$75 textbook rental fee) is attributable to fees. Full-time students will be able to complete all degree requirements in eight semesters.

### **Department or Functional Equivalent**

Department of Mathematics

### **College, School, or Functional Equivalent**

College of Arts and Sciences.

### **Proposed Date of Implementation**

Fall 2019

## **DESCRIPTION OF PROGRAM**

### **Overview of Program**

The proposed actuarial science program curriculum including university and liberal education requirements consists of 120 credits. Of the 120 credits, 56 credits must be earned from the required liberal education core, 44 credits from the mathematics/actuarial science major, 6 credits from economics, and 14 credits from business.

### **Student Learning Outcomes and Program Objectives**

The actuarial science program has five core learning outcomes: (1) apply a broad range of perspectives, including numerical, graphical, algebraic, analytical and verbal, to effectively connect and communicate mathematical ideas; (2) use mathematics to model and solve appropriate problems; (3) apply probability models to describe random behavior; (4) use interest theory techniques to value deterministic cash flows; and (5) apply both probability and theory of interest concepts to model and solve actuarial problems involving contingent cash flows. This learning provides students with the knowledge and skills needed for lifelong learning in actuarial science and related fields (e.g., financial engineering, underwriting, risk management).

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<sup>1</sup> Office of Institutional Research, UW-Eau Claire.

Additionally, these learning outcomes tie directly to UW-Eau Claire's four liberal education learning areas – Knowledge, Skills, Responsibility, and Integration – as illustrated below:

- Knowledge Outcome: Build knowledge and awareness of the practical and applied nature of actuarial science.
- Skills Outcome: Develop intellectual and practical skills, including, for example, critical thinking, written and oral communication, quantitative literacy, and direct application of probability and theory of interest concepts to actuarial science topics.
- Responsibility Outcome: Understand the ethical and social responsibilities implicit in the development of actuarial tables and data management.
- Integration Outcome: Integrate learning across disciplines within the actuarial science program.

### **Program Requirements and Curriculum**

The proposed B.S./B.A.in Actuarial Science is a 64-credit major offered in the Department of Mathematics which resides in the College of Arts and Sciences at UW-Eau Claire. Admission to the program requires students to complete: (1) at least 15 credits of courses required for the major with a GPA in those courses of at least 3.0 and (2) Math 346 (Introduction to Probability) and Math 350 (Introduction to Financial Mathematics) with a grade of B- or better, or earn a passing grade on the corresponding professional actuarial exam(s) administered by the Society of Actuaries and/or the Casualty Actuarial Society. (These exams are offered six times per year, without any prerequisite requirements, and the cost to students is approximately \$200 per attempt.) The program is designed to be completed in four years, while simultaneously providing students with opportunities to participate in high-impact practices such as research experiences, internships, case-study competitions, and travel to professional conferences.

Students in mathematics, and all other disciplines within the College of Arts and Sciences, can earn either a Bachelor of Science or a Bachelor of Arts degree, and this opportunity will exist for students in the actuarial science major. At UW-Eau Claire the requirement for a B.A. degree is met by demonstrating language competency equivalent to a second semester (102 level) foreign language course. The requirement for a B.S. degree is met by demonstrating math competency at the Math 114 (Calculus I) level, which is a required course for the actuarial science major.

Table 2 illustrates the proposed actuarial science program curriculum, including university and liberal education requirements. Of the 64 credits required for the major, a minimum of 44 credits must be earned via Department of Mathematics coursework, a minimum of 6 credits must be earned via coursework from the Department of Economics, and 14 credits will be earned via coursework from the College of Business.

**Table 2: B.S./B.A. in Actuarial Science Program Curriculum****University and Liberal Education Requirements Not Met by the Actuarial Science Major**

Knowledge Goals	16 credits
Skills Goals	10 credits
Responsibility Goals	6 credits
Integration Goal	6 credits
Other Electives	18 credits

**Program Prerequisites**

Math 346 (Introduction to Probability)	4 credits
Math 350 (Introduction to Financial Mathematics)	4 credits

**Actuarial Science Course Requirements**

Math 114 (Calculus I)	4 credits
Math 150 (Introduction to the Actuarial Career)	1 credit
Math 215 (Calculus II)	4 credits
Math 216 (Calculus III)	4 credits
Math 347 (Mathematical Statistics)	4 credits
Math 450 (Foundations of Actuarial Science)	4 credits
Math 312 (Differential Equations and Linear Algebra) or Math 324 (Linear Algebra and Matrix Theory)	4 credits
Economics 103 (Principles of Microeconomics) or Economics 303 (Intermediate Microeconomic Theory)	3 credits
Economics 104 (Principles of Macroeconomics) or Economics 304 (Intermediate Macroeconomic Theory)	3 credits
Math 441 (Linear Regression Analysis with Time Series) or Math 316 (Econometrics)	3 credits
Accounting 201 (Principles of Accounting I)	3 credits
Information Systems 240 (Information Systems in Business)	3 credits
Business Communications 206 (Business Writing) or Business Communications 207 (Business Presentations)	2 credits
Finance 320 (Principles of Finance)	3 credits
Finance 327 (Long Term Financial Management)	3 credits
At least two courses from the following:	8 credits
Math 460 (Contingent Payment Analysis)	
Math 470 (Mathematical Models for Financial Economics)	
Math 475 (Credibility and Loss Models)	

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<b>TOTAL</b>	<b>120 Credits</b>
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**Assessment of Outcomes and Objectives**

The actuarial science program is currently assessed as an emphasis within the mathematics degree through required coursework. As the program will continue to be housed within the Department of Mathematics, the department's assessment plan will continue to include assessment of the actuarial science major. A yearly assessment report, which includes such data as job

placement rates and actuarial professional exams pass rates, is collected, reviewed, and provided to the Dean of the College of Arts and Sciences and to the University Assessment Committee.

## **Diversity**

Faculty in the actuarial sciences program and the Department of Mathematics are fully committed to helping students overcome inclusion challenges in actuarial science, including lower participation by members of underrepresented groups such as women and persons of color. In part, this commitment is modeled by the diversity of four faculty members, which includes two women and one person of color, who provide primary support for the actuarial program. This commitment is also evident by faculty engagement in the broader community that builds awareness of the program and an understanding of the profession. For example, actuarial faculty members have been featured panelists at the *Travelers Insurance Actuarial High School Day*, giving them the opportunity to connect with a wide array of first-generation and students of color from the Minneapolis/St. Paul metropolitan area. Faculty presentations in mathematics classes at local high schools allow them to develop similar connections and relationships. Actuarial faculty also interact with interested students of all backgrounds through their participation in designated STEM/STEAM events at area high schools. Additionally, the UW-Eau Claire Department of Mathematics sponsors the annual *Sonia Kovalevsky Day*, which brings middle and high school young women from across the region to the campus, including students from Minneapolis/St. Paul. The event exposes these young women to the opportunities available in mathematics and science through fun and exciting hands-on activities, workshops, discussions, and a math competition.

The UW-Eau Claire actuarial program also benefits from the diversity of its enrolled students. Approximately 15% (21 of 136) of the students who graduated from UW-Eau Claire's actuarial program from December 2012 to May 2017 were international students.<sup>2</sup> Intentional efforts have been made to strengthen ties with international partners, especially in Malaysia. While the percentage of international students enrolled in the program has steadily increased, the percentage of females in the program has stayed around 33%, with 35% to 40% of the women being students of color. For males, the percentage is significantly less, with only 10% of the male students being students of color. It is anticipated the diversity of the recently recruited actuarial science faculty will enhance student interest in and pursuit of the major. Using pedagogical approaches that emphasize the importance and value of teamwork throughout the actuarial curriculum, the perspectives of females, students of color, and international students are deliberately incorporated into the experience of all students in the program.

## **Projected Time to Degree**

A well-prepared student who attends full time can complete the actuarial science degree, including all liberal education and other UW-Eau Claire graduation requirements, in eight semesters, with an average load of 15 credits per semester. The average time-to-degree for new freshmen in the current actuarial science emphasis has been 3.8 years.<sup>3</sup> While the major requirements have increased slightly over time, there have also been reductions in the number of required credits as the university transitioned to its liberal education framework. Taken together, these changes should offset each other, yielding little to no change in the anticipated time-to-degree. Part-time students will require more than eight semesters to complete the program of study. The

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<sup>2</sup> UW-Eau Claire Mathematics Department data on actuarial science program graduates, graduation dates between September 2012 and May 2017.

<sup>3</sup> Office of Institutional Research, UW-Eau Claire.



time that it will take transfer students to complete the degree depends on the classes they completed at the originating institution. Average time-to-degree for transfer students in the actuarial science emphasis, who have completed 60 or more liberal education core credits, has been 2.3 years.<sup>4</sup>

### **Program Review**

Academic programs are reviewed at UW-Eau Claire every seven years. The mathematics program was last reviewed during the Fall Semester 2013. The review process includes a self-study using institutional research data (e.g., four-year graduation rate, participation rates in internships), results of internal department reviews (e.g., scholarly productivity of faculty), a report from a faculty internal review committee, results of student outcomes assessments, and an on-site review by an external evaluator from another university's actuarial science program.

The perspectives and recommendations for improvement from these reviewers and the self-study are forwarded to the University Senate's Academic Policy Committee for review and recommendations. The proposed actuarial science major would be included in the department's next program review, which is currently scheduled for the 2019-20 academic year. After obtaining the results of the Academic Policy Committee's deliberations, the provost meets formally with the department chair undergoing review to discuss his/her expectations (with deadlines) for the program moving forward. Two years after the program review process, the department chair prepares a follow-up report addressing progress in meeting the provost's expectation.

In addition, to adhere to UW System guidelines that a program review should occur approximately five years after implementing the program, the B.S./B.A. in Actuarial Science will undergo an additional review using the same process detailed in the aforementioned UW-Eau Claire internal review process during the 2023-24 academic year. The results of the review will be shared with UW System Administration.

### **Accreditation**

The proposed degree aligns with the approved mission of UW-Eau Claire and the Department of Mathematics and collaborating departments. Therefore, no separate Higher Learning Commission (HLC) approval will be necessary for this new program.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The new B.S./B.A. degree in Actuarial Science supports UW-Eau Claire's Academic Master Plan (see <http://www.uwec.edu/AcadAff/academic-master-plan/index.htm>). The new degree will help specifically with the stated goals of recruiting and retaining high-achieving students and engaging students in high-impact practices. In terms of recruitment and retention, a formal, stand-alone major in actuarial science should attract students who might otherwise overlook the UW-Eau Claire program as being less complete than programs offered by other institutions, given the label of *emphasis* assigned to the current program. Students who enter this field are typically quite strong academically – the average comprehensive ACT score for students admitted with an intent to pursue the current actuarial science comprehensive program emphasis was 26.9.<sup>5</sup> Additionally, many actuarial science emphasis students engage in internships with employer partners. On average, 51%

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<sup>4</sup> Office of Institutional Research, UW-Eau Claire.

<sup>5</sup> UW-Eau Claire Admissions Office, Admitted Student Data for Mathematics Programs.

of minimally qualified<sup>6</sup> students in the current actuarial science emphasis experienced an actuarial internship as an undergraduate.<sup>7</sup> One company, Humana, hired five UW-Eau Claire actuarial science students as interns in a single summer. In that year, UW-Eau Claire students constituted 19% of all the company's actuarial interns – a greater representation than any university program in the country.

### **Institutional Program Array**

The proposed actuarial science program will reside in the Department of Mathematics within the College of Arts and Sciences at UW-Eau Claire. All coursework proposed for the new program is already in place, and no major course revisions are anticipated at this time for the September 2019 implementation. However, should it be warranted by employer and/or student demand, the UW-Eau Claire Department of Mathematics has existing coursework in the fields of predictive analytics and data science that could be considered for future incorporation into the actuarial science program, particularly in light of the new professional actuarial examination topics.

### **Other Programs in the University of Wisconsin System**

Within the University of Wisconsin System, only two other institutions offer a stand-alone degree program in actuarial science: UW-Madison and UW-Milwaukee. UW-Eau Claire, by comparison, is quite different both in terms of the size of its student population (10,000 for UW-Eau Claire versus over 40,000 for UW-Madison and over 30,000 for UW-Milwaukee) and its city population (68,000 versus 245,000 for Madison and 600,000 for Milwaukee). Offering students a third option at UW-Eau Claire presents an alternative on the western side of the state that may better align with a student's preference for a smaller city and/or university.

Additionally, UW-Eau Claire's involvement in the collaborative M.S. degree in Data Science coordinated by UW-Extension, and its existing predictive analytics and data science coursework, can be leveraged so that undergraduate actuarial science students have a career pathway where they acquire the skills increasingly demanded by employers.

### **Need as Suggested by Current Student Demand**

There are 129 students currently enrolled in the comprehensive actuarial science emphasis at UW-Eau Claire with an average of 45 new student (first-year students and transfers) enrollments per academic year since the 2012-13 academic year (AY).<sup>8</sup> The current enrollment represents a 41.8% increase over the corresponding total enrollment in AY 2012-13. By comparison, UW-Madison experienced a 26.4% increase in actuarial science majors over the same period.<sup>9</sup> While both programs appeared to benefit from the strong job/career rankings for the actuarial profession over this horizon, this comparison indicates that there may have been some university- or program-specific forces yielding the higher growth at UW-Eau Claire. From 2012 to 2017, UW-Eau Claire's

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<sup>7</sup> UW-Eau Claire Mathematics Department data on actuarial science program graduates, graduation dates between September 2012 and May 2017.

<sup>8</sup> UW-Eau Claire Office of Institutional Research: [https://www.uwec.edu/IR/reports/Dashboards/factbook\\_enrollment.htm](https://www.uwec.edu/IR/reports/Dashboards/factbook_enrollment.htm).

<sup>9</sup> Academic Planning and Institutional Research (APIR), Office of the Provost, UW-Madison. [https://dataviz.wisc.edu/views/TrendsinStudentEnrollments/HeadcountsofDegree-SeekingStudents?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay\\_count=no&%3AshowVizHome=no](https://dataviz.wisc.edu/views/TrendsinStudentEnrollments/HeadcountsofDegree-SeekingStudents?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay_count=no&%3AshowVizHome=no).

emphasis program expanded its course offerings to cover additional professional examination topics, added a faculty member with demonstrated actuarial research experience, expanded local and international recruiting efforts, and had several students receive prominent actuarial scholarships/awards. There is no way of knowing exactly how much impact any one of these items may have had on the increased enrollment, but their cumulative effect was likely of material consequence.

Along the path of program growth, visibility and awareness of the UW-Eau Claire program have emerged as hurdles for continued acceleration in enrollment. These obstacles stem from the technical designation of the programs as an emphasis rather than a degree major. Moreover, the current label no longer appropriately reflects the depth of actuarial study provided by the curriculum, as evidenced by UW-Eau Claire's *Advanced Curriculum* designation from the Society of Actuaries (SOA).<sup>10</sup> To date, only 65 colleges or universities in the United States have attained this or a higher designation from the SOA. The label of emphasis also hinders the ability of prospective students to find the program and, if found, might misinterpret it as less complete than similar programs in and outside Wisconsin. Some prospective students are surprised to learn that UW-Eau Claire offers a comprehensive curriculum in actuarial science because online resources, such as the listing of comprehensive majors on the UW-Eau Claire College of Arts and Sciences website,<sup>11</sup> shows only *Mathematics* and not *Actuarial Science*; a technical designation that the program has outgrown. Board of Regents' authorization to implement the B.S. and B.A. in Actuarial Science will address these primary challenges and allow for continued program growth. UW-Eau Claire anticipates that new enrollments will stabilize at 55-60 students per academic year.

### **Need as Suggested by Market Demand**

The most extensive analysis of market demand for actuaries was contained in a December 2014 report titled *Actuarial talent: Findings from an EIU study*.<sup>12</sup> This report was commissioned by the Society of Actuaries, the Casualty Actuarial Society, and the Canadian Institute of Actuaries to examine the market for actuarial talent in North America. From 2014 to 2020, the EIU (Economist Intelligence Unit) estimates that actuarial employment in the United States will expand at an average annual rate of 3.4%, yielding a growth in actuarial employment over that time horizon of roughly 5,000 jobs. The U.S. Department of Labor's Bureau of Labor Statistics (BLS) supports this future uptick in actuarial employment. The BLS updated its job outlook for actuaries to reflect 22% growth in actuarial jobs from 2016 to 2026.<sup>13</sup> While this signals a future slowing of the 3.4% annual increases from the EIU report, the growth is still labeled as *much faster than average* by the BLS Occupational Outlook Handbook. Currently, a global search of *actuary* on the Job Center of Wisconsin website yields 90 openings.<sup>14</sup> According to careercast.com, actuary was the #1 job of 2015,<sup>15</sup> #10 of 2016,<sup>1</sup> and #11 of 2017 of 199 jobs listed in this measure.<sup>2</sup>

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<sup>10</sup> <https://www.soa.org/Education/Resources/Actuarial-Colleges/actuarial-college-listings-details.aspx>

<sup>11</sup> <https://www.uwec.edu/academics/college-arts-sciences/majors-minors/> (accessed July 5, 2018).

<sup>12</sup> The Economist Intelligence Unit, "Actuarial Talent: Findings from an EIU Study for the Society of Actuaries, Casualty Actuarial Society, and Canadian Institute of Actuaries," December 2014.

<sup>13</sup> U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, <https://www.bls.gov/ooh/math/actuaries.htm>.

<sup>14</sup> Jobs Center of Wisconsin, <https://jobcenterofwisconsin.com/> (accessed July 5, 2018).

<sup>15</sup> <https://www.careercast.com/jobs-rated/jobs-rated-report-2015-ranking-top-200-jobs>

<sup>1</sup> <https://www.careercast.com/jobs-rated/jobs-rated-report-2016-ranking-200-jobs>

<sup>2</sup> <https://www.careercast.com/jobs-rated/2017-jobs-rated-report>

The two major actuarial credentialing bodies in the United States – the Society of Actuaries and the Casualty Actuarial Society – recently made changes to the professional actuarial education system. For example, in 2017, the Society of Actuaries (SOA) announced that a formalized predictive analytics assessment was being developed and would be incorporated into the professional designations it offers beginning in 2018. These changes will yield actuarial candidates with stronger foundations in statistics and predictive analytics in the years to come. While it will take some time for changes in the examination system to take hold, it seems plausible that these changes may ultimately position actuaries to meet the increased demand in the fields of statistics and data science too. These careers ranked #1 and #5, respectively, in the 2017 careercast.com rankings.<sup>1</sup> Thus, actuarial programs that can quickly and easily integrate the predictive analytics curriculum and are in position to adapt to the evolving needs for actuaries related to predictive analytics will see stronger placement of graduates in the years ahead.

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<sup>1</sup> <https://www.careercast.com/jobs-rated/2017-jobs-rated-report>



**University of Wisconsin - Eau Claire**  
**Cost and Revenue Projections For Newly Proposed Program**

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	46	48	53	55	59
	<b>Enrollment (Continuing Student) Headcount</b>	39	64	85	89	94
	<b>Enrollment (New Student) FTE</b>	46	48	53	55	59
	<b>Enrollment (Continuing Student) FTE</b>	39	64	85	89	94
<b>II</b>	<b>Total New Credit Hours</b>	0	0	0	0	0
	<b>Existing Credit Hours</b>	64	64	64	64	64
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	2.7	2.7	2.7	2.7	2.7
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0	0	0	0	0
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition</i>	\$338,560	\$588,800	\$809,600	\$1,059,840	\$1,126,080
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total New Revenue</b>	\$338,560	\$588,800	\$809,600	\$1,059,840	\$1,126,080
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$161,766	\$213,150	\$262,631	\$274,050	\$274,050
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other (please list)</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total Expenses</b>	\$161,766	\$213,150	\$262,631	\$274,050	\$274,050
<b>VI</b>	<b>Net Revenue</b>	\$176,794	\$375,650	\$546,969	\$785,790	\$852,030

Submit budget narrative in MS Word Format

Provost's Signature: 

Date: 11/16/18

**UNIVERSITY OF WISCONSIN-EAU CLAIRE  
COST AND REVENUE PROJECTIONS NARRATIVE  
BACHELOR OF SCIENCE AND BACHELOR OF ARTS  
IN ACTUARIAL SCIENCE**

**Introduction**

This proposed degree will be primarily offered through face-to-face course delivery. While some required courses may have sections offered online, all required courses will also be available in face-to-face or hybrid delivery format. The B.S./B.A. in Actuarial Science is built upon courses that are already part of the UW-Eau Claire curriculum and will not require new courses or additional faculty to deliver the program.

**Section I – Enrollment**

Enrollment figures for new students are based upon historical levels of new and transfer student enrollment in the actuarial science emphasis, along with a modest increase given the enhanced visibility that would be associated with a stand-alone major. In Year 1, 46 new students are expected to enroll in the new B.S./B.A. in Actuarial Science. Along with these students, it is anticipated that all students continuing in the current actuarial emphasis will change to the stand-alone major. This change will be accomplished via the formalized advising process for all students requiring an advising code to register for courses (primarily, students with fewer than 60 credits). In Year 2, 48 new students are expected to enroll in actuarial science, and the number of new students is projected to increase to 59 per year by Year 5. Enrollment figures for continuing students are estimated using retention rates experienced by the existing actuarial science emphasis. UW-Eau Claire also anticipates that there will be a small number (5-10 students per year) of current students who transfer into the program from within the university. Some students who switch to the stand-alone major in actuarial science in Year 1 may be able to graduate in the spring semester of 2020 by virtue of having completed many of the required courses prior to switching to the new program.

**Section II – Credit Hours**

The proposed B.S./B.A. in Actuarial Science is a comprehensive major requiring 64 unique credits beyond the coursework needed to fulfill UW-Eau Claire's liberal education core and other university graduation requirements. All of the credits required in the new major are from existing UW-Eau Claire courses. Therefore, the program will not require any new course development. All existing courses will be (and are currently) offered at least once each academic year, although UW-Eau Claire anticipates that some lower division (higher enrollment) core courses and electives will be offered each semester.

**Section III – Faculty and Staff Appointments**

The actuarial science program is built upon existing courses that are currently offered to UW-Eau Claire students. The equivalent of 2.7 faculty FTE will be needed to deliver the curriculum to the additional students who are taking these courses as part of the actuarial science program. The instructional resources are primarily housed in the Department of Mathematics, with others in collaborating departments (e.g., Economics, etc.). Based on the projected number of actuarial science students in Year 5, all students in the program can be accommodated within the existing course scheduling, and no new instructional resources will be needed to deliver the program.

## Section IV – Program Revenues

### Tuition Revenues

Tuition revenue is based upon continuing and new students who originally enrolled at the university to pursue the actuarial science major and assumes constant tuition of \$7,360 per year for full-time students. Segregated fees (including textbook rental fee) are not included in the calculation. In Year 1, UW-Eau Claire anticipates tuition revenue of \$338,560 (46 new student FTE x \$7,360). Based on direction from the UW System Budget Office, this calculation does not include the tuition revenue from the 39 current UW-Eau Claire students who are expected to switch to the new major in Year 1, because this tuition would have likely been generated in the absence of the stand-alone actuarial science program and is therefore not new revenue for the institution. In Year 2, the tuition revenue of \$588,800 (80 total student FTE x \$7,360) is based on the number of students in the program who originally enrolled at the university to pursue the stand-alone actuarial science major. A similar calculation for Year 3 yields tuition revenue of \$809,600 (110 total student FTE x \$7,360). By Years 4 and 5, UW-Eau Claire assumes that all students in the program originally enrolled at the university will pursue the stand-alone actuarial science major; therefore, UW-Eau Claire has included all students in the tuition revenue calculations. By Year 5, the university anticipates tuition revenue of \$1,126,080 (153 total student FTE x \$7,360).

**It should be noted, however, that in subsequent years after Year 1, the proposal attributes all tuition paid by students to program revenue. Because this is really not a new program but one moving from an emphasis to a major, it is difficult to determine which revenue is new.**

### Program/Course Fees

No required courses in the proposed actuarial science program have a special course fee.

## Section V – Program Expenses

### Expenses – Salary and Fringe

As stated in Section III, the equivalent of 2.7 faculty FTE will be needed to deliver the curriculum to students in the B.S./B.A. in Actuarial Science. Salary plus fringe expenses are estimated to be \$101,500 per faculty FTE, and this figure is based on the average salary of a UW-Eau Claire faculty member and the associated fringe benefit rate. Therefore, the total expected salary expense at full implementation in Year 5 is estimated to be \$274,050 (2.7 total faculty FTE x \$101,500). In an attempt to allocate instructional costs to actual delivery of the stand-alone actuarial science program, the salary/fringe expense (Section V of the Cost and Revenue Projections for New Proposed Program) has been prorated to reflect the progressively larger number of student FTE in the program, with this expense reaching its full value (\$274,050) in Year 4.

### Other Expenses

No other expenses, beyond salaries plus fringe benefits, are necessary to deliver the stand-alone program in actuarial science.

**Section VI – Net Revenue**

After covering direct instructional expenses, the positive net revenue will be used to help offset indirect costs of instruction, such as maintaining institutional infrastructure and supporting the offices and programs (e.g., academic advising, academic skills center) that are currently in place to serve student academic needs. Additionally, positive net revenue may be used to hire additional instructional staff if student demand for the program exceeds the projections. UW-Eau Claire anticipates positive net revenue of \$176,794 in Year 1, which rises to \$852,030 in Year 5 as enrollment increases in the program. The lower positive net revenue in Year 1 is due to the smaller number of students in the program in its first year.





# University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

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November 13, 2018

Ray Cross, President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706-1559

Dear President Cross:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's proposed B.S./B.A. in Actuarial Science for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The UW-Eau Claire Department of Mathematics is well positioned to move forward to offer an B.S./B.A. in Actuarial Science degree. As the proposal notes, there has been considerable demand from graduates for a B.S./B.A. in Actuarial Science to better position them for job opportunities and/or graduate school. The program is also of considerable interest to prospective students; however, prospective students are not able to find the program due to its status as an emphasis within mathematics.

After reviewing the proposal, I am confident internal allocation and projected enrollment will align with available resources to support the program initially. Additionally, the current emphasis in mathematics is beginning to draw more students from typically unrepresented groups. This has been a direct result of the departmental hiring procedure. Two of the four faculty in the actuarial science program are women and one faculty member is a person of color. Should the program enrollment exceed expectations, additional resources/faculty lines will be given to the Department of Mathematics.

The proposed degree has been approved through the UW-Eau Claire shared governance program approval process (November 13, 2018). All programs at the University are subject to an in-depth review every seven years. Student retention, time-to-graduate, graduation rates, participation in high impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual programs. The mathematics department has been most successful in garnering these resources; it is anticipated the actuarial science program will be equally successful.

*Excellence. Our measure, our motto, our goal.*

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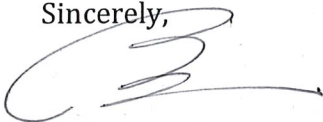
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fax: 715-836-2902 • [www.uwec.edu/acadaff](http://www.uwec.edu/acadaff)

Ray Cross, President  
November 13, 2018  
Page 2

In closing, I enthusiastically support the actuarial science program proposal and look forward to UW System Administration and UW System Board of Regents granting UW-Eau Claire the authority to offer the program.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in dark ink, appearing to be 'P. Kleine', with a large, sweeping initial 'P' and a horizontal line extending to the right.

Patricia A. Kleine  
Provost and Vice Chancellor for Academic Affairs

jab

Program Authorization (Implementation)  
Bachelor of Science in Water Science  
UW-Green Bay

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Water Science at UW-Green Bay.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN WATER SCIENCE  
UNIVERSITY OF WISCONSIN-GREEN BAY**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Green Bay submits this request to establish a Bachelor of Science in Water Science. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

**REQUESTED ACTION**

Adoption of Resolution I.1.d.(1), authorizing the implementation of the Bachelor of Science in Water Science at the University of Wisconsin-Green Bay.

**DISCUSSION**

**Program Description.** The University of Wisconsin-Green Bay proposes to establish a Bachelor of Science (B.S.) in Water Science. This program responds to local, state, national, and global needs in water science. Support for the program has been expressed by leaders and members of academic, government, and private industry. These include the Wisconsin Rural Water Association; Green Bay Water Utility; the Bellevue Water Utility; Natural Resource Solutions, LLC; NEW Water; U.S. Fish & Wildlife Service; and the Clean Water Action Council.

With its four coastal campus locations, UW-Green Bay is positioned in a unique geographic region of Wisconsin. Thereby, the UW-Green Bay Water Science program will be an integrated degree program designed to provide students with the tools necessary to solve the water-related challenges of today and tomorrow. The curriculum will be interdisciplinary, with a core set of courses drawn from geoscience, chemistry, environmental science, biology, physics, math and statistics, and public and environmental affairs. In addition, a diverse set of elective courses will allow students to focus on sub-disciplines in water science, which will meet their career needs and interests. UW-Green Bay Water Science majors will have opportunities to work as research assistants on faculty projects, develop internships, or conduct their own independent projects. UW-Green Bay faculty members are very active in research on water and wastewater treatment, runoff pollution, stream hydrology, groundwater quality, limnology, and aquatic ecology. As a result, students will develop knowledge and skills, including a solid understanding of the chemistry, surface water hydrology, groundwater, and biology of freshwater systems.

The proposed major will greatly expand opportunities for collaboration in the region by greater engagement with businesses, non-profits, and governmental agencies. It will prepare students for

career opportunities in private industry, water utilities, geotechnical consulting, natural resource management, state and federal government agencies, or environmental policy organizations. For students interested in pursuing graduate work, the program will help to set a solid foundation for students interested in UW Milwaukee's School of Freshwater Science graduate program or other programs nationwide.

**Mission.** UW-Green Bay's mission is based on a commitment to provide a problem-focused educational experience, in which students apply critical thinking skills to solve the world's complex problems. Water Science is the study of water and its interaction with solids, liquids, gases, and organisms in various Earth systems. Water is essential to life, and it plays a critical role in nearly every natural process in Earth's lithosphere, atmosphere, hydrosphere, biosphere, and cryosphere. Thus, the proposed B.S. in Water Science has a strong fit with UW Green Bay's mission, strategic plan, and existing programs. The program will also closely match the university's Select Mission to provide an interdisciplinary, problem-focused educational experience.

The B.S. degree in Water Science also directly contributes to the mission of the UW System by preparing citizens to face the water-related challenges of the 21st century, as well as the research and programming initiatives related to water sponsored by the UW System.

**Market Demand.** According to the U.S. Bureau of Labor Statistics, the job outlook for water science professionals across the nation is anticipated to grow by 10% or more between 2016 and 2026. It is difficult to find precise statistics for Water Science as a category because water professionals are employed in many industries. Some occupation examples include Environmental Scientists and Specialists in Utilities: Water, Sewage, and other systems (15% growth); Water Wastewater Treatment Plant System Operators: Professional, Scientific and Technical Services (13% growth); and Environmental Science and Protection Technicians in mining quarrying and gas extraction (19% growth). Further, according to the Wisconsin Department of Workforce Development's 2026 employment growth projections, demand for hydrologists and environmental science professionals with baccalaureate degrees has improved significantly over the 2022 projections to 6.98% and 11.76%, respectively.

**Student Demand.** The new B.S. degree in Water Science will allow UW-Green Bay the ability to attract more students, not only from Wisconsin, but also from elsewhere in the nation and globally. While it is likely that there may be attrition from other programs at UW-Green Bay, it is anticipated that the B.S. in Water Science will bring new students to UW-Green Bay, some of whom may already be working in areas relating to water science. As well, the program may serve to better retain students from the three branch campuses – Manitowoc, Sheboygan, and Marinette – who might otherwise transfer away from UW-Green Bay.

**Credit Load and Tuition.** The program will be comprised of 120 credits, including 36 credits that comprise the institution-wide general education requirements, some of which may satisfy other program requirements. The program curricula for the major includes 71 credits of required coursework including 35 credits at the supporting level (12 courses), 25 credits in the upper-level core (8 courses), and 13 credits of upper-level electives (~4 courses). The program prerequisites, core, and elective courses occur primarily in the Department of Natural and Applied Sciences,

although alternative and elective courses in Public and Environmental Affairs and Economics are also available. Students may complete the balance of credits as electives from any department. As part of both the general education and program prerequisites, competency of Math 104, 202 or 203 must be demonstrated prior to graduation.

For students enrolled in the B.S. in Water Science program, standard undergraduate tuition fee and rates will apply. For the current academic year at the main UW-Green Bay campus, the residential tuition and segregated fees total \$3,939 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$790 is attributable to segregated fees and \$3,149 is attributable to tuition. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$328.26 per credit. Differential tuition will not be charged. Course fees may apply to elective field courses and online courses. There are no planned tuition increases beyond those that might otherwise apply to all other UW-Green Bay programs. Students will need to cover textbooks for most courses. In addition, field-appropriate clothing and supplies (e.g., rain gear, boots, sunscreen) may be required for certain elective courses.

## **RELATED REGENT AND UW SYSTEM POLICIES**

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN WATER SCIENCE  
AT UW-GREEN BAY  
PREPARED BY UW-GREEN BAY**

**ABSTRACT**

The University of Wisconsin-Green Bay (UWGB) proposes to establish a Bachelor of Science (B.S.) in Water Science. The development of this program responds to several local, state, national, and global needs in water science. Establishing the program at UW-Green Bay will provide students with an interdisciplinary curriculum focused on all aspects of water. With its four coastal campus locations, UW-Green Bay is positioned in a unique geographic region of Wisconsin that allows for a variety of high-impact teaching opportunities, such as undergraduate research on the greatest diversity of surface water and groundwater settings of any UW institution.

The program will be comprised of 120 credits, which includes 71 credits in the major as well as UW-Green Bay general education requirements. The curriculum will be designated as an interdisciplinary major at UW-Green Bay. Graduates will be well-equipped to enter graduate school or to start a water science career across an array of industry, governmental, and academic disciplines. The proposed B.S. in Water Science has been developed to leverage and complement the UW System-wide *Freshwater University* initiative being led by UW-Milwaukee.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Green Bay

**Title of Proposed Program**

Water Science

**Degree/Major Designations**

Bachelor of Science

**Mode of Delivery**

Single institution, residential, primarily face-to-face instruction. There is intent to allow future collaboration with *Freshwater University* being developed by UW-Milwaukee and other UW institutions. This could include a selection of online courses, field-immersion experiences, or short courses that could substitute for certain core or upper-level elective courses.

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The enrollment projections use the UW-Green Bay year-to-year retention rate model calculated by the Institutional Research office at UW-Green Bay, based on student retention data for similar programs. This model, and the enrollment figures illustrated in Table 1, account for variance in retention rates, which tend to increase as students progress through the program (e.g., first- to second-year students, second- to third-year students). Across the first five years of the program, the average retention rate for all students entering as new

freshmen is expected to be 78%. It is possible that some students may enter the program with previous credit. For example, in year one it is expected that some existing UW-Green Bay students might switch from their present majors at UW-Green Bay to this major in the first year of the program. In addition, some students may enter as new transfer students. Retention rates for these two student populations may be higher than for students entering as new freshmen. By the end of year five, it is expected that 83 new students will have enrolled in the program and 20 students will have graduated from the program.

**Table 1: Five-Year Degree Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	15	18	20	20
Continuing Students	3	11	20	29	34
Total Enrollment	13	26	38	49	54
Graduating	0	0	3	5	12

### **Tuition Structure**

For students enrolled in the B.S. in Water Science program, standard undergraduate tuition fee and rates will apply. For the current academic year at the main UW-Green Bay campus, the residential tuition and segregated fees total \$3,939 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$790 is attributable to segregated fees and \$3,149 is attributable to tuition. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$328.26 per credit. Differential tuition will not be charged. Course fees may apply to elective field courses and online courses. There are no planned tuition increases beyond those that might otherwise apply to all other UW-Green Bay programs. Students will need to cover textbooks for most courses. In addition, field-appropriate clothing and supplies (e.g., rain gear, boots, sunscreen) may be required for certain elective courses.

### **Department or Functional Equivalent**

Department of Natural and Applied Sciences

### **College, School, or Functional Equivalent**

College of Science, Engineering, and Technology

### **Proposed Date of Implementation**

Fall 2019

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The UW-Green Bay Water Science program will be an integrated program designed to provide students with the tools necessary to solve the water-related challenges of today and tomorrow. Students may complete program requirements in four years. The curriculum will be interdisciplinary, with a core set of courses drawn from geoscience, chemistry, environmental science, biology, physics, math and statistics, and public and environmental affairs. In addition, a diverse set of elective courses will allow students to focus on subdisciplines in water science that



can meet students' career needs and interests. The major requirements will be comprised of 71 credits, which will include 33 credits of supporting courses, 25 credits of upper-level core courses, and 13 credits of upper-level electives. The anticipated comprehensive major (71 credits) will have a principal focus on water's role in natural processes in Earth's systems. These skills include a solid understanding of the chemistry, surface water hydrology, groundwater, and biology of freshwater systems. UW-Green Bay Water Science majors will have opportunities to work as research assistants on faculty projects, develop internships, or conduct their own independent projects. UW-Green Bay faculty members are very active in research on water and wastewater treatment, runoff pollution, stream hydrology, groundwater quality, limnology, and aquatic ecology.

### **Student Learning Outcomes and Program Objectives**

1. Students will be able to describe the role water plays in the lithosphere, hydrosphere, cryosphere, atmosphere, and biosphere, with emphasis on interactions between these reservoirs.
2. Students will apply the scientific method to investigations of hydrologic processes, Earth systems, and interactions among the various physical and biological realms utilizing standard scientific field and laboratory methods.
3. Students will demonstrate an understanding of the hydrology of streams and lake systems and the role water has in landscape-forming processes that act on the Earth's surface.
4. Students will be able to describe the processes of and importance of groundwater flow and aquifer systems.
5. Students will be able to compare chemical interactions that occur in various hydrologic settings and their importance to water resources, geological and biological systems, and water/wastewater treatment.
6. Students will be able to describe the role water plays in atmospheric systems and the climate system.
7. Students will be able to describe the interactions between water systems and ecosystems.
8. Students will be able to describe the challenges of maintaining surface and groundwater quality.
9. Students will apply their knowledge base and research skills to current issues pertaining to water resources, management, and remediation, with emphasis on related economic, social, and public policy dimensions.
10. Students will analyze, interpret, and report on laboratory and field findings using appropriate statistical techniques and computer applications.

In addition to the Water Science learning outcomes, the general education program at UW-Green Bay enables students to strengthen academic skills, broaden knowledge, reflect on personal values, and integrate concepts and ideas across a variety of subject areas. Students take courses from several broad domains: biological sciences, natural sciences, ethnic studies perspective, fine arts, global culture, humanities, sustainability perspective, and social sciences. UWGB's general education requirements may be found here:

<http://catalog.uwgb.edu/undergraduate/planning/general-education/>.

In addition, students are also required to take a first-year seminar course and demonstrate quantitative literacy.

### **Program Requirements and Curriculum**

Beyond the general UW-Green Bay undergraduate admission requirements, there are no specific admission requirements, test scores, or prerequisites required for entry to the program. Table 2 illustrates the program curriculum for the proposed B.S. in Water Science. The 120-credit program includes 36 credits that comprise the institution-wide general education requirements, some of which may satisfy other program requirements. The program curricula for the major includes 71 credits of required coursework including 35 credits at the supporting level (12 courses), 25 credits in the upper-level core (8 courses), and 13 credits of upper-level electives (~4 courses). The program prerequisites, core, and elective courses occur primarily in the Department of Natural and Applied Sciences, although alternative and elective courses in Public and Environmental Affairs and Economics are also available. Students may complete the balance of credits as electives from any department. As part of both the general education and program prerequisites, competency of Math 104, 202 or 203 must be demonstrated prior to graduation.

**Table 2: Bachelor of Science in Water Science Program Curriculum**  
**General education courses required for graduation (24 of 36 unique):**

First Year Seminar	3 credits
Fine Arts	3 credits
Social Sciences	6 credits
Humanities	6 credits
Global Culture	3 credits
Ethnic Studies Perspective	3 credits
Biological Sciences*	3 credits
Natural Sciences*	3 credits
Sustainability Perspective*	3 credits
Quantitative Literacy*	3-7 credits

*\* Denotes courses that are also covered by program requirements.  
Duplicate credits not counted toward total.*

**Program prerequisites or support courses (35 credits):**

Water 201 – Intro to Water Science (new course)	3 credits
Biology 203 & 204 – Principles of Biology (w/lab)	4 credits
Geoscience 202 – Physical Geology	4 credits
Geoscience 222 – Ocean of Air	3 credits
Chem. 211 & 213 – Principles of Chemistry I (w/lab)	5 credits
Chem. 212 & 214 – Principles of Chemistry II (w/lab)	5 credits
Math 260 – Introduction to Statistics	4 credits
PUENAF 250 – Intro. to GIS ( <i>prereq. for Env. Sci. 337</i> )	2 credits
Physics 103 or 201 – Concepts or Fund. of Physics	5 credits

**Academic program or major course requirements (25 credits):**

Env. Sci. 335 – Water & Waste Water Treatment	3 credits
Env. Sci. 330 – Hydrology	3 credits
Geoscience 432 – Hydrogeology (Gen Ed. Capstone)	3 credits
Env. Sci. 305 – Environmental Systems	4 credits

Env. Sci. 401 or 403 – Stream Ecology OR Limnology	4 credits
Env. Sci. 433 OR PUENAF 351 – Groundwater: Resources & Regulations OR Water Resources Policy & Management	3 credits
Env. Sci. 337 – Environmental GIS	2 credits
Water 3XX – Geochem. of Natural Waters (new course)	3 credits
<b>Upper Level Elective Courses (Any 13 credits required):</b>	
Bio 341 – Ichthyology	4 credits
Env. Sci. 325 – Regional Climatology	3 credits
Env. Sci. 323 – Pollution Prevention	3 credits
Econ 305 – Natural Resource Economics	3 credits
Env. Sci. 320 – The Soil Environment	4 credits
Env. Sci. 322 – Environmental Microbiology	4 credits
PUENAF 378 or 379 – Environmental Law OR Natural Resources Policy, Law, & Administration	3 credits
Env. Sci. 401 or 403 – Stream Ecology OR Limnology	4 credits
Env. Sci. 424 – Hazardous and Toxic Materials	3 credits
Env. Sci. 425 – Global Climate Change	3 credits
Env. Sci. 433 OR PUENAF 351 – Groundwater: Resources & Regulations OR Water Resources Policy & Management	3 credits
Water 321 – Stable Isotopes in the Environment	1 credit
Water 491 – Senior Thesis/Research in Water Science	1-3 credits
Env. Sci. 492 – Practicum in Environmental Science	1-4 credits
<b>Other Electives (Number sufficient to bring total credits to 120)</b>	
<b>Total Credits</b>	<b>120 credits</b>

Two new courses will be required as part of the Water Science curriculum that are not presently offered. One of these will be Introduction to Water Science, which is a 3-credit hour lecture course at the 200 level. This course will align with the proposed *Freshwater University* requirements. As well, it is likely that this course will be proposed to fulfill the Sustainability General Education requirement. A second new course in the Geochemistry of Natural Waters would be a 3-credit lecture course at the 300 level. The addition of this course was already planned for the existing Environmental Engineering Technology major at UW-Green Bay. Neither course will require new resources beyond an annual commitment of 3 credit hours of faculty instruction.

### Assessment of Outcomes and Objectives

The program will use several forms of assessment. Courses in the proposed major have individual course assessments such as exams, presentations, writing assignments, and other standard forms of direct assessment. In addition, indirect assessment activities such as written anonymous comments on student evaluations of instructor teaching performance can also be used to make program adjustments, when appropriate. In addition, the Provost's office at UW-Green Bay requires that programmatic assessments be done on student learning outcomes on an annual basis. Each program is required to develop an assessment of Student Learning Outcomes each year and implement appropriate programmatic changes based on that assessment. Typically, two student learning outcomes are addressed specifically in appropriate courses each year. Results of these assessments are available at <https://www.uwgb.edu/assessment/>. The results of

the assessment are used to inform curricular and programmatic decisions, including student learning support, faculty development, planning, and budget.

### **Diversity**

UW-Green Bay's Strategic Vision includes a commitment to a diverse university that reflects the community (see <http://www.uwgb.edu/graduate/university-mission/strategic-vision>). The proposed Water Science curriculum is interdisciplinary in nature and would draw upon students and faculty from wide educational, socioeconomic, and ethnic backgrounds.

The College of Science, Engineering, and Technology (CSET) currently has a student population that includes 18.3% (222/1214) underrepresented students, which is consistent with the entire university population that is also 17.6% (991/5641) underrepresented; however, this is much less than UW-Green Bay's goal to better mirror the current Green Bay Public School demographics that has a minority-majority student population. It should also be noted that CSET has a student population that is 50.6% (614/1214) female and that the vast majority of the students in CSET (85.8%) are full-time students.

Given the changing demographics of northeastern Wisconsin, attracting a diverse student population is a critical goal for this program, with long-standing efforts like Phuture Phoenix already providing a solid foundation for student recruitment. Since the formation of CSET in July 2016, several other initiatives have also been implemented to enhance student recruitment and diversity, such as a science open house held each fall, as well as structured visits by students from high schools in the region. Newly hired career coaches are focused on recruiting in the Green Bay public schools, which should increase recruitment from those schools with more diverse student populations. Green Bay West High School would be one example of a high school with a high level of diversity that has taken advantage of these opportunities, particularly for students in their International Baccalaureate (IB) program that has now been in place for several years. The program in Water Science will benefit from such programs with the goal of increasing diversity in the College and at the university as a whole. In addition, ethnic and gender diversity among CSET faculty has increased in recent years.

### **Collaborative Nature of the Program**

In 2017 and 2018, UW-Milwaukee's School of Freshwater Science had proposed an exciting new initiative called *Freshwater University*. Staff from UW-Green Bay have participated in joint conferences with staff from UW-Milwaukee, including a meeting on the UW-Green Bay campus in June 2018. As proposed, the *Freshwater University* (FWU) would be a cohesive statewide platform that is described as an integrated university within a university system that can leverage the strength, diversity, and collective resources of the entire University of Wisconsin System. It includes a vision establishing Wisconsin as an international leader in freshwater science, technology, entrepreneurship, and economic growth.

### **Projected Time to Degree**

Full-time students may complete all program requirements within four years. Part-time students will take longer, particularly if students miss certain courses that are offered only on a once-ever-other-year basis. In these cases, it is likely that part-time students would need six years to complete the degree.

## **Program Review**

UW-Green Bay performs regular program reviews of all academic programs on a seven-year cycle. The program reviews evaluate trends in enrollment and graduation rates, program effectiveness, and student learning outcome assessments. The approval chain includes the department; Dean of the College of Science, Engineering, and Technology; The Academic Affairs Council (AAC); and the Provost. The AAC forwards all recommendations and decisions to the Faculty Senate. UW-Green Bay Program Review policies may be found at <https://www.uwgb.edu/UWGBCMS/media/provost/files/pdf/APRSA-Procedures-2015-2016.pdf>.

## **Accreditation**

No additional accreditation is needed.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

UW-Green Bay's mission is based on a commitment to provide a problem-focused educational experience in which students apply critical thinking skills to solve the world's complex problems. Water Science (a.k.a. Freshwater Science) is the study of water and its interaction with solids, liquids, gases, and organisms in various Earth systems. Water is essential to life, and it plays a critical role in nearly every natural process in Earth's lithosphere, atmosphere, hydrosphere, biosphere, and cryosphere.

There are two principal reasons for proposing the B.S. degree in Water Science. First, water is likely the single greatest resource challenge of the 21st century. The world faces significant challenges regarding water quantity, quality, and ecological function that are expected to worsen during the 21st century. It is rare to find a real-world system in which water does not play a significant role. The global need for water science professionals to solve critical water issues is accelerating and expected to continue indefinitely. Recent examples include the lead contamination crisis in Flint, Michigan, the ongoing arsenic exposure in Bangladesh, and the water crisis in Cape Town, South Africa. Second, UW-Green Bay has had a long history of research and teaching related to the field of freshwater science and to related sustainability issues. Graduates of existing programs, such as environmental science, biology, and geoscience, have gone on to work in water-related fields in industry and government positions. The continuing development of significant relationships between the UW-Green Bay Water Science program and community partners will put UW-Green Bay's students in a stronger position to fill the employment needs of the northeastern Wisconsin region and beyond.

UW-Green Bay faculty and staff will be integral partners in the proposed UW System *Freshwater University*, an endeavor led by UW-Milwaukee to make Wisconsin a hub for freshwater science in the world. The new B.S. degree in Water Science will allow UW-Green Bay the ability to attract more students, not only from within Wisconsin, but also from elsewhere in the nation and globally.

The B.S. degree in Water Science will contribute directly to the mission of the UW System by preparing citizens to face the water-related challenges of the 21st century as well as

the research and programming initiatives related to water sponsored by the UW System. The proposed B.S. in Water Science has a strong fit with UW Green Bay's mission, strategic plan, and existing programs. The program will also closely match the university's Select Mission to provide an interdisciplinary, problem-focused educational experience. The proposed major will greatly expand opportunities for collaboration in the region by greater engagement with businesses, non-profits, and governmental agencies. It will prepare students for career opportunities in private industry, water utilities, geotechnical consulting, natural resource management, state and federal government agencies, or environmental policy organizations. For students interested in pursuing graduate work, the program will help to set a solid foundation for students interested in UW-Milwaukee's School of Freshwater Science graduate program or other programs nationwide. Support for the program has been expressed by leaders and members of academic, government, and private industry (see attached support letters). These include the Wisconsin Rural Water Association, Green Bay Water Utility, the Bellevue Water Utility, Natural Resource Solutions, LLC, NEW Water, U.S. Fish & Wildlife Service, Clean Water Action Council.

Due to its interdisciplinary nature, Water Science has not traditionally been one of the foundation sciences (e.g., Chemistry, Physics, Biology, Geology). Yet, water is a major component in the employment duties of many scientific professionals. It is evident that water and wastewater utilities deal with water. Most environmental consultants also work on water-related issues, such as water and soil pollution, wetlands restoration, drinking water protection, nutrient management, storm water management, etc. New programs in Water Science are beginning to appear across the nation in response to this need for water-trained professionals. For example, Virginia Tech began a new B.S. program in Water: Resources, Policy, and Management in 2015, which has seen very strong enrollment.

