BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx videoconference

Thursday, April 8, 2021
8:45 a.m. – 10:15 a.m.

A. Call of the Roll

B. Declaration of Conflicts

C. Consent Agenda

1. Approval of the Minutes of the February 4, 2021 Meeting of the Education Committee
2. UW-Madison: Approval of Bachelor of Science in Environmental Engineering
3. UW-Stout: Approval of Bachelor of Science in Arts Administration and Entrepreneurship

D. Approval of Changes to Regent Policy Document (RPD) 4-15, "Excess Credit Policy"

E. UW-Stout Host Campus Presentation: Polytechnic FOCUS2030

F. Update: UW System Freshwater Collaborative

G. Report of the Vice President for Academic and Student Affairs
   1. UW System Presidential Initiatives
      - Update: Prison Education
      - Update: Expanding Online Education
   2. Update: UW System Office of Educational Opportunity
      - Presentation: Wisconsin State Formula for Charter School Funding, Bob Soldner, Assistant State Superintendent for the Division of Finance and Management

Education Committee
April 8, 2021

Item C.2.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF SCIENCE IN ENVIRONMENTAL ENGINEERING, UW-MADISON

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Science in Environmental Engineering program at the University of Wisconsin-Madison.

Resolution C.2.: 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 Environmental Engineering program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science in Environmental Engineering (B.S. in Environmental Engineering). The program fits within the purpose of UW-Madison, as stated within its mission, to provide "a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." It also considers the university's 2020-25 strategic framework and expands "educational programming in areas of high student demand, while maintaining the broad-based strength of our educational enterprise." The B.S. in Environmental Engineering will elevate and replace an Environmental Engineering option within the B.S. in Civil Engineering. The B.S. in Environmental Engineering is complemented by available programs in environmental studies, environmental science, and other areas of engineering. The program requires 128 credits, with 26 in general education, 30 in prerequisites, 58 in core engineering for the B.S. in Environmental Engineering, and 14 in engineering electives. Opportunities include a community-based capstone, a cooperative education program, research experiences, engineering study abroad, community service in co-curricular experiences, and collaborative projects in both curricular and co-curricular environments. Students will enter an environmental engineering profession having job growth of 5% to 10% per year. The B.S. in Environmental Engineering is expected to have an annual enrollment of 150 students after five years.

Provost

- Dr. John Karl Scholz, Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/).

Related Policies

- Regent Policy Document 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

ATTACHMENTS

A) Request for Authorization to Implement
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN ENVIRONMENTAL ENGINEERING AT UNIVERSITY OF WISCONSIN-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science in Environmental Engineering (B.S. in Environmental Engineering). The program fits within the purpose of UW-Madison, as stated within its mission, to provide "a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." It also considers the university's 2020-25 strategic framework and expands "educational programming in areas of high student demand, while maintaining the broad-based strength of our educational enterprise." The B.S. in Environmental Engineering will elevate and replace an Environmental Engineering option within the B.S. in Civil Engineering. The B.S. in Environmental Engineering is complemented by available programs in environmental studies, environmental science, and other areas of engineering. The program requires 128 credits, with 26 in general education, 30 in prerequisites, 58 in core engineering for the B.S. in Environmental Engineering, and 14 in engineering electives. Opportunities include a community-based capstone, a cooperative education program, research experiences, engineering study abroad, community service in co-curricular experiences, and collaborative projects in both curricular and co-curricular environments. Students will enter an environmental engineering profession having job growth of 5% to 10% per year. The B.S. in Environmental Engineering is expected to have an annual enrollment of 150 students after five years.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Madison

Title of Proposed Academic Degree Program
Environmental Engineering

Degree Designation(s)
Bachelor of Science

Mode of Delivery
Single university; face-to-face delivery

Department or Functional Equivalent
Department of Civil and Environmental Engineering (CEE)

College, School, or Functional Equivalent
College of Engineering (COE)

Proposed Date of Implementation
September 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of Year 5, it is expected that 236 students will have enrolled in the program and 79 students will have graduated from the program. The total enrollment estimate includes 150 new freshmen and 86 students who are