### **Institutional Program Array**

The B.S. in Water Science will be distinct from existing majors in Environmental Science, Environmental Engineering Technology, and Geoscience at UW-Green Bay. These programs currently have the most water-focused courses. The major in Water Science will pair well with minors in many subfields, including biology, chemistry, geoscience, environmental policy, business, economics, etc. The program will also provide expanded opportunities for undergraduate research and internship experiences.

### **Other Programs in the University of Wisconsin System**

UW-Milwaukee and UW-Madison have graduate programs in Water Resource Management or Freshwater Science. Both institutions were supportive of the UW-Green Bay proposal for a B.S. in Water Science (originally Freshwater Science), noting the potential for students to continue for graduate degrees. As such, both UW-Milwaukee and UW-Madison would be logical choices for collaboration, which is addressed in the section below.

Few UW institutions offer bachelor-level degrees in Water Science. Only UW-Stevens Point offers a major related to the proposed program, the B.S. Fisheries and Water Resources. While there may be some curricular overlap between the two programs, there are many aspects of UW-Stevens Point's programs that will not be duplicated, such as the Center for Watershed Science. The proposed B.S. in Water Science at UW-Green Bay will have unique resources and opportunities for students that are not readily available at UW-Stevens Point. Collaboration

between campuses would provide a greater benefit to students at both campuses. While other UW institutions offer concentrations through degree programs such as biology (UW-La Crosse) or geology (UW-Oshkosh), these programs are not classified in the same instructional program area as the B.S. in Water Science. A comparison of the course curricula of the programs shows that the proposed Water Science program at UW-Green Bay is considerably different.

The biology, geology, and chemistry of surface water and groundwater bodies in northeastern Wisconsin are distinctly different in many ways from those in central Wisconsin and other areas of the state. The B.S. in Water Science curriculum will address water issues posed by the physical and geographical features in the region and will leverage the proximity of UW-Green Bay campuses to these areas, and thus provide a diverse set of field education and research opportunities for students in Wisconsin. For example, UW-Green Bay's four campuses are uniquely set along the coastline of Lake Michigan. The Lower Green Bay and Fox River Area of Concern (AOC) provides students with first-hand opportunities to observe polychlorinated biphenyls (PCB) remediation, habitat restoration, etc., that is not available elsewhere in the state. In addition, the Kewaunee County water crisis, which has received national attention, is an active area of research in the karsted Silurian bedrock of northeastern Wisconsin. Other aquifers in the region have significant water-quality concerns such as arsenic, strontium, radium, boron, fluoride, and others that relate directly to the bedrock geology.

#### **Need as Suggested by Current Student Demand**

One hundred thirty-five (135) students enrolled on the UW-Green Bay main campus responded to a 2018 survey. The responding students had declared majors in biology, human biology, chemistry, environmental policy and planning, engineering or engineering technology, environmental science, geoscience, and the environmental science and policy graduate program. The results of the survey suggest that there is student interest among existing UW-Green Bay students. Ninety-six percent of the respondents ranked the importance of "water related issues locally, nationally, and globally" as very or extremely important. Over 68% of respondents stated that they were highly likely or somewhat likely to consider majoring in Water Science at UW-Green Bay (26.6% were highly likely). Over 90% of the respondents stated, "definitely yes" or "probably yes" when asked "Do you think UW-Green Bay should offer a major in Water Science?" (63.7% definitely yes). Similarly, 80.7% of the respondents stated, "definitely yes" or "probably yes" when asked "Do you think prospective college students would be attracted to UW-Green Bay if it offered a Water Science degree?"

While it is likely that there may be attrition from other programs at UW-Green Bay, it is anticipated that the B.S. in Water Science will bring in new students to UW-Green Bay, some of whom may already be working in areas relating to water science. As well, the program may serve to better retain students from the three branch campuses (Manitowoc, Sheboygan, and Marinette) who might otherwise transfer away from UW-Green Bay.

#### **Need as Suggested by Market Demand**

According to the U.S. Bureau of Labor Statistics, the job outlook for water science professionals across the nation is anticipated to grow by 10% or more between 2016 and 2026. It is difficult to find precise statistics for Water Science as a category because water professionals are employed in many industries. Some occupation examples include Environmental Scientists and Specialists in Utilities: Water, Sewage, and other Systems (15% growth); Water Wastewater



Treatment Plant System Operators: Professional, scientific and technical services (13% growth); and Environmental Science and Protection Technicians in mining quarrying and gas extraction (19% growth). Further, according to the Wisconsin Department of Workforce Development's 2026 employment growth projections, demand for hydrologists and environmental science professionals with baccalaureate degrees has improved significantly over the 2022 projections to 6.98% and 11.76%, respectively.

Other substantive information exists that supports an increasing demand for water science professionals. Nationally, according to the American Water Works Association State of the Water Industry Report (2017), workforce issues continue to be a concern in the water industry. The authors specifically cite "aging workforce/anticipated retirements" and "certification and training" as important issues facing the industry. In a recent survey, only 1% of the respondents indicated that "the water industry was fully prepared to cope with any expected retirements in the next five years." According to the Task Force on Workforce Sustainability Final Report, published by the Water Environment Federation, it is projected that during the next 10 years more than 30% of water and wastewater utility workers will retire. Second, the United States Government Accountability Office published a report (2018) that analyzed workforce needs in the drinking water and wastewater sectors. Their report provides recommendations to U.S. EPA and the U.S. Congress regarding actions the federal government could take to avoid these anticipated workforce shortages.

In Wisconsin, during 2017, UW-Milwaukee did an Exploratory Study of Water-related Workforce Needs for Wisconsin. The survey, which focused on water professionals in southeastern Wisconsin, indicated that over 70% of the 114 respondents anticipated that their organization would be hiring water-related professionals in the next three years. Further, letters of support from water utilities, consultants, and others speak to the need for water-related professionals in northeastern Wisconsin due to demographics and retirements. For example, Nancy Quirk, General Manager of the Green Bay Water Utility, indicates that the anticipated loss of current utility employees will be "30 to 50 percent in the next 10 years." Additional letters of support from community members are attached to this document.

## References

American Water Works Association (2017). State of the Water Industry Report. Retrieved from <https://www.awwa.org/Portals/0/files/resources/water%20utility%20management/sotwi/AWWA2017SOTWI.pdf>.

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**University of Wisconsin - Green Bay**  
**Cost and Revenue Projections For Bachelor of Science in Water Science**

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	10	15	18	20	20
	<b>Enrollment (Continuing Student) Headcount</b>	0	8	17	29	34
	<b>Enrollment (New Student) FTE</b>	9	13	16	18	18
	<b>Enrollment (Continuing Student) FTE</b>	0	8	15	26	31
<b>II</b>	<b>New Course Credit Hours (2 new sections 3 credits per section)</b>	6	3	0	0	0
	<b>Additional New Credit Hours (new sections of existing courses)</b>	3	12	8	0	0
	<b>Total New Credit Hours</b>	9	15	8	0	0
	<b>Total Existing WS Program Credit Hours (not including new sections)</b>	11	20	40	60	80
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	1	0	0.5	0	0
	<b>FTE of Current Fac/IAS</b>	0	1	1	1.5	1.5
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0	0	0	0	0
<b>IV</b>	<b>New Revenues</b>					
	From Tuition	\$56,682	\$132,258	\$199,144	\$282,656	\$321,048
	<b>Total New Revenue</b>	\$56,682	\$132,258	\$199,144	\$282,656	\$321,048
<b>V</b>	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$87,000	\$87,000	\$133,110	\$133,110	\$135,772
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$5,000	\$5,000	\$20,000	\$20,000	\$5,000
	<i>Marketing</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	<i>Professional Development &amp; S&amp;E</i>	\$2,500	\$2,600	\$2,700	\$2,800	\$2,900
	<i>Central tax (30% of total tuition)</i>	\$17,005	\$39,677	\$59,743	\$84,797	\$96,314
	<b>Total Expenses</b>	\$113,505	\$136,277	\$217,553	\$242,707	\$241,987
<b>VI</b>	<b>Net Revenue</b>	-\$56,823	-\$4,019	-\$18,409	\$39,949	\$79,061

**Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program**

See appended Budget Narrative.

**Provost's Signature:**

**Date:**

10 JAN 19

**UNIVERSITY OF WISCONSIN-GREEN BAY  
COST AND REVENUE PROJECTIONS NARRATIVE  
BACHELOR OF SCIENCE IN WATER SCIENCE**

**Introduction**

The Bachelor of Science (B.S.) in Water Science will be comprised of 120 credits, which includes 71 credits in the major. The curriculum will be designated as an interdisciplinary major at UW-Green Bay. The Water Science program includes two new courses and relies heavily on existing courses offered at UW-Green Bay. For this reason, only limited new resources are needed to staff the additional sections of courses. At this time, no immediate plans for distance education, differential tuition, or collaborative program delivery are included in the budget. Future modifications might be proposed in the event that the UW-Milwaukee-led *Freshwater University* concept comes to fruition.

**Section I – Enrollment**

The enrollment projections in Section I use the UW-Green Bay year-to-year retention rate model calculated by the Institutional Research office at UW-Green Bay, based on student retention data for similar programs. This model and the enrollment figures account for variance in retention rates, which tend to increase as students progress through the program. Enrollment projections are conservative. Based on UW-Green Bay student survey responses and early projections established by UW-Milwaukee's *Freshwater University* initiative, these projections may underestimate actual interest. Retention rates are also conservative, as retention rates in the sciences are higher, relative to UW-Green Bay's overall statistics for year-to-year retention.

FTE numbers shown indicate an estimated 80% full-time and 20% part-time student body. For the purposes of projecting revenue, currently enrolled UW-Green Bay students who may opt to switch to the new major during Year 1 of the program are not included in the cost and revenue spreadsheet.

**Section II – Credit Hours**

The figures included in this section represent the number of new course sections that would be offered to accommodate students enrolled in the program, multiplied by the number of credits per course section. Two new courses will be developed for the Water Science program, along with new sections of existing lower- and upper-level support and major program courses. Credit hours for the two new courses were calculated assuming that Intro. to Water Science would be offered every semester by Year 2 and that Geochemistry of Natural Waters would be offered annually. Estimates of additional new sections not previously offered by the institution were made based on a full-time 9-month faculty load. Courses requiring new sections will likely include chemistry, physics, environmental systems, physical geology lab, biology lab, GIS, statistics, and water and wastewater treatment. Existing capacity in other core and upper-level electives can likely absorb the predicted additional enrollment in most cases.

**Section III – Faculty and Staff Appointments**

The program requires the addition of 1.5 FTE of faculty in the sciences, phased in over three years as the program grows. While delivery of the new courses could potentially be accomplished through *ad hoc* lecturers, the program will be best served by hiring tenure-track

faculty for at least 1.0 FTE because the core introductory course and the upper-level specialty courses necessitate expertise in the field of water science. The additional 0.5 FTE might be accomplished with tenure-track faculty, lecturer, or even two graduate teaching assistant positions (for chemistry, geoscience, or physics labs).

#### **Section IV – Program Revenues**

*Total Tuition:* Tuition revenue was calculated based on FTE student enrollment, with 9 new FTE students in Water Science in Year 1, growing to 18 new FTE students each year by Years 4 and 5.

The main revenue source will be student tuition. All calculations are based on a full-time, single-semester tuition rate of \$3,149.16 per semester based on the Fall 2018 tuition rate, with a 2% increase in tuition and fees in Years 3 and 5. This was matched by a 2% annual increase in faculty salaries beginning at the same time. To reach the 120-credit requirement for graduation, it was assumed that students would enroll in 15 credit hours per semester (on average), which is within the 12 to 18-credit plateau. General Program Revenue (102 funds) may be used for the additional faculty.

Of the total tuition revenues, it is estimated that approximately two-thirds is attributable to the B.S. in Water Science courses (e.g., \$37,788 in Year 1). This revenue was calculated assuming that students would average approximately 20 of 30 credits per year in supporting courses, core major courses, or major electives to reach the approximately 80 total credits students will likely take related to the major before graduation. Thirteen of the 30 credits comprise new course sections. Thus, new revenue to new course sections is estimated to be 13/30 of total tuition revenue (e.g., \$17,005 in Year 1).

#### **Section V – Program Expenses**

*Salaries and Fringe:* Salaries for the 1.5 FTE were estimated at \$60,000 per year (9-month contract), plus a 45% fringe benefit rate. A 2% salary increase was budgeted in Year 3 and Year 5. No new administrative costs are requested at this time because the chair of the Geoscience disciplinary unit will also chair Water Science.

*Facilities Costs and Accreditation Costs:* None are anticipated at this time.

*Professional Development and Supplies and Expenses:* Ongoing professional development for faculty/staff is critical in a water science program, and amounts are estimated at approximately \$1,000 per faculty/staff per year, including modest S&E.

*Marketing:* UW-Green Bay includes \$2,000 per year for print, radio, and digital marketing of the new program to build brand awareness of the UW-Green Bay Water Science program.

*Equipment:* Funding for new equipment related to groundwater wells and geophysical logging equipment is budgeted for Years 1 through 5. Installation of new wells would occur in Years 1 and 2 to improve the limited existing well-field that exists on the UW-Green Bay

campus, with the highest expenses in Years 3 and 4 when geophysical logging equipment would be purchased.

*Central Tax:* A 30% central tax on total tuition is also budgeted in New Expenses. However, it is expected that this tax will be waived in the first years of implementations, based on net revenues. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

## **Section VI – Net Revenue**

The budget model shows significant positive net revenue beginning in Year 4, which could be reinvested into a number of programs in the College of Science, Engineering, and Technology at UW-Green Bay. Reinvestment might include purchasing analytical equipment, field sampling and measuring equipment, computer software, etc. It should be noted that without the central tax, the program would begin generating substantial net revenue in Year 2.

Once established, it is believed that program revenues will sustain ongoing program costs. UW-Green Bay believes the risk for net loss in this new program will be limited. A loss would occur only if the actual enrollment falls significantly short of the predicted enrollment. In this case, the Water Science program could be adequately run with funding of the two newly proposed courses, while available capacity in existing courses could absorb a small number of new majors. Expenditures for new equipment could be curtailed, if necessary, without leading to actual negative net revenue for the program. Based on student and community support, along with the potential collaborations through the University of Wisconsin's *Freshwater University*, UW-Green Bay believes that there is current demand to meet or potentially exceed the modeled enrollment targets.





Date: November 26, 2018

Re: Authorization to Implement a Bachelor of Science (BS) in Water Science

Dear President Cross,

I confirm the University of Wisconsin-Green Bay's strong commitment to adding a Bachelor of Science (BS) in Water Science to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on 14 November 2018. The program responds to a number of local, national, and global needs in water science, and it will complement the UW System-wide "Freshwater University" initiative being led by UW-Milwaukee.

Implementation of the BS in Water Science at UW-Green Bay will rely largely on resources already in place at the institution. The proposal does require the addition of 1.5 FTE over the first three years, which has been included in the budget projections. The majority of courses making up the curriculum are currently and regularly taught by existing faculty, but two new courses will be required in the program. Additional costs will be covered by tuition revenue earned through enrollments in the major over the next five years. The BS in Water Science will be housed in the Department of Natural & Applied Sciences in the College of Science, Engineering, and Technology.

We are excited by the addition of this degree, which aligns well with our mission. UW Green Bay's four coastal campus locations provide a unique geographic region that allows for high-impact teaching and research opportunities on the greatest diversity of surface water and groundwater settings of any UW institution. In addition, graduates will be well-equipped to enter graduate school or to start a water science career across an array of industry, governmental, and academic disciplines. Water is likely going to be the single greatest resource challenge of the 21st century, and UW-Green Bay's long history of research and teaching related to the field of freshwater science and environmental sustainability has helped graduates in our existing programs to find work in water-related fields in industry and government.

I am unequivocally supportive of the development of a BS in Water Science at UW-Green Bay. Please let me know if you require any additional information regarding the program, and thank you in advance for your consideration. I look forward to receiving authorization from the Board of Regents for the implementation of this important program.

Gregory Davis  
Provost and Vice Chancellor



# Green Bay Water Utility

631 S. ADAMS - P.O. BOX 1210  
Green Bay, WI 54305-1210

920-448-3480  
FAX 920-448-3486

Oct. 10, 2017

To Whom It May Concern,

We at the Green Bay Water Utility are writing to provide a letter of support for the creation of a bachelor of science degree in water science at the University of Wisconsin – Green Bay (UWGB).

The Green Bay Water Utility is in the business of drinking water, supplying drinking water to the City of Green Bay as well as our wholesale customers, the Village of Wrightstown, Village of Hobart, Village of Ashwaubenon and Town of Scott. My management team and I serve on many industry boards of directors and committees and are attuned to the needs of the industry nationally. I can say, unequivocally, that the water sector across the United States is facing a significant workforce shortage, specifically individuals who have a broad-based education in water-related scientific knowledge and research and skill-sets such as problem solving and critical thinking.

Northeast Wisconsin is no different in experience this shortage. In fact, the retirements of baby boomers, shifting demographics and the declining number of science and technical students receiving degrees is impacting us even sooner than some other industries because utility employees are eligible to retire after 30 years of service, and a significant percent of our employee base is reaching that critical stage. Our need for employees with technical and scientific skills (primarily in engineering and operations) is only going to increase in the coming decade; estimates place the anticipated loss of current utility employees at 30 to 50 percent within the next 10 years.

That's why having a source of prospective employees "right in our own backyard" – at UWGB – is such a wonderful opportunity. As we as an organization do more outreach in the name of workforce development, we will have a greater opportunity to make students at local post-secondary institutions aware of career opportunities they can pursue right here in Green Bay, including at the Green Bay Water Utility. But we need to draw those students to the Greater Green Bay area first, and having a water science track at our local four-year university is a strategic way of accomplishing that.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Quirk".

Nancy Quirk  
General Manager, Green Bay Water Utility



**Wisconsin Rural Water Association**

350 Water Way • Plover, Wisconsin 54467  
715-344-7778 • Fax: 715-344-5555 • E-mail: [wrwa@wrwa.org](mailto:wrwa@wrwa.org)

John Luczaj  
University of Wisconsin- Green Bay  
Dept. of Natural & Applied Sciences  
2420 Nicolet Drive  
Green Bay, WI 54311

Dear Mr. Luczaj,

On behalf of the Wisconsin Rural Water Association and our 676 public water system members in Wisconsin, I'd like to express our support for the University of Wisconsin-Green Bay's proposed Bachelor's degree program in Water Science.

The Wisconsin Rural Water Association (WRWA) is the largest provider of continuing education training to licensed water & wastewater operators in Wisconsin. We currently provide training to around 5,000 water industry personnel each year, primarily in regulatory compliance and operations & maintenance related topics.

With the large turnover of employees in the water industries due to the ongoing retirement of the "Baby Boomers", we strongly support any additional educational opportunities that could be available to those considering employment in these areas.

As we currently do not provide training in advanced sciences such as water chemistry, biology, hydrology, hydrogeology, GIS or water resources management, we feel that the addition of new educational programs in these areas would be extremely beneficial to our industry. We're also seeing a great deal of new technological advancement in our industries and look forward to any new educational programs that enhance and utilize technology to improve environmental and public health improvements in water quality.

Thank you for your work in educating those working towards careers in the water & wastewater industries in Wisconsin, if there is anything we can do to support and promote your consideration of new programs in water sciences please let us know.

Sincerely,

David Lawrence  
Executive Director, WRWA



Executive Director  
Thomas W. Sigmund, P.E.  
Commissioners  
Kathryn Hasselblad, President  
James Blumreich, Secretary  
Thomas P. Meinz, Vice President  
Mark D. Tumpach, Vice President  
Lee D. Hoffmann, Vice President



September 13, 2017

Dr. John Luczaj  
Professor, Department of Natural & Applied Sciences  
University of Wisconsin – Green Bay  
2420 Nicolet Drive  
Green Bay, WI 54311

RE: Water Science Bachelor's Degree Support

Dear UW System Board of Regents:

NEW Water, the brand of the Green Bay Metropolitan Sewerage District, supports the addition of a Bachelor's degree in Water Science at the University of Wisconsin – Green Bay (UWGB). As a local wastewater utility, NEW Water employs a wide range of disciplines. This degree has the potential to develop graduates, with a four-year degree, ready to enter into several different positions available at NEW Water. The greater Green Bay area has quality programs in water and wastewater studies already incorporated into local technical colleges. UWGB's Water Science degree would offer a logical next step to bolster these two-year degrees and prepare local graduates for quality jobs within the Green Bay community.

NEW Water has collaborated with UWGB and has shown support for the development of its Engineering Technology degree with emphasis on wastewater treatment and management. The addition of the Water Science degree would add a well-rounded aquatic emphasis degree track much needed at UWGB, and also in the local community. Green Bay has unique water quality issues and local graduates with knowledge of these issues would be of great benefit to NEW Water as an employer in this region.

Sincerely,

**GREEN BAY METROPOLITAN  
SEWERAGE DISTRICT**

A handwritten signature in blue ink that reads "Thomas W. Sigmund". The signature is fluid and cursive, with the first name being the most prominent.

Thomas W. Sigmund, P.E.  
Executive Director





September 5, 2017

John Luczaj, Ph.D.  
Department of Natural & Applied Sciences  
University of Wisconsin - Green Bay  
2420 Nicolet Drive  
Green Bay, WI 54311

[luczajj@uwgb.edu](mailto:luczajj@uwgb.edu)

Subject: Letter of Support for New Bachelor of Science Program in Water Science at the University of Wisconsin Green Bay (UWGB)

Dear Dr. Luczaj, PhD:

I enjoyed discussing with you the new water science program at the UWGB. I believe there is a need for a water science program in Eastern Wisconsin because of the unique characteristics of the area's surface water bodies, groundwater resources, and hydrogeologic setting. The agricultural, industrial, and municipal impacts on the Fox River, Bay of Green Bay, and western shore of Lake Michigan are not comparable to other surface water bodies of Wisconsin. The occurrence of deep bedrock aquifers with large areas of saline water and naturally occurring arsenic present challenges that are not common to other parts of Wisconsin. Eastern Wisconsin also has uncommon hydrogeologic conditions such as fractured clay deposits and Karst features. To have a water science program to study, understand, and work with these unique characteristics is important to the region.

As a past corporate environmental manager for a major Midwest consulting firm and a regional office manager for two consulting firms, I know there would be a demand for graduates from a water science program at the UWGB. I believe the largest market would be environmental consultation, both private and public. Groundwater services will range from water supply studies to contaminant assessment and remediation. Advanced surface water studies of eutrophication and restoration will demand environmental professionals for years to come. I understand that the new water science program will emphasize chemistry and geochemistry. It is my opinion that a good understanding of chemistry in natural water systems has often been missing in new graduates coming into the environmental consulting industry. I think this

feature of the new program will set your graduates apart from those coming from other environmental programs. Wastewater treatment is another market that will continue to demand personnel. Most of my experience has been with the paper industry and I know many paper mills with their own treatment plants have staff that will be retiring in the next decade and there likely will be a sizable personnel void to fill.

In closing, I fully support the new water science program at the UWGB. It is a program that will benefit the region and it will provide graduates that will be in demand in the market place.

Respectfully,

A handwritten signature in black ink, appearing to read 'Steven Shimek', is written over a light gray rectangular background.

Steven Shimek  
Member



# United States Department of the Interior

FISH AND WILDLIFE SERVICE  
Green Bay Fish & Wildlife Conservation Office  
2661 Scott Tower Drive; New Franken, WI 54229  
Phone (920) 866-1717 Fax (920) 866-1710



August 28, 2018  
Ted Treska  
Fishery Biologist

Dr. John Luczaj  
Department of Natural & Applied Sciences  
LS 465  
University of Wisconsin - Green Bay  
2420 Nicolet Drive  
Green Bay, WI 54311

Dr. Luczaj,

I am writing to voice my support for the development of a Water Science program at UW Green Bay.

With its unique location in the Fox River Valley and proximity to the Bay of Green Bay and Lake Michigan, UWGB is centrally located to a number of rising water issues in Wisconsin, including ground and surface water extractions and manure and nutrient management and their impacts on water supplies. Northeast Wisconsin is home a large number of concentrated dairies and has a very unique geological composition that present challenging situations where ground water infiltration can be quite rapid. These issues may pose threats to both inland and Great Lakes ecosystems and fisheries that the FWS helps to manage, and for that reason, a better understanding of the water cycle in this part of the state would be beneficial.

I believe that students with water science backgrounds would be beneficial for the region, in terms of enhancing agricultural and industrial practices, along with bolstering science and governmental capabilities. In our office we benefit from people who have knowledge in water science in our contaminant, habitat, and fisheries programs and pairing knowledge like this with another focus such as fisheries or wildlife would be even more powerful.

With increasing demand for clean water and an ever growing demand on the water resources, it seems that the job market for students from a program like this will be expanding, not only here, but across the country. From waste and stormwater management to impacts on supply and water quality, I think the opportunities will continue to increase.

The opportunities presented by having knowledgeable teaching staff in the area and students doing local, pertinent research would be great for this region. It is my opinion that students from a UWGB water science program could play a role in helping to understand the unique dynamics of the area and offer solutions that will be beneficial for all in the region.

Sincerely,

Ted Treska

Fishery Biologist  
Green Bay FWCO



**Public Works Utility  
Department**

---

Shawn M. Geiger Utility Manager  
2828 Allouez Avenue, Bellevue, WI 54311  
Phone: (920) 593-5517  
Fax: (920) 468-4196  
[www.VillageofBellevue.org](http://www.VillageofBellevue.org)

To whom it may concern:

My name is Shawn Geiger, I am the Utility Manager for the Village of Bellevue. I am writing this letter in support of the Bachelor of Science degree in Water Science at UWGB. I have been in the water and wastewater industry for the last 18 years. In the last 10 years I have noticed the baby boomers retiring and no one to fill these very important positions in the water industry. I feel this degree will spark the interest of students. Working in the water and wastewater field I know how water is our most precious resource and need to protect it for the next generation.

The following statement is when the village received help from John and his students. Bellevue was a ground water system, as time went on the village was in violation with their water system. The village and other communities formed the Central Brown County Water Authority, they then received surface water from Manitowoc Pubic Utilities. We had a leaking check valve at our well, surface water got in the ground water causing issues with metals and other things. I feel the students had a great experience working on this project in the past and in the future with the Village of Bellevue.

As a collage graduate myself I would love to see this program take off and will support it.

Sincerely,

Shawn Geiger



## *Clean Water Action Council of Northeast Wisconsin*

P.O. Box 9144, Green Bay, WI 54308

[www.cleanwateractioncouncil.org](http://www.cleanwateractioncouncil.org)

Office: A307 MAC Hall, UWGB

920-421-8885

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John Luczaj, Ph.D.  
Department of Natural & Applied Sciences  
University of Wisconsin - Green Bay  
2420 Nicolet Drive  
Green Bay, WI 54311

Dear Dr. Luczaj:

I am pleased to hear there is interest in starting a new Bachelor's degree program at UW-Green Bay in Water Science. Clean Water Action Council of Northeast Wisconsin hears from citizens each week about their concerns regarding contaminated ground and surface waters and the need to protect these resources.

As this is an ever increasing concern, the need to provide solutions based on sound science will be in high demand by agriculture, industry, municipalities, and environmental organizations. Having a program that will give students a strong background in introductory science courses with upper level courses including water and wastewater treatment, hydrology, hydrogeology, GIS, Water Resources Policy and Management, Limnology/stream ecology, and geochemistry will be important to meeting this need.

I have had the pleasure of guiding the internships of many UWGB students in the past five years, but none have had the background that a Water Science program would provide. In recent years, non-point water pollution, primarily from agriculture, has been our most significant concern. Students graduating from this program could be better prepared to develop solutions to both nonpoint and point source water pollution problems.

I wish you great success with expanding the UWGB Bachelor's degree programming to include Water Science.

Sincerely,

Dean Hoegger  
President and Executive Director

**CHANGE TO THE DISTINCT MISSION STATEMENT  
UNIVERSITY OF WISCONSIN-GREEN BAY  
FIRST READING**

**BACKGROUND**

Section 36.09(1)(b), Wis. Stats., Regent Policy Document (RPD) 1-1, and UW System Policy SYS 102 require that: “the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.”

A UW System Administration review of UW institutions’ mission statements revised after 2009 revealed that some mission statements were no longer compliant with Board of Regents and UW System policies. Accordingly, UW-Green Bay was asked to revise its current mission.

**REQUESTED ACTION**

No action at this time.

**DISCUSSION**

In submitting this revised mission statement for a first reading, the University of Wisconsin-Green Bay has fulfilled the procedural requirements of the Board of Regents. On October 24, 2018, the UW-Green Bay shared governance groups approved the mission statement, including the: Faculty Senate, Academic Staff Committee, University Staff Committee, and Student Government Association. On November 12, 2018, Chancellor Gary Miller transmitted correspondence to UW System President Raymond Cross, seeking Board of Regents review and approval of its revised mission statement.

Attached to this document are three appendices: (1) Appendix A, containing the proposed UW-Green Bay mission statement; (2) Appendix B, containing the current mission statement with changes marked; and (3) Appendix C, containing the current mission statement.

Following the three appendices is correspondence from UW-Green Bay Chancellor Gary L. Miller to UW System President Cross, seeking a first reading of the revised mission statement at the Board of Regents February 8, 2019 meeting.

**RELATED REGENT POLICY**

Regent Policy Document 1-1: Mission Statements.

## APPENDIX A

### **UW Green Bay Revised Mission**

*Approved by Shared Governance – Faculty Senate, Academic Staff Committee, University Staff Committee, and Student Government Association - 10/24/2018*

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, MS, MSW, MSN, and Ed.D.

## APPENDIX B

### UW Green Bay Mission with Tracked Changes

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to enriches the quality of life for students and the community by embracing the educational value of diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and promoting environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business., encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN, and Ed.D. degrees.



## APPENDIX C

### **UW Green Bay Current Mission**

*Approved by the UW System Board of Regents, **December 2014**.*

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice lead to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN degrees.



November 12, 2018

President Ray Cross  
UW System  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

GARY L. MILLER  
Chancellor

Dear President Cross:

Please be advised that the University of Wisconsin-Green Bay Community is presenting to the University of Wisconsin Board of Regents a substantive change to the select mission of the university. We have been active this last year conferring with the faculty, staff, student body and 16-county community to develop a mission that better aligns with our current vision and direction of the institution.

In documents proceeding this letter, you will see the extensive process we navigated to present you with the draft mission. We followed all steps set out by the University of Wisconsin Board of Regents and Higher Learning Commission while seeking additional support and input above and beyond the official steps.

In a memo I sent to UW System earlier in the year, I outlined why this needs to be done. I want to call to your attention three key reasons:

1. Institutional survival *requires* us to closely match our programs and partnerships to a rapidly changing region.
2. The opportunity of Project Coastal significantly expands the footprint of the University as well as its influence, thus requiring a clear, positive, and inclusive mission.
3. A new mission is required in order to align the narrative between the Board of Regents and the University regarding the institution's academic program portfolio, innovation risks, and regional obligations and opportunities.

Thank you for your leadership and support in the transformation of the University of Wisconsin-Green Bay and I ask for your support on this mission change.

Sincerely,

Gary L. Miller  
Chancellor

c: UW Board of Regents  
UW-Green Bay Council of Trustees  
UW-Green Bay University Committee

I N N O V A T I O N                      T R A N S F O R M A T I O N                      P L A C E

Program Authorization (Implementation)  
Bachelor of Science in Health Promotion and Health Equity  
UW-Madison

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon the recommendation of the Chancellor of UW-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Health Promotion and Health Equity at UW-Madison.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN HEALTH PROMOTION AND HEALTH EQUITY  
UNIVERSITY OF WISCONSIN-MADISON**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Madison submits this request to establish a Bachelor of Science in Health Promotion and Health Equity. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

**REQUESTED ACTION**

Adoption of Resolution I.1.e, approving the implementation of the Bachelor of Science in Health Promotion and Health Equity.

**DISCUSSION**

**Program Description.** The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) in Health Promotion and Health Equity (HPHE). The program responds to student interest and employer demand for health-related expertise and health education careers. Graduates will pursue emerging career opportunities as health educators within non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices. The program also will serve as a stepping-stone to graduate study in fields such as physical therapy, occupational therapy, public health, and mental health counseling.

Students will learn about the theoretical, programmatic and empirical foundations of health promotion and health equity interventions, as well as demonstrate competence in evaluating strengths and weaknesses in health promotion programs. The major will prepare graduates to practice as health educators by preparing them for the Certified Health Education Specialist (CHES) exam, which sets a national standard of practice for health education specialists. The CHES credential attests to the individual health education specialists' knowledge and skills and assists employers in identifying qualified health education practitioners. Some students may also use the Health Promotion and Health Equity major as preparation for graduate study in other disciplines (e.g., counseling, physical therapy, public health, occupational therapy) and will need to complete coursework beyond the requirements of the major to be competitive for post-bachelor's programs in health professions.

The School of Education has expertise in health education and training, and education as a primary determinant of health and well-being in later life. The Department of Kinesiology is the

ideal academic home for the major given the department's history of research and instruction in health promotion, health and physical activity, occupational therapy, health education, and epidemiology. Rehabilitation Psychology and Counseling Psychology programs contribute strengths related to detection, diagnosis, and treatment of physical and mental health conditions, social determinants of health, prevention, early intervention and treatment, health policy, and health equity. The multidisciplinary perspectives incorporated into the major curriculum will ensure that *health* is broadly defined within this program. For instance, that *health* maintains a holistic perspective of both physical and mental health, including family and community components, larger social and environmental factors, and individual factors.

**Mission.** The UW-Madison mission statement seeks to: “[o]ffer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.” The B.S. in Health Promotion and Health Equity serves this mission as an interdisciplinary and high-quality training program with a unique focus on health promotion and health equity, as it relates to physiological health, psychological well-being, the social determinants of health, and the right to health. The new major aligns with the UW-Madison campus commitment to the *Wisconsin Idea* by preparing professionals who will serve communities across the state, nation, and world. Because of the emphasis on health equity and overcoming societal barriers to access to health care for diverse populations, the new major will also contribute to UW-Madison's commitment to “attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.” The B.S. in Health Promotion and Health Equity program also connects to the UW System mission “to extend knowledge and its application beyond the boundaries of its campuses.”

**Market Demand.** The U.S. Department of Labor defines health educators as those who promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors, and by collecting and analyzing data to identify community needs prior to planning, implementing, monitoring, and evaluating programs that encourage healthy lifestyles, policies, and environments. According to the U.S. Bureau of Labor Statistics, 51% percent of health educators currently work in health systems and community organizations, while an additional 23% work in government programs.

The employment of health educators, mental health therapists, and health promotion specialists is growing faster than the national average compared to other occupations. According to the State of Wisconsin Department of Workforce Development, the employment of health educators is expected to grow 13% between 2014 and 2024 in the state of Wisconsin. According to the U.S. Bureau of Labor Statistics, employment of health educators and community health workers is expected to grow 9% nationally between 2016 and 2026. The State of Wisconsin initiative, *Healthiest Wisconsin 2020*, is advancing health promotion activities to improve health across the lifespan. Local governments will further develop and implement educational policies and practices that support healthy outcomes, including tracking indicators of health literacy and community health as well as integrating health literacy and decision-making skills surrounding health into schools.

**Student Demand.** Health-related majors on UW-Madison's campus are not able to accommodate the demand from undergraduate students wishing to attain degrees in these fields.

For example, the School of Nursing received 431 applications for the B.S.N. in Nursing in 2018, but was only able to admit 148 students (K. Mittelstadt, personal communication, August 17, 2018). Despite growing interest among students in majors related to health careers, there is no undergraduate major that includes the word *health* in its title at UW-Madison. The B.S. in Health Promotion and Health Equity aims to meet this demand for students interested in preparation at the undergraduate level for careers in health promotion.

Growing job demand in health education fields has spurred student interest in health-related majors. In the most recent first destination survey, 12% of undergraduates at UW-Madison reported entering health-related professions after graduation. The B.S. in Health Promotion and Health Equity will serve students seeking to prepare for health professions programs at the post-bachelor's level or for graduate school. The program has the flexibility for electives to be used for students to prepare for entry to physical therapy, occupational therapy, nursing, counseling, social work, or other health promotion professional degrees. Further, the B.S. in Health Promotion and Health Equity, along with CHES certification, will prepare graduates for opportunities with non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices.

**Credit Load and Tuition.** Students will be required to complete a total of 120 credits, including UW-Madison's general education requirements, and 30 credits earned in residence at UW-Madison. The core curriculum includes a balanced focus on the interrelated areas of physical health, mental health, and disability. Elective coursework will allow students to tailor the major in the direction of individual interests in one of the above areas.

For students enrolled in the B.S. in Health Promotion and Health Equity, standard tuition and fees will apply. For academic year 2018-19, UW-Madison resident tuition and segregated fees total \$5,277.76 per semester for a full-time student (12-18 credits), or \$440 per credit. Of this amount, \$4,636.68 (\$386.39 per credit) is attributable to tuition and \$641.08 is attributable to fees. Nonresident tuition and segregated fees total \$18,402.64 per semester for a full-time student (12-18 credits) or \$1,534 per credit. Of this amount, \$17,761 (\$1,480.08 per credit) is attributable to tuition and \$641.08 is attributable to segregated fees.

## **RELATED REGENT AND UW SYSTEM POLICIES**

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN HEALTH PROMOTION AND HEALTH EQUITY  
AT UW-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) in Health Promotion and Health Equity (HPHE). The development of the program responds to student interest and employer demand for health-related expertise and health education careers and reflects a long commitment by the School of Education (SOE) to engage with disadvantaged communities. The program will provide students with tools and perspectives to facilitate healthy practices at the individual and societal levels, preparing majors for emerging career opportunities for health educators within non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices. The B.S. in Health Promotion and Health Equity can also serve as a stepping-stone to graduate study in fields such as physical therapy, occupational therapy, public health, and mental health counseling. The 120-credit degree will include a major that is comprised of 40 credits, which will include 31 required core classes and 9 elective credits.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Madison

**Title of Proposed Program**

Health Promotion and Health Equity

**Degree/Major Designations**

Bachelor of Science

**Mode of Delivery**

Single institution

**Projected Enrollments by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. New student enrollments represent UW-Madison students newly enrolled to the major. Typically, students will begin major course requirements during their second year. By the end of year five, 231 students are projected to have enrolled in the program and 105 students are expected to have graduated. The average student retention rate is projected to be similar to the retention rates of undergraduate students overall on campus, which is approximately 95% from the first to second year and approximately 95% persistence in subsequent years. For simplicity, this model assumes all students start in the second year, progress, and then 95% of students persist to graduate in year four.

**Table 1: Five-Year Degree Program Enrollment Projections**

	2019-20	2020-21	2021-22	2022-23	2023-24
New students to the major	50	80	80	80	80
Continuing students	0	48	123	151	151
Total enrollment	50	128	203	231	231
Graduating	0	0	0	44	71

**Tuition Structure**

For students enrolled in the B.S. in Health Promotion and Health Equity, standard tuition and fees will apply. For academic year 2018-19, UW-Madison resident tuition and segregated fees total \$5,277.76 per semester for a full-time student (12-18 credits), or \$440 per credit. Of this amount, \$4,636.68 (\$386.39 per credit) is attributable to tuition and \$641.08 is attributable to fees. Nonresident tuition and segregated fees total \$18,402.64 per semester for a full-time student (12-18 credits) or \$1,534 per credit. Of this amount, \$17,761 (\$1,480.08 per credit) is attributable to tuition and \$641.08 is attributable to segregated fees.

**Department or Functional Equivalent**

Department of Kinesiology

**College, School, or Functional Equivalent**

School of Education

**Proposed Date of Implementation**

First students enrolled in program: September 2019

**DESCRIPTION OF PROGRAM****Overview of the Program**

The B.S. in Health Promotion and Health Equity is designed to provide students with learning and skills needed to facilitate healthy practices at the individual and societal levels. The program will prepare students for emerging career opportunities for health educators or for further training at the master's level in the health and mental health professions. The proposed major curriculum includes 40 credits, including 31 credits of required coursework and 9 credits of electives. The degree/major requires students to complete a total of 120 credits, including UW-Madison's general education requirements, and 30 credits earned in residence at UW-Madison. The core curriculum includes a balanced focus on the interrelated areas of physical health, mental health, and disability. Elective coursework will allow students to tailor the major in the direction of individual interests in one of the above areas. Students will learn about the theoretical, programmatic and empirical foundations of health promotion and health equity interventions, as well as demonstrate competence in evaluating strengths and weaknesses in health promotion programs. The major will prepare graduates to practice as health educators by preparing them for the Certified Health Education Specialist (CHES) exam, which sets a national standard of practice for health education specialists. The CHES credential attests to the individual health education specialists' knowledge and skills and assists employers in identifying qualified health education practitioners.



## Student Learning Outcomes and Program Objectives

Graduates of the B.S. in Health Promotion and Health Equity will be prepared for careers as health educators, with an emphasis on skills to work effectively with diverse and underserved populations. The curriculum has been designed to conform to the standards of the National Commission for Health Education Credentialing (NCHEC), including preparation for the seven competency areas covered on the Certified Health Education Specialist (CHES) exam. Some students may also use the Health Promotion and Health Equity major as preparation for graduate study in other disciplines (e.g., counseling, physical therapy, public health, occupational therapy) and will need to complete coursework beyond the requirements of the major to be competitive for post-bachelor's programs in health professions. Upon program completion, students will demonstrate competence in the following learning outcomes:

1. Recognize concepts and theories related to health promotion and health equity.
2. Relate the role of social factors in facilitating or hindering health.
3. Evaluate the strengths and weaknesses of health behavior and health equity interventions.
4. Identify links between physiological and psychological health.
5. Interpret and communicate the interaction between personal and environmental determinants of health and well-being.
6. Draw from personal and professional identities to develop socially just practices and to lead effectively within their communities of practice.

## Program Requirements and Curriculum

Students may enroll directly to the B.S. in Health Promotion and Health Equity upon admission to the university as new freshmen or new transfer students. Typically, students will start the major in their second year, and remain enrolled through a 3<sup>rd</sup> and 4<sup>th</sup> year. To declare the major, students must have a minimum of a 2.5 cumulative GPA, and to remain in good standing, students are expected to maintain this GPA, in keeping with School of Education requirements. The School of Education's Education Academic Services unit will provide advising for admissions.

Table 2 (pg. 4) shows the proposed curriculum, which includes required core curriculum (31 credits) and electives (9 credits). The core courses form the main content of the major and are linked to NCHEC expectations for the role of a health educator, which include: conceptual and theoretical foundations; awareness of multiple determinants of physical and psychological health; program planning, administration, and evaluation; and working effectively with underserved populations (e.g., persons with disability, low-income groups, racial and ethnic minority populations). Elective coursework allows for specialized training in areas related to the student's career objectives. Some courses listed may meet a requirement in more than one area.

**Table 2: B.S. in Health Promotion and Health Equity Curriculum**

<b>UNIVERSITY GENERAL EDUCATION REQUIREMENTS (Summarized)</b>	<b>22-30 Credits</b>
Breadth—Humanities/Literature/Arts	6 credits
Breadth—Natural Science	4-6 credits
Breadth—Social Studies	3 credits
Communication Part A & Part B	3-6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	3-6 credits

<b>SOE LIBERAL STUDIES REQUIREMENTS (Summarized)</b>	<b>40 Credits</b>
Humanities (literature, fine arts, elective)	9 credits min
Social Studies (social science)	9 credits min
Science (biological, physical, elective w/one lab)	9 credits min
Cultural and Historical Studies	9 credits min
<b>MAJOR REQUIREMENTS</b>	<b>40 Credits</b>
<b>Required Health Promotion Core, 31 credits</b>	
KINES 150: Foundations of Health Behavior and Health Equity	3 credits
KINES 235: Human Physiology and Health	4 credits
KINES 370: Planning, Facilitating & Assessment in Movement and Health Professionals	3 credits
KINES 566: Promoting Health in the Community	3 credits
RP & SE 505: Biological, Psychosocial, and Vocational Aspects of Disability	3 credits
RP & SE 516: Health Promotion for Individuals with Disability and Chronic Illness	3 credits
RP & SE 325: Self-Management of Chronic Illness and Disability	3 credits
COUN PSY 237: Mental Health, Self-Awareness, and Social Justice: Working in Diverse Communities	3 credits
COUN PSY 531: Prevention and Intervention in Mental Health Across the Lifespan	3 credits
COUN PSY 655: Clinical Communication Skills	3 credits
<b>Major Electives, 9 credits</b> Select 3 courses from one or more of the following emphases or areas.	
<b><i>Physical Activity and Public Health</i></b>	
KINES 100: Exercise, Nutrition, and Health	2 credits
KINES 123: Living Well: Lifestyle Balance and Health Promotion for College Students	2 credits
KINES 353: Health and Physical Education in a Multicultural Society	2 credits
KINES/CURRIC 501: Health Information for Teachers	3 credits
KINES 547: Skills for Health: Methods and Practicum of Teaching Health	3 credits
<b><i>Chronic Illness, Disability, and Health</i></b>	
RP & SE 100: Disability and Society	3 credits
RP & SE 310: Positive Psychology and Well Being	3 credits
RP & SE 125: Health & Rehabilitation Professions	3 credits
RP & SE 121: Disability and Substance Abuse	3 credits
<b><i>Health Equity, Mental Health, and Well-Being</i></b>	
COUN PSY 225: Coming to Terms with Cultural Diversity: Invitation to Dialogue	3 credits
COUN PSY 230: Race and the Developing Child	3 credits
COUN PSY 331: Immigrant Health and Wellbeing	3 credits
COUN PSY 525: Dimensions of Latin@ Mental Health Services	3 credits
<b><i>Social Determinants of Health</i></b>	
MED HIST/POP HEALTH 553: International Health and Global Society	3 credits
NUTR SCI 350: World Hunger and Malnutrition	3 credits
C&E SOC/SOC 140: Introduction to Community and Environmental Sociology	3 credits
C&E SOC/SOC 533: Public Health in Rural & Urban Communities	3 credits
AAE/INTL ST 373: Globalization, Poverty and Development	3 credits
CSCS 125: Community and Social Change	3 credits
CSCS 460: Civil Society and Community Leadership	3 credits
HDFS 474: Racial and Ethnic Families in the U.S.	3 credits
HDFS 469: Family and Community Influences on the Young Child	3 credits

### ***Health Sciences***

ANAT & PHY 337: Human Anatomy	3 credits
NUTR SCI 132: Nutrition Today	3 credits
NUTR SCI 332: Human Nutritional Needs	3 credits
PSYCH 202: Introduction to Psychology	3-4 credits

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### **ANY ADDITIONAL CREDITS NEEDED TO COMPLETE 120 CREDITS**

<b>DEGREE TOTAL</b>	<b>120</b>
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### **Assessment of Outcomes and Objectives**

An important goal of assessment is to ascertain the extent to which students are meeting the learning outcomes for the major. Direct evidence is provided by: (1) student work products, as all core courses will include assignments with direct relevance to learning objectives; (2) post-degree outcomes, including attainment of post-degree career and academic objectives; and (3) for students seeking health educator certification, pass rates on the CHES exam. Student evaluations of teachers and classes are an important additional source of program assessment data, which can inform program and course design, instructional strategies, and program improvement. During the implementation phase, the program will also carefully monitor student access to courses to ensure growth of course capacity to fully meet student demand, and student engagement and success to inform program, course and instructional design.

Data collection for the annual review will be orchestrated by the program director with support from the Health Promotion and Health Equity Steering Committee and Kinesiology faculty and staff. Data collection for the annual review will include: (a) consultation with faculty in core courses regarding student performance on key assignments relevant to learning outcomes, (b) review of student evaluations of teaching for the most recent academic year, (c) updating of data on CHES pass rates, (d) updating of data on post-graduation outcomes (i.e., employment or graduate study).

In consultation with the steering committee, the program director will prepare an annual report including data summaries and recommendations for program improvement. An abbreviated report will be provided to the Office of the Provost, in accordance with UW-Madison institutional guidelines on student learning assessment.<sup>1</sup> Steering committee members will serve as liaisons to the three participating departments in reviewing and implementing recommended changes to the program, as described in the section on Program Review below. Comprehensive reviews of program outcomes will occur at the time of program review, which takes place five years after implementation and then at intervals of no more than 10 years thereafter.

### **Diversity**

Faculty in the three participating departments share an understanding of health as related to the whole person, and study environmental, social, physical, and psychological factors that intersect to affect health outcomes for individuals and populations. Health equity will be a unique focus of the new major, and key learning outcomes relate to the knowledge and skills needed to work with diverse and underrepresented populations. The emphasis on understanding and reversing health disparities will be attractive to a broad spectrum of undergraduates, including students wishing to work with specific underserved groups (e.g., racial or ethnic minorities, low-income and/or rural populations).

***Equity in student recruitment, retention, and completion.*** The B.S. in Health Promotion and Health Equity will be promoted at the summer orientation for new students and at registration events to educate incoming students about this career path. Program faculty will partner through the School of Education's new collaboration with the Madison Metropolitan School District using the LEAP Forward program. LEAP Forward brings high school students from underrepresented groups to campus for a summer event to learn about opportunities for university study in the health sciences. The emphasis on building expertise to address health inequities will prove attractive to diverse students currently or potentially attending UW-Madison, and academic planning and advising services are under development to assist with timely completion of degree for all B.S. in Health Promotion and Health Equity majors.

***Equity in hiring of faculty and staff.*** UW-Madison's Faculty Diversity Initiatives are programs offered by the Office of the Provost that assist departments to recruit and retain a demographically representative faculty. With the focus on health equity, the Department of Kinesiology's search for a faculty director of the B.S. in Health Promotion and Health Equity in spring 2018 attracted a diverse applicant pool, and diversity initiative funds assisted in recruiting the incoming faculty director. The emphasis of the program on equity and diversity will be attractive to a broad array of applicants in future faculty and staff searches in all three participating departments. In this way, the new major can serve the strategic initiatives related to diversity in the School of Education and the campus.

***Connection to institutional strategic initiatives.*** By promoting informed discussions about group-based disparities and promoting skills for intercultural dialogue, courses within the B.S. in Health Promotion and Health Equity degree program will contribute positively to the campus climate in an era of increasingly diverse student population.

***Preparation of students to thrive in an integrated multicultural society.*** Required courses with a specific emphasis on health equity for diverse populations include KINES 150: Foundations of Health Behavior and Health Equity, RP & SE 516: Health Promotion for Individuals with Disability and Chronic Illness, and KINES 566: Promoting Health in the Community. Required courses designed to provide skills for working effectively with diverse communities include COUN PSY 237: Mental Health, Self-Awareness, and Social Justice: Working in Diverse Communities; and COUN PSY 655: Clinical Communication Skills. The curriculum is designed to advance students' understanding of inequities and barriers experienced by different groups, and to prepare them to confidently and competently work with diverse communities to enhance well-being.

### **Collaborative Nature of the Program**

The B.S. in Health Promotion and Health Equity is a UW-Madison campus-based program and will not have collaborative arrangements with other UW System institutions. The major will be hosted within the Department of Kinesiology in collaboration with the Department of Counseling Psychology and the Department of Rehabilitation Psychology and Special Education. It will be administered by a steering committee that has representation from all departments. The program will draw on course offerings across UW-Madison relevant to the program, such as nutrition, sociology, and family and human development. Traditional pre-health courses are also available for students who seek to use the program as preparation for post-bachelor's health professions programs.

### **Projected Time to Degree**

The B.S. in Health Promotion and Health Equity is designed to be completed in four years of full-time study. Health Promotion and Health Equity core courses will be offered on a predictable schedule, with enrollment priority given to majors. To enhance flexibility, many core classes also will be offered in the summer. While the School of Education anticipates that many students will choose to complete their degree in the traditional four-year timeline, plans are in progress for students to be able to complete the program in three years by taking advantage of summer course offerings.

### **Program Review**

Internal program reviews will be initiated by the program director annually, with assistance from the steering committee. As for all new UW-Madison programs, the program will undergo a formal program review five years after implementation (chaired by a member of the UW-Madison University Academic Planning Council). Subsequently, the program will be subject to the UW-Madison requirement for program review at least once within the subsequent ten years, following the UW-Madison Academic Program Guidelines.<sup>2</sup> The Health Promotion and Health Equity Steering Committee will take the lead in addressing recommendations arising from these periodic formal reviews and will act as liaisons to the participating department chairs as needed to implement changes to program policies and practices.

### **Accreditation**

There are no specialty accreditation requirements in this area.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The mission statement of UW-Madison states that the institution seeks to “[o]ffer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.” The B.S. in Health Promotion and Health Equity serves this mission as an interdisciplinary and high-quality training program with a unique focus on health promotion and health equity as it relates to physiological health, psychological well-being, the social determinants of health, and the right to health. The new major aligns with the UW-Madison campus commitment to the *Wisconsin Idea* by preparing professionals who will serve communities across the state, nation, and world. Because of the emphasis on health equity and overcoming societal barriers to access to health care for diverse populations, the new major will also contribute to UW-Madison’s commitment to “attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.” The B.S. in Health Promotion and Health Equity program also connects to the UW System mission “to extend knowledge and its application beyond the boundaries of its campuses.”

The proposed major is structured to allow students to complete the degree in a timely manner and to prepare them to achieve the Certified Health Educator upon graduation by passing the CHES exam. The course content, the contextual approach to health and well-being, and the skills-based orientation of this new major will appeal to a diverse group of potential UW-Madison students. It will contribute to creating an inclusive climate and provide enhanced attention to issues related to equity and diversity on the campus and in the School of Education.

The Department of Kinesiology is the ideal academic home for the major given the department's history of research and instruction in health promotion, health and physical activity, occupational therapy, health education, and epidemiology. Rehabilitation Psychology and Counseling Psychology programs contribute strengths related to detection, diagnosis, and treatment of physical and mental health conditions,; social determinants of health, prevention, early intervention and treatment, health policy, and health equity. The School of Education has expertise in health education and training, and education as a primary determinant of health and well-being in later life. The multidisciplinary perspectives incorporated into the major curriculum will ensure that *health* is broadly defined within this program – for instance, that *health* maintains a holistic perspective of both physical and mental health, including family and community components, larger social and environmental factors, and individual factors.

### **Institutional Program Array**

There is no comparable undergraduate degree/major program offered at UW-Madison. The proposed B.S. in Health Promotion and Health Equity has widespread support from schools/colleges and advising programs at UW-Madison. The program will complement health-related training programs at UW-Madison in the School of Medicine and Public Health and the School of Nursing. The new major has the distinguishing goal of training undergraduates for emerging career opportunities for health educators within non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices. The B.S. in Health Promotion and Health Equity can also serve as a stepping-stone to graduate study in fields such as physical therapy, public health, occupational therapy, and mental health counseling. The program complements certificate programs at UW-Madison related to health (e.g., Certificate in Global Health, Certificate in Health and the Humanities) and social equity (e.g., Gender and Women's Studies Certificate Program).

### **Other Programs in the University of Wisconsin System**

The proposed B.S. in Health Promotion and Health Equity is intended primarily to serve existing UW-Madison students, not to draw students away from related programs at other UW System institutions. Related undergraduate degrees offered by other UW institutions generally fall into two areas: those classified within the health and wellness professions and those classified within the health professions. Each of these UW programs is distinctive and sufficiently different from the B.S. in Health Promotion and Health Equity such that the programs are not duplicative.

Within the health and wellness programs, UW-Stout offers a B.S. in Health, Wellness and Fitness with an opportunity for a concentration in Health and Wellness Promotion. The program prepares students to establish health education opportunities within larger organizations, to consult within health programs, and to address public healthcare issues. UW-Stevens Point offers a B.S. in Health Promotion and Wellness that includes courses in behavior change, stress management and several practicums. Both programs are offered face-to-face and will serve a different student population than the UW-Madison program. UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior offer a collaborative B.S. in Health and Wellness Management degree in a distance education format. The program is designed to serve returning non-traditional students. Although these

three programs may share similarities to the proposed B.S. in Health Promotion and Health Equity, the proposed program curricula is distinct given its focus on health equity. As well, the proposed program will prepare students to pass the Certified Health Education Specialist (CHES) examination.

Within the health professions there are several programs with fields of public health. UW-Eau Claire offers a B.S. in Environmental Public Health. This program is different from the proposed program in that the curriculum focuses on biological, chemical, and physical hazards existing within the human environment. Though not yet implemented, UW-Milwaukee has been authorized to offer a B.S. in Public Health. The UW-Milwaukee program curricula will address aspects of biostatistics, environmental health, and epidemiology in addition to behavior health promotion. UW-La Crosse offers a B.S. in Public Health and Community Health Education that emphasizes preparation for the CHES examination upon graduation. Their core health content contains practices in health education, emotional health, violence, drugs, sexuality and nutrition, whereas the proposed program has some similarity with the program, albeit at a different UW. Finally, UW-Parkside offers a B.S. in Applied Health Sciences. However, this program incorporates clinical experiences and is designed to prepare students for pursuing advanced professional degrees in medical fields.

### **Need as Suggested by Current Student Demand**

Interest among UW-Madison undergraduates in health and wellness can be inferred from student interest in existing programs. For example, First Year Interest Groups (FIGs) are clusters of (usually) three UW courses, linked together to explore a common theme, and offered to incoming freshmen who attend these classes together as a cohort. Of the FIGs offered in Fall 2018, 17 of 60 (28%) listed on the website feature multidisciplinary approaches to health and life sciences. Examples include FIGs on Autism, Diversity in Education, Physiology of Human Performance, and Youth, Education and Society.

Health-related majors on UW-Madison's campus are not able to accommodate the demand from undergraduate students wishing to attain degrees in these fields. For example, the School of Nursing received 431 applications for the B.S.N. in Nursing in 2018, but was only able to admit 148 students (K. Mittelstadt, personal communication, August 17, 2018). Despite growing interest among students in majors related to health careers, there is no undergraduate major that includes the word *health* in its title at UW-Madison. The B.S. in Health Promotion and Health Equity aims to meet this demand for students interested in preparation at the undergraduate level for careers in health promotion.

The B.S. in Health Promotion and Health Equity will serve students seeking to prepare for health professions programs at the post-bachelor's level or for graduate school. The program has the flexibility for electives to be used for students to prepare for entry to physical therapy, occupational therapy, nursing, counseling, social work, or other health promotion professional degrees. Further, the B.S. in Health Promotion and Health Equity, along with CHES certification, will prepare graduates for opportunities with non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices.

Growing job demand in health education fields has spurred student interest in health-related majors. In the most recent first destination survey, 12% of undergraduates at UW-Madison reported entering health-related professions after graduation.

### **Need as Suggested by Market Demand**

The U.S. Department of Labor defines health educators as those who promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors, and by collecting and analyzing data to identify community needs prior to planning, implementing, monitoring, and evaluating programs that encourage healthy lifestyles, policies, and environments. According to the Bureau of Labor Statistics, 51% percent of health educators currently work in health systems and community organizations, while an additional 23% work in government programs.

The employment of health educators, mental health therapists, and health promotion specialists is growing faster than the national average compared to other occupations. According to the State of Wisconsin Department of Workforce Development, the employment of health educators is expected to grow 13% between 2014 and 2024 in the state of Wisconsin. According to the Bureau of Labor Statistics, employment of health educators and community health workers is expected to grow 9% nationally between 2016 and 2026. The State of Wisconsin initiative, *Healthiest Wisconsin 2020*, is advancing health promotion activities to improve health across the lifespan. Local governments will further develop and implement educational policies and practices that support healthy outcomes, including tracking indicators of health literacy and community health as well as integrating health literacy and decision-making skills surrounding health into schools.

### **References**

Bureau of Labor Statistics. (2016). *Occupational Outlook Handbook, 2016-17 Edition, Health Educators and Community Health Workers*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>). Occupational handbook outlook. Retrieved from <https://www.bls.gov/ooh/>

State of Wisconsin Department of Workforce Development. *Table 2: Wisconsin Long Term Occupational Employment Projections, 2014-2024*. Retrieved from <https://jobcenterofwisconsin.com/wisconomy/pub/occupation>

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<sup>1</sup> Information regarding the UW-Madison Program Assessment process may be retrieved from <https://assessment.provost.wisc.edu/undergraduate-program-assessment/>.

<sup>2</sup> UW-Madison Academic Program Review Guidelines may be retrieved at <https://uwmadison.app.box.com/s/fdf91v0cz92y81p2cjaxe2b5x3y16llj>.



**University of Wisconsin -Madison**  
**Cost and Revenue Projections BS-Health Promotion and Health Equity**

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	0	0	0	0	0
	<b>Enrollment (Continuing Student) Headcount</b>	50	128	203	231	231
	<b>Enrollment (New Student) FTE</b>	0	0	0	0	0
	<b>Enrollment (Continuing Student) FTE</b>	50	128	203	231	231
<b>II</b>	<b>Total Credit Hours in SoE coursework</b>	667	1707	2707	3080	3080
<b>III</b>	<b>FTE of New Faculty-Kinesiology</b>	1.0	2.0	2.0	2.0	2.0
	<b>FTE of New Faculty-Counseling Psychology</b>	1.0	2.0	2.0	2.0	2.0
	<b>FTE of New Academic Staff- Director, Advisor</b>	1.0	1.5	1.5	1.5	1.5
	<b>FTE of New Teaching Assistants</b>	2.0	3.0	4.0	6.0	6.0
	<b>FTE of Current Faculty (Note 4)</b>	0.2	0.5	0.8	1.0	1.0
<b>IV</b>	<b>Program Revenues</b>					
	<i>From Tuition (SoE credit hours x \$386.39/credit)</i>	\$257,593	\$659,439	\$1,045,829	\$1,190,081	\$1,190,081
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<b>Reallocation Revenue - Current Faculty</b>	\$24,000	\$61,200	\$97,920	\$124,848	\$127,345
<b>V</b>	<b>Total Revenue</b>	\$281,593	\$720,639	\$1,143,749	\$1,314,929	\$1,317,426
	<b>Program Expenses</b>	0	0	0	0	0
	<b>New Salaries plus Fringes</b>					
	<i>Faculty (Kinesiology and Counseling)</i>	\$180,000	\$367,200	\$367,200	\$374,544	\$382,035
	<i>Teaching Assistants</i>	\$72,000	\$110,160	\$146,880	\$220,320	\$224,726
	<i>Academic Advisor</i>	\$0	\$25,000	\$25,500	\$26,010	\$26,530
	<i>Administrative Staff - Program Director</i>	\$70,000	\$71,400	\$72,828	\$74,285	\$75,770
	<i>Salaries</i>	\$322,000	\$573,760	\$612,408	\$695,159	\$709,062
	<i>Fringe (est 33% applied to all salaries)</i>	\$106,260	\$189,341	\$202,095	\$229,402	\$233,990
	<i>Total Salary plus Fringe</i>	\$428,260	\$763,101	\$814,503	\$924,561	\$943,052
	<b>Reallocated Salaries and Fringe</b>					
	<i>Faculty (33.3% fringe, 2% annual salary increase)</i>	\$26,600	\$66,500	\$108,528	\$138,373	\$141,141
	<b>Total Expenses</b>	\$454,860	\$829,601	\$923,031	\$1,062,934	\$1,084,193
<b>VI</b>	<b>Net Revenue (Total Revenue - Total Expenses)</b>	-\$173,267	-\$108,962	\$220,718	\$251,995	\$233,233

Provost's Signature:

*Graham C. Mangelsky*

Date:

1/10/2019

**UNIVERSITY OF WISCONSIN-MADISON**  
**COST AND REVENUE PROJECTIONS NARRATIVE**  
**BACHELOR OF SCIENCE (B.S.) IN**  
**HEALTH PROMOTION AND HEALTH EQUITY (HPHE)**

**Introduction**

The proposed B.S. in Health Promotion and Health Equity will be comprised of 120 credits including 40 credits in the major. All the courses comprising the major are currently being offered, or have been approved to be offered, at UW-Madison. By 2022-23, it is expected that annual student enrollment in the B.S. in Health Promotion and Health Equity will be 231 students. Consequently, implementation of this program will require some course enrollment expansion.

The costs and revenues of the proposed program will be managed as part of the UW-Madison instructional/tuition pool (Fund 101), rather than a non-pooled program revenue-based offering. All tuition revenues collected from students enrolled in this program will be pooled at the institution level. Tuition revenues will be allocated from the fund to the School of Education to support the faculty and staff required to expand instructional, advising, and administrative capacity. The cost and revenue worksheet was developed to illustrate revenues anticipated and resources required to implement the program.

**Section I – Enrollment**

All anticipated enrollments are classified as continuing student headcount and FTE, because student enrollments in the major will draw from currently enrolled undergraduates. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed B.S. in Health Promotion and Health Equity program as a choice among UW-Madison's more than 100 undergraduate programs. Enrollment retention and persistence rates are estimated to be 95% or more from year to year, similar to the retention rate for all undergraduates at UW-Madison. By the end of Year 5 (2023-24), program enrollment is projected to stabilize at approximately 231 students. This is a conservative estimate and some estimates indicate enrollments may be higher.

**Section II – Credit Hours**

All the courses for the major are currently being offered, or approved to be offered, at UW-Madison. The program enrollment is projected to be moderately large (231 or more students out of approximately 30,000 undergraduate students). The major curriculum offered as core and elective credits in the participating School of Education departments will total 40 credits. Students enrolled in the major will take these credits over three years. Projections assume students will enroll in and distribute these credits evenly over their 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years of study. Therefore, the total number of credits attributed specifically to the majors each year is estimated to be the number of enrolled students x 40 / 3 years. By Year 4, as enrollment grows, the total number of credits attributed specifically to the major is projected at 3,080 student credit hours.

**Section III – Faculty and Staff Appointments**

The B.S. in Health Promotion and Health Equity major is projected to reach peak enrollment in FY 2024, four years after implementation. Additional faculty and staffing will be required to build instructional capacity to regularly offer the 11 HPHE core courses, as well as increased enrollments in 6-9 elective courses per year in the three participating departments. New faculty and staff appointments will be made over the first four years of the program to

support this increase, including 2.0 FTE faculty in Kinesiology, 2.0 FTE faculty in Counseling Psychology, 1.0 FTE academic staff program director in Kinesiology, 6.0 FTE Teaching Assistants across participating departments, and 0.5 FTE academic advising staff in Education Academic Services. The instructional support provided by the new faculty and teaching assistants will be supplemented by a reallocation of a small fraction of existing faculty appointments across these departments. This reallocation will amount to an additional 1.0 FTE of faculty support by Year 4. Note, new FTE faculty represented in this budget will also contribute to other programs within the School of Education and to graduate education.

#### **Section IV – Program Revenues**

The B.S. in Health Promotion and Health Equity will draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. Funding for the program will be included in UW-Madison budget allocations to the School of Education. This allocation will be somewhat influenced by the enrollment and student credit-hour formula followed by UW-Madison's budget model.

For the purposes of illustrating the amount of tuition revenue that may be attributable to students enrolled in the proposed program, the revenue projections include a simple estimate of revenues based on estimated student major credit hours taken annually at \$386.39 per-credit tuition. The per-credit tuition estimate was based on the 2018-19 Wisconsin resident undergraduate rate. The estimate does not account for tuition collected for credits taken above the credit plateau, credits taken outside of the major requirements, or tuition based on non-resident tuition rates. By Year 4, it is projected that tuition revenue attributable to major course requirements will be \$1,317,000 annually. Revenue projections also include a reallocation of revenue attributable to current FTE faculty appointments noted in Section III.

#### **Section V – Program Expenses**

Increased instructional load for the new major and administrative and advising support for students will be met with added instructional support provided by the faculty and staff appointments indicated in Section III. Salary estimates are based on current salary schedules and anticipate a 2% increase each fiscal year. Fringe is calculated at 33% for all positions. Salary and fringe expenses also include those attributable to current FTE faculty appointments noted in Section III. No additional expenses will be incurred to implement the new major. Promotion and marketing for the B.S. in Health Promotion and Health Equity will be incorporated into the general promotional materials (i.e., website, brochures) prepared by the School of Education for all majors.

#### **Section VI – Net Revenue**

The B.S. in Health Promotion and Health Equity program will be revenue neutral. The cost and revenue projection illustrated in this authorization shows a negative net revenue in early years and positive net revenue by Year 3 of the program. Actual tuition revenues collected from students enrolled in this program will be pooled at the institution level. Student instruction and support will be funded from the 101 instructional/tuition pool. Students enrolled in the major will partake of a range of courses and student services across campus, beyond the 40 credits of instruction and direct advising allocated in this budget.



Date: November 19, 2018

To: Ray Cross, President, University of Wisconsin System

From: Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs *scm*

RE: Authorization Proposal: Bachelor of Science-Health Promotion and Health Equity

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BS-Health Promotion and Health Equity at the University of Wisconsin-Madison.

The program has been designed to meet UW-Madison's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array. Students will be required to meet all the requirements and standards for a Bachelor's degree at UW-Madison.

In keeping with UW-Madison policy, this program proposal has been endorsed by the faculty of the Department of Kinesiology and other participating departments that originated the proposal. The dean and the academic planning council of the School of Education have approved the proposal and support this program. The proposal has been approved by the University Academic Planning Council. Thus, there is institution-wide support for the program, and I send it to you with my support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The School of Education is committed to the necessary financial and human resources required to implement and sustain the program. The instructional and administrative resources for this new program will come from a reallocation of existing resources of the Department of Kinesiology, other participating departments, the School of Education, and from additional funding allocations to the School of Education as a result of enrollment and credit growth based on the UW-Madison budget model. Assuming Board of Regent approval, the faculty plan to implement the new program in Fall 2019.

We are requesting that this proposal be scheduled for consideration at the February 7-8, 2019, Board of Regents meeting. The proposal, budget and a budget narrative are attached. Please contact Jocelyn Milner ([jocelyn.milner@wisc.edu](mailto:jocelyn.milner@wisc.edu)) with any questions about these materials.

#### Attachments

##### Copies:

Rebecca Blank, Chancellor, UW-Madison

UWSA Academic Affairs ([apei@uwsa.edu](mailto:apei@uwsa.edu))

Karen Schmitt, Interim Vice President for Academic and Student Affairs, UW System Administration

Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Diane Treis Rusk, Director of Academic Programs and Student Learning Assessment, UW System Administration

Diana Hess, Dean, School of Education

Carolyn Kelley, Associate Dean, School of Education

Gary Diffie, Chair, Department of Kinesiology

Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Laurent Heller, Vice Chancellor for Finance and Administration

Jennifer Klippel, Interim Budget Director, Madison Budget Office

#### Office of the Provost and Vice Chancellor for Academic Affairs

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UW System Administration  
Approval of Charter School Contract  
One City Schools, Inc.

EDUCATION COMMITTEE

Resolution I.1.f.(1)(a):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with One City Schools, Inc., maintaining a charter school known as One City Senior Preschool, for the period of five years, effective July 1, 2018 until June 30, 2023.

**UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION  
OFFICE OF EDUCATIONAL OPPORTUNITY  
ONE CITY SCHOOLS, INC.**

**BACKGROUND**

The Office of Educational Opportunity (OEO) was created under 2015 Act 55, which granted authority to the Director of the OEO to contract with a person to operate a charter school. Under 2015 Act 55, the Director's authorizing authority was limited to districts with a enrollment memberships of over 25,000. However, 2017 Act 59 removed this student enrollment restriction.

Since its inception in 2015, the mission of the OEO has been to incubate educational innovations, improve known best practices, and increase educational equity. The aim of the OEO is to be the *Wisconsin Idea* in action, by increasing access to high-quality public educational options, supporting efforts to close opportunity gaps, and disseminating information about what is learned through OEO's efforts.

The Office of Educational Opportunity engaged in an extensive application review process. Based on analysis of the application materials submitted by One City, the Office of Educational Opportunity recommends the contract with One City Schools, Inc., to operate One City Senior Preschool, be approved by the Board of Regents.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(1)(a), approving the charter school contract with One City Schools, Inc., to operate a public charter school known as One City Senior Preschool, for a period of five years commencing July 1, 2018 until June 30, 2023.

**DISCUSSION**

**School Profile and Design**

One City Senior Preschool is a preschool serving children in 4K and 5K that is focused on preparing young children for educational success in grade school while simultaneously supporting the growth, stability and success of the students' entire family.

One City Senior Preschool challenges the conventional wisdom of preschool education where practitioners generally believe that young children should *just play* until they enter grade school. One City believes *free play* is vitally important to the learning and development of young children. However, One City also understands that children who enter kindergarten with broad vocabularies, an understanding of the alphabet, the ability to spell and write their names as well as other basic skills, will achieve greater success in elementary school than those who start kindergarten and first grade without these abilities.

One City Senior Preschool increases educational equity by ensuring children of color, children living in poverty, and other children attending the preschool acquire the fundamental knowledge, skills, and learning necessary to advance successfully through first grade and beyond. One City's developmental and educational program embraces a play-based curriculum focused on children's development of important social, emotional and cognitive skills. The curriculum also emphasizes the development of early literacy and numerical skills among the children served. Learning occurs in three ways at One City: (1) through guided project-based learning activities that are structured and led by a professional early childhood educator; (2) through hands-on experience with One City staff, volunteers and other children; and (3) through free play.

A strong, well-rounded curriculum that gives children the foundational preparation needed for them to succeed in school and life is a key component of One City's agenda and success. One City utilizes the highly regarded Creative Curriculum, *Expeditionary Learning* (EL), and Anji Play Curriculum as the core curricula for the school. Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, and helps teachers to build children's confidence, creativity and critical thinking skills and to promote positive outcomes. Anji Play is a national standard for preschool education in China and built around five core values: love, risk, joy, engagement and reflection. One City Schools is the first to implement this program in a preschool outside of Mainland China. *Expeditionary Learning* is an exciting, whole-school educational program that enables the school to involve all learners in a dynamic, creative, project-based and student-centered learning program that keeps children excited, engaged and appropriately challenged in the learning process.

One City Senior Preschool operates a trimester model that incorporates an extended school day and an extended school year, where students will be in school year-round, with the exception of common holiday breaks, seasonal/semester transitions and teacher training. Children attending One City Senior Preschool will be in school for 234 days from 8:15 a.m. to 5:00 p.m.

One City Senior Preschool not only focuses on students but also works with parents to strengthen the parents' bonds with their children and the school, and connects them to resources and opportunities in the Greater Madison community that can assist with moving themselves, their families and their children forward.

## **Demographics**

One City is located in Madison's most economically and racially diverse zip code, 53713, which, according to the latest census, has the highest poverty rate among households and the greatest need for high-quality early learning opportunities in Dane County.

One City Senior Preschool enrolls a student body as rich as the diversity of the South Madison community in which the school is located. Currently the school enrolls approximately 63 students in grades 4K and 5K with over 90% students of color and 52% low-income. One City Senior Preschool is committed to continuously recruiting, reaching, and serving a diverse

population of families that reflects the demographics of immediate neighborhoods the school serves.

### **Standards and Assessment**

The One City educational program is based on the 38 objectives for Development and Learning of the Creative Curriculum for children in 4K and 5K. These objectives are aligned with Wisconsin's Model Early Learning Standards. Teaching Strategies Gold is the companion student assessment system to the Creative Curriculum. It provides useful tools and information to assess children's growth and development during the year, and enables teachers to develop individualized learning plans for every child. Additionally, the assessment provides comprehensive and timely information for parents on their children's growth and development. One City teachers use the Gold Assessment three different times during the school year – fall, spring and summer – to determine where their students are appropriately progressing in their growth and development.

One City Senior Preschool has partnered with the Center for Research on Early Childhood Education at the University of Wisconsin-Madison to complete an annual comprehensive evaluation of One City and to provide support in: articulating the goals, components and outcomes of One City Schools; pursuing additional funding; informing One City's professional development and operational strategies; and reviewing considerations of sustainability, improvement, and expansion of One City Schools.

### **Governance and Staffing**

The Board of Directors of One City Schools, Inc., provides oversight and direction of the organization. One City's governance board includes influential leaders in business, education, philanthropy, community and economic development, and civic leadership. One City's board also includes parent representation. At least two parents serve as voting members on One City's Board of Directors.

One City's Board of Directors includes three committees: (1) Finance, (2) Fundraising and Special Events, and (3) Programs and Operations. One City's committees are comprised of board members, community representatives, and parents from the school. Additionally, certain staff members attend both committee and general body meetings of the Board. This includes the principal, preschool director, director of operations and strategy, vice president of public engagement, and director of family and community initiatives. The Board's primary functions are to: ensure financial resources are sufficient and managed effectively; continue with effective organizational operations; oversee programs and services of One City to ensure effectiveness; support and evaluate the leader of the organization; and establish and maintain a positive community presence for One City Schools.

One City Senior Preschool employs a highly-motivated, dedicated cadre of staff led by an experienced principal with over 30 years working in education. Staff participate in a one-week orientation at the beginning of the school year that incorporates team building, training, and planning and preparing classrooms and departments for the new school year.



Staff participate in training in the respective areas, and in all-team trainings as well, throughout the year. One City's team members currently engage in training every month, and also during full- and half-day trainings several days during the year. Teachers and staff are trained in best practices in early childhood education, in the school's curriculum and assessment strategies, in parent and community relations, and in various other subjects of interest or need to the team.

The student-to-teacher ratio at One City is a maximum 9:1 in 4K and 11:1 in 5K. One City's staffing plan is designed to ensure the preschool meets its obligation and commitment to produce high levels of student achievement and success; maintains compliance with local, state, and federal laws and regulations; and works with students, staff, faculty and parents so that all are adequately supported in their respective roles.

### **The One City School, Inc. Charter Contract**

The contract negotiated by the University of Wisconsin System Administration (UWSA) Office of Educational Opportunity and One City Schools, Inc., meets all requirements of the OEO model charter school contract. One City Schools, Inc., operates the One City Senior Preschool in accordance with all applicable state and federal requirements for charter schools. The full contract is available [here](#).

The Wisconsin Department of Public Instruction (DPI) received notice of OEO's intent to contract with One City on February 1, 2018. DPI then subsequently awarded One City a \$500,000 charter school implementation grant to support the school's efforts to close opportunity gaps and eliminate achievement gaps. DPI received the executed contract on August 14, 2018.

### **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the UWSA Office of Educational Opportunity recommends the approval of the charter for One City Schools, Inc., be approved by the Board of Regents for a five-year contract beginning on July 1, 2018 and ending on June 30, 2023.

UW System Administration  
Approval of Charter School Contract  
Isthmus Montessori Academy Public

EDUCATION COMMITTEE

Resolution I.1.f.(1)(b):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Isthmus Montessori Academy, Inc., maintaining a charter school known as Isthmus Montessori Academy Public, for the period of five years, effective July 1, 2018 until June 30, 2023.

**UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION  
OFFICE OF EDUCATIONAL OPPORTUNITY  
ISTHMUS MONTESSORI ACADEMY, INC.**

**BACKGROUND**

The Office of Educational Opportunity (OEO) was created under 2015 Act 55, which granted authority to the Director of the OEO to contract with a person to operate a charter school. Under 2015 Act 55, the Director's authorizing authority was limited to districts with a enrollment memberships of over 25,000. However, 2017 Act 59 removed this student enrollment restriction.

Since its inception in 2015, the mission of the OEO has been to incubate educational innovations, improve known best practices, and increase educational equity. The aim of the OEO is to be the *Wisconsin Idea* in action, by increasing access to high-quality public educational options, supporting efforts to close opportunity gaps, and disseminating information about what is learned through OEO's efforts.

The Office of Educational Opportunity engaged in an extensive application review process. Based on analysis of the application materials submitted by Isthmus Montessori Academic (IMA), Inc., the Office of Educational Opportunity recommends the contract with IMA to operate Isthmus Montessori Academy Public, be approved by the Board of Regents.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(1)(b), approving the charter school contract with Isthmus Montessori Academy, Inc., to operate a public charter school known as Isthmus Montessori Academy Public, for a period of five years commencing July 1, 2018 until June 30, 2023.

**DISCUSSION**

**School Profile and Design**

Isthmus Montessori Academy Public (IMAP) is Madison's first public Montessori school. Prior to IMAP, only families who could afford private Montessori schools could access the proven curriculum. IMAP's explicit mission is to provide access to Montessori education for any and all families and communities, including those that have historically been economically excluded from participating in the Montessori method of education.

IMAP serves students in grades 4K-9 and will add a grade each year until the school provides a full range of elementary and secondary education to students in grades 4K-12, including an international baccalaureate program for high school grades in year four. Historically, educationally disadvantaged students in the Madison area have only been able

to access Montessori education to the extent that private schools could offer scholarships. As a public charter school, IMAP creates meaningful access for the first time to families in the Madison area. This includes any and all students with special education needs and English Language Learning needs.

Montessori is a method of education that engages families and communities, promotes a culture of inclusion and respect, takes a solution-focused approach to student behavior, and inspires children to love learning and reach their highest potential while contributing to their community. Decades of research and hundreds of public school districts, including many in Wisconsin but not in Madison, have demonstrated the power of the Montessori method of education to provide a safe, fair environment of high expectations, which accelerates academic and social outcomes for students of all backgrounds and abilities.

The most fundamental principle of Montessori education is that the holistic needs of the child must drive the education of the child. Rather than applying a one-size-fits-all curriculum or modifying a uniform curriculum to meet individual needs, the Montessori classroom provides for a completely customized plan of work and focuses on learning designed to and for each child's specific needs and interests. Students are grouped into three-year classes and empowered to guide their own learning, at their own pace and with all students meeting benchmarks for the cluster at the end of the three-year period.

Montessori classrooms are multi-year, multi-age classrooms, designed to allow a single teacher to work with up to 34 students, all with various strengths, needs and abilities. This includes, without limitation, children who are English Language Learners (ELL) and children who have different abilities. This is the only method of education that offers a 100% differentiated curriculum, allowing each child to learn each subject at exactly the child's own pace while developing skills in time management and achieving learning goals by the end of the three-year cycle.

IMAP subscribes to the instructional methods espoused by the Association Montessori Internationale (AMI) – the global network founded in 1929, by Maria Montessori to provide technical assistance, training, consultation and other support to schools and educators around the world, seeking to adopt and implement the holistic approach of Montessori education. AMI Montessori methods are effective tools for addressing achievement gaps for educationally disadvantaged students because they allow for a 100% differentiated curriculum. Each student receives a customized education plan that supports the student's strengths and scaffolds to address the student's needs. Montessori education offers freedom of choice and promotes increased executive function, as well as time management, problem solving, and conflict resolution. In addition to enhanced academic performance, students educated at IMAP will be prepared not just for the intellectual challenges of college and career, but also for social and emotional success in transitioning to their next phases in life.

Social skills, leadership, and community service are all hallmarks of the holistic program offered at IMAP. These attributes lend themselves to fine-tuning the classroom and curriculum to align with inclusion principles and individual child needs. The educational *environment* is as much a component of instruction as the delivered curriculum, and will itself

embody inclusivity through a staff that reflects the demographics of the student body and the school's staff development focused on building relationships with families from diverse backgrounds. IMAP will offer students opportunities to learn and practice world languages and to access curriculum that includes themes of diversity, inclusion, and globalism. This specifically means the inclusion of images, materials and books that reflect experiences from the lives of students, and this goal will not be considered to be sufficiently met solely by examples of global or indigenous diversity. The Montessori model always allows, encourages, and even requires children to take a leading role in developing their educational plan; and it is natural that the diversity of student experiences and voices will drive their own learning and that of their classmates, who are likewise encouraged through the social and emotional curricular components to take an asset-based approach to discussing differences.

IMAP recognizes that a school community is strongest when students' families are full participants in the community. IMAP is committed to outreach and support for all families, with the goal that families might grow to view school as a source of freedom for intellectual curiosity and not as a source of trauma. IMAP engages families through the methods that families prefer or require in an effort to maximize the level of engagement the family has with the school community.

### **Demographics**

IMAP is located on Madison's north side. As capacity expands and knowledge spreads, it is expected that IMAP will become more integrated into the highly diverse neighborhood in which the school is located.

AMI philosophy is rooted in serving low-income, urban, and struggling student populations, and research supports AMI Montessori as an approach that achieves strong academic outcomes for these populations. IMAP is committed to providing expanded access to Montessori education, which means intentionally reconciling a history of exclusion and discrimination based in economic barriers. Out of this focus, the school adopted an Inclusivity Action Plan, location guidelines, and a recruitment strategy to ensure access by populations represented in the immediate neighborhoods who have not historically had access to Montessori education, including low-income students, students of color, highly mobile students and unaccompanied minors, students from immigrant and non-English-speaking families, and justice-involved youth.

Under the school's Inclusivity Action Plan, IMAP intends that all attending families feel welcome and empowered to play an active and productive role in the learning community. In order to adequately welcome, serve, and retain students and families from underserved communities, the Inclusivity Action Plan codifies principles to provide a welcoming community, including a diverse and representative instructional staff and culturally relevant and culturally informed curriculum and instruction.

Beyond location as a potential draw, recruitment includes open houses, free parenting seminars, and informational booths at resource fairs and festivals, and the school fosters existing relationships with organizations that have related missions in the Madison area. Additionally, IMAP administrators, staff members, and volunteer stakeholders engage in

grassroots neighborhood recruitment, such as advertising on social media, direct mailers, and door-to-door canvassing in the neighborhoods surrounding the school. IMAP continues to employ these strategies, as well as new ideas aimed at increasing the economic and cultural diversity of the school.

### **Standards and Assessment**

Montessori education aligns with common core standards and Wisconsin state standards for science, mathematics, English, social studies, visual arts, theater, music, world languages, and physical education, all while meeting the objective of teaching to the whole child. Along with academics, Montessori focuses on a child's social and personal development, and integrates fine arts, physical education, and developmentally appropriate discussions of each student's place and responsibility within the student's community.

To monitor and assess student progress towards standards and academic goals, IMAP will administer all required state assessments, and will also utilize the Measures of Academic Progress (MAP) testing program developed by the Northwest Evaluation Association. IMAP staff will also measure and assess students through formal and informal observation, weekly conferences, student productivity, and student presentations.

### **Governance and Staffing**

The IMAP Heads of School have a collective 35 years of teaching experience. In addition, all lead teachers (guides) at IMAP have completed AMI certification training, and will continue to receive ongoing professional development and support. Each school year begins with a comprehensive orientation for all IMAP teachers and staff, at which participants set individual and program-level goals and design a viable and productive plan for professional development and continuing education for the year. Team building, problem solving and collaboration experiences are also part of this orientation, and new teachers are partnered with a mentor teacher.

All IMAP employees commit to a goal of engaging with parents and community members/organizations in authentic and mutually supportive ways, asking families rather than telling them how the school might adapt to serve their needs and fostering a school environment that is comfortable and enjoyable for families.

The Board of IMA, Inc., supports IMAP by overseeing implementation of the AMI Montessori method with fidelity at the school level. IMA, Inc., will review and approve policies set forth by the IMAP Governance Council in order to ensure such policies adhere to AMI principles and support the mission, vision, and core beliefs of the school.

The primary role of the Governance Council is to ensure the school's functioning aligns with its mission, vision, and core values; and the school complies with all state, local, and federal legal obligations. To fulfill this role, the Governance Council will be responsible for the establishment and monitoring of the strategic plan, developing and monitoring the annual budget, and the creation and revision of school policy. When the Governance Council develops policy and/or makes procedural changes, policies will be submitted to the Board of IMA, Inc., to make final approval based on fidelity to AMI principles. Additionally, the Governance Council

supports and promotes the school through involvement and guidance in student recruitment efforts, fundraising, fostering of partnerships within the community, and the coordination of school events.

The core values of AMI Montessori and the IMAP governance structure embody democratic management by their very nature. Parents and staff members have numerous opportunities to provide input and be involved in decision making at IMAP.

### **The Isthmus Montessori Academy, Inc. Charter Contract**

The contract negotiated by the University of Wisconsin System Administration (UWSA) Office of Educational Opportunity and Isthmus Montessori Academy, Inc., meets all requirements of the OEO model charter school contract. Isthmus Montessori Academy, Inc., operates the Isthmus Montessori Academy Public in accordance with all applicable state and federal requirements for charter schools. The full contract is available [here](#).

The Wisconsin Department of Public Instruction (DPI) received notice of OEO's intent to contract with Isthmus Montessori Academy on February 1, 2018. DPI received a copy of the contract on March 9, 2018. DPI subsequently awarded IMAP a \$750,625 charter school implementation grant to support the school's efforts to close opportunity gaps and eliminate achievement gaps.

### **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the UWSA Office of Educational Opportunity recommends the approval of the charter for Isthmus Montessori Academy, Inc., be approved by the Board of Regents, for a five-year contract beginning on July 1, 2018 and ending on June 30, 2023.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
EXECUTIVE SUMMARY**

**BACKGROUND**

The following information applies to the charter school contract renewal and approval requests, which have been submitted by UW-Milwaukee to the Board of Regents for review and approval at the February 8, 2019 meeting.

**REQUESTED ACTION**

Review and approval of the UW-Milwaukee charter school contract renewal and approval requests.

**DISCUSSION**

**Legislative Background.** In 1997, the Wisconsin Legislature authorized the University of Wisconsin-Milwaukee (UWM) to grant charters in the City of Milwaukee under s. 118.40 (2r), Wis. Stats. In the 2013 session of the Wisconsin Legislature, UW-Milwaukee's chartering authority was expanded from the geographic boundaries of the City of Milwaukee, to a new boundary area defined as "only Milwaukee County and adjacent counties." Then, under 2015 Wisconsin Act 55, UW-Milwaukee was permitted statewide chartering authority, effective July 15, 2015. With the expanded authority, the mission of the Office of Charter Schools (Office) remains to focus on authorizing charter schools in Milwaukee primarily, and in other Wisconsin urban areas, in which students have limited access to a variety of high-quality educational options.

**UWM Office of Charter Schools Review and Renewal Process.** Requests for contract renewal of an existing charter school are made by July 1 of the final year of the contract, and the evaluation process occurs during the fall of the final year of the contract. The Performance Framework drafted by the Office of Charter Schools was implemented beginning with the 2016-17 school year, and it is the standard to which all UW-Milwaukee charter schools are held for academic, financial, and organizational performance. The Performance Framework is the guide for determining a baseline renewal recommendation, which is shared with the Evaluation Committee. The Evaluation Committee reviews the comprehensive renewal application, and conducts a full-day site visit before making the final renewal recommendation, which is provided to the director of the Office of Charter Schools. This Performance Framework ensures adherence to principles and standards of the National Association of Charter School Authorizers (NACSA), as required by s. 118.40 (3m) (b), Wis. Stats.



**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
WOODLANDS SCHOOL-STATE STREET CAMPUS  
REPORT ON ACADEMIC PROGRESS  
PREPARED BY UW-MILWAUKEE**

**BACKGROUND**

The initial charter for Woodlands School-State Street (WS-SS) campus was granted by the Board of Regents on February 7, 2013, under a contract with Woodlands School, Inc., a Wisconsin, non-stock, not-for-profit organization. The contract was effective from July 1, 2013 through June 30, 2018.

The UWM Office of Charter Schools (Office) facilitated an extensive contract renewal process, which began with the submission of a renewal application by Woodlands School-State Street campus on September 29, 2017, and concluded with the Charter Evaluation Committee conducting a renewal site visit and assessment on October 25, 2017. The Office presented findings from the evaluation process for WS-SS campus to the Board of Regents Education Committee at its February 8, 2018 meeting. Chancellor Mone and the Director of the Office recommended Woodlands School, Inc., be granted a three-year renewal contract effective July 1, 2018 through June 30, 2021, to continue operation of Woodlands School-State Street campus. The Board of Regents approved the three-year contract and also required the Office to return to the Education Committee within one calendar year, in order to report on student achievement and performance under the renewal contract.

The Office is submitting this required report as an informational item to the Board of Regents Education Committee. The current contract expires June 30, 2021; therefore, Woodlands School-State Street will be reviewed by the Evaluation Committee, and a renewal or non-renewal recommendation will be presented to the Board of Regents by February 2021.

**REQUESTED ACTION**

None.

**DISCUSSION**

**School Profile**

Woodlands School-State Street is located at 3121 W. State Street in Milwaukee, and enrolls approximately 313 students in K4 – Grade 7 and by the 2019-20 school year will serve through grade 8.

Woodlands School-State Street is a community of persons creating an environment in which staff, parents and children share the responsibility for learning. Students are encouraged to discover, explore and create in order to develop the attitudes and skills necessary for effective

living. The school design reflects the belief that learning to live with a flexible environment and an openness to change fosters in the child the ability to cope with an increasingly complex body of knowledge and a rapidly changing society. The school philosophy further emphasizes that involvement with people of many races and cultures enriches the growth of human understanding.

The school's mission statement is: Woodlands School – Creating the character of the community through diverse education.

### **Educational Program**

Woodlands School-State Street offers an innovative educational program of excellence for the whole child in a multicultural environment that prepares the child for lifelong learning in a rapidly changing world. The Woodlands Way is a character-based education approach that helps students recognize and develop positive values.

The education at Woodlands School-State Street encourages discovery, exploration, and creativity. The focus is on the whole child and the creation of lifelong learners. The core curriculum consists of language arts, social studies, science, and mathematics. In addition, the school places a strong emphasis on the integration of music, art, physical education, library studies and foreign language into the core curriculum to enhance the education experience. The classes are divided into units consisting of kindergarten (K4 and K5), first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth grade.

### **Academic Performance for 2017-18 School Year**

Results on the Forward Exam, as detailed on the Woodlands School-State Street Performance Framework Data Dashboard attached to this document, indicate academic performance at Woodlands School-State Street exceeded that of Milwaukee Public Schools (MPS) but trailed the state in English/Language Arts (ELA) in 2017-18. In math, Woodlands School-State Street trailed both MPS and the state.

When the academic performance of Woodlands School-State Street is compared to the academic performance of neighborhood and demographically comparable MPS schools, Woodlands School-State Street exceeded Fratney and Story Elementary, but trailed Highland Community and Milwaukee Spanish Immersion in both ELA and mathematics in 2017-18.

Measures of student growth exceeded national norms in both reading and mathematics on the Measures of Academic Progress (MAP) assessments. Subgroup growth has improved over past years, but generally still fails to meet the target set by the UWM Office of Charter Schools.

Woodlands School-State Street received an overall accountability score of 76.7 on the Wisconsin Department of Public Instruction's (DPI's) School Report Card in 2017-18. This score falls within the *Exceeds Expectations* overall accountability range. This score was based on student achievement, student growth, closing gaps, and on-track and postsecondary readiness (with the latter including attendance rate and 3rd grade reading achievement in both years).

Woodlands School-State Street met 55% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the academic performance for the 2017-18 school year.

### **Summary**

In 2017-18, 27.4% of Woodlands School-State Street students performed at the proficient or advanced level in ELA and 14.8% of its students performed at the proficient or advanced level in mathematics on the Forward Exam. Student daily attendance was 93.6% in 2016-17, and over eighty percent of the students return to the school year after year. Woodlands School-State Street has high levels of satisfaction ratings by students and parents. Woodlands School has also complied with all state and federal regulations and is in full compliance with its UWM charter agreement.

The UWM Office of Charter Schools recommends that growth, particularly for subgroups, should continue to be the focus of the Woodlands School-State Street campus' academic efforts. This will also continue to raise the achievement levels on the Forward Exam in both ELA and math. The use of the MAP assessments from the Northwest Evaluation Association is critical to making the maximum amount of progress. Woodlands School-State Street should use data analysis to determine specifically which students are not making appropriate gains and the reasons these gains are not being made.

Woodlands School-State Street submitted a corrective action plan as required, and it was approved by the Director of the Office for implementation. The plan outlined the school's improvement efforts to increase student achievement and specifically addressed the following areas of concern noted during the renewal process:

- Organizational structure
- Allocation of administrative responsibilities
- Implementation of replication strategies
- Identification of any changes to curriculum based on unique needs of school
- Full development of world language curriculum
- Modification of discipline plan including restorative process
- Professional development plan for teachers around replication strategies and other instructional strategies

The Office continues to monitor Woodlands School-State Street campus' progress through monthly site visits and review of quarterly reports submitted to highlight progress being made on the corrective action plan.

## Woodlands-State Street Performance Framework Data Dashboard

This report is the one-year review that was requested by the Board of Regents. As such, it only includes data from the 2017-18 Performance Framework for Woodlands-State Street.

Figure 1: Enrollment and Demographics

	2017-18
Total Enrollment	282
English Language Learners	0.7%
Free/Reduced Lunch	54.3%
Special Education	10.3%
African American	63.8%
Hispanic	8.2%
White	11.0%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a satisfactory using the alternate rating. Woodlands-State Street met this target in 2017-18.

Year	Overall Accountability Score	Overall Accountability Rating
2017-18	76.7	Exceeds Expectations (4 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Woodlands-State Street did not meet this target in 2017-18.

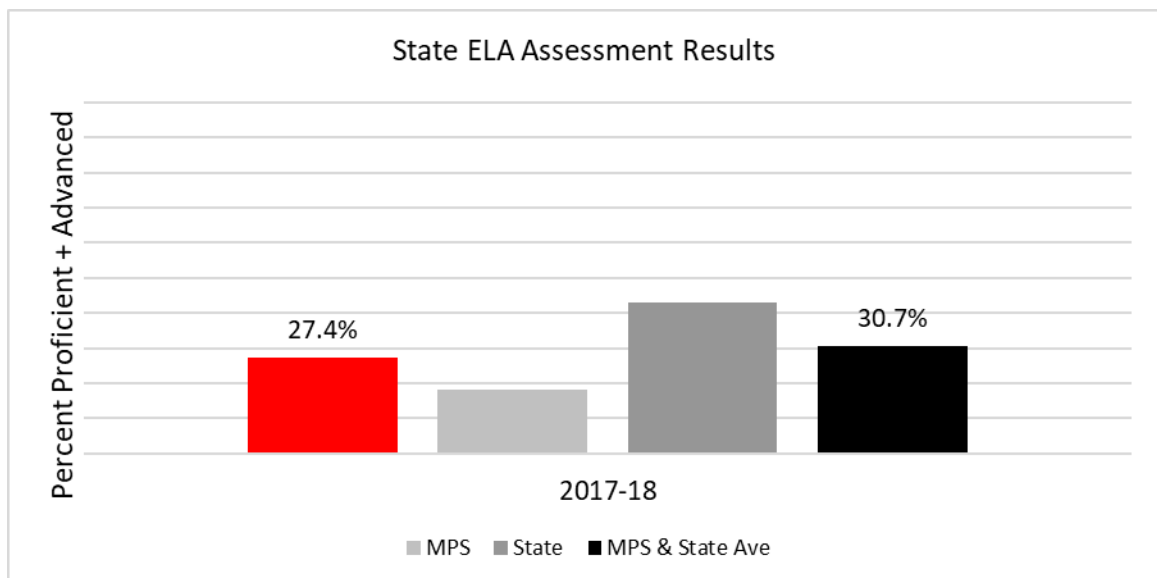


Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Woodlands-State Street did not meet this target in 2017-18.

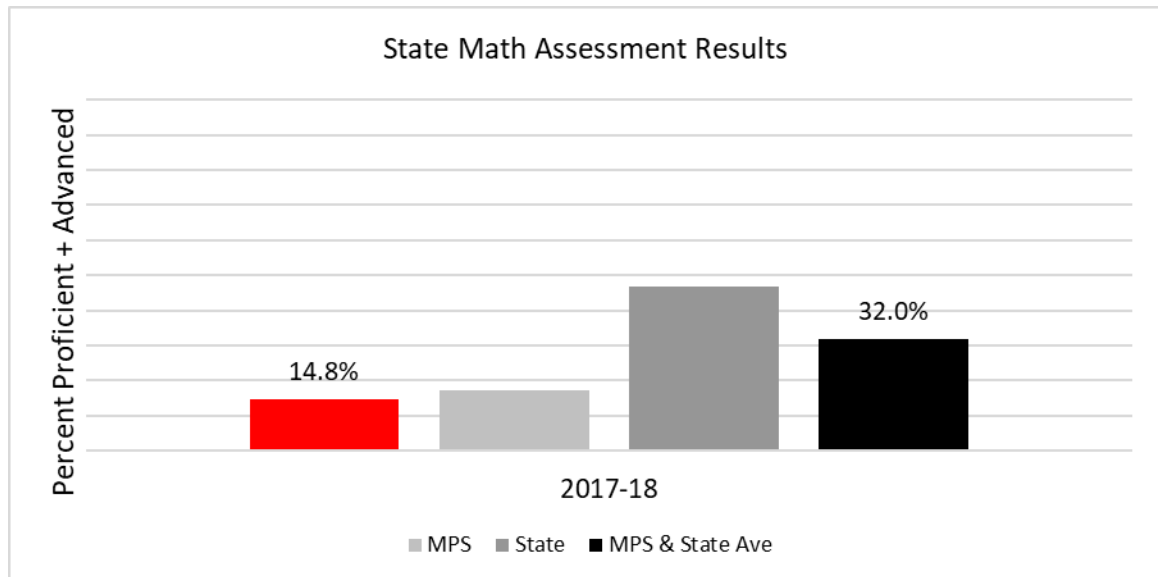
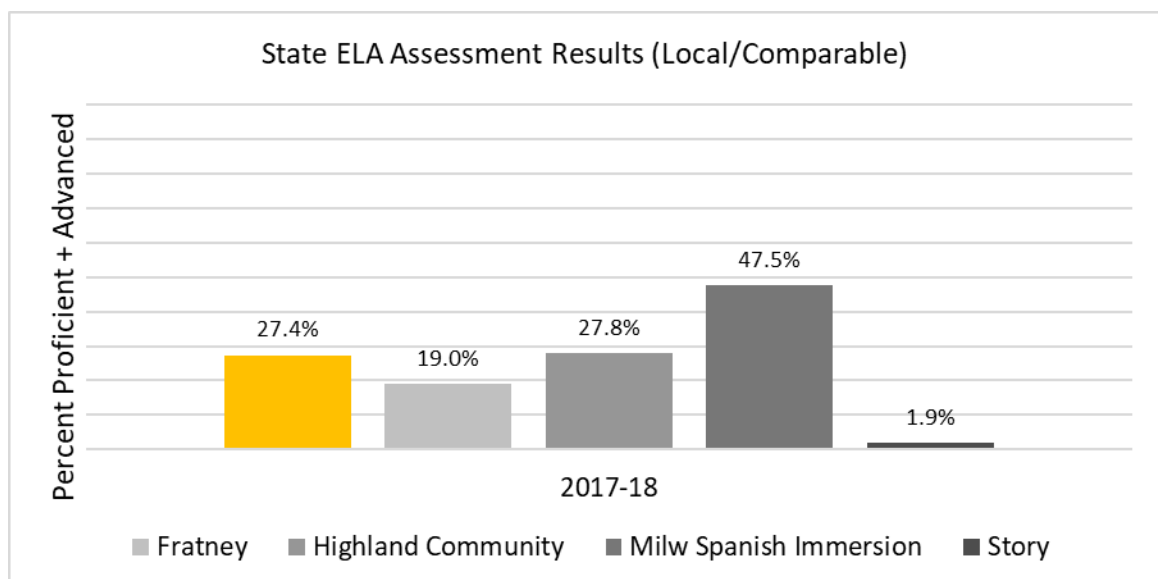
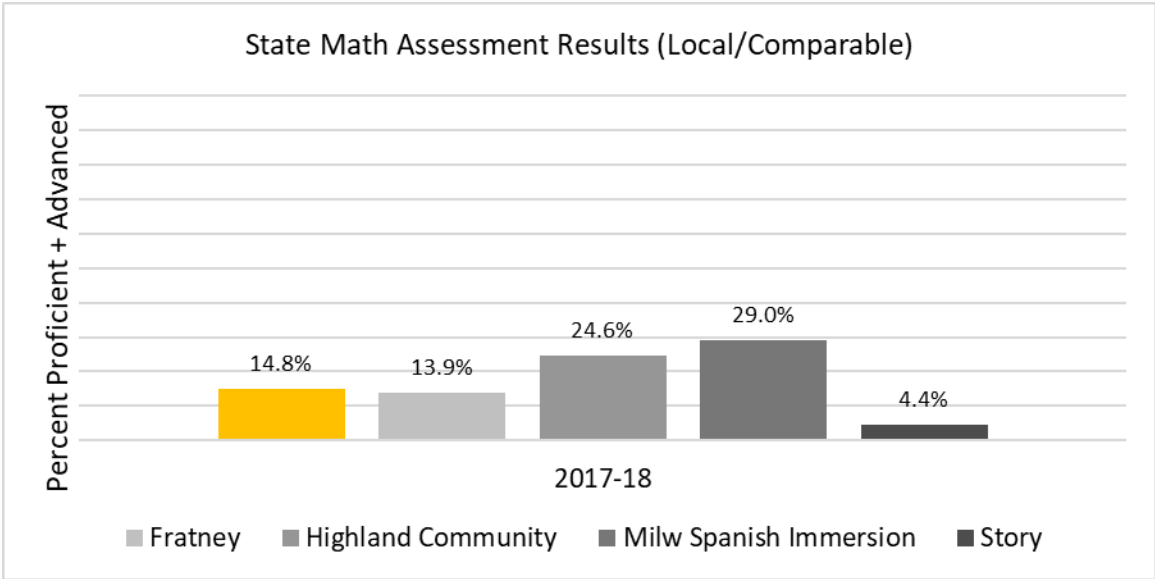


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Woodlands-State Street partially met this target in 2017-18.



	Woodlands-State Street	Fratney	Highland Community	Milwaukee Spanish Immersion	Story
% Minority	89.0%	87.3%	61.1%	91.3%	96.9%
% Econ Dis	54.3%	77.0%	40.8%	65.6%	96.7%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Woodlands-State Street partially met this target in 2017-18.



	Woodlands-State Street	Fratney	Highland Community	Milwaukee Spanish Immersion	Story
% Minority	89.0%	87.3%	61.1%	91.3%	96.9%
% Econ Dis	54.3%	77.0%	40.8%	65.6%	96.7%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Woodlands-State Street met this target in 2017-18.

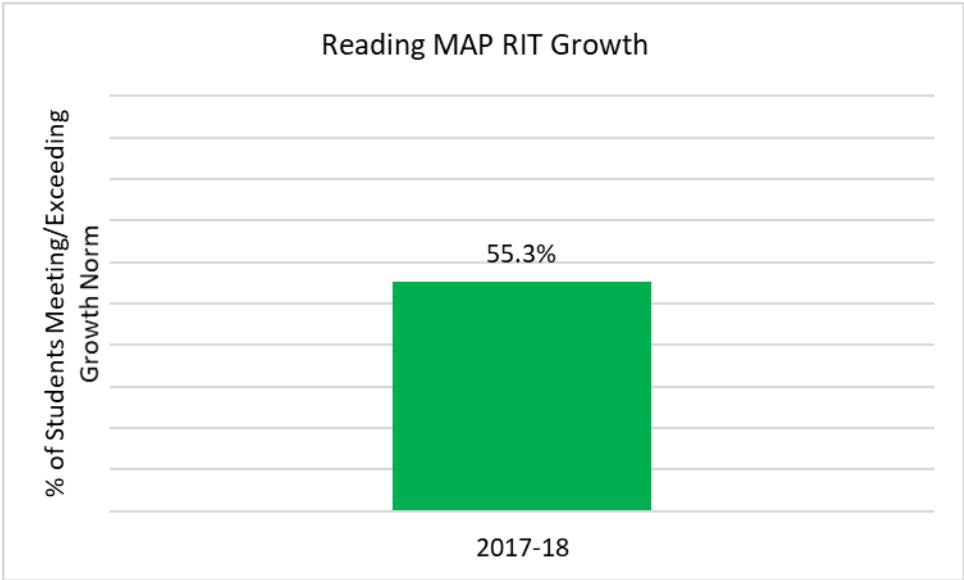


Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Woodlands-State Street met this target in 2017-18.

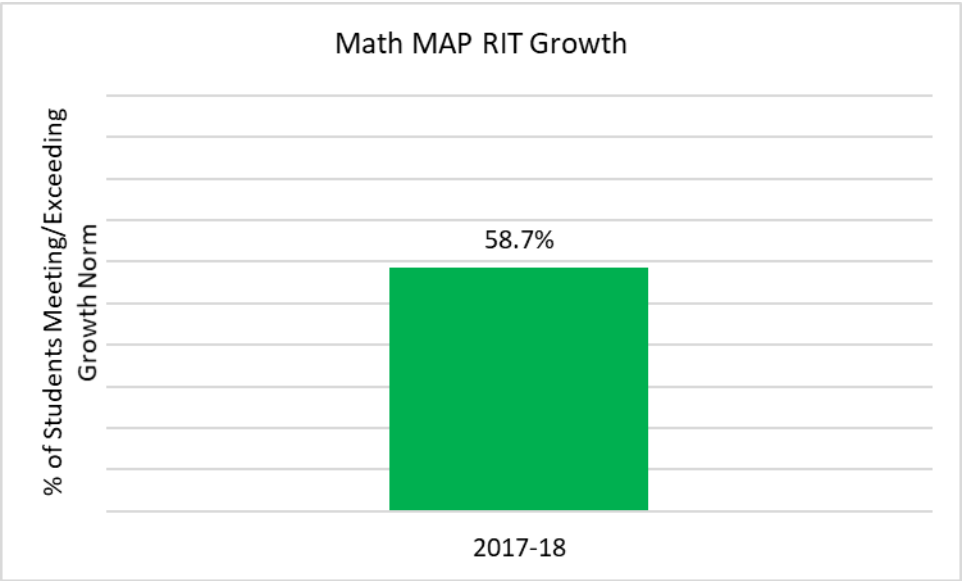


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average f-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Woodlands-State Street partially met this target in 2017-18.

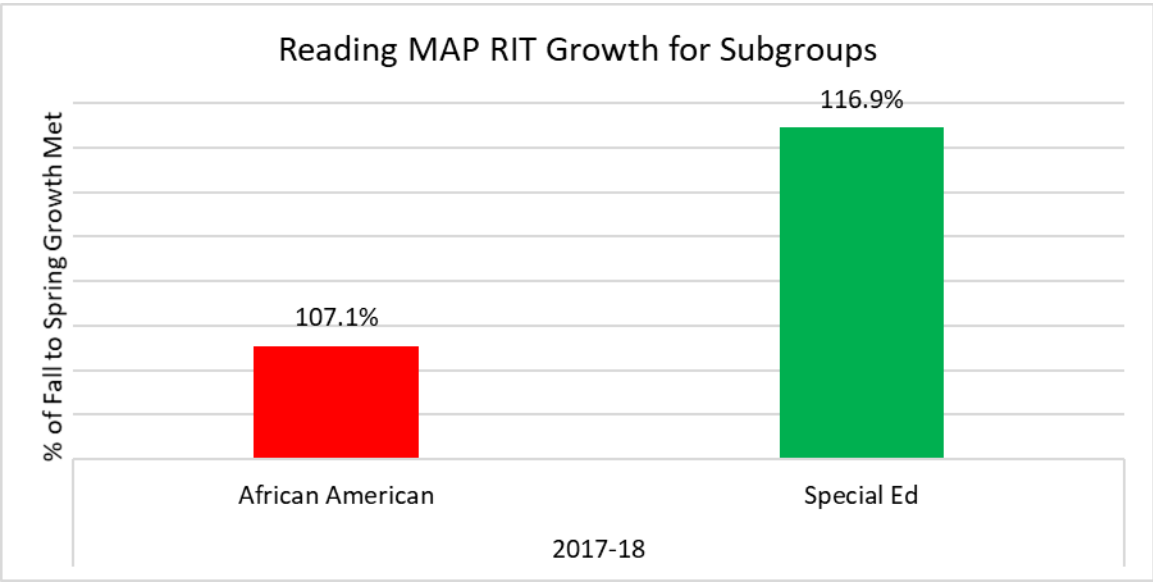


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average f-to-spring growth in their math RIT scores that is at least 110% of the average target RIT growth. Woodlands-State Street did not meet this target in 2017-18.

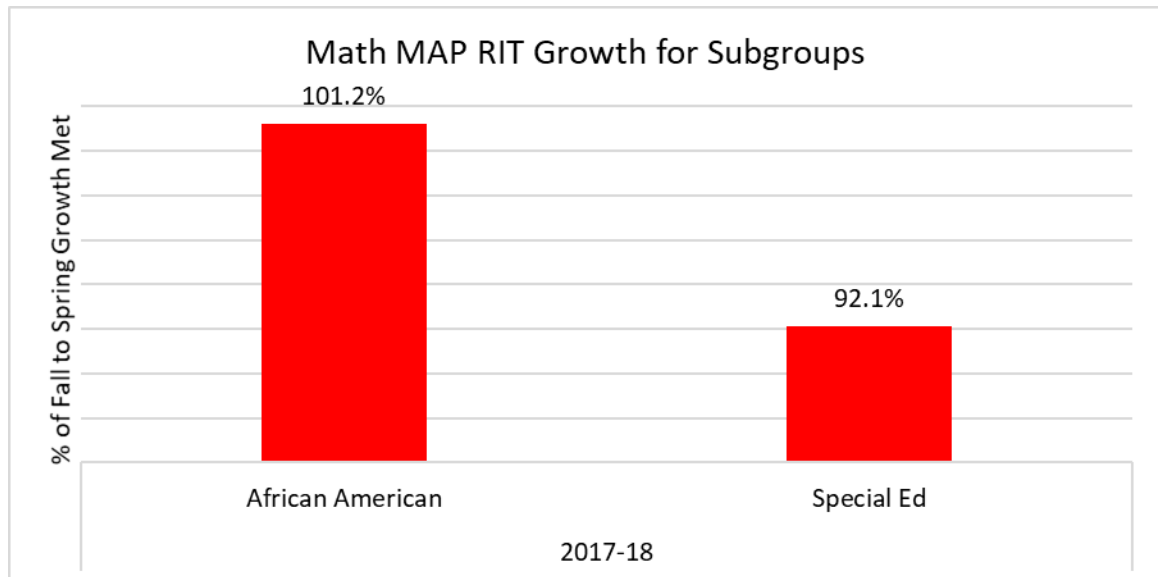


Figure 11: Attendance. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Woodlands-State Street met this target in 2016-17 (which is reported in 2017-18 due to the timeline that this data becomes available).

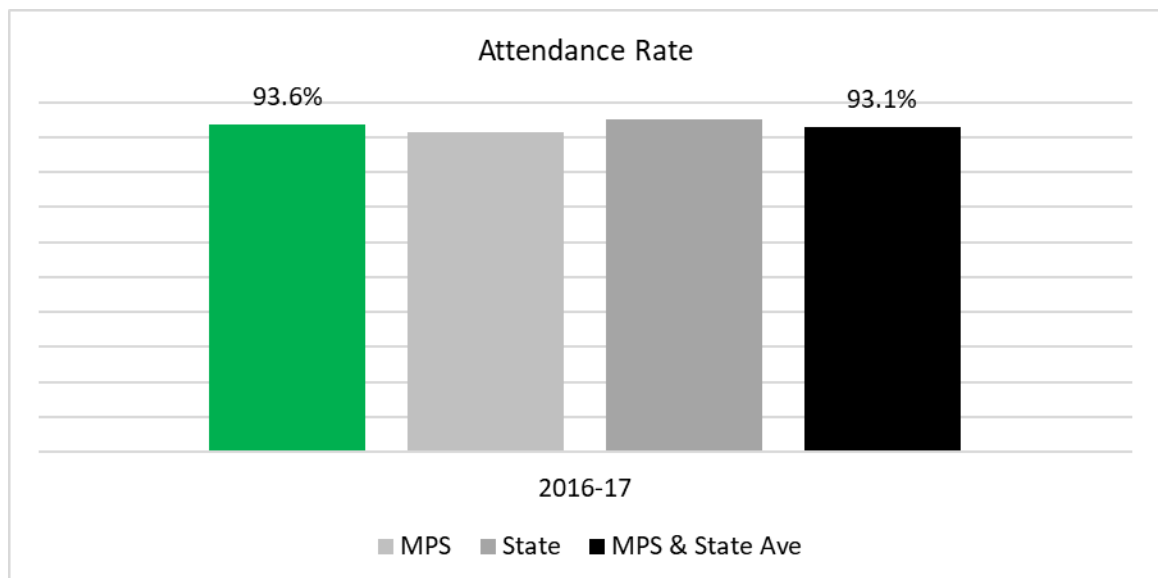




Figure 12: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current year ratio is higher than last year's ratio. Woodlands-State Street met this target in 2017-18.

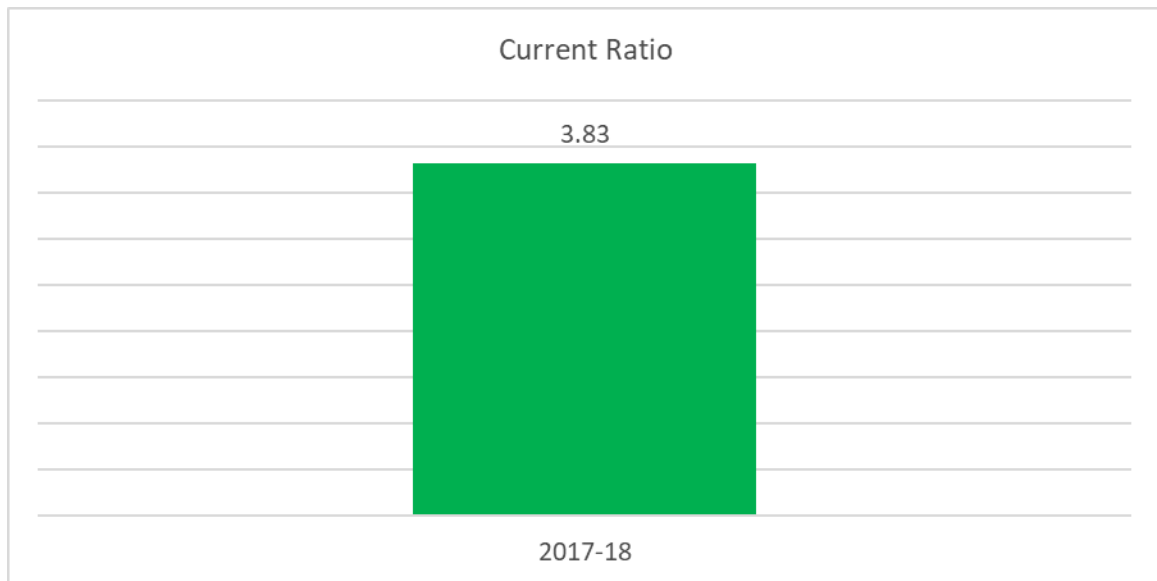


Figure 13: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Woodlands-State Street met this target in 2017-18.

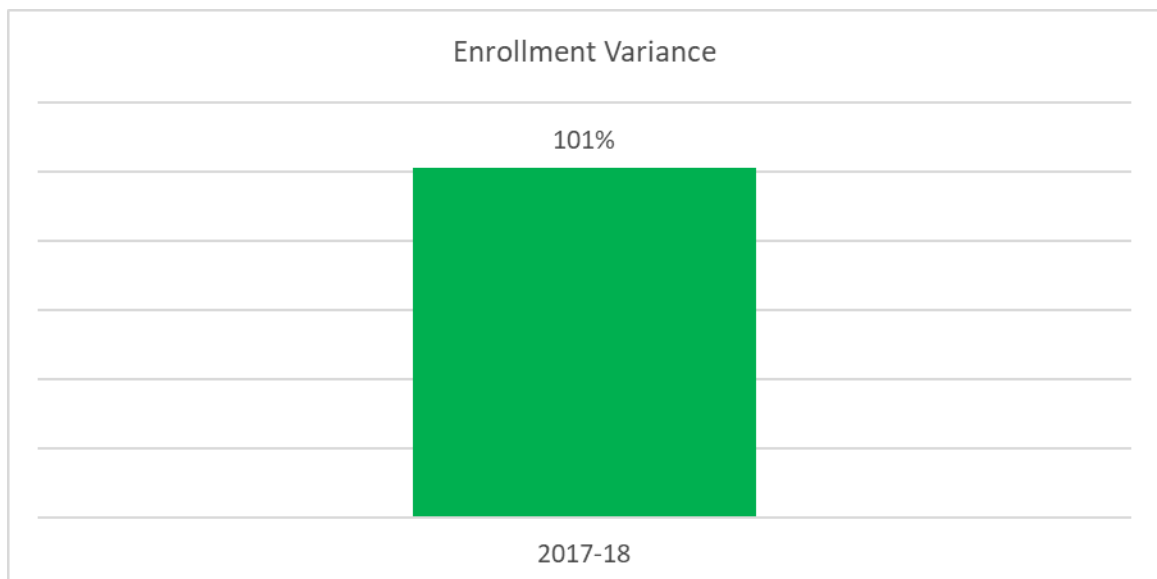
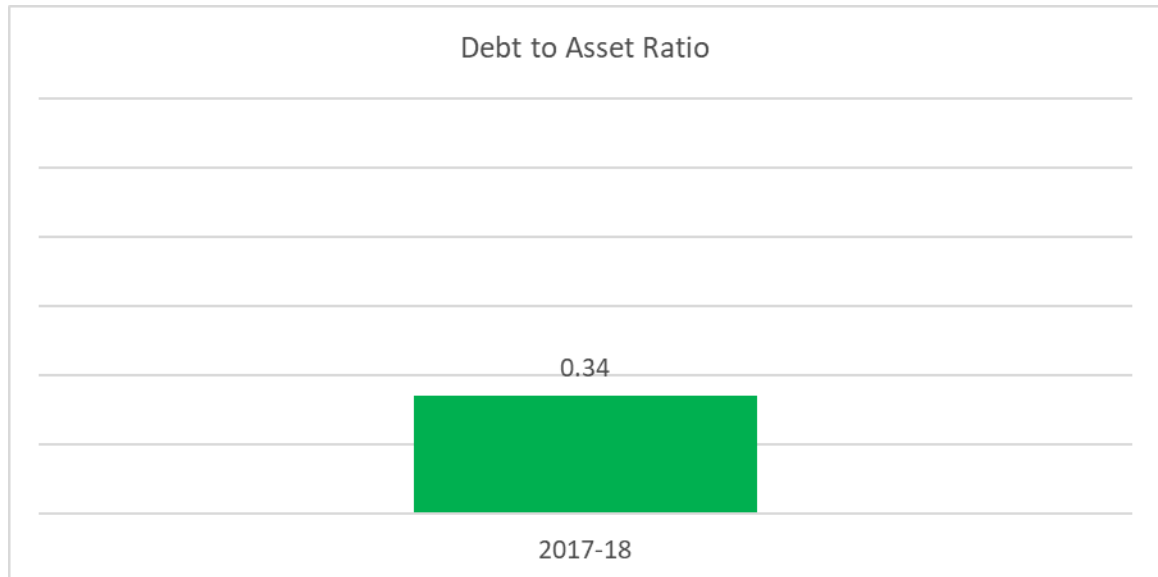


Figure 14: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Woodlands-State Street met this target in 2017-18.

Year	Result
2017-18	Not in Default or Delinquent

Figure 15: Debt to asset ratio. Target: Total liabilities to assets ratio is less than 0.9. Woodlands-State Street met this target in 2017-18.



Organizational Performance. In 2017-18, Woodlands-State Street met 97.2% of the Performance Framework organizational targets. The only target that the school failed to meet was that the school did not meet the target for staff participation on the survey which is used to assess stakeholder perception of school safety, and the staff who did respond reported a level of safety very slightly below the target for safety set by the Framework.

EDUCATION COMMITTEE

Resolution I.1.f.(2)(b):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves execution of the assignment agreement to transfer the existing charter contract to Carmen High School of Science and Technology, Inc., maintaining a charter school known as Stellar Collegiate Charter School, for the remaining period of two years, effective March 1, 2019 until June 30, 2021.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
STELLAR COLLEGIATE CHARTER SCHOOL  
ASSIGNMENT AGREEMENT  
PREPARED BY UW-MILWAUKEE**

**BACKGROUND**

Stellar Collegiate Charter School, Inc., was awarded a five-year contract by the Board of Regents on February 4, 2016, to operate a public school known as Stellar Collegiate Charter School. The contract is effective July 1, 2016 through June 30, 2021. The school is located at 1115 S. 7<sup>th</sup> Street in Milwaukee, and has 149 students enrolled in grades 4K through 3rd grade, adding a grade each year to 5th grade.

Pursuant to a Memorandum of Understanding (MOU) between Stellar Collegiate (Stellar) and Carmen High School of Science and Technology, Inc. (Carmen), Stellar is assigning all of its assets to Carmen. Consequently, Carmen and Stellar are seeking permission to transfer the existing Stellar charter to Carmen. Should the transfer be approved, the Stellar charter school will continue to operate under the existing charter provisions; the only change would be the underlying party to the charter. To that end, UW-Milwaukee (UWM) has proposed, and Stellar and Carmen have approved, the attached Assignment Agreement.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(2)(b), for approval to execute the Assignment Agreement for the continued operation of a public school known as Stellar Collegiate Charter School effective March 1, 2019 through June 30, 2021.

**DISCUSSION**

The transfer MOU provides that Stellar shall cease corporate operation and shall transfer all of its assets to Carmen. Carmen is a larger and more established network currently operating several high-performing charter schools in Milwaukee, which will be able to provide more support to the Stellar Collegiate Charter School community.

**RECOMMENDATION**

The Director of the Office of Charter Schools and Chancellor Mone recommend approval to execute the Assignment Agreement so operations of Stellar can be seamlessly transferred to Carmen's control and continue to comply with all legal and contractual requirements.

The Assignment Agreement is available at the web link below:

[Stellar Assignment Agreement](#)

UW-Milwaukee  
Renewal of Charter School Contract  
Bruce Guadalupe Community School

EDUCATION COMMITTEE

Resolution I.1.f.(2)(c):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves renewal of the charter school contract with United Community Center, Inc., maintaining a charter school known as Bruce Guadalupe Community School, for the period of five years, effective July 1, 2019 until June 30, 2024.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
BRUCE GUADALUPE COMMUNITY SCHOOL  
CHARTER RENEWAL  
PREPARED BY UW-MILWAUKEE**

**BACKGROUND**

United Community Center, Inc. (UCC), was awarded an initial five-year charter for Bruce Guadalupe Community School by the Board of Regents on February 8, 2008, and then approved on February 7, 2013, for another five-year contract. The extensive review process for the current contract began with the submission of a renewal application by Bruce Guadalupe Community School on September 28, 2018, and concluded with the UWM Office of Charter Schools Evaluation Committee site visit conducted on October 29, 2018. The results of this review are detailed in the discussion below.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(2)(c), approving the renewal of the charter school contract with United Community Center, Inc., to continue the operation of a public school known as Bruce Guadalupe Community School, for five years effective July 1, 2019 until June 30, 2024.

**DISCUSSION**

**School Profile**

Bruce Guadalupe Community School (BGCS) is located on the UCC campus at 1028 S. 9<sup>th</sup> Street in Milwaukee. The school has an elementary school wing and a preschool wing that are attached to the main UCC administration building and a separate middle school building. The school enrolls 1309 students in grades K4-8 and will enroll a minimum of 1330 students next school year.

The mission of Bruce Guadalupe Community School (BGCS), as a nonsectarian nonprofit, community-based school that has provided quality education for more than 100 years, is to create an environment that fosters high expectations and excellence for all students. In addition to valuing the knowledge of language and culture, BGCS provides students with a clear sense of identity, a positive attitude toward learning, and effective communication skills. BGCS promotes and supports equal opportunity for all individuals regardless of race, color, ancestry, religion, gender, national origin, handicap or age.

BGCS aims to assist students in entering high-quality Milwaukee high schools with the goal of preparing them for college and careers. BGCS core beliefs include:

- Promoting parental involvement as a vehicle for ensuring student success
- Promoting high expectations and providing adequate support necessary to encourage academic achievement, goal setting, and positive behavior
- Hiring high-quality teachers supported with research-based, rigorous, and intellectually challenging curriculum to promote learning
- Providing a safe and inviting environment to promote learning

### **Educational Program**

BGCS offers a high-quality monolingual full-day educational program to students in grades K4-8. A majority of BGCS K4 students start at the school with limited English language skills. Therefore, in the kindergarten grades there is a heavy focus on assisting students to acquire English language skills in addition to pre-literacy and other school readiness skills. While all instruction occurs in English, their first language and ethnic heritage is not lost but valued through culturally responsive and relevant instruction. BGCS offers bilingual paraprofessionals in kindergarten classrooms and Spanish language classes, books and library materials that are bilingual and written/illustrated by Hispanics, cultural arts (visual art and music), family literacy services, etc.

BGCS hires certified teachers for all classrooms. All paraprofessionals are encouraged to attend classes to obtain at least their Associate degree in Education. Subjects taught include:

- 1) Grades K4-5: Reading/Language Arts, Math, Science, Social Studies, Technology, Art, Music, and Physical Education.
- 2) Grades 6-8: English/Language Arts (Reading, Writing), Math, Art, Music, Physical Education, Science, Social Studies, Spanish, Algebra, and Technical Education (including the Project Lead the Way curriculum).

BGCS utilizes high-quality curricula that are research-based and in alignment with state and common core standards. All curricula are under constant evaluation and either continued, updated, or eliminated according to student achievement and standardized test score results. Student progress is measured and monitored through the Wisconsin Forward Exam, Measures of Academic Progress (MAP) test, teacher observations, and progress reports.

BGCS students are also provided with after-school academic and enrichment services and a summer school program with a half-day of academics.

### **Faculty and Staff**

All BGCS faculty are certified by the Wisconsin Department of Public Instruction, with the years of teaching experience ranging from 1 to 44 years.

### **Governance and Leadership**

The Governance of the School involves three entities: the UCC Board of Directors, the Education Committee (a subcommittee of the Board of Directors), and the Parental Involvement Committee (PIC).

- a) UCC Board of Directors - The UCC Board of Directors retains ultimate responsibility for ensuring BGCS's compliance with applicable laws and the charter contract. The UCC

Board of Directors has final approval/responsibility over all school matters including: strategic direction, school policies, significant changes in teacher contracts, overseeing the hiring of school administrators and developing ways and means to achieve long-range goals. The UCC Board of Directors is made up of at least five individuals who are community members, such as business leaders, education leaders including university faculty and administrators, political and civic leaders, members of the medical community, volunteers, and one or more BGCS parent(s).

- b) Education Committee - The UCC Board of Directors has delegated general school oversight to the Education Committee, a subcommittee of the UCC Board of Directors. The Education Committee of the Board is responsible for reviewing, providing recommendations for, and assuring the achievement of educational development for the school and students. The Education Committee is also responsible for overseeing the business and affairs of the school, including monitoring the school's programs and services, as well as developing, reviewing, and recommending financial and educational policies of the school. The Education Committee delegates day-to-day management of the school to the principal, who shall report directly to the committee.
- c) Parent Involvement Committee - The PIC involves BGCS parents and is composed of at least five (5) parents. The PIC determines school fundraising activities to supplement school activities, ensures and encourages parental involvement in the school, and acts in an advisory capacity to the UCC Education Committee. The PIC president is a voting member of the UCC Education Committee.

### **Financial Condition and Compliance**

UCC is in compliance with its audits and has received an unqualified audit each year. The organization and school remain financially sound. Overall, BGCS met 81.3% of the financial performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the financial performance.

### **Legal and Contractual Requirements**

BGCS has been in compliance with all contract provisions and state and federal regulations for the contract term, and submits accountability reports, as required by the contract. Overall, BGCS met 90.1% of the organizational performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's organizational performance.

### **Academic Performance**

Bruce Guadalupe met or exceeded expectations on the Wisconsin Department of Public Instruction's (DPI's) School Report Card in each year of the current contract for which School Report Cards were released. Furthermore, the school had a higher percentage of students scoring proficient or advanced on the statewide tests in both English/Language Arts (ELA) and math than the average of the percent proficient and advanced in MPS and statewide in each year of the current contract. The school also consistently outscored the neighborhood and/or demographically comparable schools on the statewide tests in both ELA and math.



The attendance rate at Bruce Guadalupe is quite high as well, generally exceeding even the rate of students statewide.

Academic growth in both reading and math is typically near the national norms on the Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) assessments, even though the school has made recent changes to both its math and reading curricula to improve these numbers both schoolwide and for their Hispanic and Special Education subgroups.

Overall, BGCS met 74.4% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's academic performance.

The UWM Office of Charter Schools recommends that growth should continue to be the focus of Bruce Guadalupe Community School's academic efforts. The use of the MAP assessments from the Northwest Evaluation Association is critical to making the maximum amount of progress. Bruce Guadalupe should use data analysis to determine specifically which students are not making appropriate gains and the reasons these gains are not being made.

## **REQUEST FOR CHARTER RENEWAL FOR FIVE YEARS**

### **Summary**

Academic performance at Bruce Guadalupe Community School exceeds that of neighborhood and demographically comparable MPS schools and MPS as a whole, with 35.1% of its students performing at the proficient or advanced level in ELA and 41.5% of its students performing at the proficient or advanced level in mathematics on the Forward Exam in 2017-18. Student daily attendance was 94.8% in 2016-17, and over ninety percent of the students return to the school year after year. Bruce Guadalupe has high levels of satisfaction ratings by students and parents. According to the UWM Office of Charter Schools, Bruce Guadalupe Community School has also complied with all state and federal regulations, and is in full compliance with its UWM charter agreement.

### **Findings and Recommendations for Improvement**

Based on the review and analysis of the Bruce Guadalupe Community School renewal application and renewal site visit including classroom observations and stakeholder interviews, the Evaluation Committee recommended the school be renewed for a five-year contract term. The Evaluation Committee documented the findings below:

- The cultural heritage of the students is acknowledged and incorporated in the classroom content
- Intensive early intervention is successfully provided for English Language Learners (ELL) students and those with special needs
- College-bound emphasis of the school and resources are used to follow students through high school and college
- The school has developed a positive cultural and strong community connection

- The school has many effective programs including after-school enrichment, summer school enrichment, music, arts and sports
- Successful and continual corporate sponsorship and engagement exist

The Evaluation Committee also made the following recommendations for the school's consideration:

- Consider a more comprehensive and intentional onboarding process for new teachers, especially related to culturally responsive instruction
- Continue a strong focus on math and reading achievement and particularly in the area of low-math growth

## **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the charter with United Community Center, Inc., for the operation of Bruce Guadalupe Community School, be approved by the Board of Regents for a five-year contract renewal beginning on July 1, 2019 and ending on June 30, 2024. During this time, Bruce Guadalupe Community School shall continue to comply with all legal and contractual requirements. The full contract is available at the web link below:

[United Community Center - Bruce Guadalupe Charter Agreement](#)

## Bruce Guadalupe Performance Framework Data Dashboard

Bruce Guadalupe Community School is currently in the 5<sup>th</sup> year of its 5-year contract that began in 2014-15.

Figure 1: Enrollment and Demographics

	2014-15	2015-16	2016-17	2017-18
Total Enrollment	1116	1194	1235	1288
English Language Learners	22.6%	23.0%	16.5%	19.6%
Free/Reduced Lunch	77.5%	76.8%	77.7%	73.6%
Special Education	8.7%	8.1%	7.4%	6.9%
African American	0.3%	0.2%	0.1%	0.1%
Hispanic	96.7%	97.9%	97.9%	97.9%
White	2.9%	1.8%	1.9%	1.9%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a *satisfactory* using the alternate rating. Bruce Guadalupe met this target in each of the 3 years that report cards were available during its current contract.

Year	Overall Accountability Score	Overall Accountability Rating
2014-15	No Report Cards	No Report Cards
2015-16	72.5	Meets Expectations (3 stars)
2016-17	74.2	Exceeds Expectations (4 stars)
2017-18	76.4	Exceeds Expectations (4 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Bruce Guadalupe met this target in each of the 4 years of its current contract.

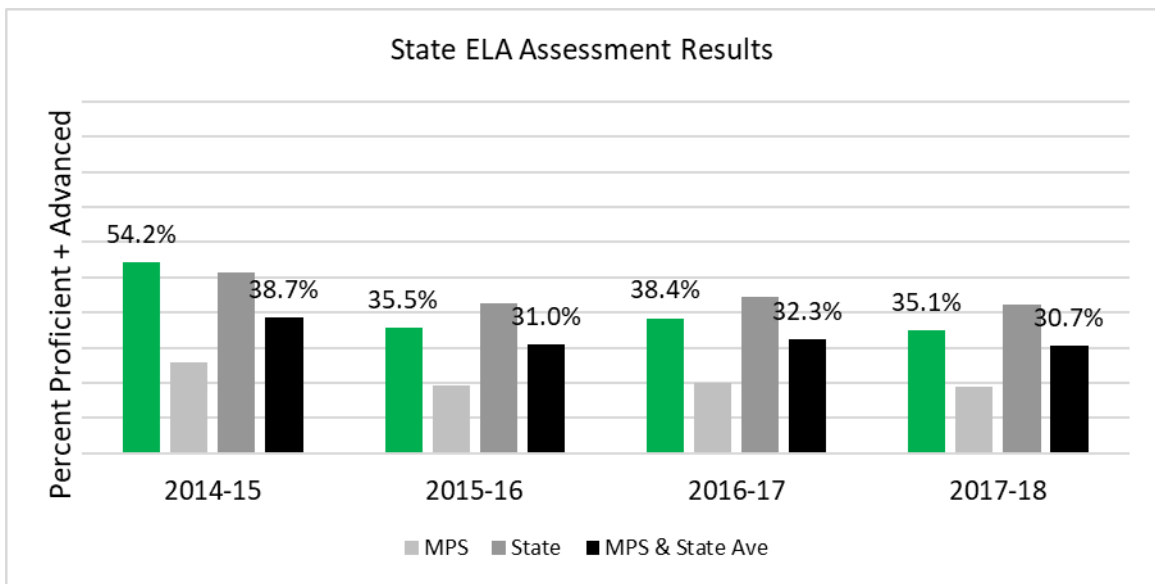


Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Bruce Guadalupe met this target in each of the 4 years of its current contract.

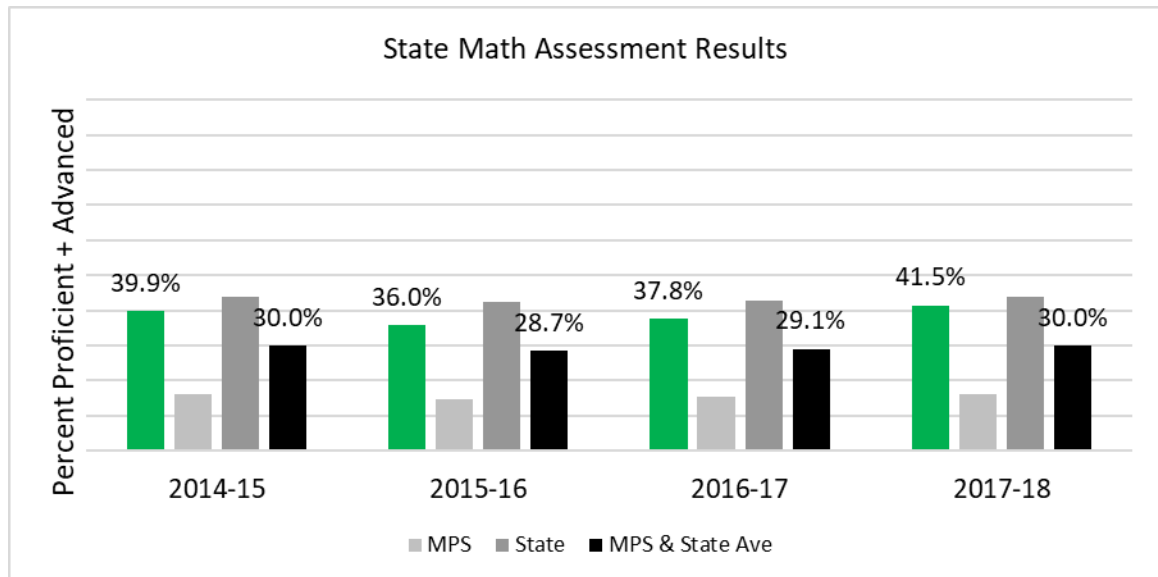
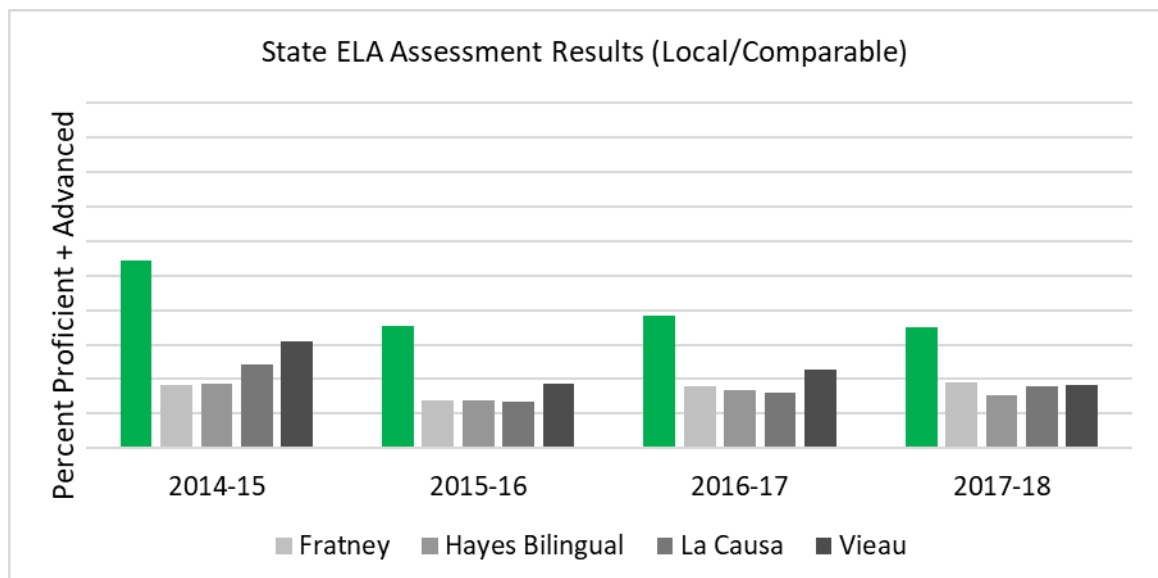
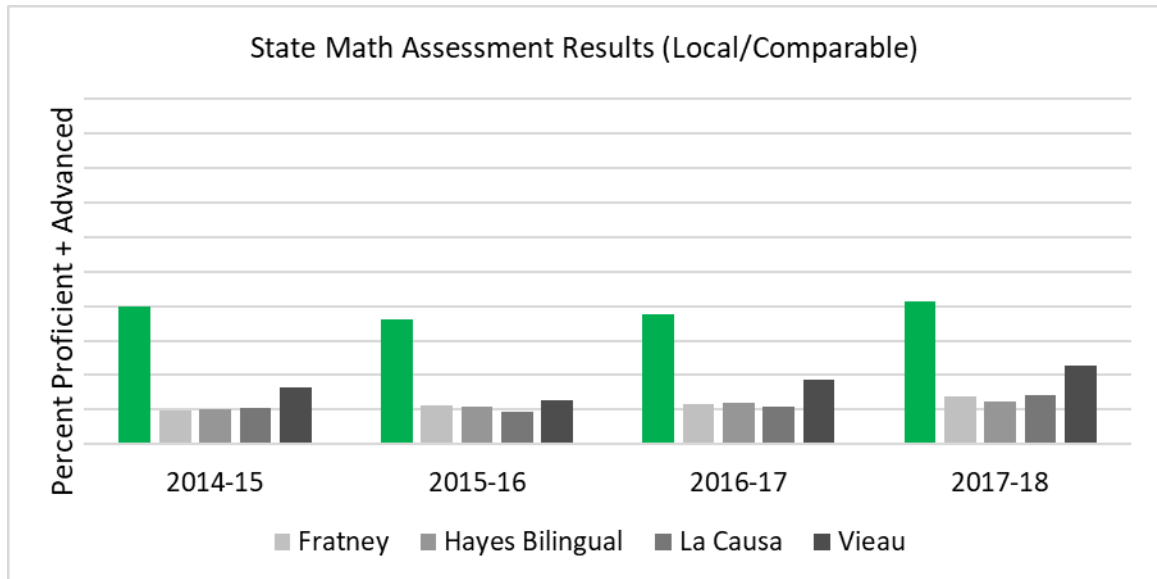


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Bruce Guadalupe met this target in each of the 4 years of its current contract.



	Bruce Guadalupe	Fratney	Hayes Bilingual	La Causa	Vieau
% Minority	98.1%	87.3%	98.2%	98.6%	97.4%
% Econ Dis	73.6%	82.5%	99.8%	94.7%	91.4%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Bruce Guadalupe met this target in each of the 4 years of its current contract.



	Bruce Guadalupe	Fratney	Hayes Bilingual	La Causa	Vieau
% Minority	98.1%	87.3%	98.2%	98.6%	97.4%
% Econ Dis	73.6%	82.5%	99.8%	94.7%	91.4%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Bruce Guadalupe met this target in 2 of the 4 years of its current contract.

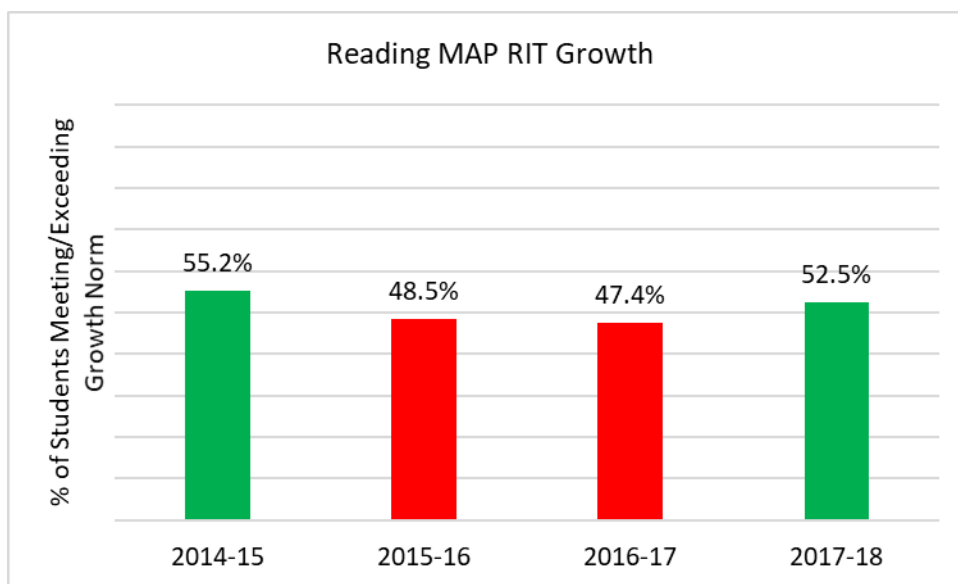


Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Bruce Guadalupe met this target in 3 of the 4 years of its current contract.

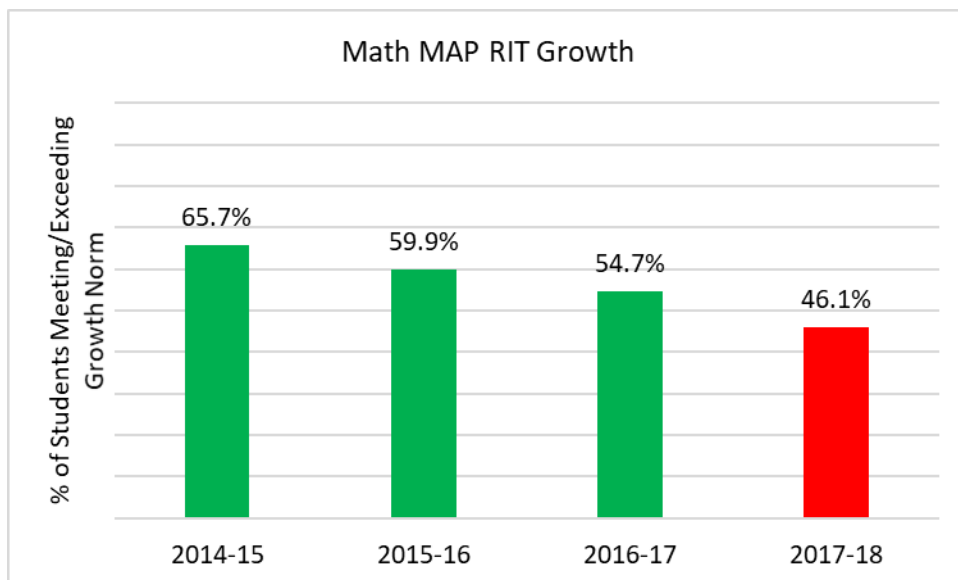


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Bruce Guadalupe failed to meet this target all 4 years of its current contract.

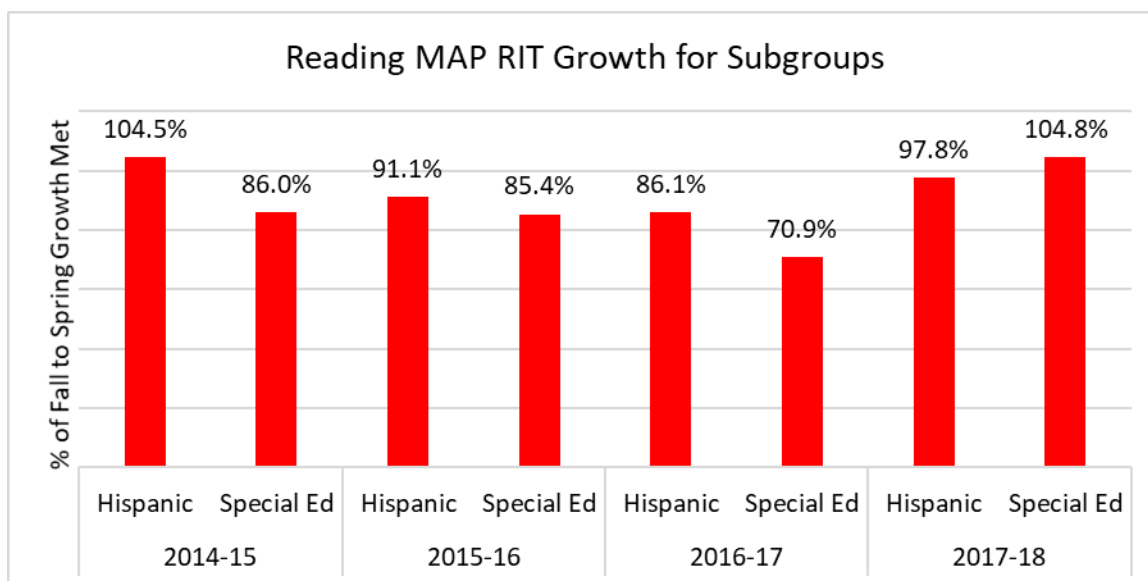


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their math RIT scores that

is at least 110% of the average target RIT growth. Bruce Guadalupe partially met this target in the first 2 years of its current contract and failed to meet the target for the past 2 years.

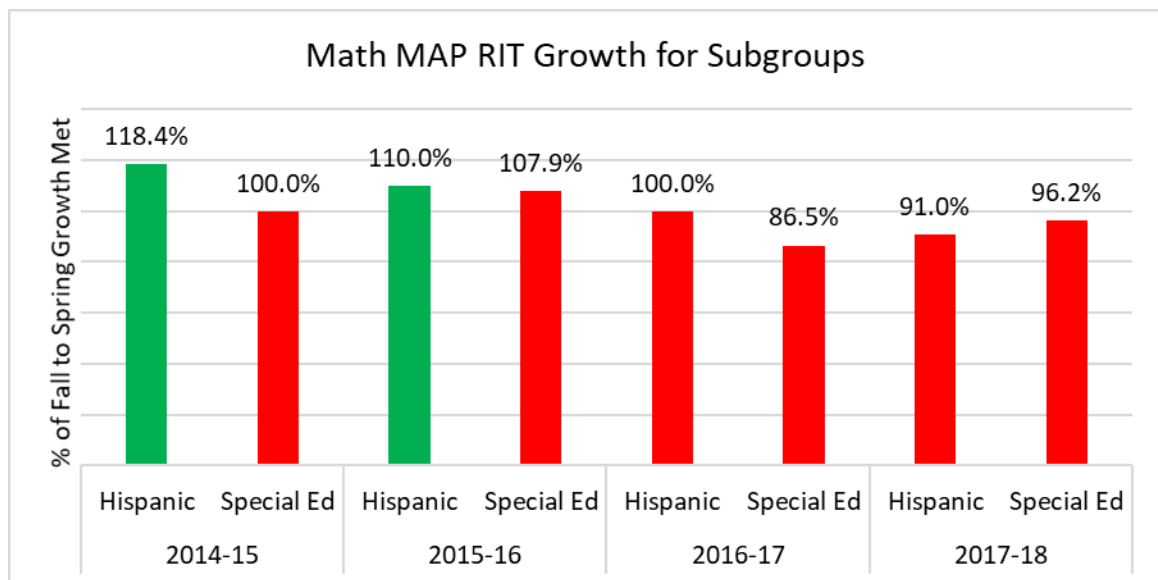


Figure 11: Attendance. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Bruce Guadalupe met this target in each of the 4 years of its current contract.

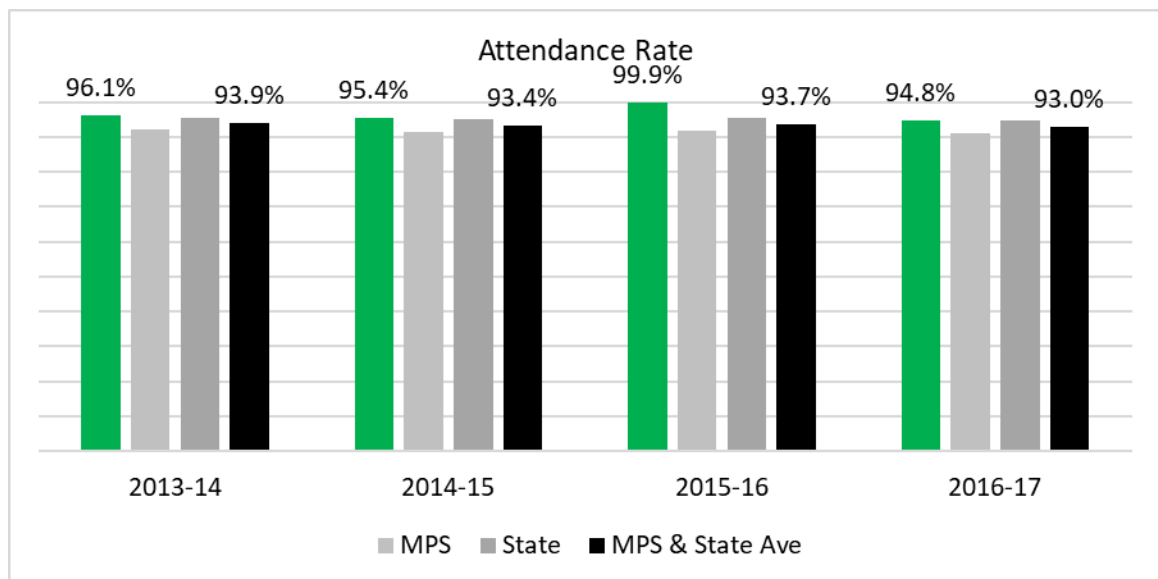


Figure 12: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current-year ratio is higher than last year's ratio. Bruce Guadalupe failed to meet this target for the first 3 years of the current contract, but met it in 2017-18.

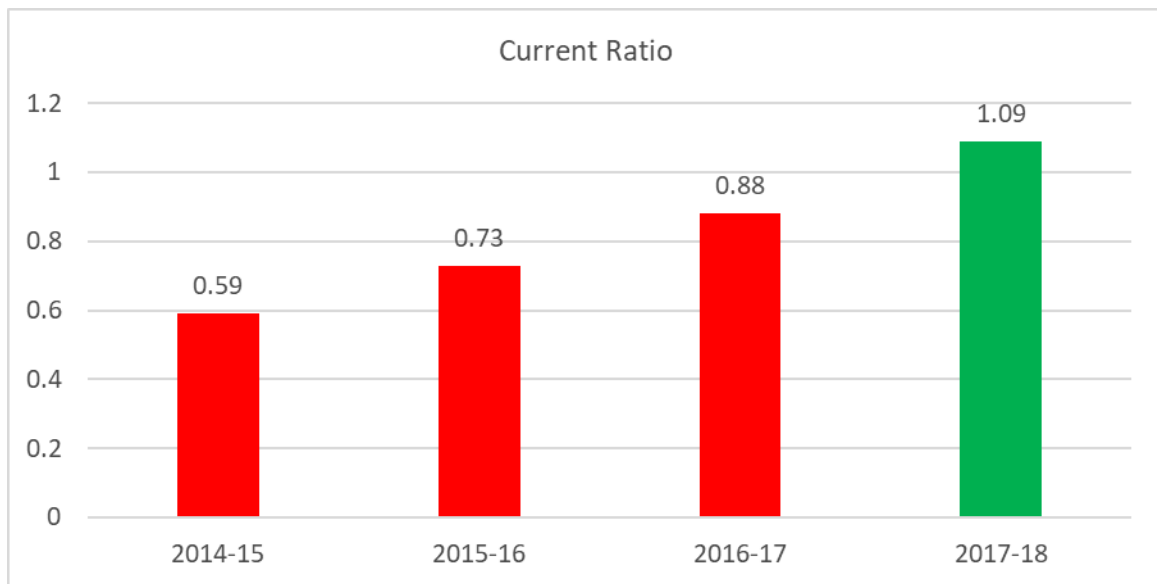


Figure 13: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Bruce Guadalupe met this target in all years of its current contract.

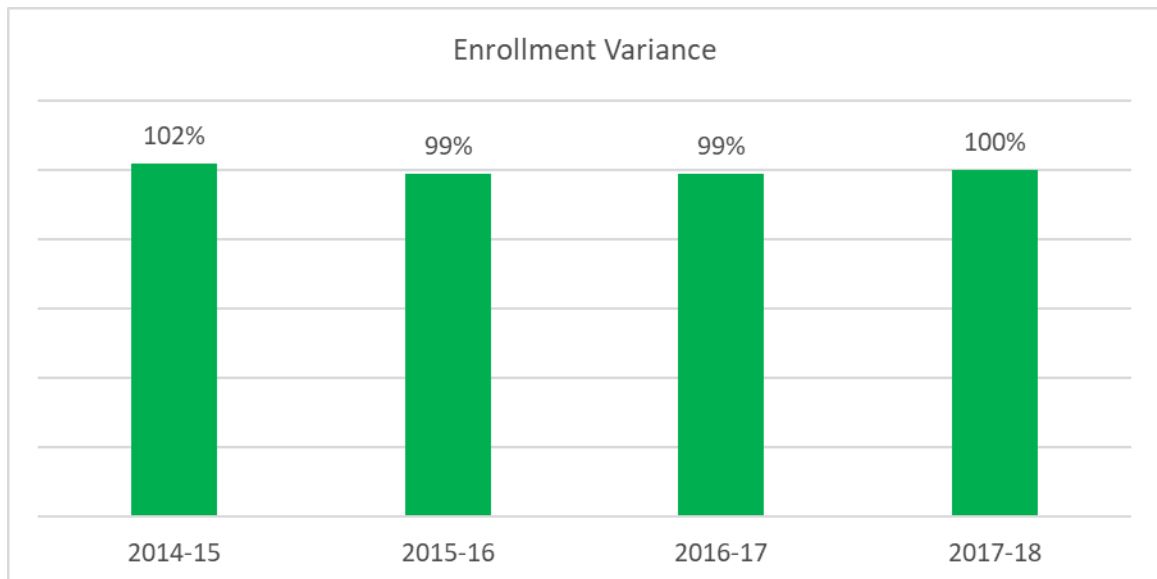


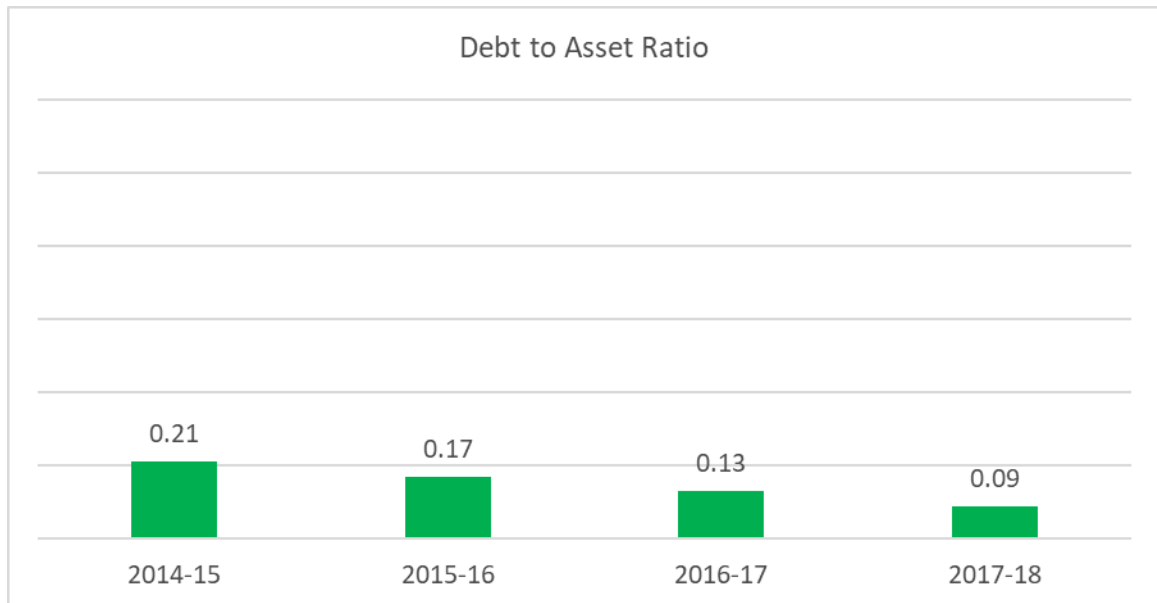
Figure 14: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Bruce Guadalupe met this target in all 4 years of its current contract.

Year	Result
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<b>2014-15</b>	<b>Not in Default or Delinquent</b>
<b>2015-16</b>	<b>Not in Default or Delinquent</b>
<b>2016-17</b>	<b>Not in Default or Delinquent</b>
<b>2017-18</b>	<b>Not in Default or Delinquent</b>

Figure 15: Debt to asset ratio. Target: Total liabilities-to-assets ratio is less than 0.9. Bruce Guadalupe met this target in all 4 years of its current contract.



Organizational Performance. Across all 4 years of its current contract that data are available, Bruce Guadalupe met 90.1% of the organizational targets. Three of the 4 years of its current contract the school failed to submit their financial reports to the UWM Office of Charter Schools and/or DPI in a timely manner. Also 3 of the 4 years, the school failed to meet the minimum completion rates for parent and staff surveys, which are used to assess the perceived safety in the school. The remaining items were met for all 4 years of the current contract.

UW-Milwaukee  
Approval of Charter School Contract  
Milwaukee Scholars Charter School

**EDUCATION COMMITTEE**

**Resolution I.1.f.(2)(d):**

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves renewal of the charter school contract with Milwaukee Scholars Charter School, Inc., maintaining a charter school known as Milwaukee Scholars Charter School for the period of three years, effective July 1, 2019 until June 30, 2022, so long as UW-Milwaukee returns to the Education Committee within one calendar year, in order to report on student achievement and performance under the contract.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
MILWAUKEE SCHOLARS CHARTER SCHOOL  
CHARTER RENEWAL  
PREPARED BY UW-MILWAUKEE**

**BACKGROUND**

Milwaukee Scholars Charter School, Inc., was awarded an initial five-year charter for Milwaukee Scholars Charter School by the Board of Regents on February 11, 2011, and the school opened in the fall of 2011. The Board of Regents approved the renewal contract on February 6, 2015, for three years. The extensive review process for the current contract began with the submission of a renewal application by Milwaukee Scholars Charter School on September 28, 2018, and concluded with the UWM Office of Charter Schools Evaluation Committee site visit conducted on November 12, 2018. The results of this review are detailed in the discussion below.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(2)(d), approving the renewal of the charter school contract with Milwaukee Scholars Charter School, Inc., to continue the operation of a public school known as Milwaukee Scholars Charter School, for three years effective July 1, 2019 until June 30, 2022.

**DISCUSSION**

**School Profile**

Milwaukee Scholars Charter School (MSCS) is located at 7000 W. Florist Ave. in Milwaukee. In 2017-18 the school enrolled 728 students in grades K4-8 and plans to enroll a minimum of 794 students next school year.

The mission of MSCS is to prepare all scholars for success by providing high academic standards, along with an emphasis on character development, in a safe and nurturing environment.

The school's intent is to continue building an organization that sets high academic standards and promotes fundamental values, such as integrity, achievement, excellence and accountability. The school offers K-8 students a rigorous educational program that prepares them for success in high school, college and throughout life.

**Educational Program**

MSCS uses the National Heritage Academies (NHA) curriculum that is built around the common core learning standards, and aligns with the school's mission of preparing students for success in high school, college, and beyond.

It is the school's instructional model that drives student engagement with the curriculum. Instructional methods and strategies employed by the school's teachers are designed to promote engagement, to include clarity of instructional intent, to be appropriately rigorous, and to meet the needs of all learners. Instruction takes various forms, including focused lessons, guided instruction, collaborative learning, and independent work. The best approach is contextually driven and contingent upon students' progress toward meeting instructional goals.

MSCS has implemented a rigorous academic program driven by interrelated priorities: multi-faceted instructional planning; close alignment among state academic standards, lesson plans, instructional tools, and assessments; a commitment to data-driven instruction; and a multi-level approach to intervention.

To target each scholar's needs, teachers use various instructional methods, such as direct instruction, modeling, demonstration, and think-alouds. Teachers offer guided instruction for large student groups or smaller, needs-based groups during workshop time or content-area learning blocks. Technology-enhanced workshop learning ensures individualized instruction.

Teachers also urge scholars to take responsibility for their learning by helping scholars set goals and using these goals as an instructional tool. To ensure that each scholar learns at the right level, teachers explain what is being taught, and scholars describe what they are learning.

### **Faculty and Staff**

MSCS has 32 faculty, with teaching experience ranging from 1 to 35 years. All faculty are certified by the Wisconsin Department of Public Instruction.

### **Governance and Leadership**

The MSCS Board of Directors performs all functions essential to governing an effective school and is responsible for its fiscal and academic policies and for meeting the requirements of applicable laws. Additionally, the MSCS Board of Directors manages the relationship with NHA and holds it accountable for the deliverables necessary to operate a successful school. The Board has recently created a governance committee, a finance committee, a strategic planning committee, and an academic excellence committee.

A principal is responsible for managing the school and reports to a Director of School Quality (DSQ) at NHA.

### **Financial Condition and Compliance**

MSCS is in compliance with its audits and has received an unqualified audit each year. The organization and school remain financially sound. Overall, MSCS met 100% of the financial performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's financial performance.

### **Legal and Contractual Requirements**

MSCS has been in compliance with all contract provisions and state and federal regulations for the contract term, and submits accountability reports, as required by the contract. Overall, MSCS met 94.9% of the organizational performance targets outlined in the Performance

Framework. The attached Performance Framework Data Dashboard further details the school's organizational performance.

### **Academic Performance**

Milwaukee Scholars received overall accountability scores of 81.3 and 74.2 on the Wisconsin Department of Public Instruction's (DPI's) School Report Cards in 2016-17 and 2017-18, respectively. Both scores fall within the *Exceeds Expectations* overall accountability range. These scores are based on student achievement, student growth, closing gaps, and on-track and postsecondary readiness (with the latter including attendance rate, 3rd grade English/Language Arts (ELA) achievement, and 8<sup>th</sup> grade math achievement in both years).

Results on the Forward Exam, as detailed on the Milwaukee Scholars Performance Framework Data Dashboard attached to this document, indicate academic performance at Milwaukee Scholars, in general, slightly trails that of the Milwaukee Public Schools (MPS) and the state in English/Language Arts (ELA) and mathematics. However, when the academic performance of Milwaukee Scholars is compared to that of neighborhood and demographically comparable MPS schools, Milwaukee Scholars' performance in both ELA and mathematics generally exceeds the performance in the comparable schools.

Academic year 2016-17 was a very strong year for Milwaukee Scholars in terms of student growth in both reading and math as measured by the Measures of Academic Progress (MAP) assessments and the DPI School Report Cards. However, in 2017-18, although school growth measures on the School Report Card remained strong, growth was not as strong on the Measures of Academic Progress assessments.

Overall, MSCS met 56.3% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's academic performance.

The UWM Office of Charter Schools recommends that growth should continue to be the focus of Milwaukee Scholars' academic efforts in order to bring achievement to levels comparable to MPS. The use of the MAP assessments from the Northwest Evaluation Association is critical to making the maximum amount of progress. Milwaukee Scholars should use data analysis to determine specifically which students are not making appropriate gains and why reasons these gains are not being made.

## **REQUEST FOR CHARTER RENEWAL FOR THREE YEARS**

### **Summary**

Academic performance at Milwaukee Scholars generally exceeds that of neighborhood and demographically comparable MPS schools, with 12.9% of its students performing at the proficient or advanced level in ELA and 14.7% of its students performing at the proficient or advanced level in mathematics on the Forward Exam in 2017-18. Student daily attendance was 92.0% in 2016-17, and over eighty percent of the students return to the school year after year.

According to the UWM Office of Charter Schools, Milwaukee Scholars has also complied with all state and federal regulations, and is in full compliance with its UWM charter agreement.

### **Findings and Recommendations for Improvement**

The UWM Office of Charter Schools Evaluation Committee visited the school on November 12, 2018, and conducted a site visit. The team reviewed the school's renewal application, observed classrooms, and interviewed teachers, students, parents, as well as board and school-level leadership. The Evaluation Committee's summarized findings are below:

- Significant attention has been placed on improvement of student behavior and school culture
- The school has a new principal in place who seems poised to move the school forward
- The MSCS Board of Directors has taken steps to further define its role and responsibilities
- The school has diverse faculty and staff
- Progress is being made

The Evaluation Committee and UWM Office of Charter Schools are recommending as a requirement for contract renewal that Milwaukee Scholars Charter School develop and submit a corrective action plan to the director of the Office of Charter Schools by May 1, 2019. The plan must clearly outline the school's improvement efforts to increase student achievement and specifically address the following areas of concern:

- Instructional rigor
- Culture of academic optimism
- Increase in student achievement and growth in math and reading
- Alternatives to suspensions
- Stabilization of leadership and development of a succession plan for leadership
- Student and staff retention
- Intentional relationship building between students and teachers and between students across grades
- Development of strategies to strengthen parent engagement

The Committee is also recommending the following to ensure the approved corrective action plan is implemented with fidelity:

- Monthly meetings focused on the implementation of the corrective action plan
  - Quarterly report detailing progress of corrective action plan
  - Site visit conducted by the Evaluation Committee at contract mid-point (approximate date is January 2021)

Milwaukee Scholars Charter School must ensure all of the above recommendations are addressed in its required corrective action plan submitted to the director of the UWM Office of Charter Schools by May 1, 2019, for approval.

## **RECOMMENDATION**

The three-year contract recommendation from the Evaluation Committee is based on concern with the academic performance of Milwaukee Scholars, although recognizing data shows that MSCS is outperforming neighborhood schools and confidence exists that the current leadership can make appropriate adjustments to increase student achievement. Due to the newly established Performance Framework used to evaluate the UWM charter schools, the Evaluation Committee agreed upon the three-year renewal recommendation, along with the submission of an action plan addressing the identified areas of concern. Additionally, the UWM Office of Charter Schools is confident in the objectivity and transparency of the Performance Framework with its explicit standards and targets, which will continue to enhance the level of monitoring of Milwaukee Scholars Charter School over the contract term.

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the charter with Milwaukee Scholars Charter School, Inc., for the operation of Milwaukee Scholars Charter School, be approved by the Board of Regents for a three-year contract renewal beginning on July 1, 2019 and ending on June 30, 2022. During this time, Milwaukee Scholars Charter School shall continue to comply with all legal and contractual requirements. The full contract is available at the web link below:

[Milwaukee Scholars Charter Agreement](#)

## Milwaukee Scholars Performance Framework Data Dashboard

Milwaukee Scholars is currently in the 3<sup>rd</sup> year of its 3-year contract that began in 2016-17.

Figure 1: Enrollment and Demographics

	2016-17	2017-18
Total Enrollment	658	642
English Language Learners	0.9%	1.2%
Free/Reduced Lunch	93.3%	91.1%
Special Education	10.2%	7.9%
African American	94.1%	95.2%
Hispanic	1.7%	0.5%
White	0.5%	0.5%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a *satisfactory* using the alternate rating. Milwaukee Scholars met this target in each of the 2 years that report card data is available for its current contract.

Year	Overall Accountability Score	Overall Accountability Rating
2016-17	81.3	Exceeds Expectations (4 stars)
2017-18	74.2	Exceeds Expectations (4 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Milwaukee Scholars did not meet this target in either year of its current contract.

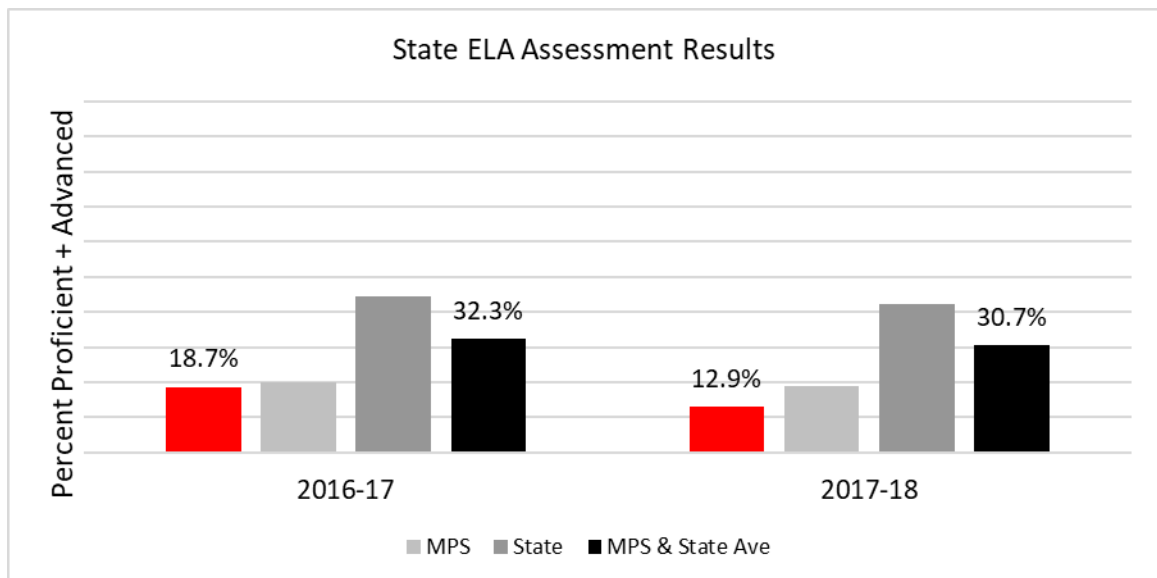




Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Milwaukee Scholars did not meet this target in either year of its current contract.

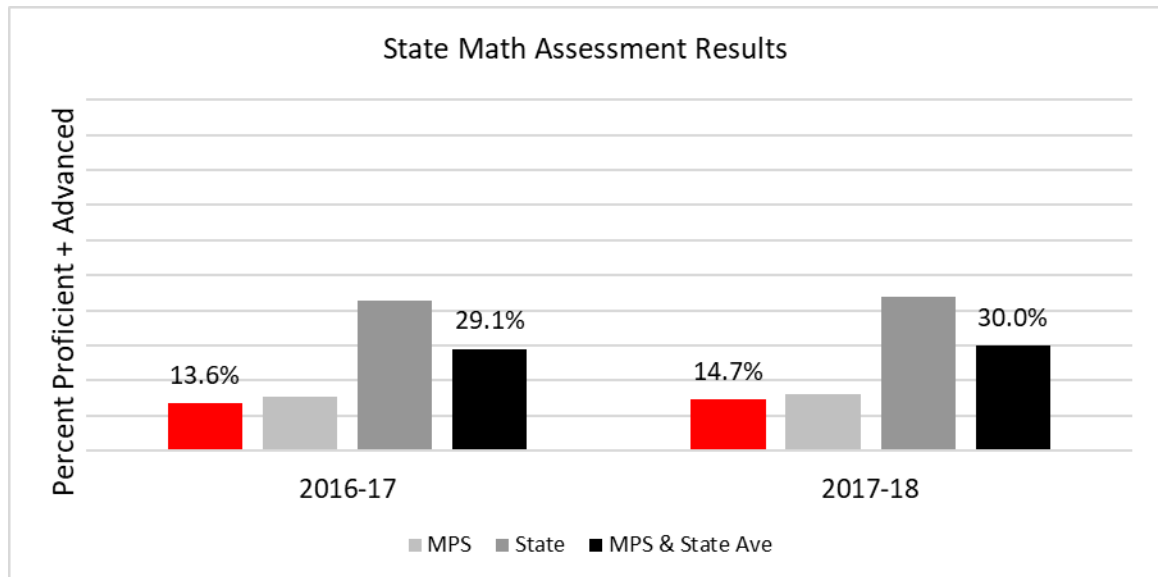
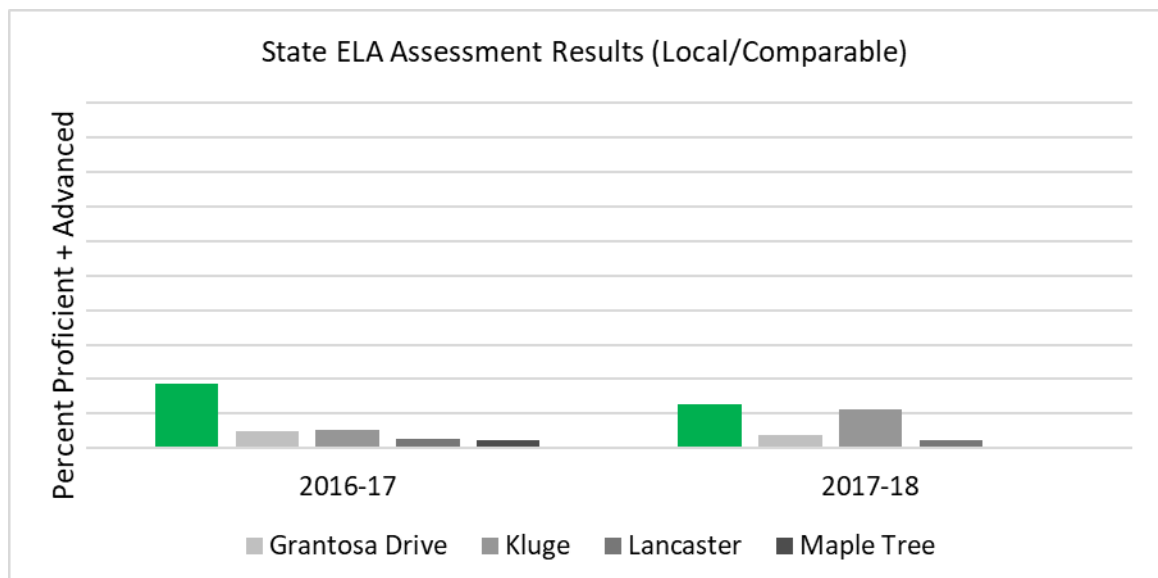
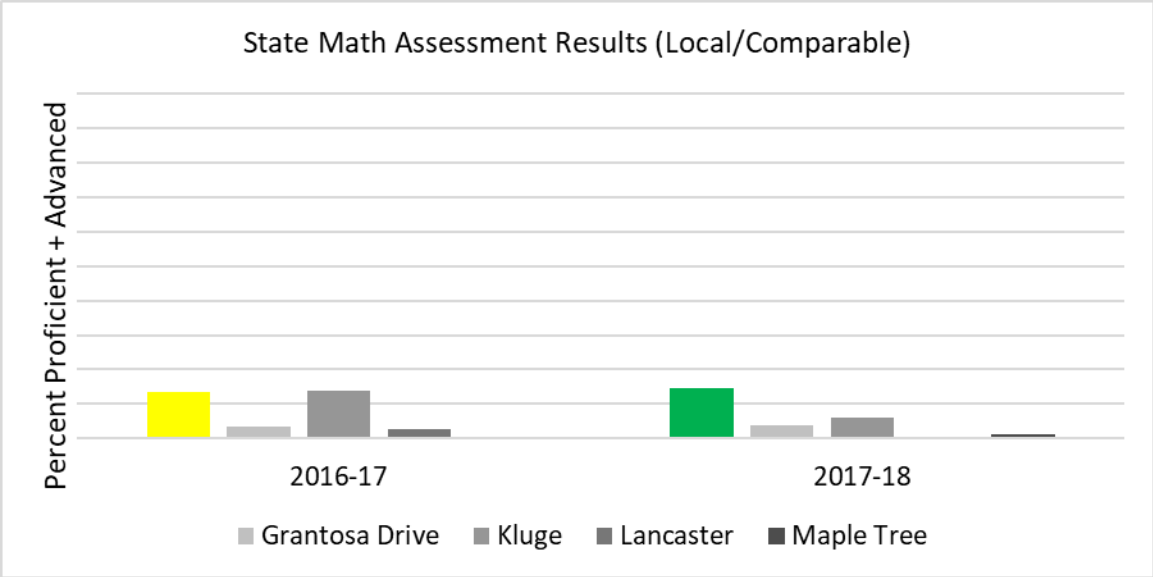


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Milwaukee Scholars met this target in each of the 2 years of its current contract.



	Milwaukee Scholars	Grantosa Drive	Kluge	Lancaster	Maple Tree
% Minority	99.5%	97.9%	94.9%	97.2%	97.5%
% Econ Dis	91.1%	88.7%	82.4%	86.3%	90.9%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Milwaukee Scholars partially met this target in 2016-17 and met this target in 2017-18.



	Milwaukee Scholars	Grantosa Drive	Kluge	Lancaster	Maple Tree
% Minority	99.5%	97.9%	94.9%	97.2%	97.5%
% Econ Dis	91.1%	88.7%	82.4%	86.3%	90.9%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Milwaukee Scholars met this target in both years of its current contract.

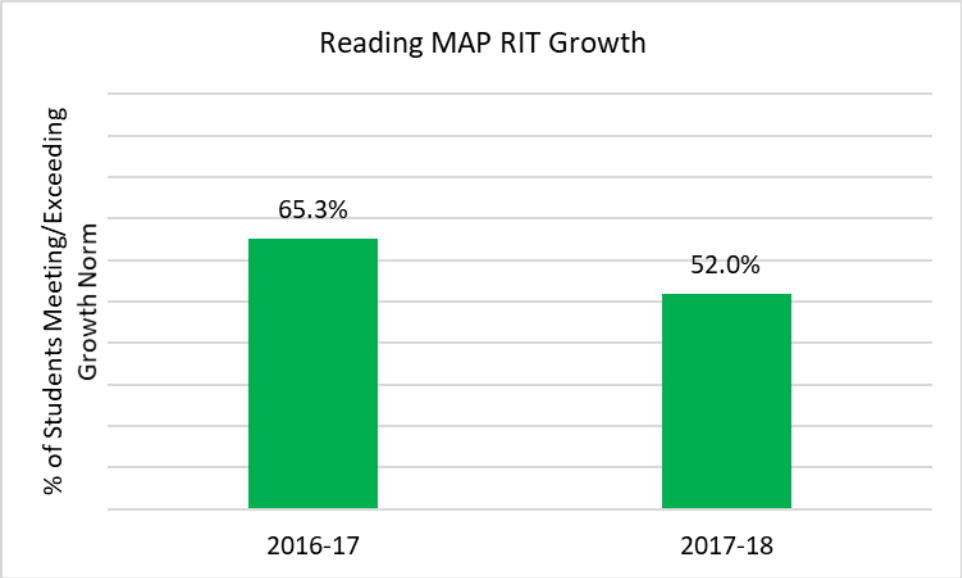


Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Milwaukee Scholars met this target in 1 of the 2 years of its current contract.

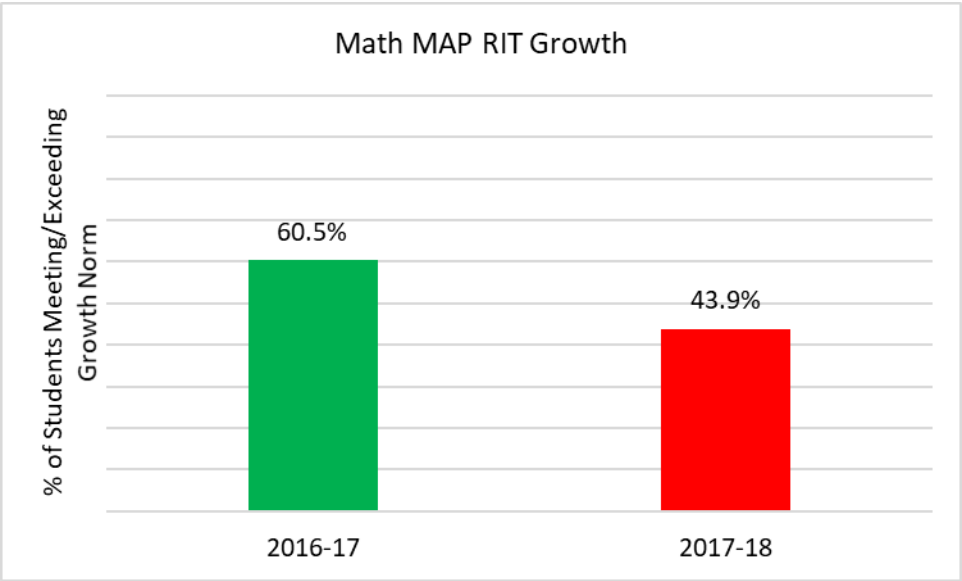


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Milwaukee Scholars met this target one year of its current contract and failed to meet this target in the other year of its current contract.

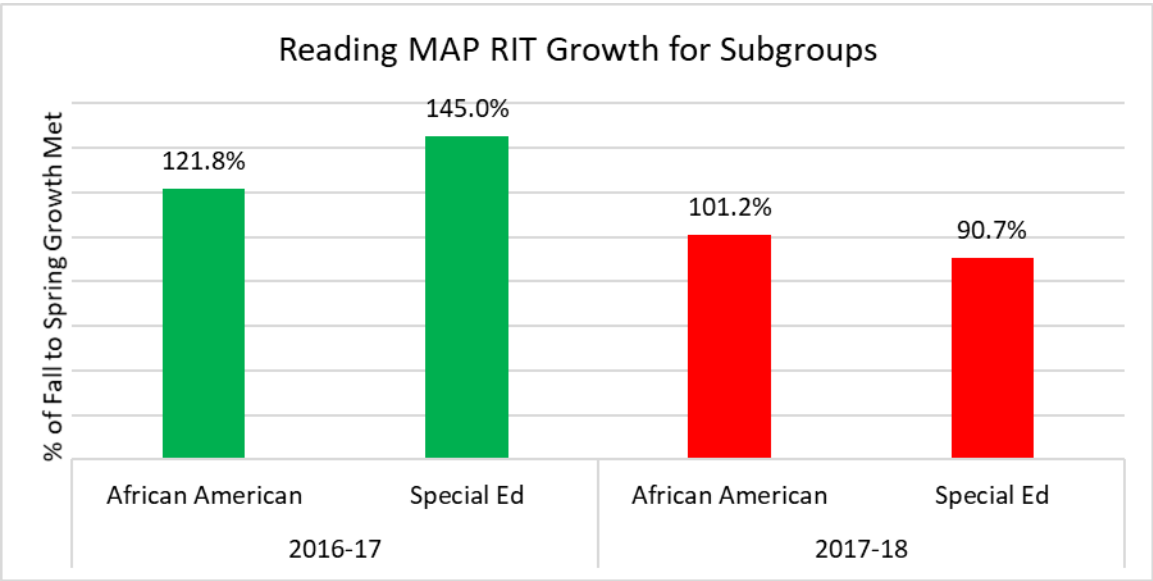


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their math RIT scores that is at least 110% of the average target RIT growth. Milwaukee Scholars met this target in 2016-17 and partially met it in 2017-18.

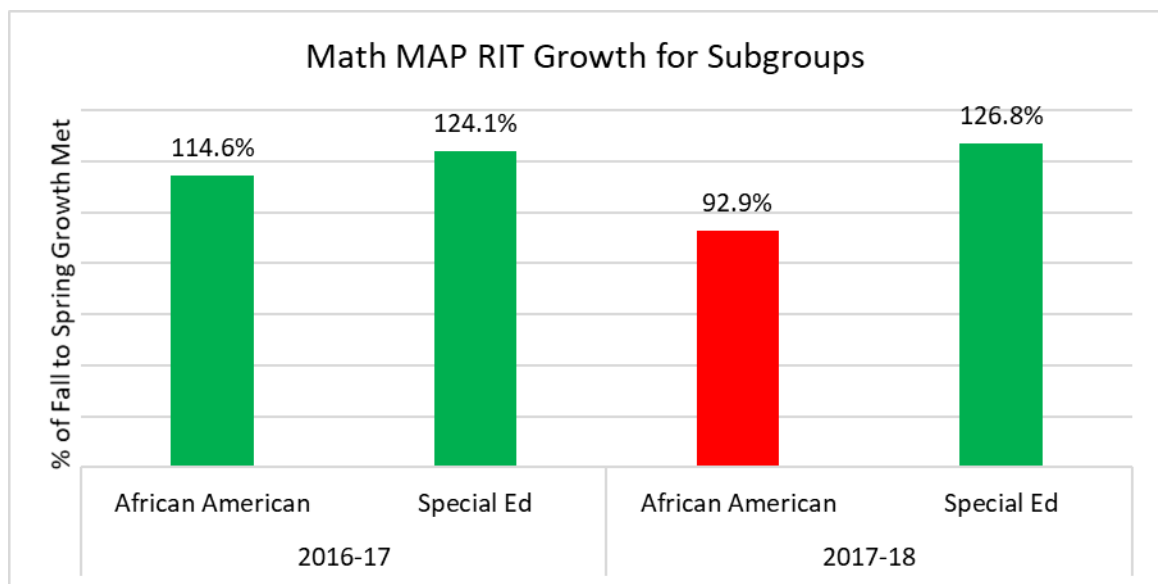


Figure 11: Attendance. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Milwaukee Scholars failed to meet this target in each of the 2 years of its current contract.

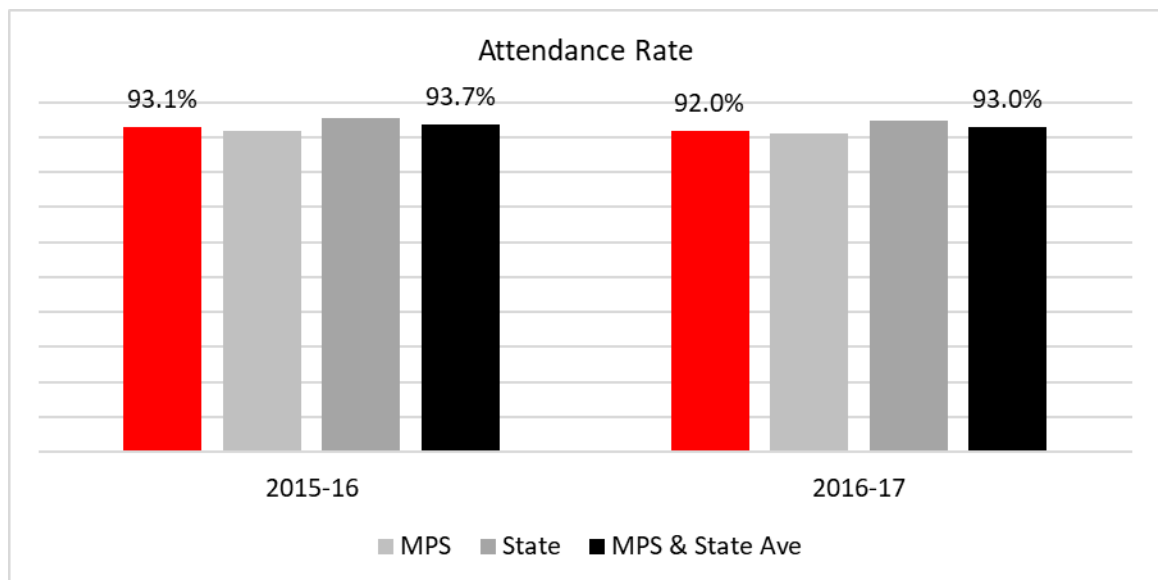


Figure 12: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current-year ratio is higher than last year's ratio. Milwaukee Scholars met this target for both years of the current contract.

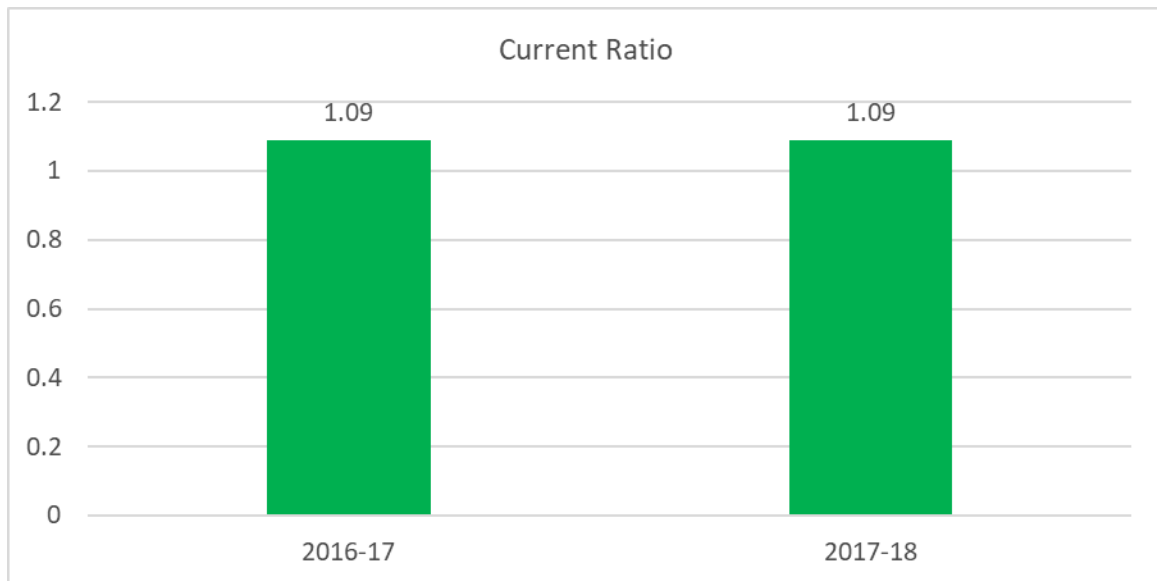


Figure 13: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Milwaukee Scholars met this target in both years of its current contract.

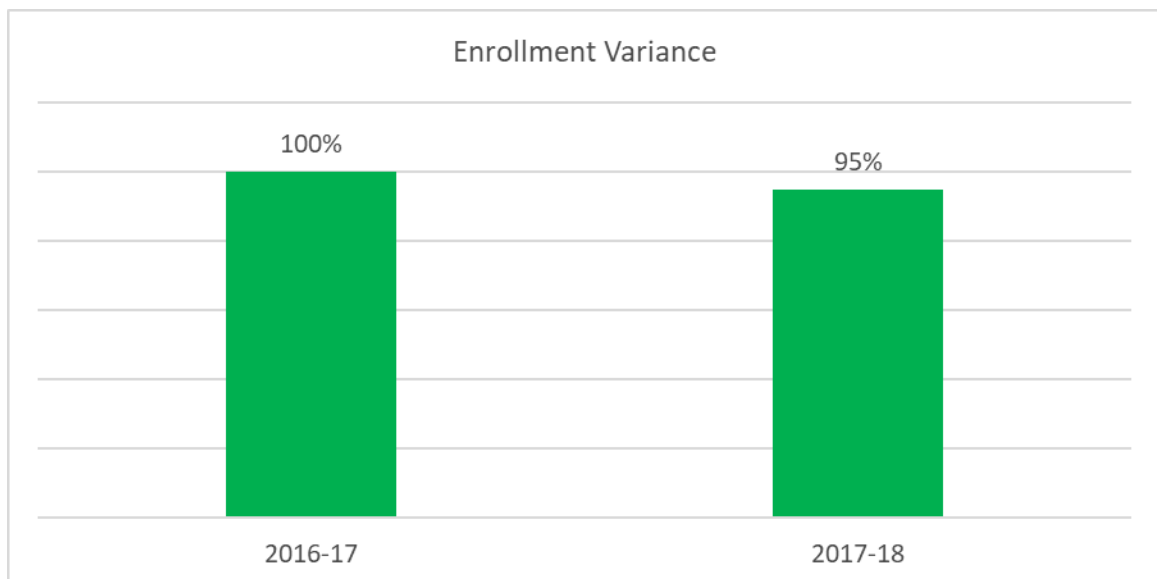
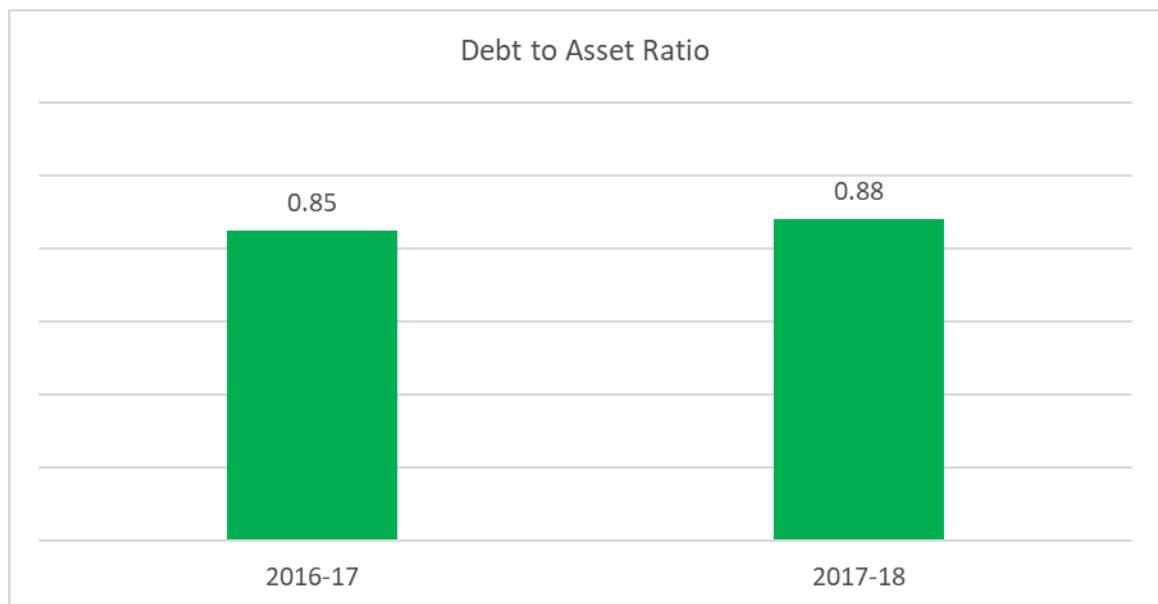


Figure 14: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Milwaukee Scholars met this target in both years of its current contract.

Year	Result
2016-17	Not in Default or Delinquent
2017-18	Not in Default or Delinquent

Figure 15: Debt to asset ratio. Target: Total liabilities-to-assets ratio is less than 0.9. Milwaukee Scholars met this target in both years of its current contract.



Organizational Performance. Across both years of its current contract that data are available, Milwaukee Scholars met 94.9% of the organizational targets. In one year of the current contract, student perception of safety did not meet the target, and in the other year of the current contract, parent participation in the survey assessing perception of safety did not meet the target and student and staff perceptions of safety did not meet the target. All other organizational targets were met both years of the current contract.

UW-Milwaukee  
Renewal of Charter School Contract  
Seeds of Health Elementary, Tenor High School, and Veritas High School

EDUCATION COMMITTEE

Resolution I.1.f.(2)(e):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves renewal of the single charter school contract with Seeds of Health, Inc., maintaining three charter schools known as Seeds of Health Elementary, Tenor High School and Veritas High School, for the period of five years, effective July 1, 2019 until June 30, 2024.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
SEEDS OF HEALTH, INC.  
SINGLE CONTRACT RENEWAL FOR  
  
SEEDS OF HEALTH ELEMENTARY  
TENOR HIGH SCHOOL  
VERITAS HIGH SCHOOL  
PREPARED BY UW-MILWAUKEE**

**BACKGROUND**

On April 11, 2014, the Board of Regents approved the first single charter school contract with Seeds of Health, Inc., to operate three charter schools known as Seeds of Health Elementary (SOHE), Tenor High School (Tenor), and Veritas High School (Veritas), effective July 1, 2015 through June 30, 2019.

The extensive review process for the current contract began with the submission of renewal applications for each of the three schools by Seeds of Health, Inc., on September 28, 2018, and concluded with the UWM Office of Charter Schools Evaluation Committee conducting site visits at each school in October and November 2018.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(2)(e), approving the renewal of the single charter school contract with Seeds of Health, Inc., to continue the operation of three public schools known as Seeds of Health Elementary, Tenor High School and Veritas High School for five years effective July 1, 2019 until June 30, 2024.

**DISCUSSION**

**Seeds of Health, Inc. Profile**

Seeds of Health, Inc. (SOH, Inc.), an education and health services management company located in Milwaukee, Wisconsin, is a 501(c)(3) organization. In 1983, SOH, Inc., was founded as a Women and Infant Care (WIC) program. Based on experiences derived from that service, SOH, Inc., identified a local community need for an alternative high school program for at-risk students. In 1988, it developed, in partnership with Milwaukee Public Schools (MPS), an alternative secondary education program as a partnership school. This experience further led SOH, Inc., to develop in 1983 a contract elementary program, a K-5 program called Seeds of Health Elementary (SOHE) with MPS, and in 2001 to develop a MPS charter high school called Veritas.



In 2005, SOH, Inc., opened its second high school program, Tenor, as a UWM charter school. After leaving MPS in 2006, SOHE applied to UWM for an independent charter. Thereafter, Veritas left MPS and was approved for a charter contract with UWM in 2010. All schools have been approved for renewal contracts in the past, and this is the first single contract renewal.

The three UWM-SOH, Inc. charters have an enrollment of 919 students. In the evaluation and accountability reporting required by contract, the organization's schools have shown to be in full compliance. Academic, financial and organizational performance for these schools are documented in the detailed reports and school profiles available in Appendix A for SOHE, Appendix B for Tenor, and Appendix C for Veritas.

## **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the single charter contract with Seeds of Health, Inc., for the operation of three charter schools known as Seeds of Health Elementary, Tenor High School and Veritas High School, be approved by the Board of Regents for a five-year contract renewal beginning on July 1, 2019 and ending on June 30, 2024. During this time, Seeds of Heath, Inc., shall continue to comply with all legal and contractual requirements. The full contract is available at the web link below:

**[Seeds of Health Combined Charter Agreement](#)**

## **APPENDIX A**

### **UNIVERSITY OF WISCONSIN-MILWAUKEE OFFICE OF CHARTER SCHOOLS SEEDS OF HEALTH ELEMENTARY**

#### **BACKGROUND**

##### **School Profile and Design**

Seeds of Health Elementary School (SOHE), a unit of Seeds of Health, Inc. (SOH), is a 4K-grade 8 school located on the near south side of Milwaukee, with two locations. Windlake Elementary (lower campus) is located at 2433 S. 15<sup>th</sup> Street and serves 4K-grade 3 and Windlake Academy (upper campus) is located at 1445 S. 32<sup>nd</sup> Street and serves grades 4-8. The school serves 422 students. Each campus has its own principal. Seeds of Health, Inc., runs a daily shuttle between both sites to accommodate parents who may have students enrolled in both buildings, with one pick-up and drop-off location.

The Seeds of Health Elementary School mission is to work in partnership with families and community to prepare students with foundational knowledge, skills and character that will support success in secondary and post-secondary education and adult life. The SOHE mission targets the following learning outcomes:

1. Knowledge of core academic concepts and procedures
2. Knowledge of the world (i.e., global and cultural literacy)
3. Skill in complex reasoning (i.e., problem solving, critical and creative thinking)
4. Skill in communication (reading, writing, speaking, listening, use of technology)
5. Skill in making good choices and virtual citizenship (e.g., appropriate social media behavior)
6. Productive character (e.g., positive, questioning, open-minded, responsible, collaborative)

The SOHE mission is framed by a program designed to prepare students for secondary education matriculation and success through completion of a guaranteed and viable academic curriculum. The unambiguous intent of this educational model is to provide access to quality educational programming, resolve achievement gaps, and build secondary education readiness for student populations historically less served and less successful in completion of a high school diploma and matriculation into post-secondary educational programs.

##### **Educational Program**

The SOHE educational program is grounded by a K-8 curriculum and instruction focus on the achievement of core academic standards in language arts, reading, math, science and social studies. This focus is complemented by music, physical education and health curriculum. SOHE is further distinguished by differentiated instruction, attention to the developmental needs of the whole child, high expectations for learning success – and broad support for success in a student-centered program that prioritizes positive relationships.

Student achievement of guaranteed and viable K-8 curriculum is supported by a positive and orderly learning environment, community partnership, research-informed instruction, well-

maintained educational technology infrastructure and access (staff and students) and close monitoring and counseling of learning progress. Further support includes:

- Summer school curriculum that targets academic skill-building and enrichment
- During and after school tutoring and homework support
- Special education teacher support for students having additional learning needs
- Extracurricular programs that extend and enrich learning opportunities

### **Faculty and Staff**

All SOHE faculty are certified by the Wisconsin Department of Public Instruction. The teaching experience ranges from 1 to 26 years.

### **Governance and Leadership**

The Seeds of Heath, Inc., Board of Directors is responsible for oversight and setting policy for the entire agency including, but not limited to, each charter school established. Each charter school is managed by the executive director who reports to the Board of Directors. The principal of each charter school reports to the executive director.

To ensure the involvement of all of the stakeholders, an Advisory Council is appointed annually by the principal for each charter school. Members of the Advisory Council include parent representatives and other stakeholder representatives as determined by the principal. The Advisory Council advises the principal concerning academic and extracurricular programs and any other matters deemed appropriate by the members of the Advisory Council or as requested by the principal.

### **Financial Condition and Compliance**

Seeds of Health Elementary School continues to demonstrate strong financial viability. Central to this strength is the benefit of centralized administrative services provided by Seeds of Health, Inc. (SOH), and the governance experience and expertise of the SOH Board of Directors. SOH is in compliance with its audits, and has received an unqualified audit each year. Overall, SOHE met 100% of the financial performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's financial performance.

### **Legal and Contractual Requirements**

SOHE has been in compliance with all contract provisions and state and federal regulations for the contract term, and submits accountability reports, as required by the contract. Overall, SOHE met 100% of the organizational performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's organizational performance.

### **Academic Performance**

Results on the Forward Exam, as detailed on the Seeds of Health Elementary Performance Framework Data Dashboard attached to this document, indicate academic performance at Seeds of Health Elementary exceeds that of the Milwaukee Public Schools (MPS) and rivals the average of MPS and the state in English/Language Arts (ELA) and mathematics.

When the academic performance of Seeds of Health Elementary is compared to that of neighborhood and demographically comparable MPS schools, Seeds of Health Elementary's performance in both ELA and mathematics exceeds the performance in the comparable schools.

Measures of student growth are consistently above the national norms in both reading and mathematics on the Measures of Academic Progress (MAP) assessments. Growth of minority subgroups is variable across years, but generally comparable to national norms in both reading and math.

Seeds of Health Elementary received overall accountability scores of 56.7, 74.7, and 69.7 on the Wisconsin Department of Public Instruction's (DPI's) School Report Cards in 2015-16, 2016-17, and 2017-18, respectively. In 2015-16, the school's score placed the school in the *Meets Few Expectations* rating; in 2016-17, the school's rating was in the *Exceeds Expectations* category, and in 2017-18, the school received an overall accountability rating of *Meets Expectations*. These scores are based on student achievement, student growth, closing gaps, and on-track and post-secondary readiness (with the latter including attendance rate, 3rd grade reading achievement, and 8th grade math achievement in all years).

Overall, SOHE met 70.5% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's academic performance.

The UWM Office of Charter Schools recommends that subgroup growth should continue to be the focus of the Seeds of Health Elementary's academic efforts. The use of the MAP assessments from the Northwest Evaluation Association is critical to making the maximum amount of progress. Seeds of Health Elementary should use data analysis to determine specifically which students are not making appropriate gains and the reasons why these gains are not being made.

## **REQUEST FOR CHARTER RENEWAL FOR FIVE YEARS**

### **Summary**

Academic performance at Seeds of Health Elementary exceeds that of neighborhood and demographically comparable MPS schools and MPS as a whole, with 24.5% of its students performing at the proficient or advanced level in ELA and 26.3% of its students performing at the proficient or advanced level in mathematics on the Forward Exam in 2017-18. Student daily attendance was 93.2% in 2016-17, and over eighty-five percent of the students return to the school year after year. Seeds of Health Elementary has high levels of satisfaction ratings by students and faculty. According to the UWM Office of Charter Schools, Seeds of Health Elementary has also complied with all state and federal regulations, and is in full compliance with its UWM charter agreement.

## **Findings and Recommendations for Improvement**

Based on the review and analysis of the Seeds of Health Elementary renewal application and renewal site visit including classroom observations and stakeholder interviews, the Evaluation Committee recommended the school be renewed for a five-year contract term. The Evaluation Committee documented the findings below:

- Positive culture that is evident at both campuses and will continue to impact academic achievement
- Strong and deliberate parent communication
- Teachers with a strong commitment to the school and agency
- School's development of a positive cultural and strong community connection
- Effective classroom management framework
- Satisfaction of staff, parents and students

The Evaluation Committee also made the following recommendations for the school's consideration:

- Inclusion of culturally responsive curriculum and teaching practices
- Exploration of more ways to increase diversity of teaching staff

## **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the charter with Seeds of Health, Inc., for the operation of Seeds of Health Elementary School, be approved by the Board of Regents for a five-year contract renewal beginning on July 1, 2019 and ending on June 30, 2024. During this time, Seeds of Health Elementary School shall continue to comply with all legal and contractual requirements.

## Seeds of Health Elementary Performance Framework Data Dashboard

Seeds of Health Elementary is currently in the 5<sup>th</sup> year of its 5-year contract that began in 2014-15.

Figure 1: Enrollment and Demographics

	2014-15	2015-16	2016-17	2017-18
Total Enrollment	454	465	450	435
English Language Learners	4.8%	5.6%	6.9%	9.0%
Free/Reduced Lunch	92.5%	80.9%	84.9%	85.7%
Special Education	6.2%	7.1%	10.0%	9.4%
African American	3.7%	3.4%	1.3%	3.2%
Hispanic	89.9%	89.7%	92.0%	89.9%
White	4.6%	4.5%	4.4%	4.6%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a *satisfactory* using the alternate rating. Seeds of Health Elementary met this target in 2016-17 and 2017-18.

Year	Overall Accountability Score	Overall Accountability Rating
2014-15	No Report Cards	No Report Cards
2015-16	56.7	Meets Few Expectations (2 stars)
2016-17	74.7	Exceeds Expectations (4 stars)
2017-18	69.7	Meets Expectations (3 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Seeds of Health Elementary met this target in 2 of the 4 years of its current contract.

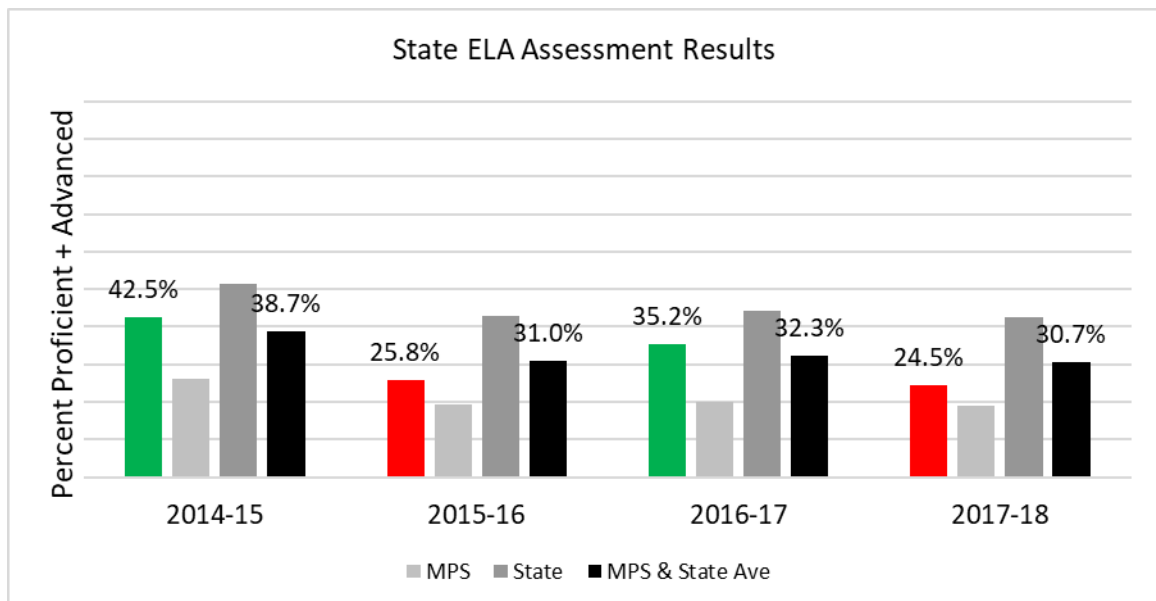


Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Seeds of Health Elementary met this target in the first year of its current contract.

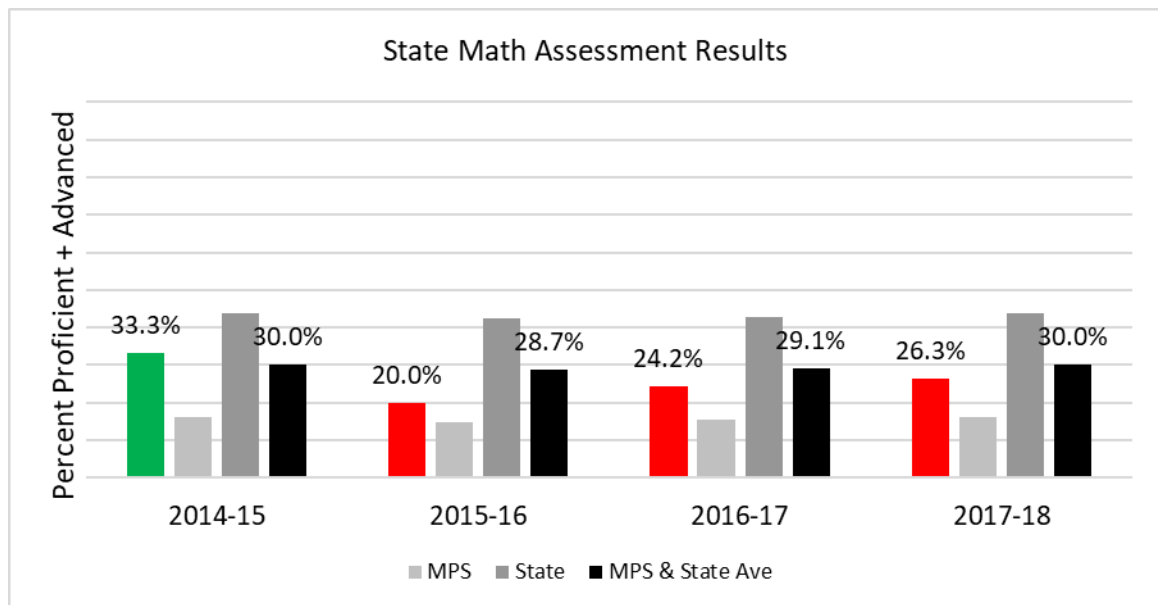
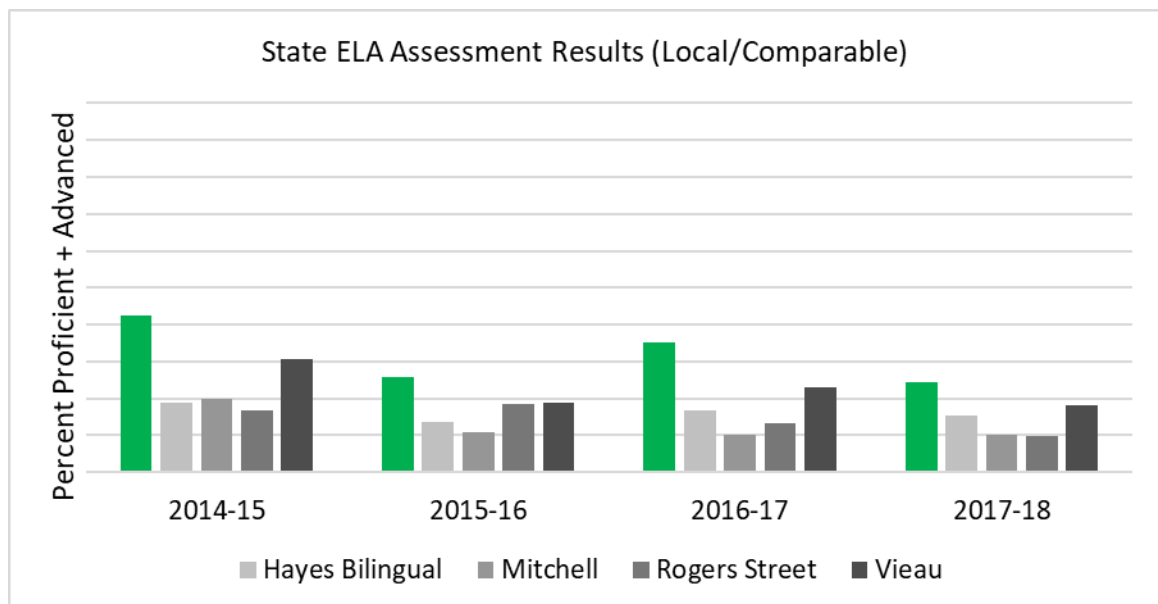
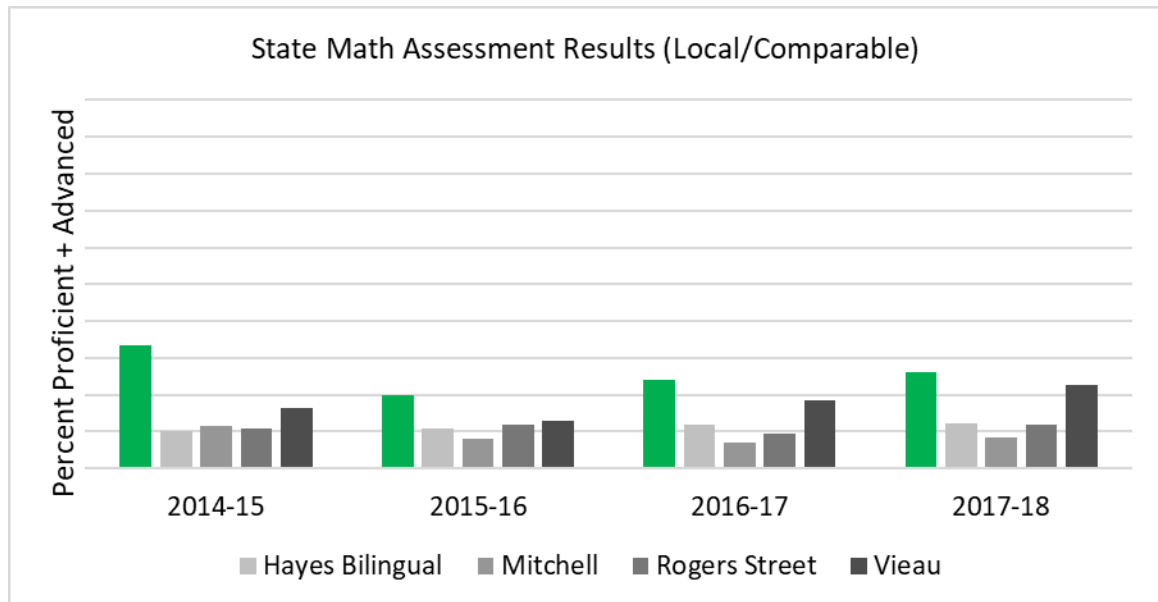


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Seeds of Health Elementary met this target in each of the 4 years of its current contract.



	Seeds of Health Elementary	Hayes Bilingual	Mitchell	Rogers Street	Vieau
% Minority	95.4%	98.2%	95.8%	96.0%	97.4%
% Econ Dis	85.7%	99.8%	89.4%	95.3%	91.4%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Seeds of Health Elementary met this target in each of the 4 years of its current contract.



	Seeds of Health Elementary	Hayes Bilingual	Mitchell	Rogers Street	Vieau
% Minority	95.4%	98.2%	95.8%	96.0%	97.4%
% Econ Dis	85.7%	99.8%	89.4%	95.3%	91.4%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Seeds of Health Elementary met this target in all 4 years of its current contract.

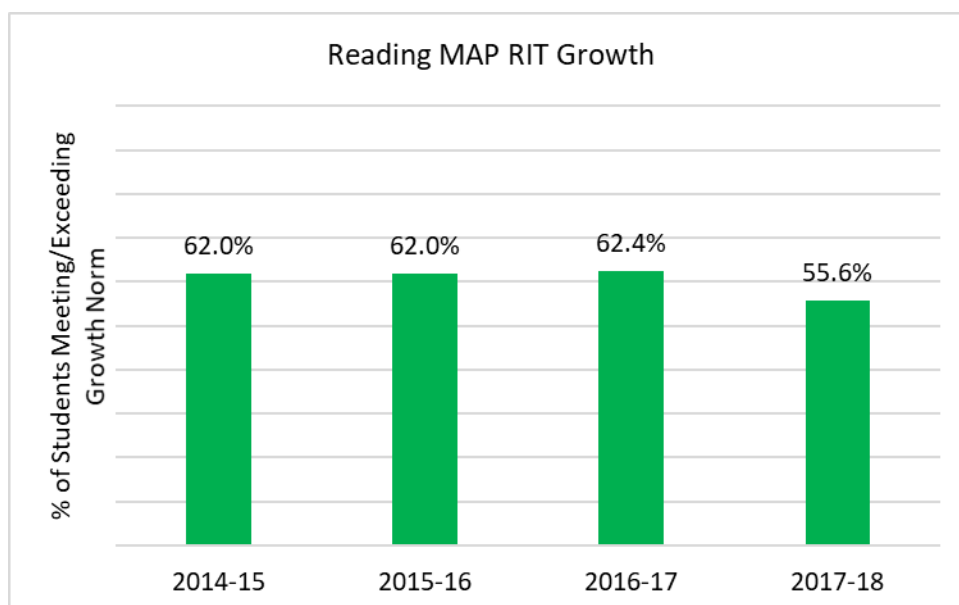




Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Seeds of Health Elementary met this target in all 4 years of its current contract.

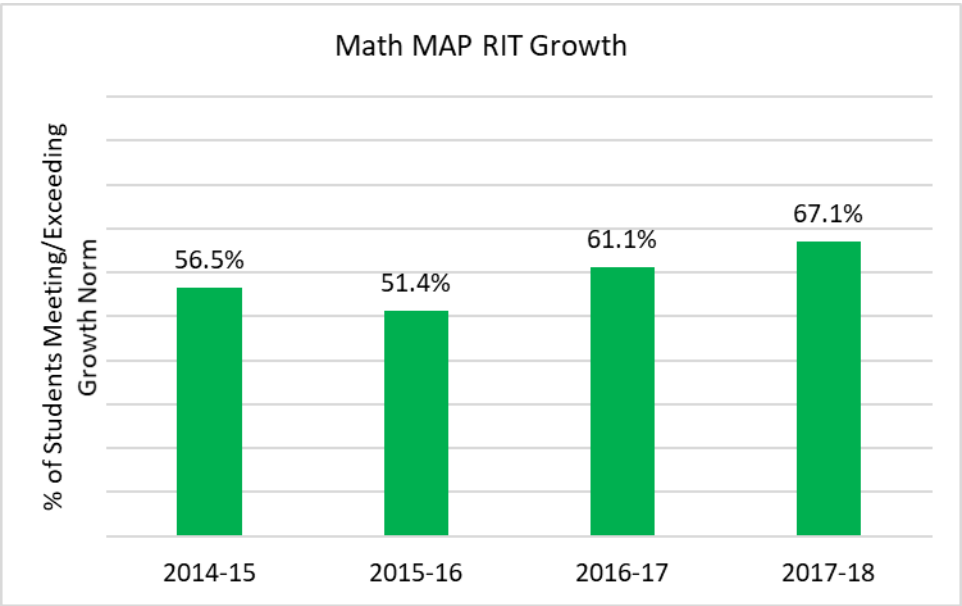


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Seeds of Health Elementary partially met this goal for 2 years, completely met the goal 1 year, and completely failed to meet this target 1 year of its current contract.

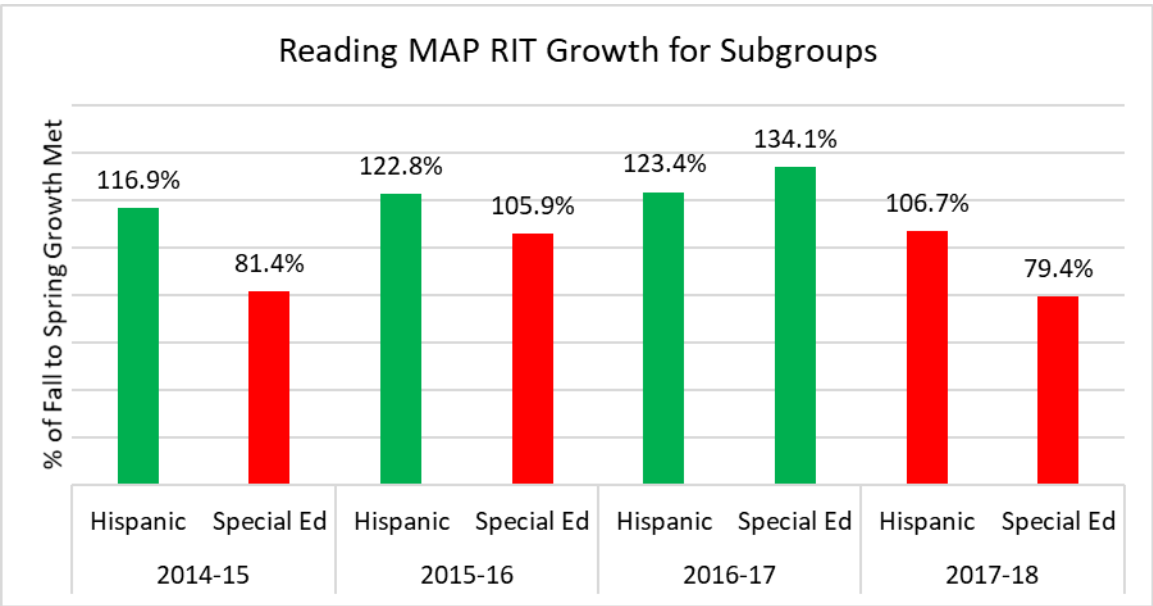


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their math RIT scores that is at least 110% of the average target RIT growth. Seeds of Health Elementary failed to meet this target in the first 2 years, met this target in the third year, and partially met this target in the last year of the current contract.

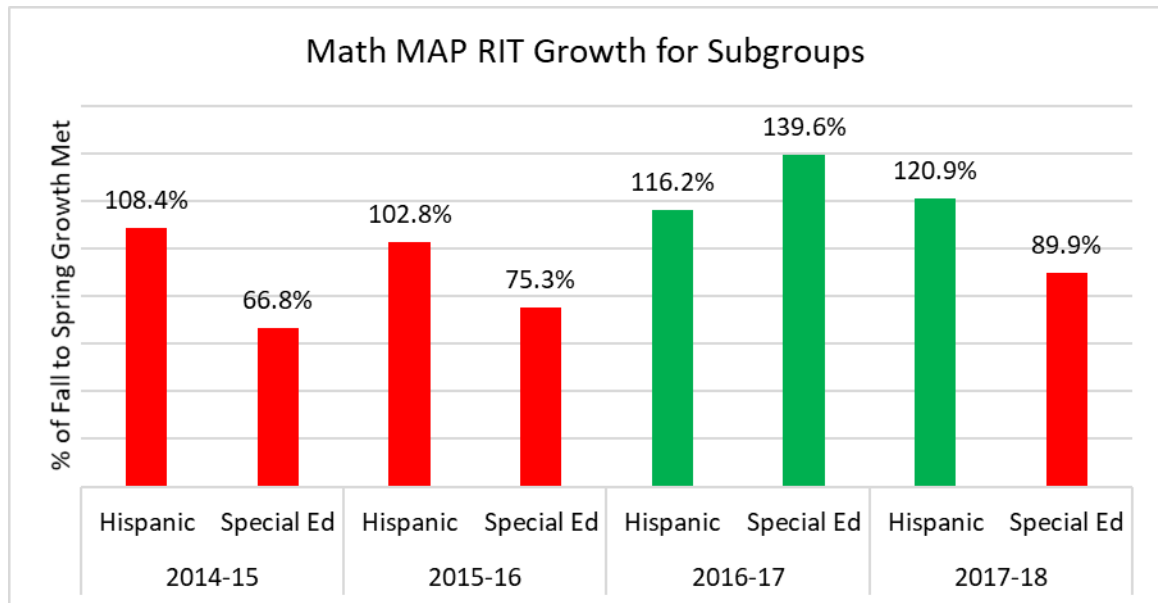


Figure 11: Attendance. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Seeds of Health Elementary met this target in 3 of the 4 years of its current contract.

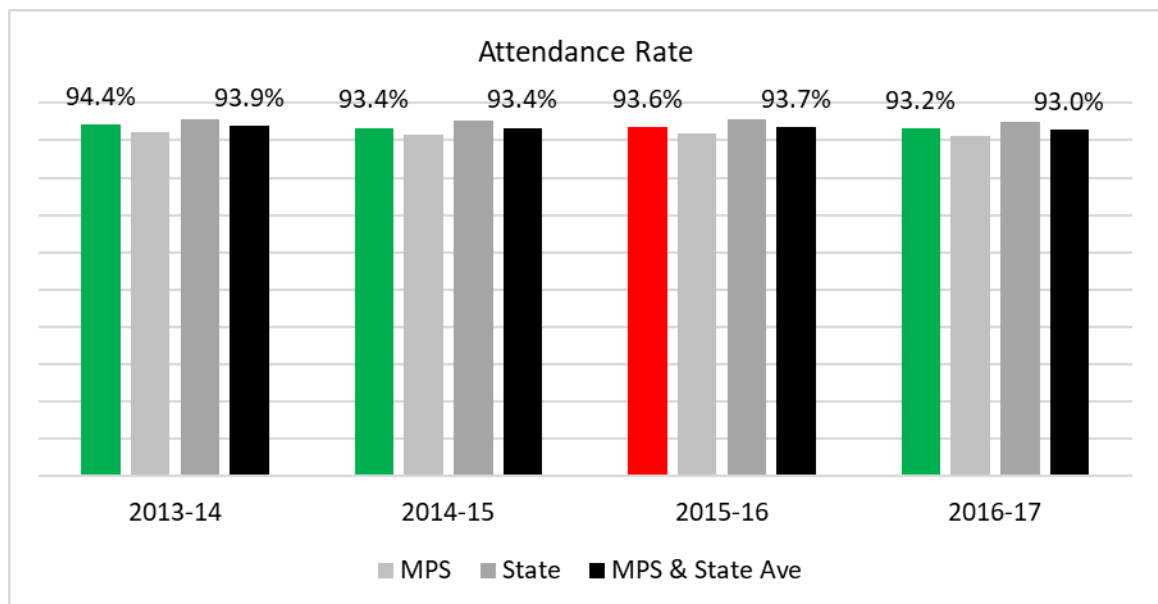


Figure 12: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current-year ratio is higher than last year's ratio. Seeds of Health Elementary met this target in all years of the current contract.

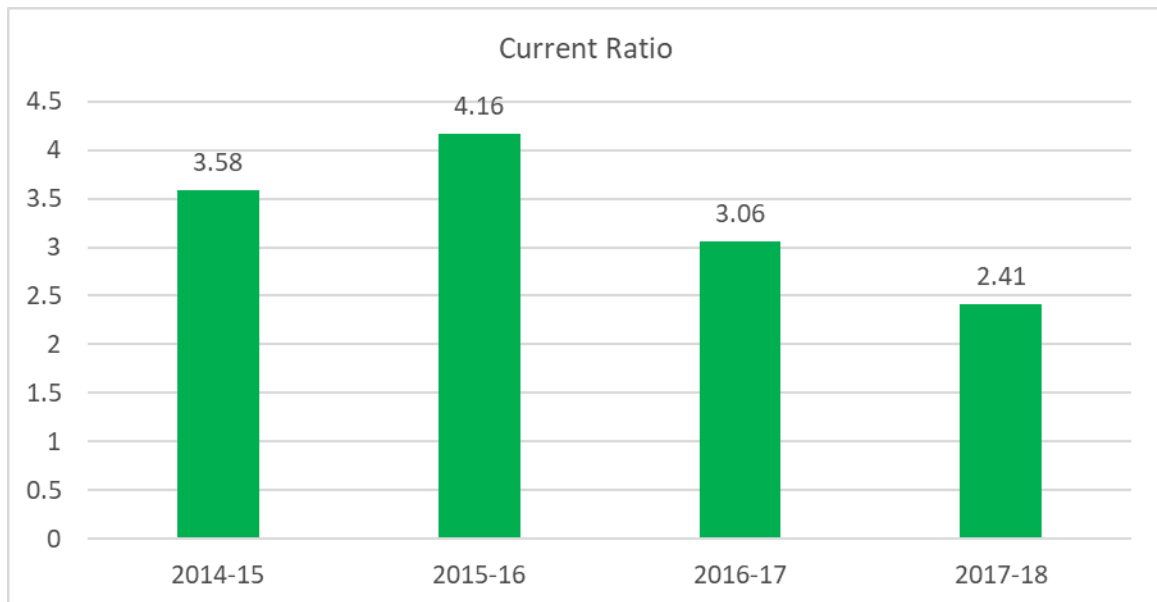


Figure 13: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Seeds of Health Elementary met this target in all years of its current contract.

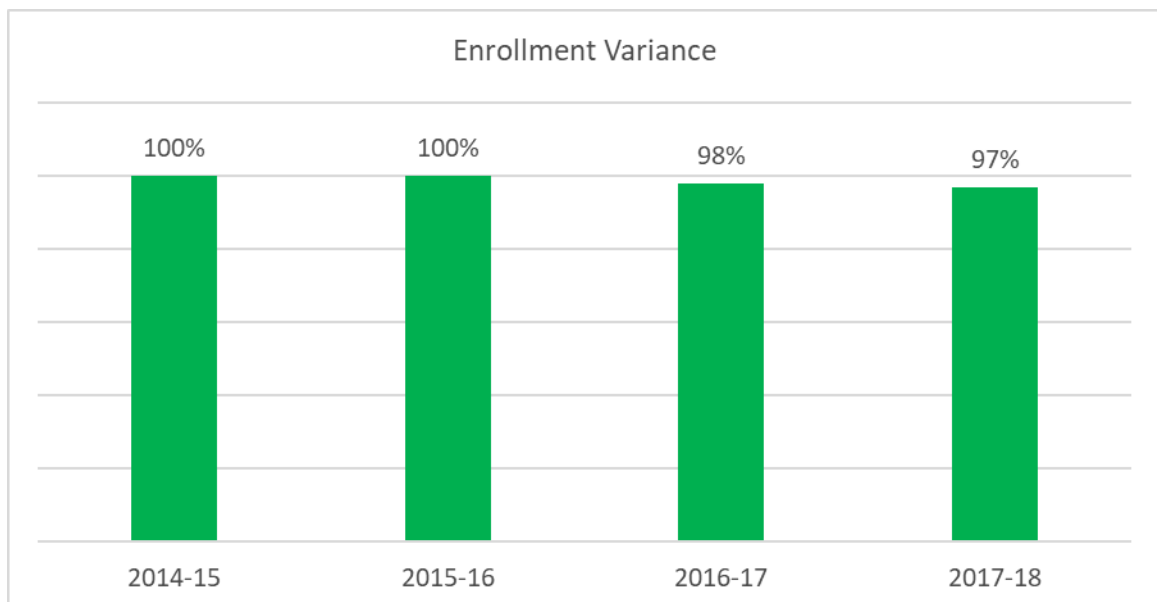
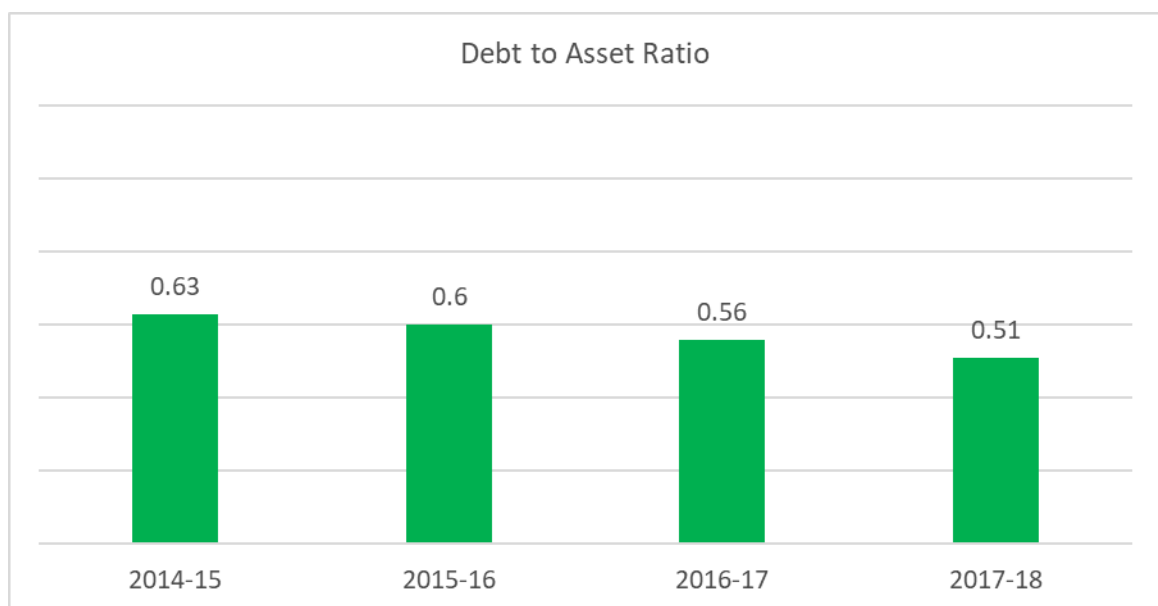


Figure 14: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Seeds of Health Elementary met this target in all years of its current contract.

Year	Result
2014-15	Not in Default or Delinquent
2015-16	Not in Default or Delinquent
2016-17	Not in Default or Delinquent
2017-18	Not in Default or Delinquent

Figure 15: Debt to asset ratio. Target: Total liabilities-to-assets ratio is less than 0.9. Seeds of Health Elementary met this target in all years of its current contract.



Organizational Performance. Across all 4 years of its current contract that data are available, Seeds of Health Elementary met 100.0% of the Performance Framework organizational targets.

## **APPENDIX B**

### **UNIVERSITY OF WISCONSIN-MILWAUKEE OFFICE OF CHARTER SCHOOLS TENOR HIGH SCHOOL**

#### **BACKGROUND**

##### **School Profile and Design**

Tenor High School (Tenor), a unit of Seeds of Health, Inc., is located at 840 N. Jackson Street in downtown Milwaukee. It serves 245 students in grades 9 through 12.

The Tenor High School (THS) mission is to prepare Milwaukee students for successful entry to post-secondary education and career opportunities through dual completion of a high school diploma and Milwaukee Area Technical College (MATC) program certificate or technical diploma and/or post-secondary degree program credits.

The intent of this unique educational model is increased access to quality educational programming, reduction of achievement gaps, and improved graduation rates and college and career readiness for student populations historically less served and less successful in completion of a high school diploma and matriculation into post-secondary educational programs.

##### **Educational Program**

Students complete the first three years (grades 9-11) of the THS curriculum on the THS campus (five credits English, three credits social studies, three credits mathematics, three credits science, three elective credits). During the fourth year (grade 12), students enroll in classes on the MATC campus to complete program certificates, technical diplomas, credits towards an associate degree and/or credits that transfer to other post-secondary programs. Program certificates document completion of courses that provide preparation in specialized career skills. Certificate courses are selected from associate degree programs that scaffold preparation in specialized career skills during the senior year, as well as credits that transfer into an associate degree program and, thereby, a head start in a post-secondary education program. Some credits transfer to four-year college and university programs in Wisconsin and other states. In some instances, students complete semester or one-year diploma programs that prepare them for specific post-secondary employment.

Student achievement is supported by a positive and orderly learning environment, guaranteed and viable curriculum, community partnership, research-informed instruction, well-maintained educational technology infrastructure and access (staff and students), structured academic and career counseling, and close monitoring of learning progress data.

##### **Faculty and Staff**

All Tenor faculty are certified by the Wisconsin Department of Public Instruction. The teaching experience of the staff ranges from 1 to 18 years.

## **Governance and Leadership**

The Seeds of Heath, Inc., Board of Directors is responsible for oversight and setting policy for the entire agency including, but not limited to, each charter school established. Each charter school is managed by the executive director who reports to the Board of Directors. The principals of each charter school report to the executive director.

To ensure the involvement of all of the stakeholders, an Advisory Council is appointed annually by the principal for each charter school. Members of the Advisory Council include parent representatives and other stakeholder representatives as determined by the principal. The Advisory Council advises the principal concerning academic and extracurricular programs and any other matters deemed appropriate by the members of the Advisory Council or as requested by the principal.

## **Financial Condition and Compliance**

Tenor High School continues to demonstrate strong financial viability. Central to this strength is the benefit of centralized administrative services provided by Seeds of Health, Inc. (SOH), and the governance experience and expertise of the SOH Board of Directors. SOH is in compliance with its audits, and has received an unqualified audit each year. Overall, Tenor met 100% of the financial performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's financial performance.

## **Legal and Contractual Requirements**

Tenor High School has been in compliance with all contract provisions and state and federal regulations for the contract term, and submits accountability reports, as required by the contract. Overall, Tenor met 97.9% of the organizational performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's organizational performance.

## **Academic Performance**

Results on the 11th Grade Statewide ACT, as detailed on the Tenor High School Performance Framework Data Dashboard attached to this document, indicate academic performance at Tenor High School generally exceeds that of the Milwaukee Public Schools (MPS) and trails the state in English/Language Arts (ELA) and mathematics. However, in 2017-18, the percent of students scoring proficient and advanced at Tenor in ELA exceeded both MPS and the state.

When the academic performance of Tenor High School is compared to that of neighborhood and demographically comparable MPS schools, Tenor's performance in both ELA and mathematics generally exceeds the performance in the comparable schools.

Measures of student growth generally far exceed the national norms for both the school as a whole and for minority subgroups at Tenor in both reading and mathematics on the Measures of Academic Progress (MAP) assessments.

Tenor High School received overall accountability scores of 61.3, 61.1, and 74.4 on the Wisconsin Department of Public Instruction's (DPI's) School Report Cards in 2015-16, 2016-17,

and 2017-18, respectively. The first two scores fall within the *Meets Few Expectations* overall accountability range, while the most recent score falls within the *Exceeds Expectations* overall accountability range. These scores are based on student achievement, closing gaps, and on-track and post-secondary readiness (with the latter including graduation rate in all years).

Overall, Tenor met 79.7% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's academic performance.

The UWM Office of Charter Schools recommends that stabilizing achievement, particularly in ELA, and increasing achievement levels in math should be the focus of the Tenor High School academic efforts.

## **REQUEST FOR CHARTER RENEWAL FOR FIVE YEARS**

### **Summary**

Academic performance at Tenor High School exceeds that of neighborhood and demographically comparable MPS schools and MPS as a whole, with 43.5% of its students performing at the proficient or advanced level in ELA and 21.7% of its students performing at the proficient or advanced level in mathematics on the 11<sup>th</sup> Grade Statewide ACT in 2017-18. Student daily attendance was 95.7% in 2016-17, and over eighty-five percent of the students return to the school year after year. Tenor High School has high levels of satisfaction ratings by faculty. According to the UWM Office of Charter Schools, Tenor High School has also complied with all state and federal regulations, and is in full compliance with its UWM charter agreement.

### **Findings and Recommendations for Improvement**

Based on the review and analysis of the Tenor High School renewal application and renewal site visit including classroom observations and stakeholder interviews, the Evaluation Committee recommended the school be renewed for a five-year contract term. The Evaluation Committee documented the findings below:

- Commitment to technology and using it to appropriately enhance teaching and learning
- Continued successful relationship with MATC to provide this successful educational model
- Collaborative relationship between staff and administration and staff and students/families

The Evaluation Committee also made the following recommendations for the school's consideration:

- Increase parent engagement at the decision-making levels and other levels as well
- Continue to focus on student achievement

## **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the charter with Seeds of Health, Inc., for the operation of Tenor High School, be approved by the Board of Regents for a five-year contract renewal beginning on July 1, 2019 and ending on June 30, 2024. During this time, Tenor High School shall continue to comply with all legal and contractual requirements.



## Tenor High School Performance Framework Data Dashboard

Tenor High School is currently in the 5<sup>th</sup> year of its 5-year contract that began in 2014-15.

Figure 1: Enrollment and Demographics

	2014-15	2015-16	2016-17	2017-18
Total Enrollment	235	248	236	227
English Language Learners	6.0%	6.5%	3.8%	3.5%
Free/Reduced Lunch	85.1%	85.1%	80.9%	71.8%
Special Education	10.2%	11.3%	10.6%	11.5%
African American	36.2%	33.1%	29.7%	31.3%
Hispanic	49.8%	54.4%	56.4%	55.5%
White	10.6%	10.5%	11.9%	10.1%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a *satisfactory* using the alternate rating. Tenor High School met this target in 2017-18.

Year	Overall Accountability Score	Overall Accountability Rating
2014-15	No Report Cards	No Report Cards
2015-16	61.3	Meets Few Expectations (2 stars)
2016-17	61.1	Meets Few Expectations (2 stars)
2017-18	74.4	Exceeds Expectations (4 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Tenor High School met this target in 2017-18.

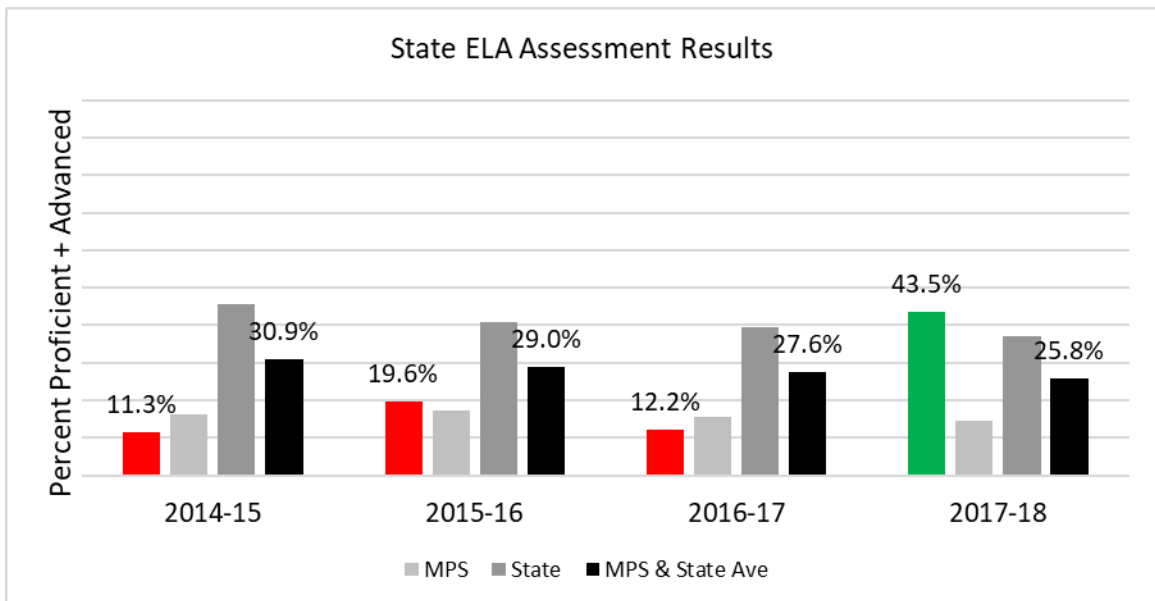


Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Tenor High School met this target in 2017-18.

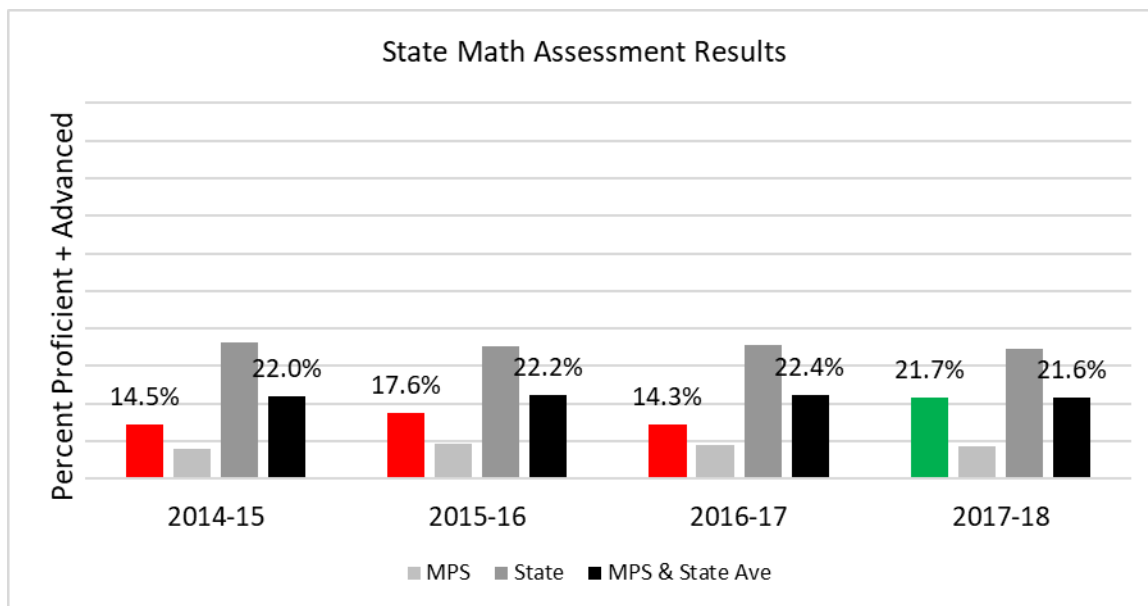
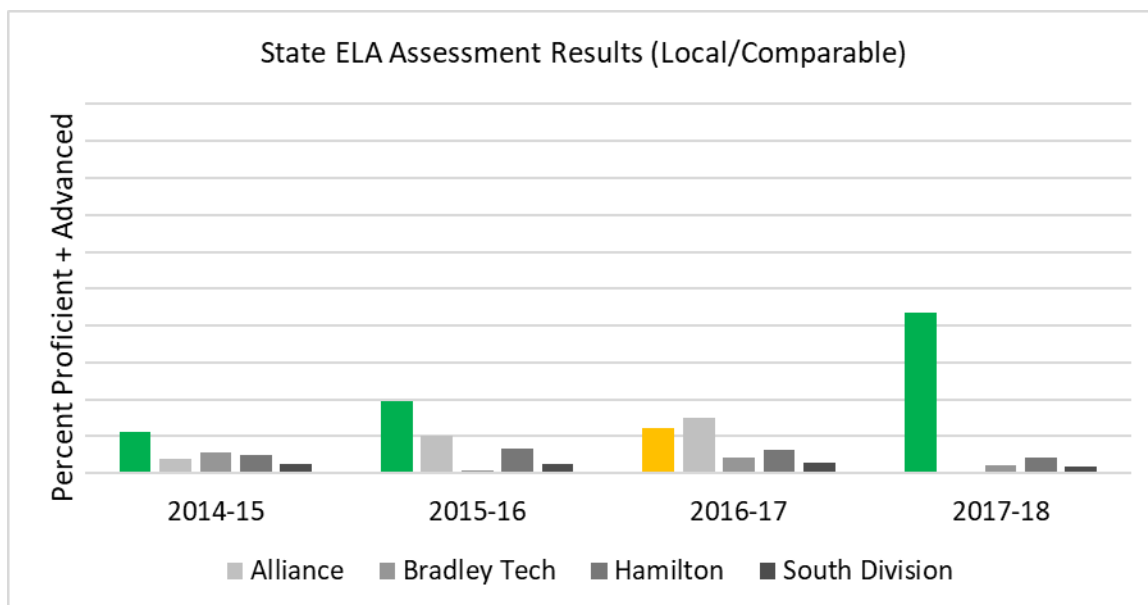
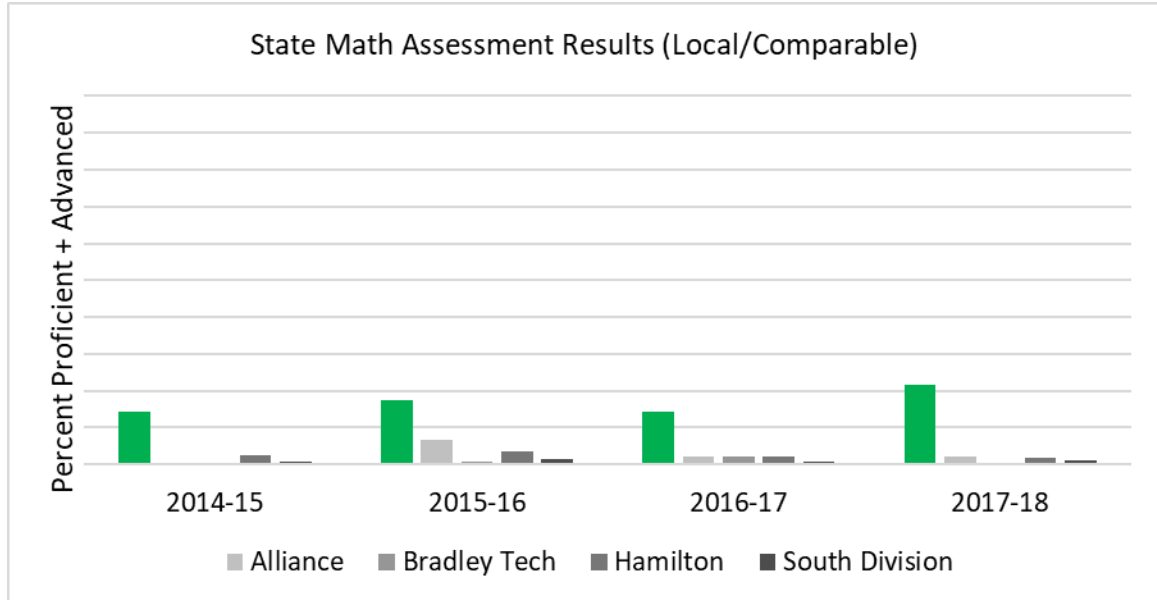


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Tenor High School met this target in 3 of the 4 years of the current contract and partially met the target in the remaining year.



	Tenor	Alliance	Bradley Tech	Hamilton	South Division
% Minority	89.9%	81.8%	95.8%	89.2%	95.8%
% Econ Dis	71.8%	81.8%	93.7%	74.3%	99.8%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Tenor High School met this target in each of the 4 years of its current contract.



	Tenor	Alliance	Bradley Tech	Hamilton	South Division
% Minority	89.9%	81.8%	95.8%	89.2%	95.8%
% Econ Dis	71.8%	81.8%	93.7%	74.3%	99.8%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Tenor High School met this target in all 4 years of its current contract.

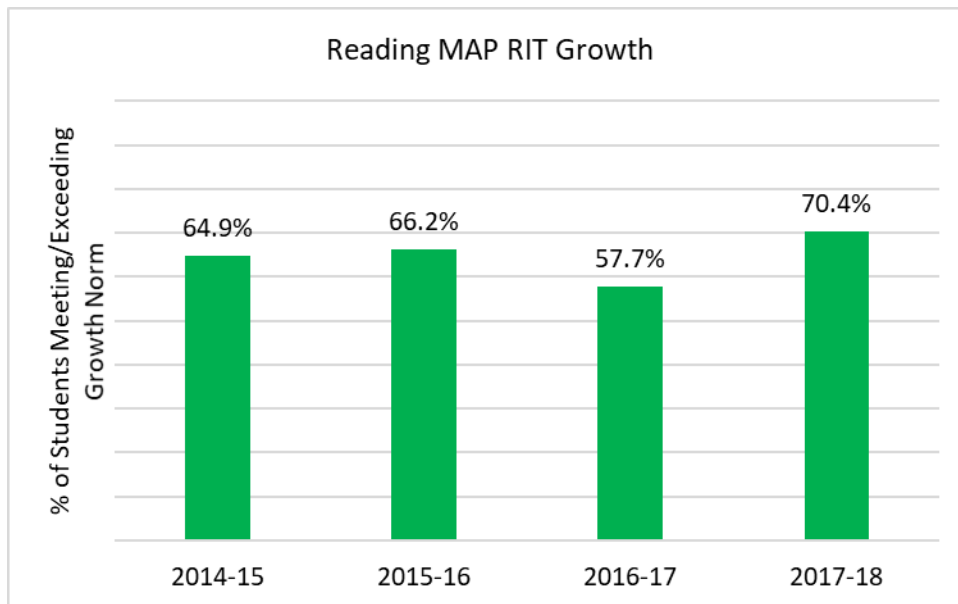


Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Tenor High School met this target in all 4 years of its current contract.

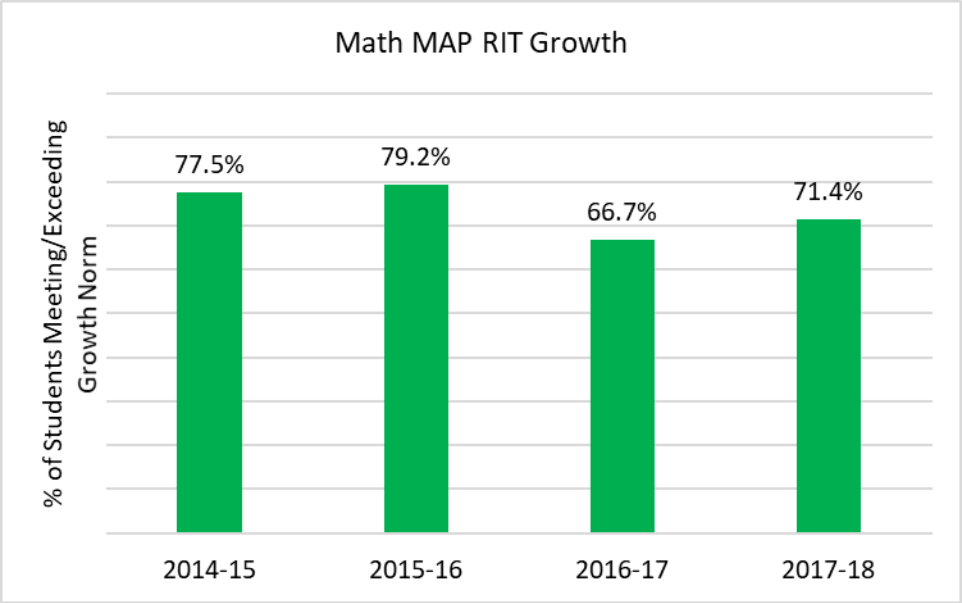


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Tenor High School partially met this goal for 1 year and completely met the goal in the other 3 years.

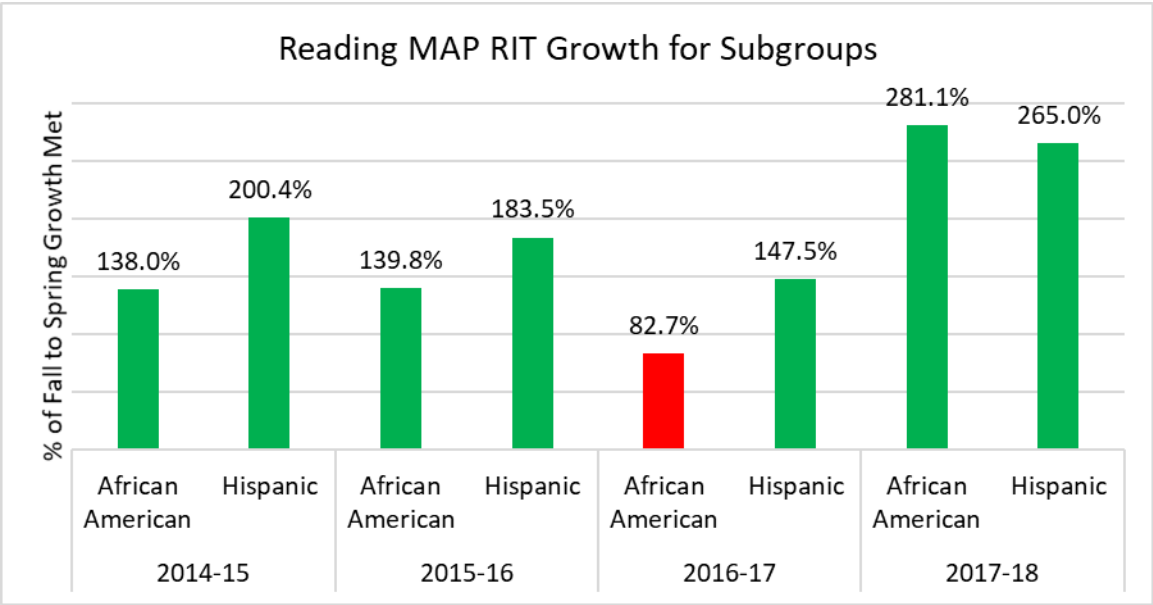


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their math RIT scores that is at least 110% of the average target RIT growth. Tenor High School met this target in all years of its current contract.

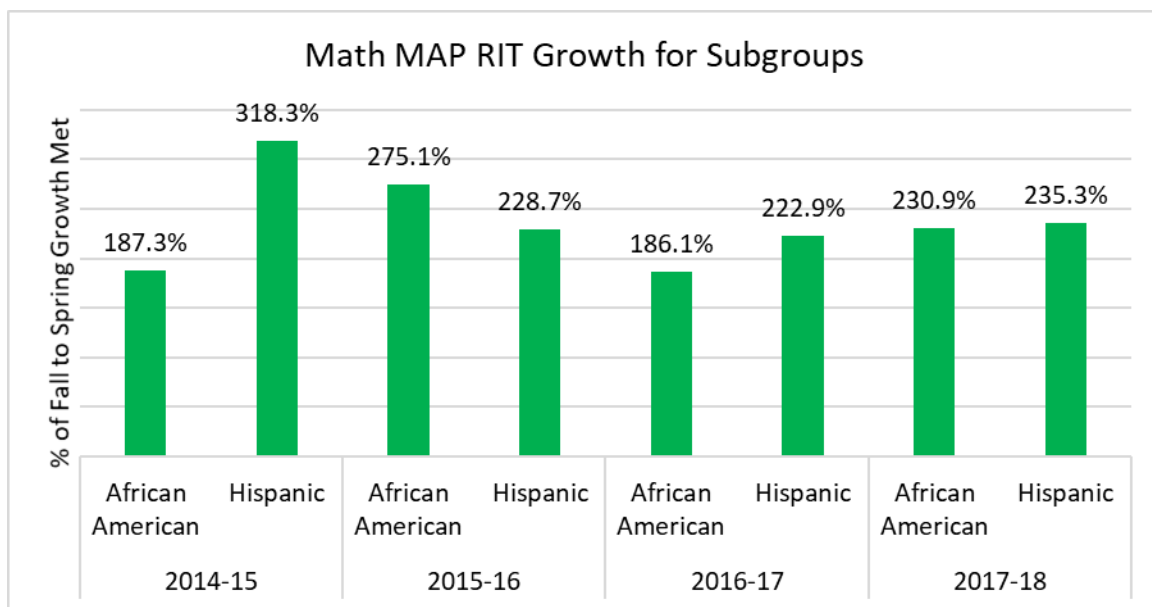


Figure 11: Attendance at Tenor High School. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Tenor High School met this target in all years of its current contract.

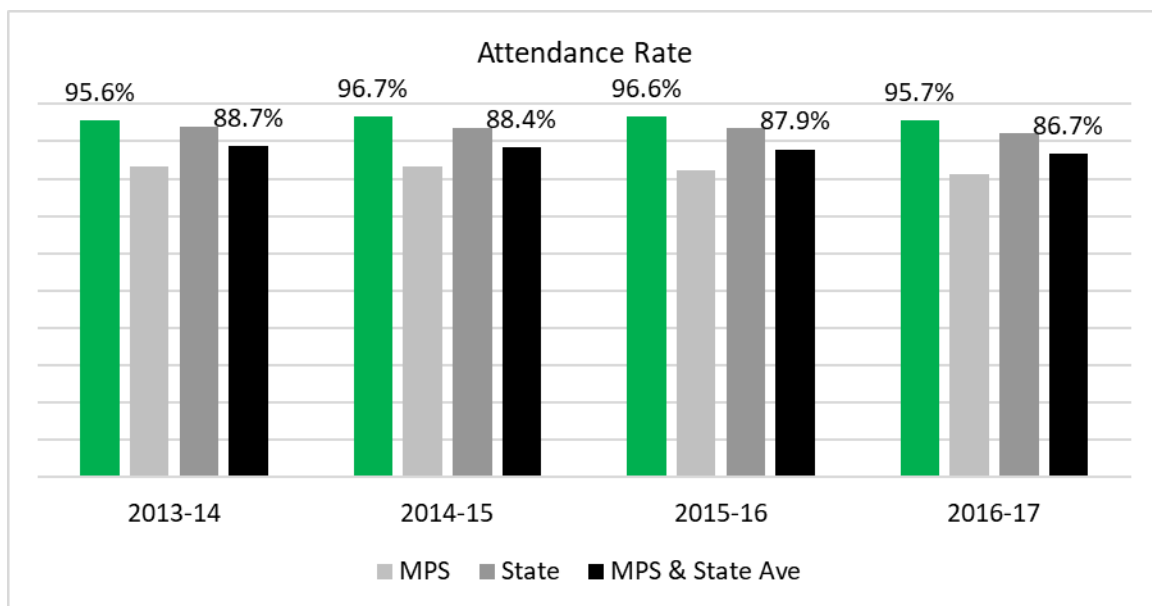


Figure 12: Graduation. Target: Four-year graduation rate in the school is at least the average of the local district and the state 4-year graduation rates. (Note: This data is lagged one year due to reporting timelines.) Tenor High School met this target in all years of its current contract.

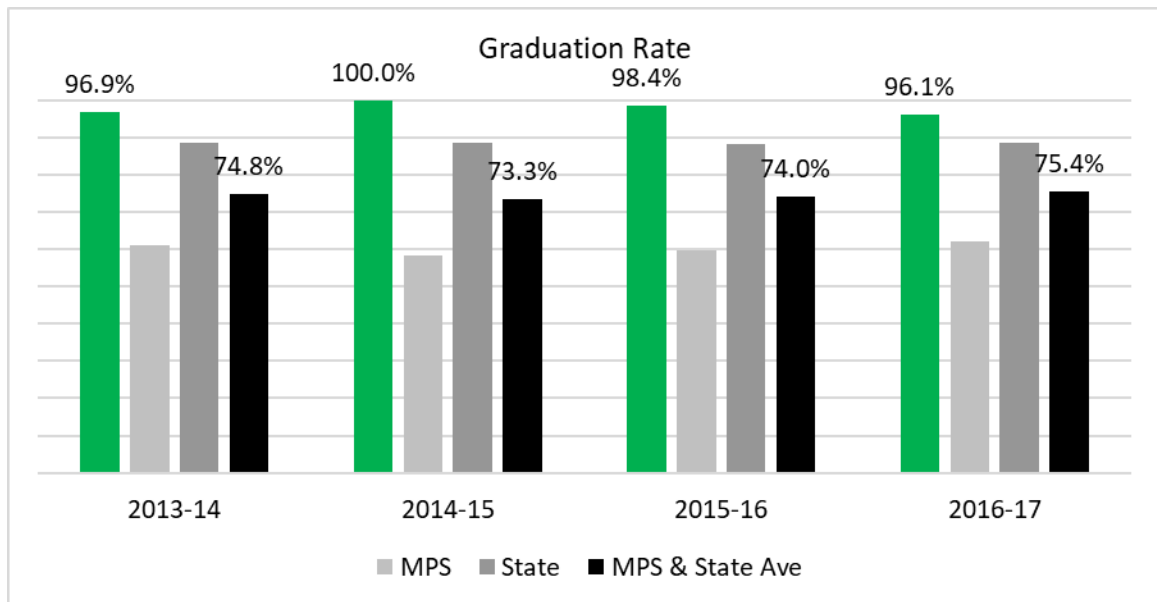


Figure 13: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current-year ratio is higher than last year's ratio. Tenor High School met this target in all years of the current contract.

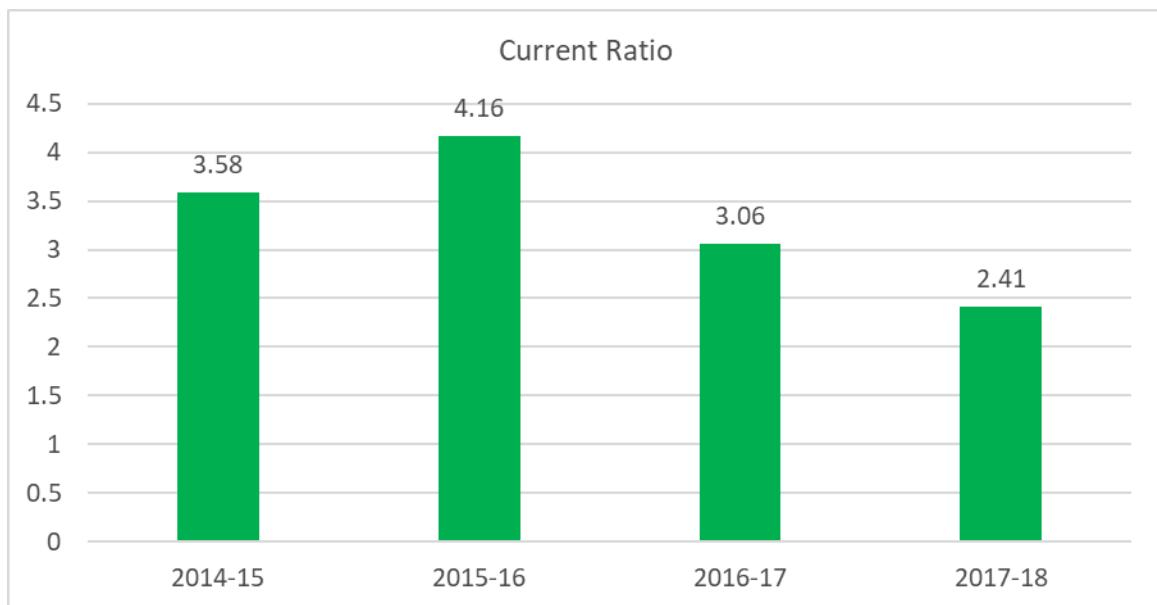


Figure 14: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Tenor High School met this target in all years of its current contract.

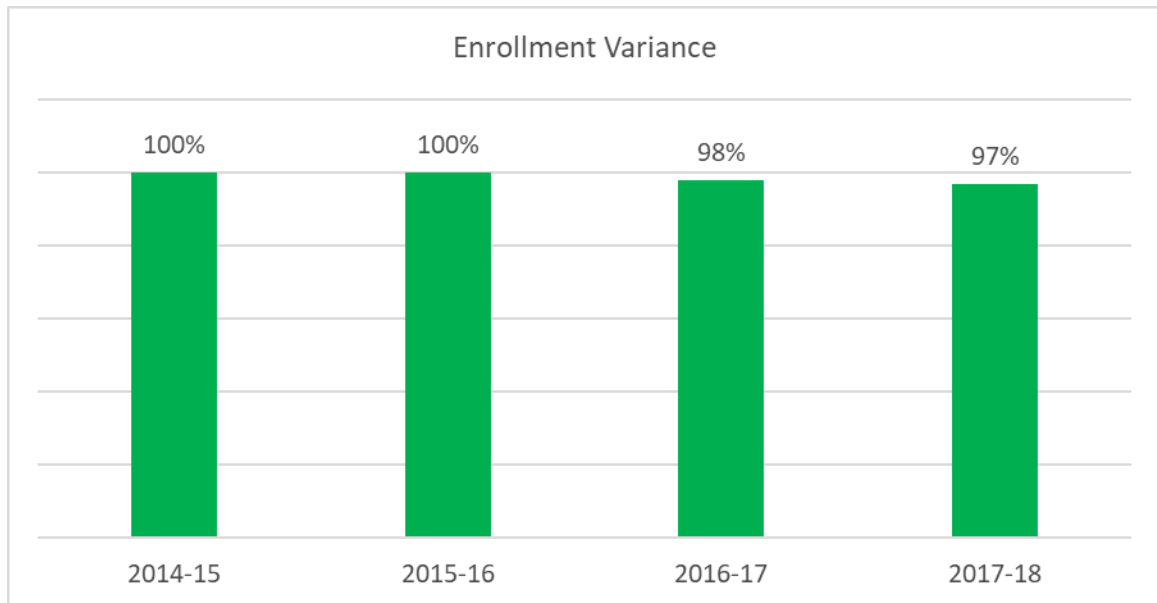
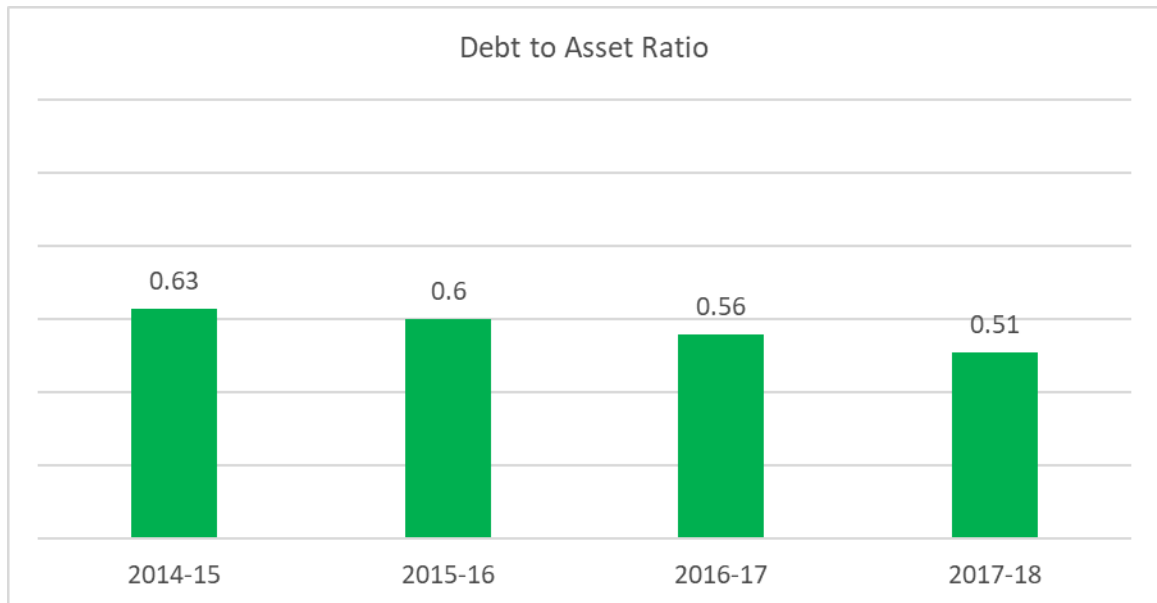


Figure 15: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Tenor High School met this target in all years of its current contract.

Year	Result
2014-15	Not in Default or Delinquent
2015-16	Not in Default or Delinquent
2016-17	Not in Default or Delinquent
2017-18	Not in Default or Delinquent

Figure 16: Debt to asset ratio. Target: Total liabilities-to-assets ratio is less than 0.9. Tenor High School met this target in all years of its current contract.



Organizational Performance. Across all 4 years of its current contract that data are available, Tenor High School met 97.9% of the organizational targets. Two of the 4 years the school failed to meet the minimum completion rates for parent surveys and 1 year the school failed to meet the minimum completion rates for student surveys, which are used to assess the perceived safety in the school. The remaining items were met for all years of the current contract.



## **APPENDIX C**

### **UNIVERSITY OF WISCONSIN-MILWAUKEE OFFICE OF CHARTER SCHOOLS VERITAS HIGH SCHOOL**

#### **BACKGROUND**

##### **School Profile and Design**

Veritas High School (Veritas), a unit of Seeds of Health, Inc., is located on the near south side of Milwaukee at 3025 W. Oklahoma Ave. in Milwaukee. Veritas serves 252 students in grades 9 through 12.

The mission of Veritas High School is to prepare students for post-secondary education and career success through completion of an academically challenging curriculum that builds competencies essential to productive participation in the 21st century global community. The mission targets six outcomes:

1. Proficiency in achievement of core academic standards
2. Expanded background knowledge that connects and grows conceptual understanding
3. Literacy in knowledge of a connected and interdependent world community
4. Qualities of character that serve success of self and society
5. Competency in communication, collaboration, critical thinking and creativity
6. Matriculation into post-secondary education/training programs

The Veritas High School mission is framed by a program designed to prepare students for successful entry to post-secondary education and career opportunities through completion of a rigorous academic curriculum. The unambiguous intent of this educational model is to provide access to quality educational programming, resolve achievement gaps, and build college and career readiness for student populations historically less served and less successful in completion of a high school diploma and matriculation into post-secondary educational programs.

##### **Educational Program**

The Veritas educational program models a college preparatory program committed to the delivery of a viable curriculum. The curriculum emphasis is enriched and extended through student engagement in core academic disciplines, building knowledge and learning skills important to post-secondary education success. This purposeful focus on core curriculum structures leads to extended and deep learning in subject areas. Augmented by student-centered and research-informed instruction, the objective is cultivation of foundational and transferable background knowledge – as well as essential 21st century competency and character (e.g., communication, collaboration, critical thinking and creativity). Veritas High School is currently exploring incorporation of authentic learning and global context to further enhance relevancy and learning engagement in core academic curriculum.

Student achievement is supported by a positive and orderly learning environment, community partnership, research-informed instruction, well-maintained educational technology infrastructure and access (staff and students), structured academic and career counseling, and close monitoring of learning progress data.

## **Faculty and Staff**

All Veritas faculty are certified by the Wisconsin Department of Public Instruction. Teachers at Veritas have teaching experience that ranges from 4 to 20 years.

## **Governance and Leadership**

The Seeds of Health, Inc., Board of Directors is responsible for oversight and setting policy for the entire agency including, but not limited to, each charter school established. Each charter school is managed by the executive director who reports to the Board of Directors. The principal of each charter school reports to the executive director.

To ensure the involvement of all of the stakeholders, an Advisory Council is appointed annually by the principal for each charter school. Members of the Advisory Council include parent representatives and other stakeholder representatives as determined by the principal. The Advisory Council advises the principal concerning academic and extracurricular programs and any other matters deemed appropriate by the members of the Advisory Council or as requested by the principal.

## **Financial Condition and Compliance**

Veritas High School continues to demonstrate strong financial viability. Central to this strength is the benefit of centralized administrative services provided by Seeds of Health, Inc. (SOH), and the governance experience and expertise of the SOH Board of Directors. SOH is in compliance with its audits, and has received an unqualified audit each year. Overall, Veritas met 100% of the financial performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's financial performance.

## **Legal and Contractual Requirements**

Veritas High School has been in compliance with all contract provisions and state and federal regulations for the contract term, and submits accountability reports, as required by the contract. Overall, Veritas met 100% of the organizational performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's organizational performance.

## **Academic Performance**

Results on the 11<sup>th</sup> Grade Statewide ACT, as detailed on the Veritas High School Performance Framework Data Dashboard attached to this document, indicate academic performance at Veritas High School consistently exceeds that of the Milwaukee Public Schools (MPS) and generally exceeds the average of the percent proficient and advanced in MPS and the state in English/Language Arts (ELA) and mathematics. In 2017-18, the percent of students scoring proficient and advanced at Veritas in math exceeded both MPS and the state.

When the academic performance of Veritas High School is compared to that of neighborhood and demographically comparable MPS schools, Veritas' performance in both ELA and mathematics generally exceeds that of Audubon, Pulaski, and South Division, but trails Carmen (South). Again, the exception is 2017-18 math, where Veritas also exceeded Carmen (South).

Measures of student growth generally far exceed the national norms for both the school as a whole and for minority subgroups at Veritas in both reading and mathematics on the Measures of Academic Progress (MAP) assessments.

Veritas High School received overall accountability scores of 69.8, 68.0, and 76.6 on the Wisconsin Department of Public Instruction's (DPI's) School Report Cards in 2015-16, 2016-17, and 2017-18, respectively. The first two scores fall within the *Meets Expectations* overall accountability range, while the most recent score falls within the *Exceeds Expectations* overall accountability range. These scores are based on student achievement, closing gaps, and on-track and post-secondary readiness (with the latter including graduation rate in all years).

Overall, Veritas met 83.7% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's academic performance.

The UWM Office of Charter Schools is very pleased with the achievement levels that were reached in 2017-18, and recommends that stabilizing achievement, particularly in math, and increasing achievement levels in ELA even more should be the focus of the Veritas High School academic efforts.

## **REQUEST FOR CHARTER RENEWAL FOR FIVE YEARS**

### **Summary**

Academic performance at Veritas High School generally exceeds that of neighborhood and demographically comparable MPS schools and MPS as a whole, with 34.6% of its students performing at the proficient or advanced level in ELA and 46.2% of its students performing at the proficient or advanced level in mathematics on the 11<sup>th</sup> Grade Statewide ACT in 2017-18. Student daily attendance was 95.7% in 2016-17, and over ninety percent of the students return to the school year after year. Veritas High School has high levels of satisfaction ratings by faculty. According to the UWM Office of Charter Schools, Veritas High School has also complied with all state and federal regulations, and is in full compliance with its UWM charter agreement.

### **Findings and Recommendations for Improvement**

Based on the review and analysis of the Veritas High School renewal application and renewal site visit including classroom observations and stakeholder interviews, the Evaluation Committee recommended the school be renewed for a five-year contract term. The Evaluation Committee documented the findings below:

- Student academic achievement and staff's commitment to continued student growth
- Strong student and parent satisfaction with and commitment to the school
- College-bound emphasis of the school
- A culture and climate of trust

The Evaluation Committee also made the following recommendations for the school's consideration:

- Have deliberate plan to increase the diversity of the teaching staff
- Continue to increase ACT scores by exploring additional ways to prepare students for ACT in addition to the current adopted curriculum

## **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the charter with Seeds of Health, Inc., for the operation of Veritas High School, be approved by the Board of Regents for a five-year contract renewal beginning on July 1, 2019 and ending on June 30, 2024. During this time, Veritas High School shall continue to comply with all legal and contractual requirements.

## Veritas High School Performance Framework Data Dashboard

Veritas High School is currently in the 5<sup>th</sup> year of its 5-year contract that began in 2014-15.

Figure 1: Enrollment and Demographics

	2014-15	2015-16	2016-17	2017-18
Total Enrollment	251	253	252	252
English Language Learners	10.8%	2.0%	4.0%	9.1%
Free/Reduced Lunch	82.9%	82.6%	84.9%	84.5%
Special Education	6.8%	6.7%	6.0%	5.6%
African American	3.6%	3.2%	2.0%	1.2%
Hispanic	82.5%	86.2%	89.3%	88.9%
White	10.4%	8.3%	6.7%	8.7%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a *satisfactory* using the alternate rating. Veritas High School met this target in all years of the current contract for which there were School Report Cards.

Year	Overall Accountability Score	Overall Accountability Rating
2014-15	No Report Cards	No Report Cards
2015-16	69.8	Meets Expectations (3 stars)
2016-17	68.0	Meets Expectations (3 stars)
2017-18	76.6	Exceeds Expectations (4 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Veritas High School met this target in 2016-17 and 2017-18.

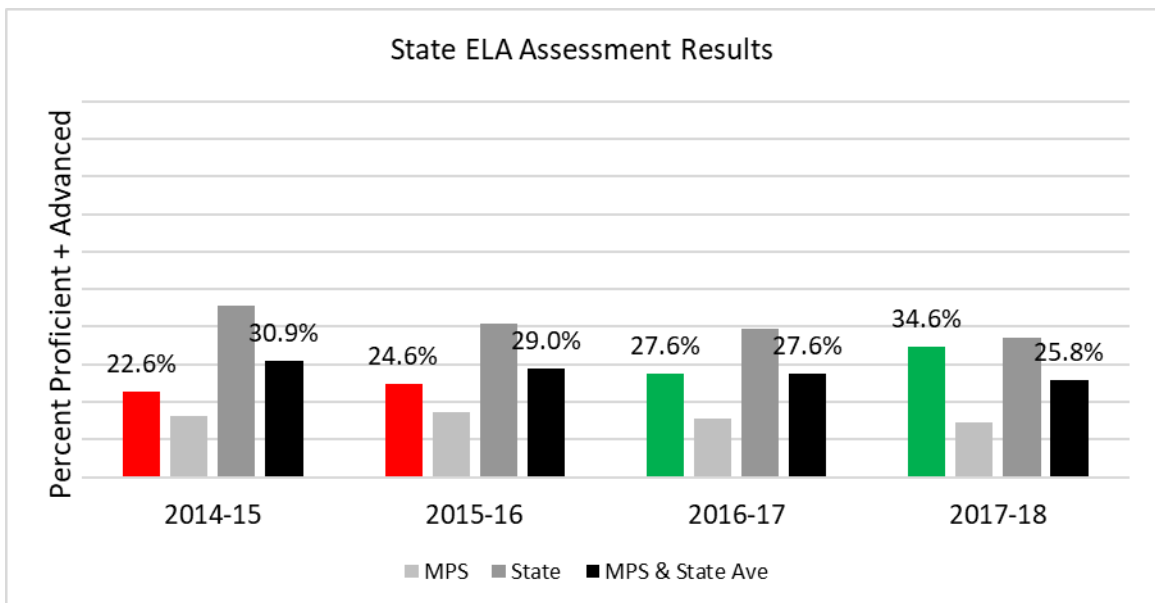


Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Veritas High School met this target in 3 of the 4 years of its current contract.

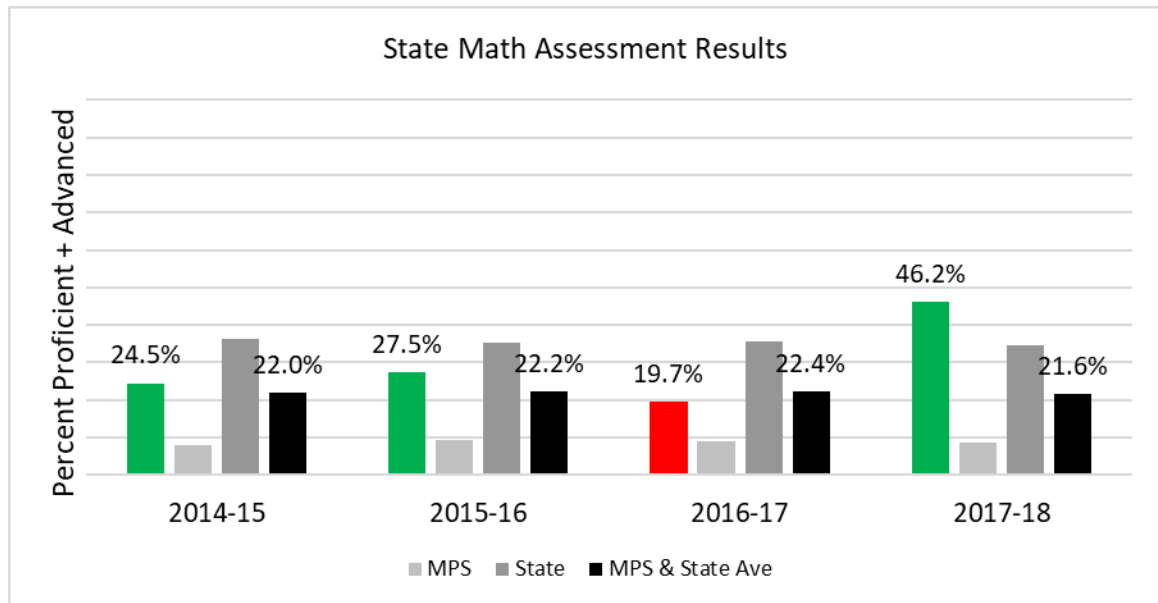
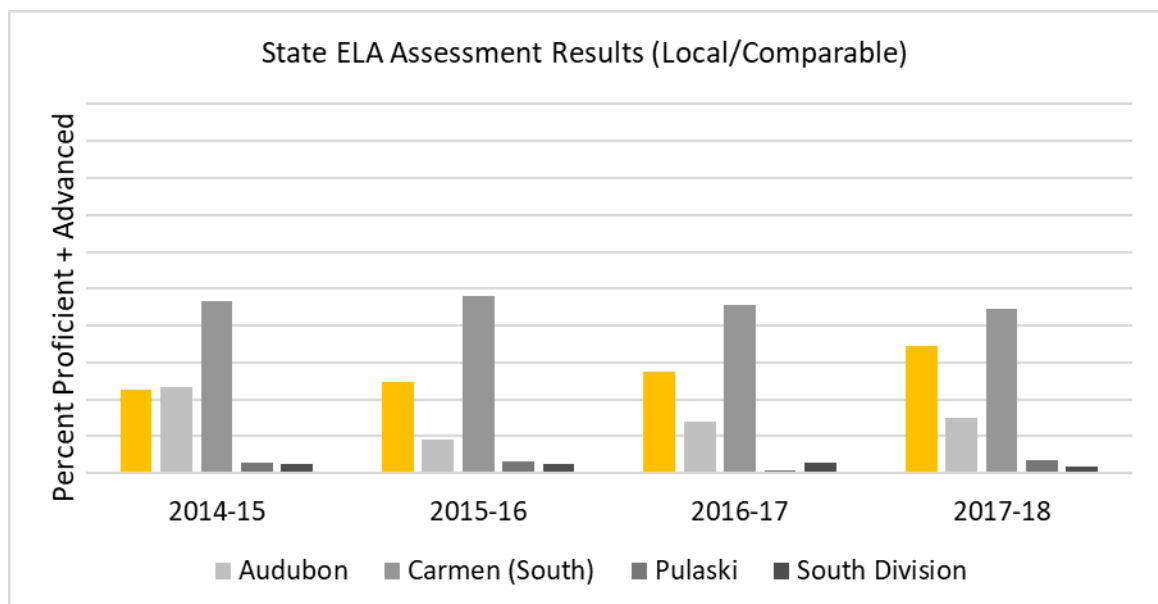
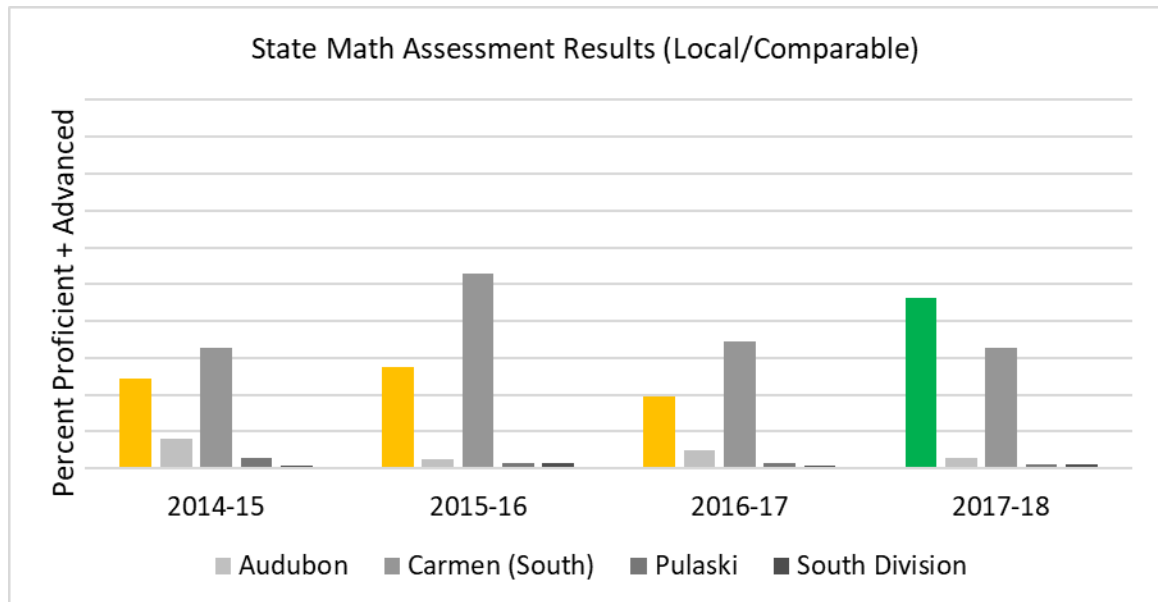


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Veritas High School partially met this target in all years of the current contract.



	Veritas	Audubon	Carmen (South)	Pulaski	South Division
% Minority	91.3%	79.9%	96.4%	94.5%	95.8%
% Econ Dis	84.5%	92.1%	90.7%	80.3%	99.8%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Veritas High School partially met this target in the first 3 years of its current contract and met the target in the final year of its current contract.



	Veritas	Audubon	Carmen (South)	Pulaski	South Division
% Minority	91.3%	79.9%	96.4%	94.5%	95.8%
% Econ Dis	84.5%	92.1%	90.7%	80.3%	99.8%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Veritas High School met this target in the first 3 years of its current contract.

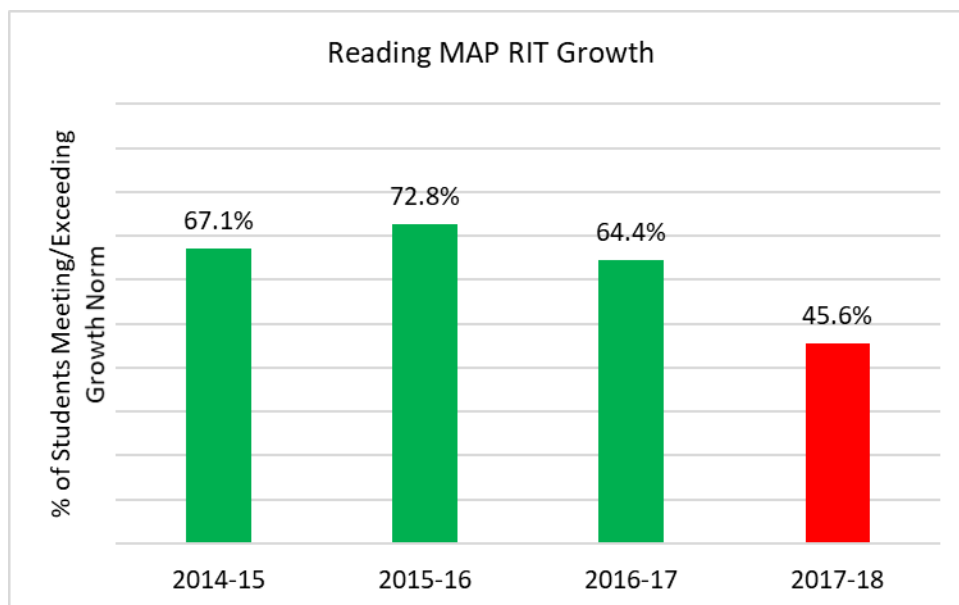


Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Veritas High School met this target in all 4 years of its current contract.

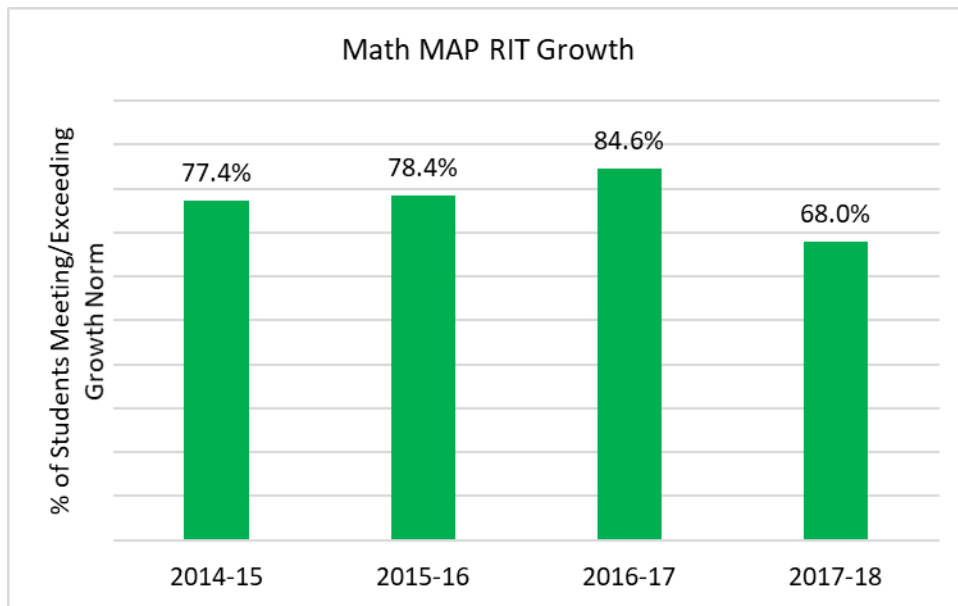


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Veritas High School met this target in the first 3 years of its current contract.

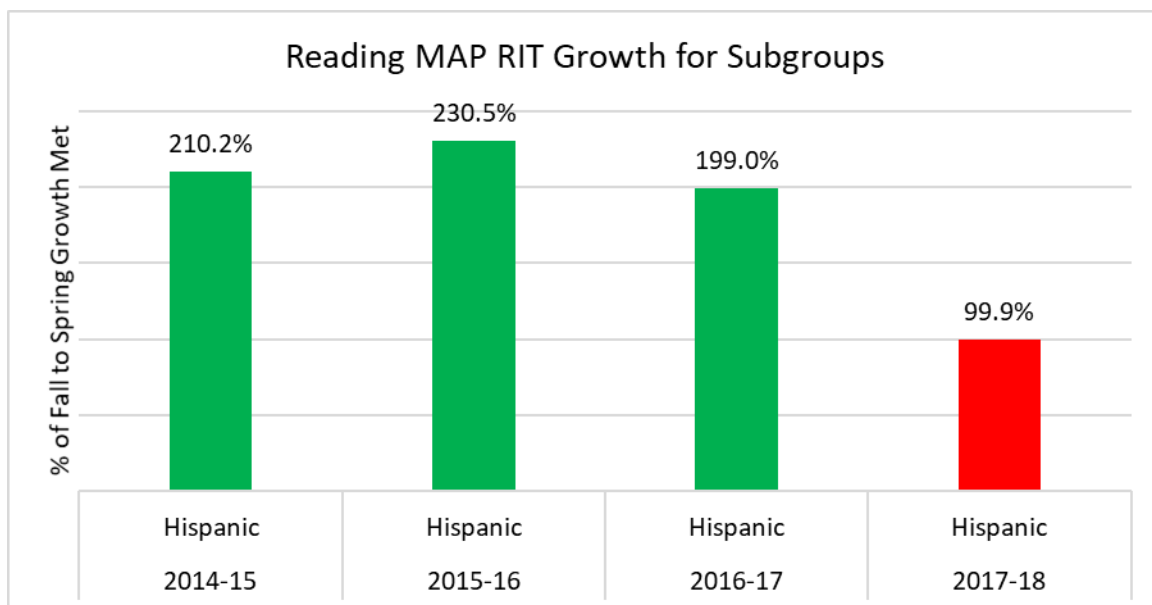


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their math RIT scores that



is at least 110% of the average target RIT growth. Veritas High School met this target in all years of its current contract.

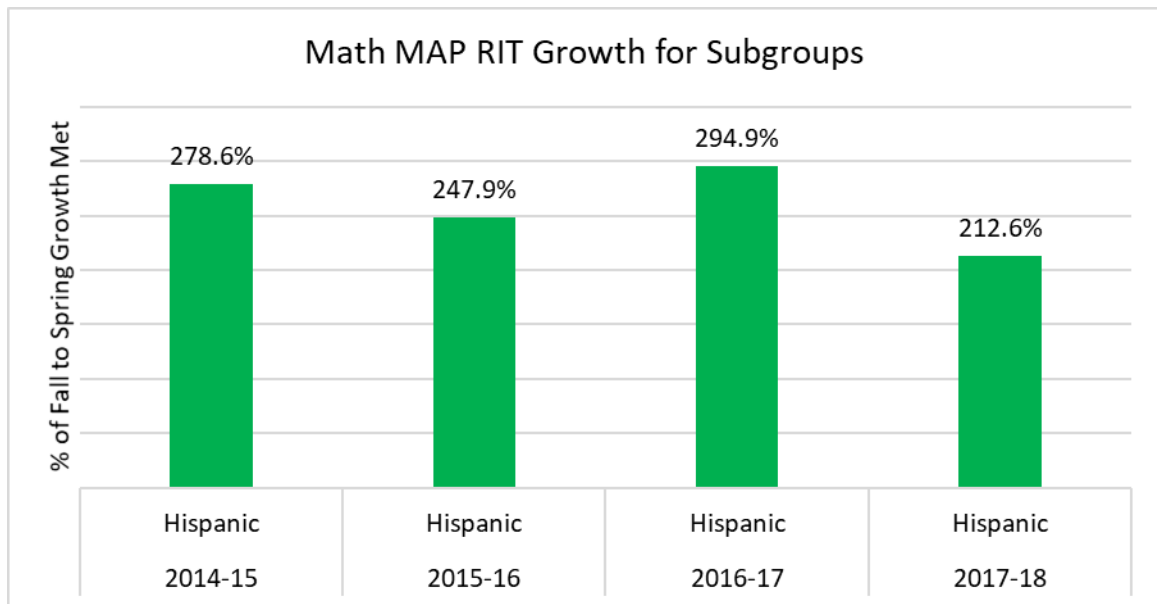


Figure 11: Attendance at Veritas High School. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Veritas High School met this target in all years of the current contract.

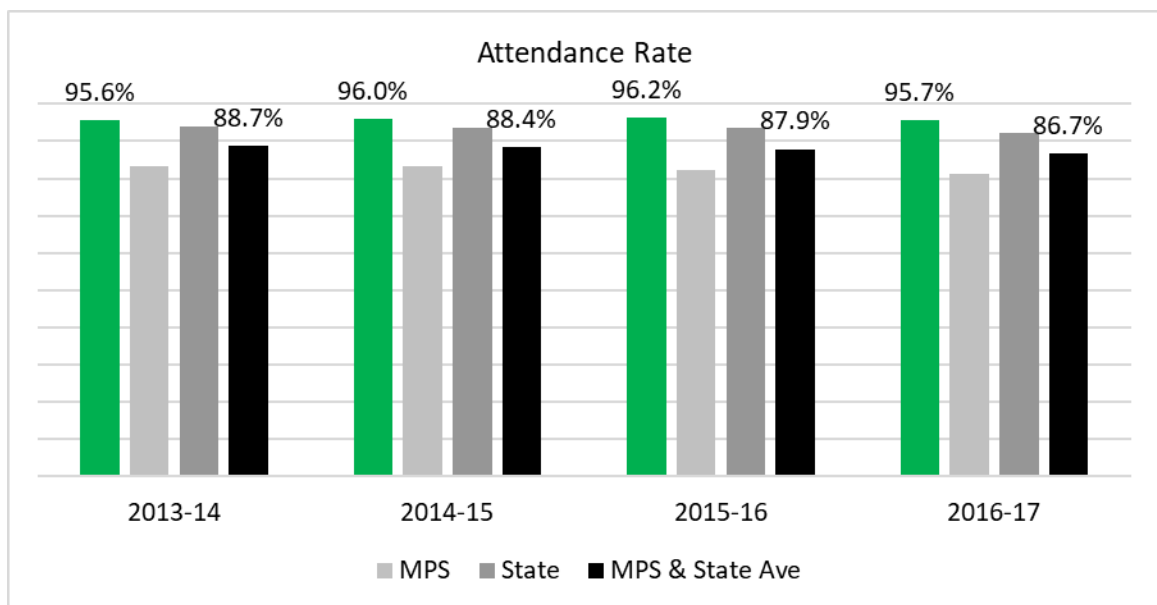


Figure 12: Graduation. Target: Four-year graduation rate in the school is at least the average of the local district and the state 4-year graduation rates. (Note: This data is lagged one year due to reporting timelines.) Veritas High School met this target in all years of the current contract.

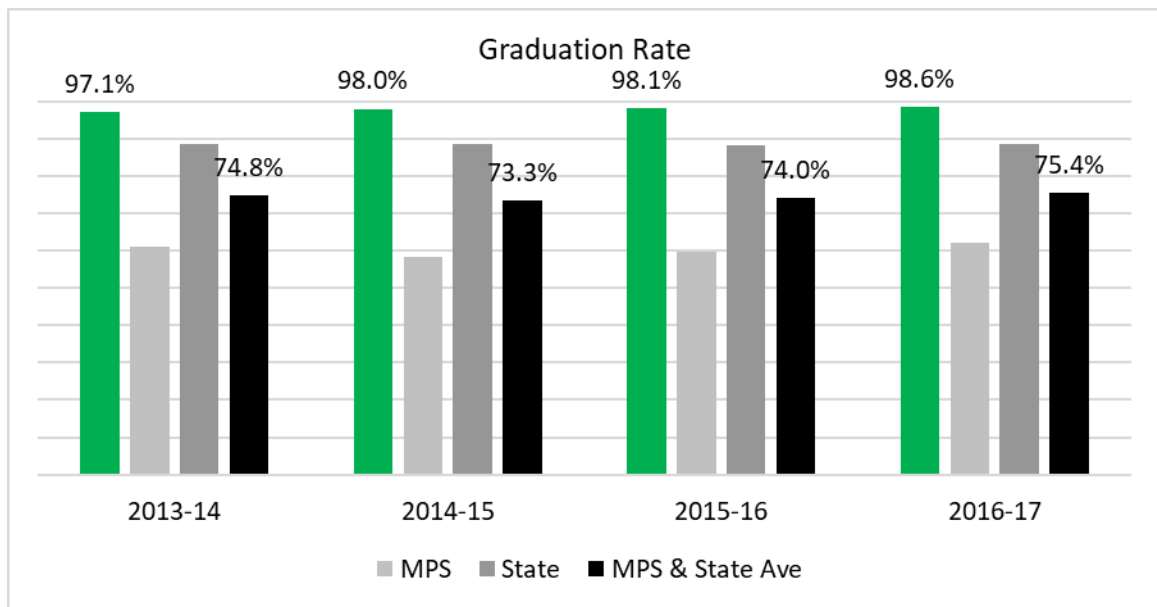


Figure 13: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current-year ratio is higher than last year's ratio. Veritas High School met this target in all years of the current contract.

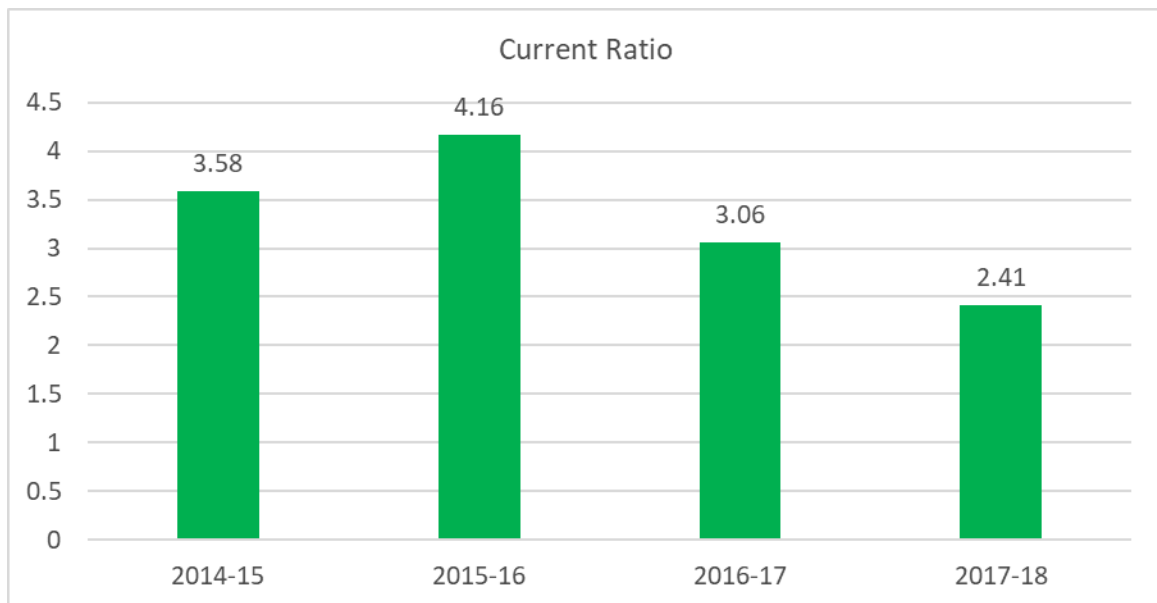


Figure 14: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Veritas High School met this target in all years of the current contract.

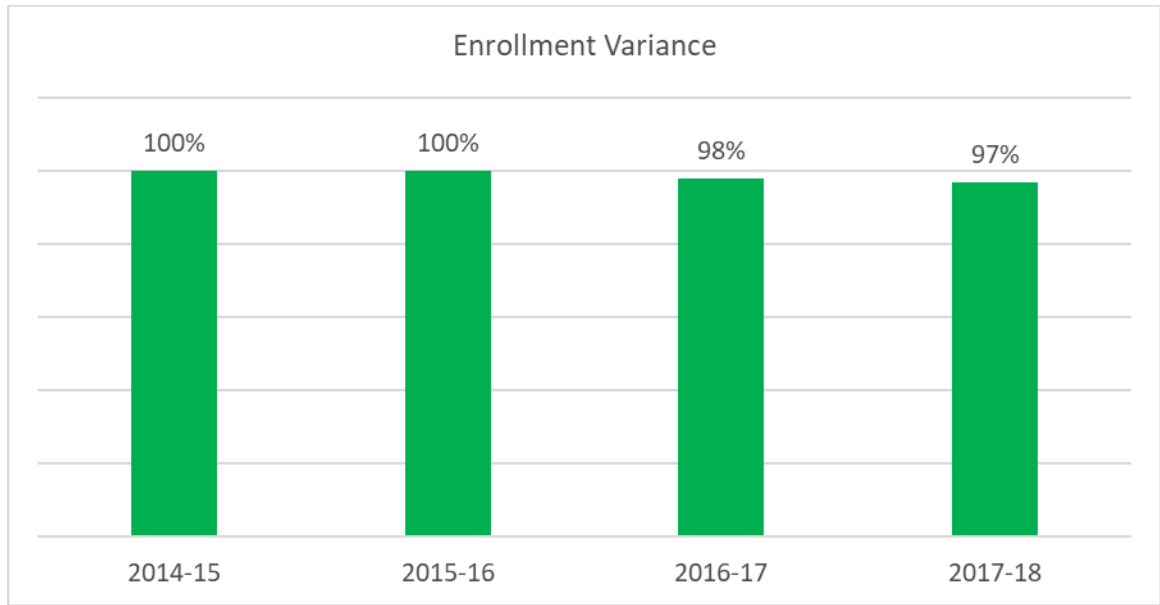
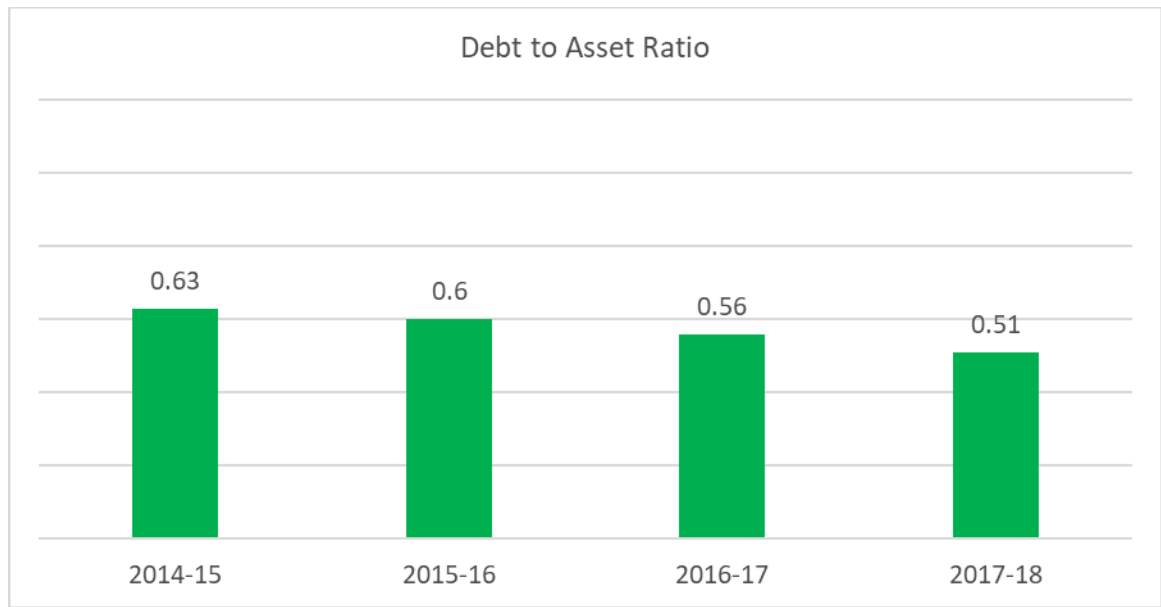


Figure 15: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Veritas High School met this target in all years of the current contract.

Year	Result
2014-15	Not in Default or Delinquent
2015-16	Not in Default or Delinquent
2016-17	Not in Default or Delinquent
2017-18	Not in Default or Delinquent

Figure 16: Debt to asset ratio. Target: Total liabilities to assets ratio is less than 0.9. Veritas High School met this target in all years of their current contract.



Organizational Performance. Across all 4 years of their current contract that data are available, Veritas High School met 100.0% of the Performance Framework organizational targets.

UW-Milwaukee  
Renewal of Charter School Contract  
Woodlands School-Bluemound Campus

EDUCATION COMMITTEE

Resolution I.1.f.(2)(f):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves renewal of the charter school contract with Woodlands School, Inc., maintaining a charter school known as Woodlands School-Bluemound Campus, for the period of five years, effective July 1, 2019 until June 30, 2024.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
WOODLANDS SCHOOL-BUEMOUND CAMPUS  
CHARTER RENEWAL  
PREPARED BY UW-MILWAUKEE**

**BACKGROUND**

Woodlands School, Inc., was awarded an initial five-year charter for Woodlands School by the Board of Regents in 2003, and then approved for two subsequent five-year renewal contracts. The extensive review process for the current contract began with the submission of a renewal application by Woodlands School on September 28, 2018, and concluded with the UWM Office of Charter Schools Evaluation Committee site visit conducted on October 31, 2018. The results of this review are detailed in the discussion below.

**REQUESTED ACTION**

Adoption of Resolution I.1.f.(2)(f), approving the renewal of the charter school contract with Woodlands School, Inc., to continue the operation of a public school known as Woodlands School-Bluemound Campus, for five years effective July 1, 2019 until June 30, 2024.

**DISCUSSION**

**School Profile**

Woodlands School-Bluemound Campus is located at 5510 W. Bluemound Rd. in Milwaukee. The school serves approximately 352 students in grades K4-8 in multi-grade classrooms.

Woodlands School is a community of persons creating an environment in which staff, parents and children share the responsibility for learning. Students are encouraged to discover, explore and create in order to develop the attitudes and skills necessary for effective living. The school design reflects the belief that learning to live with a flexible environment and an openness to change fosters in the child the ability to cope with an increasingly complex body of knowledge and a rapidly changing society. The school philosophy further emphasizes that involvement with people of many races and cultures enriches the growth of human understanding.

The school's mission statement is: Woodlands School – Creating the character of the community through diverse education.

**Educational Program**

Woodlands School offers an innovative educational program of excellence for the whole child in a multicultural environment that prepares the child for lifelong learning in a rapidly changing world. The Woodlands Way is a character-based education approach that helps students

recognize and develop positive values. Woodlands School is a State and National School of Excellence.

The education at Woodlands encourages discovery, exploration, and creativity. The focus is on the whole child and the creation of lifelong learners. The core curriculum consists of language arts, social studies, science, and mathematics. In addition, the school places a strong emphasis on the integration of music, art, physical education, library studies and foreign language into the core curriculum to enhance the education experience. The classes are divided into units consisting of kindergarten (K4 and K5), first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth grade.

### **Faculty and Staff**

The school's faculty, comprised of classroom teachers, specialty teachers, and special education teachers who are certified by the Wisconsin Department of Public Instruction, direct the learning to provide the cornerstone of Woodlands' success. In addition, each classroom teacher has a teaching assistant to allow for more individualized student attention.

### **Governance and Leadership**

The executive director serves as the chief administrative official, providing overall strategic direction and leadership for Woodlands School, Inc., under the direction of the Woodlands Board of Trustees and in collaboration with all relevant stakeholders. The executive director directly manages the principals for all Woodlands campus sites (currently State Street and Bluemound), along with the business manager and anyone else identified by the Woodlands Board of Trustees. The executive director is appointed by and reports to the Board of Trustees.

The principals report to the executive director. The principals are responsible for matters pertaining to academics, student discipline, and management of the schools.

The Board of Trustees has ultimate responsibility to determine general academic, financial, personnel, and related policies deemed necessary for the administration and development of Woodlands School in accordance with its stated purposes and goals, including hiring the executive director. Responsibilities of the members of the Board of Trustees include attending meetings 10 times per year and serving on standing committees or special committees organized around specific issues.

### **Financial Condition and Compliance**

Woodlands School, Inc., is in compliance with its audits and has received an unqualified audit each year. The school remains financially sound. Overall, Woodlands School-Bluemound Campus met 100% of the financial performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's financial performance.

### **Legal and Contractual Requirements**

Woodlands School-Bluemound Campus has been in compliance with all contract provisions and state and federal regulations for the contract term, and submits accountability reports, as required by the contract. Overall, the school met 97.9% of the organizational

performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's organizational performance.

### **Academic Performance**

Results on the Forward Exam, as detailed on the Woodlands School Performance Framework Data Dashboard attached to this document, indicate academic performance at Woodlands generally exceeds both the Milwaukee Public Schools (MPS) and the state in English/Language Arts (ELA) and mathematics.

When the academic performance of Woodlands School is compared to that of neighborhood and demographically comparable MPS schools, Woodlands' performance in both ELA and mathematics generally also exceeds the performance in the comparable schools.

Measures of student growth at Woodlands generally exceed the national norms in both reading and mathematics on the Measures of Academic Progress (MAP) assessments.

Woodlands School received overall accountability scores of 77.9, 80.7, and 80.5 on the Wisconsin Department of Public Instruction's (DPI's) School Report Cards in 2015-16, 2016-17, and 2017-18, respectively. All scores fall within the *Exceeds Expectations* overall accountability range. These scores are based on student achievement, student growth, closing gaps, and on-track and postsecondary readiness (with the latter including attendance rate, 3rd grade reading achievement, and 8th grade math achievement in all years).

Overall, Woodlands School met 89.1% of the academic performance targets outlined in the Performance Framework. The attached Performance Framework Data Dashboard further details the school's academic performance.

The UWM Office of Charter Schools recommends that growth of minority subgroups should continue to be the focus of the Woodlands School campus' academic efforts. The use of the MAP assessments from the Northwest Evaluation Association is critical to making the maximum amount of progress. Woodlands should use data analysis to determine specifically which students are not making appropriate gains and the reasons why the gains are not being made.

## **REQUEST FOR CHARTER RENEWAL FOR FIVE YEARS**

### **Summary**

Academic performance at Woodlands School generally exceeds both neighborhood and demographically comparable MPS schools and the state, with 53.8% of its students performing at the proficient or advanced level in ELA and 44.3% of its students performing at the proficient or advanced level in mathematics on the Forward Exam in 2017-18. Student daily attendance was 96.4% in 2016-17, and over ninety-five percent of the students return to the school year after year. Woodlands has high levels of satisfaction ratings by students and faculty. According to the UWM Office of Charter Schools, Woodlands has also complied with all state and federal regulations, and is in full compliance with its UWM charter agreement.



### **Findings and Recommendations for Improvement**

Based on the review and analysis of the Woodlands School-Bluemound Campus renewal application and renewal site visit including classroom observations and stakeholder interviews, the Evaluation Committee recommended the school be renewed for a five-year contract term.

The Evaluation Committee documented the findings below:

- Overall, a very strong academic and character program in the school
- Committed staff using effective differentiated instructional practices
- Leadership and teaching staff with a continuous improvement mindset
- High satisfaction rate among students, parents and teachers
- Strong leadership at governing and building level that is aware of the needs of the school
- Evidence of student interest and engagement in learning

The Evaluation Committee also made the following recommendations for the school's consideration:

- Continue to pursue various fund development opportunities and create new strategies
- Increase support and provide more targeted support for students performing at average levels academically
- Build on current strategy to increase teachers of color with a solid hiring plan for teacher assistants of color

### **RECOMMENDATION**

Based on the findings and recommendations of the Evaluation Committee, the director of the UWM Office of Charter Schools and Chancellor Mone recommend the renewal of the charter with Woodlands School, Inc., for the operation of Woodlands School-Bluemound Campus, be approved by the Board of Regents for a five-year contract renewal beginning on July 1, 2019 and ending on June 30, 2024. During this time, Woodlands School-Bluemound Campus shall continue to comply with all legal and contractual requirements. The full contract is available at the web link below:

**[Woodlands \(Bluemound Campus\) Charter Agreement](#)**

## Woodlands School Performance Framework Data Dashboard

Woodlands School is currently in the 5<sup>th</sup> year of its 5-year contract that began in 2014-15.

Figure 1: Enrollment and Demographics

	2014-15	2015-16	2016-17	2017-18
Total Enrollment	342	346	351	351
English Language Learners	0.3%	0.0%	0.0%	0.0%
Free/Reduced Lunch	16.1%	17.9%	17.1%	15.1%
Special Education	8.2%	9.0%	8.5%	9.1%
African American	24.0%	22.8%	22.2%	23.1%
Hispanic	16.1%	13.6%	11.4%	11.7%
White	49.7%	52.3%	53.6%	51.9%

Figure 2: School Report Card. Target: Receive an overall accountability rating of 3, 4, or 5 stars or a *satisfactory* using the alternate rating. Woodlands School met this target in all years of its current contract for which School Report Cards were issued.

Year	Overall Accountability Score	Overall Accountability Rating
2014-15	No Report Cards	No Report Cards
2015-16	77.9	Exceeds Expectations (4 stars)
2016-17	80.7	Exceeds Expectations (4 stars)
2017-18	80.5	Exceeds Expectations (4 stars)

Figure 3: State ELA Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is at least the average of the percent proficient or advanced in all schools in the local district and the state. Woodlands School met this target in all years of its current contract.

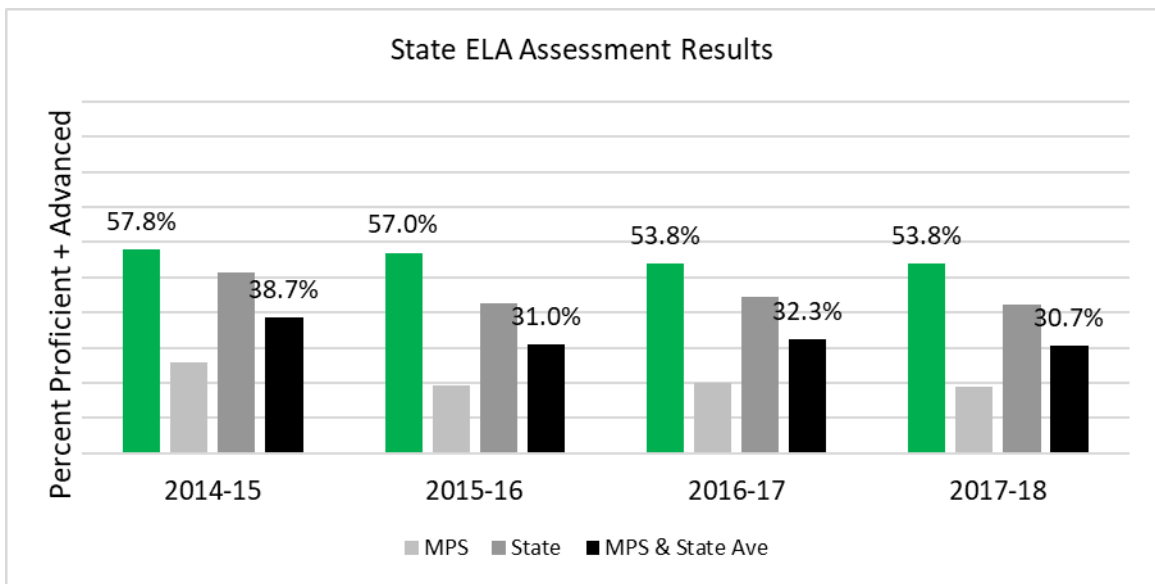


Figure 4: State Math Assessment Achievement. Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is at least the average of the percent proficient or advanced in all schools in the local district and the state. Woodlands School met this target in all years of its current contract.

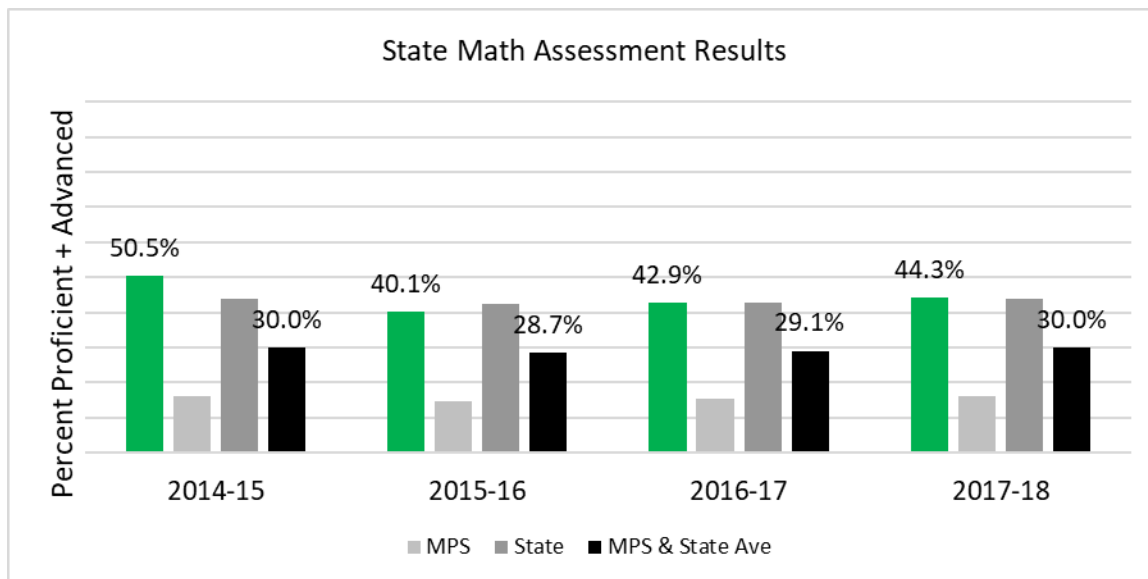
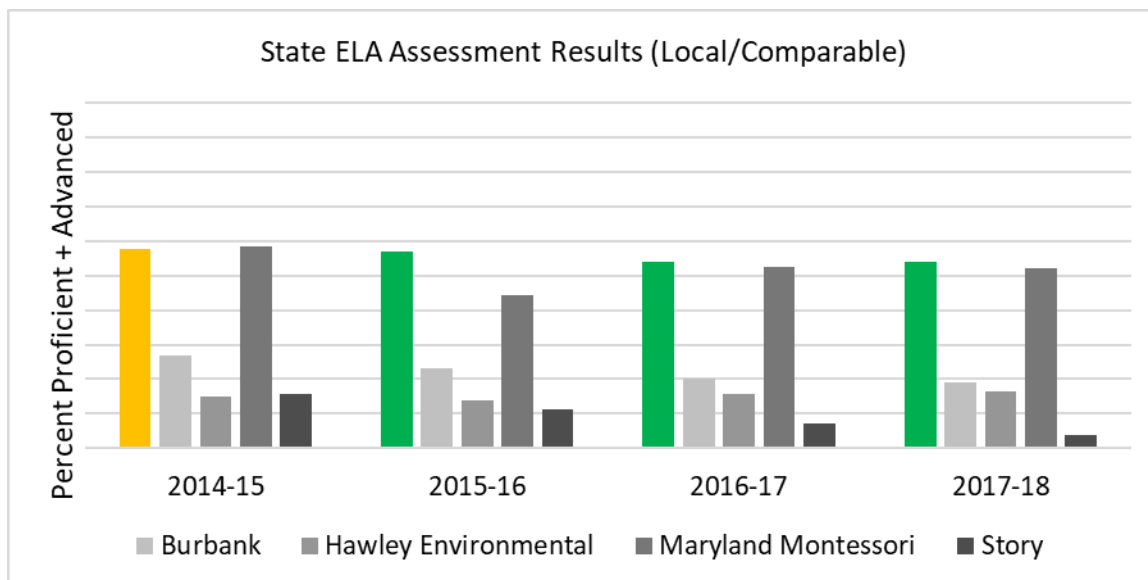
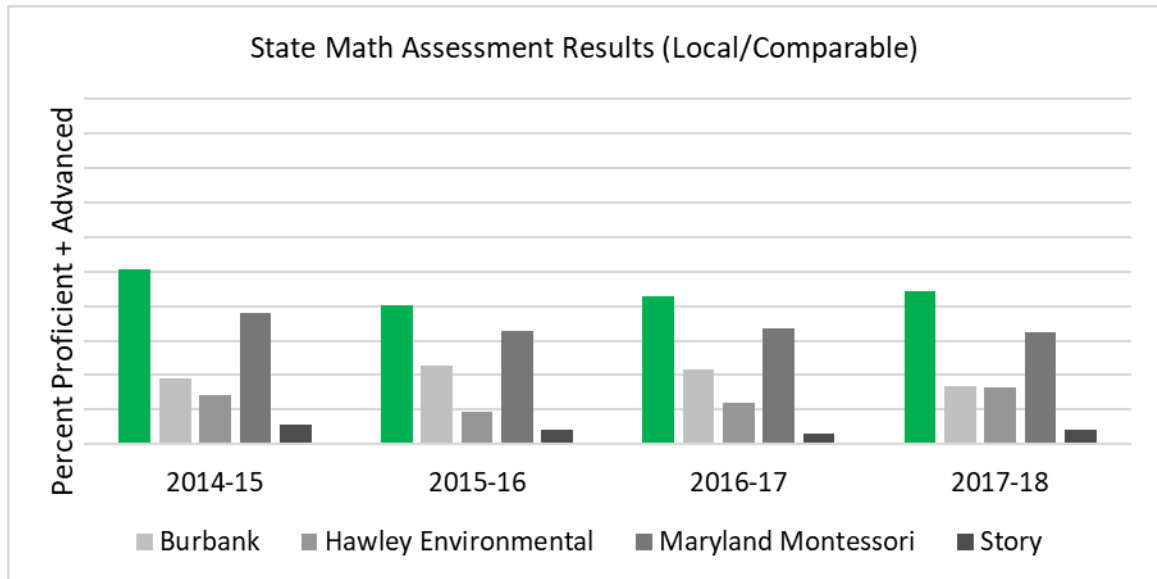


Figure 5: State ELA Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in ELA is the same or higher than neighborhood or demographically comparable schools. Woodlands School partially met this target in 2014-15 and completely met this target in the remaining years of its current contract.



	Woodlands	Burbank	Hawley Environmental	Maryland Montessori	Story
% Minority	48.1%	86.0%	91.4%	41.8%	96.9%
% Econ Dis	15.1%	87.7%	78.8%	22.8%	96.7%

Figure 6: State Math Assessment (Local/Comparable). Target: Percent of students in the school scoring proficient or advanced on the state assessment in math is the same or higher than neighborhood or demographically comparable schools. Woodlands School met this target in each of the 4 years of its current contract.



	Woodlands	Burbank	Hawley Environmental	Maryland Montessori	Story
% Minority	48.1%	86.0%	91.4%	41.8%	96.9%
% Econ Dis	15.1%	87.7%	78.8%	22.8%	96.7%

Figure 7: MAP RIT Growth Reading. Target: At least 50% of students meet or exceed fall-to-spring growth norms in reading. Woodlands School met this target in all 4 years of its current contract.

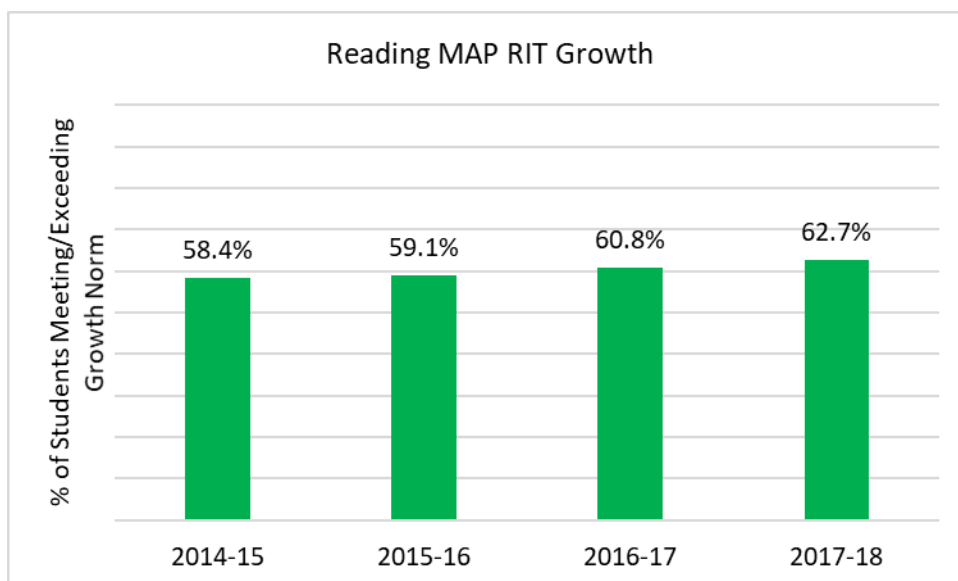


Figure 8: MAP RIT Growth Math. Target: At least 50% of students meet or exceed fall-to-spring growth norms in math. Woodlands School met this target in all 4 years of its current contract.

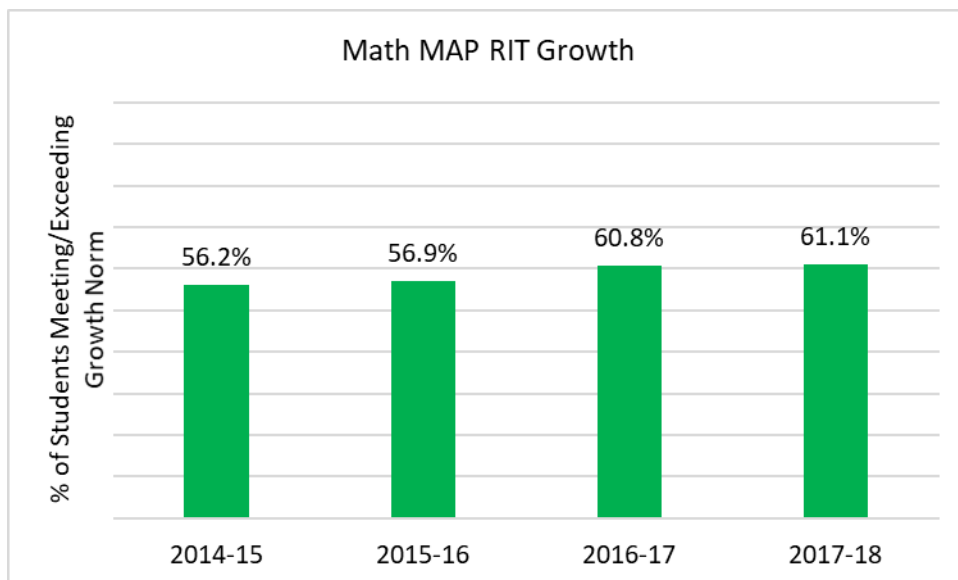


Figure 9: Reading MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their reading RIT scores that is at least 110% of the average target RIT growth. Woodlands School partially met this goal for 3 years and completely met the goal in the final year of its current contract.

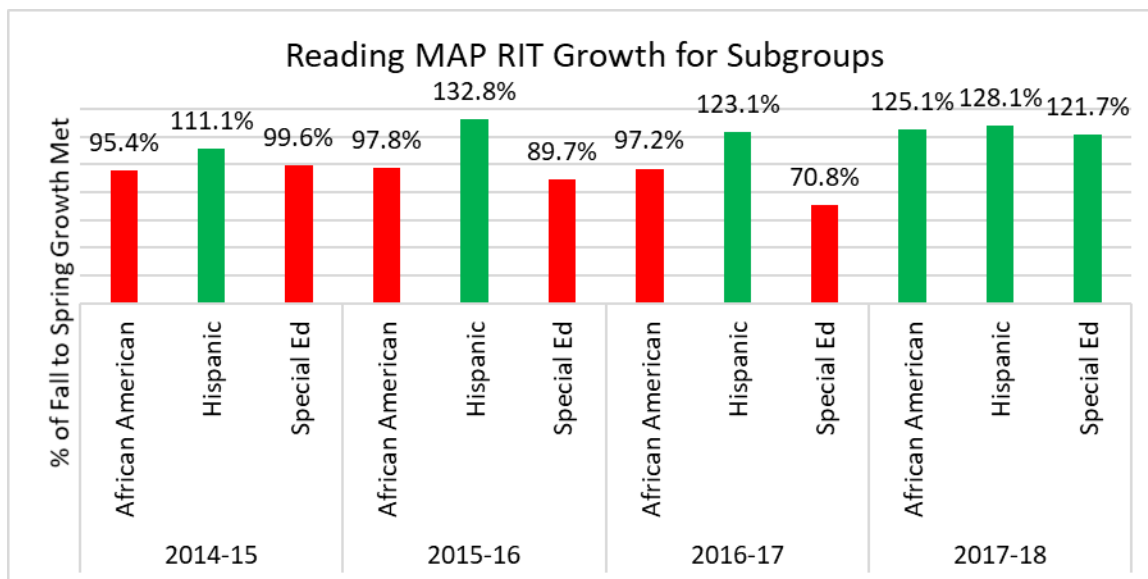


Figure 10: Math MAP RIT Growth for Subgroups. Target: Subgroups (i.e., racial/ethnic minorities, Special Education) with 20 or more students achieve average fall-to-spring growth in their math RIT scores that is at least 110% of the average target RIT growth. Woodlands School partially met this target in each year of its current contract.

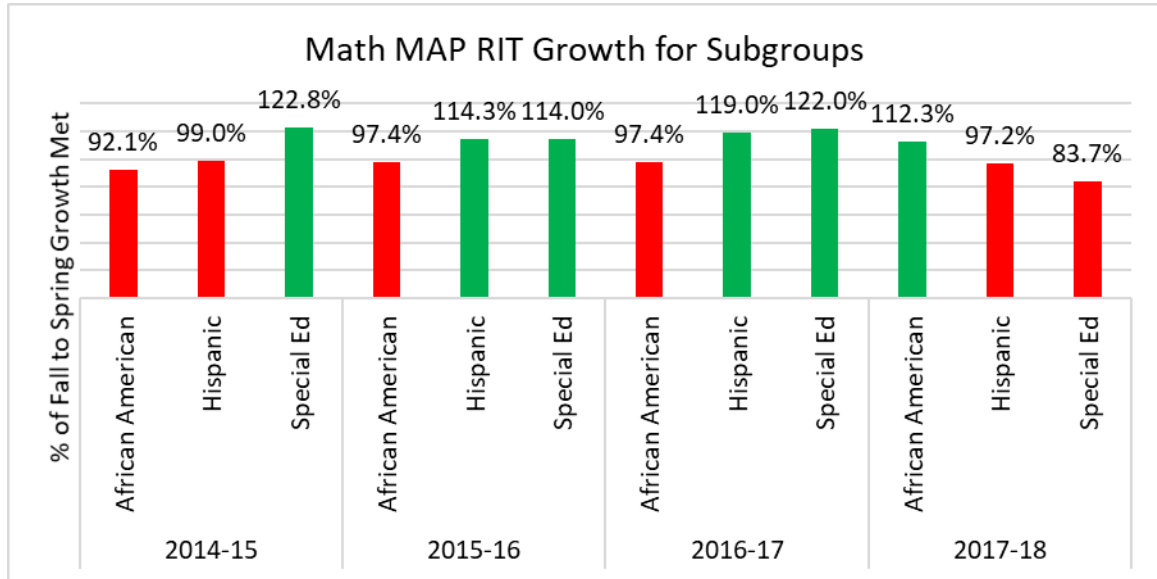


Figure 11: Attendance. Target: Attendance rate in the school is at least the average of the local district and the state attendance rates. (Note: This data is lagged one year due to reporting timelines.) Woodlands School met this target in all years of its current contract.

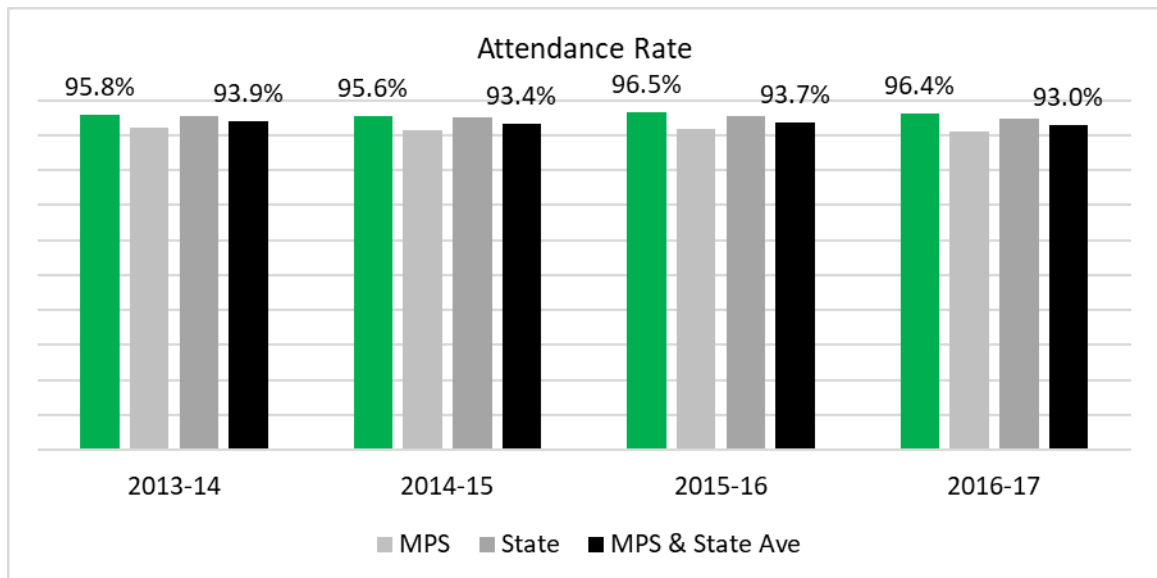


Figure 12: Current ratio. Target: Current ratio of assets to liabilities is greater than or equal to 1.1 or current ratio is between 1.0 and 1.1 and current-year ratio is higher than last year's ratio. Woodlands School met this target in all years of the current contract.

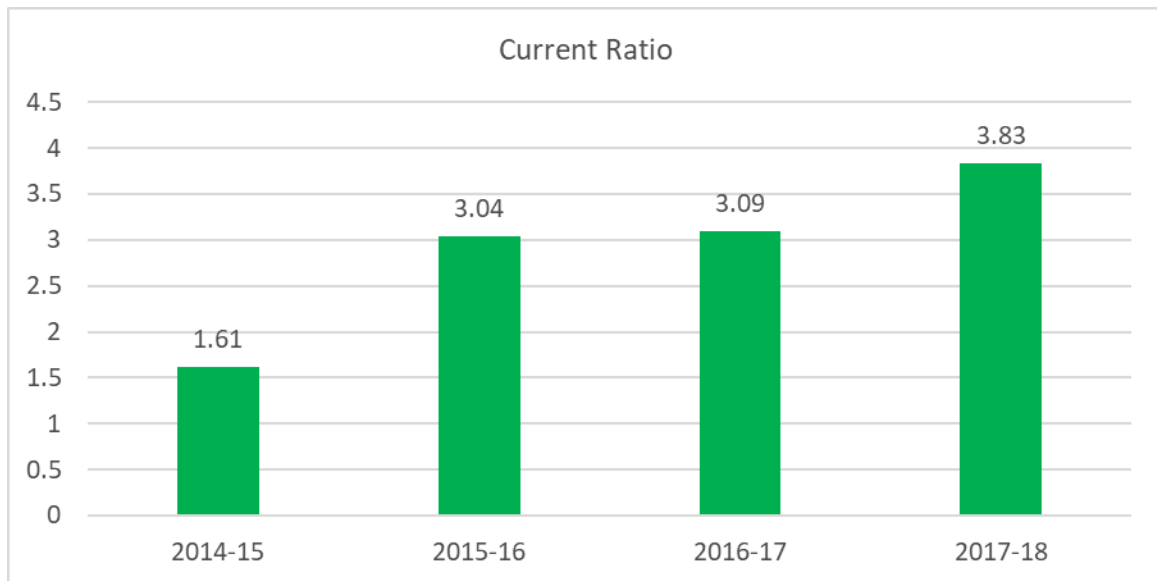


Figure 13: Enrollment variance. Target: Average of actual September and January enrollment counts divided by projected, budgeted FTE equals or exceeds 95%. Woodlands School met this target in all years of its current contract.

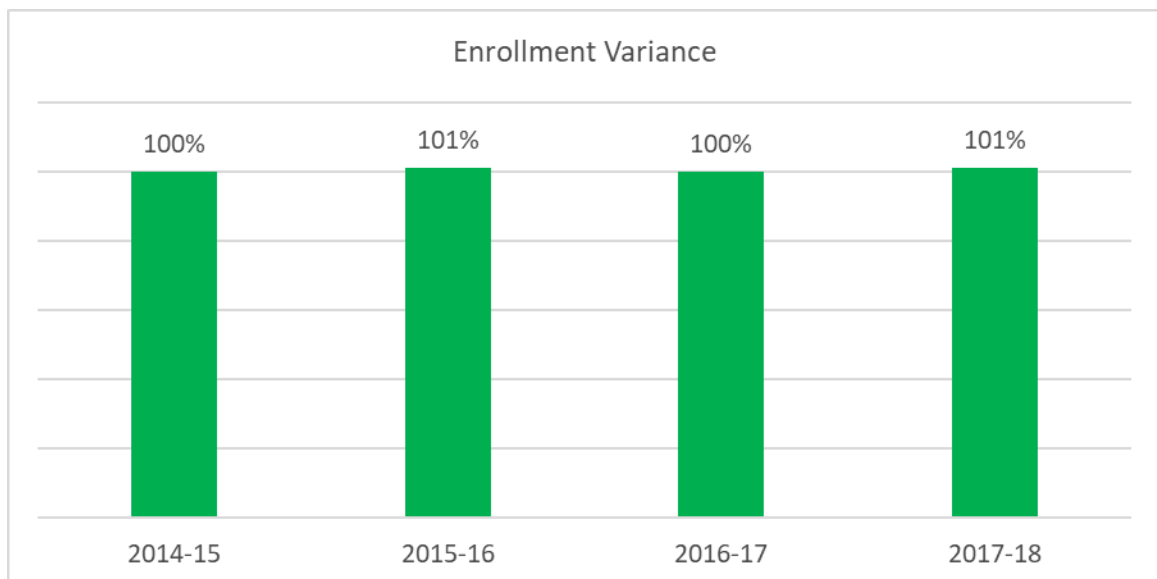
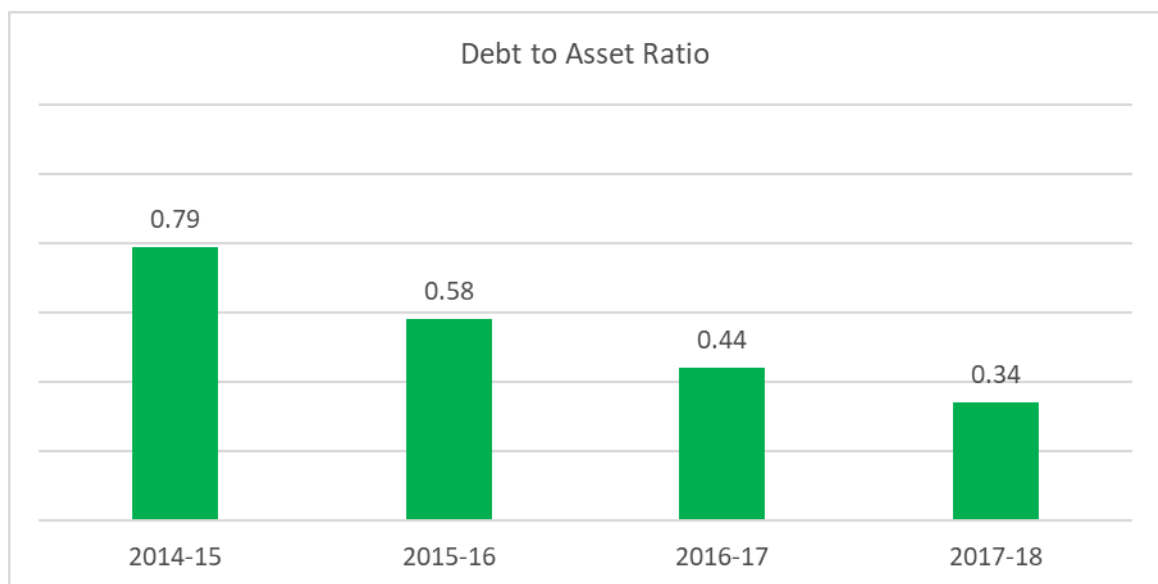


Figure 14: Default. Target: Not in default of loan covenants and not delinquent with debt service payments. Woodlands School met this target in all years of its current contract.

Year	Result
2014-15	Not in Default or Delinquent
2015-16	Not in Default or Delinquent
2016-17	Not in Default or Delinquent
2017-18	Not in Default or Delinquent

Figure 15: Debt to asset ratio. Target: Total liabilities-to-assets ratio is less than 0.9. Woodlands School met this target in all years of its current contract.



Organizational Performance. Across all 4 years of its current contract that data are available, Seeds of Health Elementary met 97.9% of the Performance Framework organizational targets. The only target that the school failed to meet was on-time submission of their financial reports to the UWM Office of Charter Schools and DPI in 2015-16. The school met all other organizational targets in all years of its current contract.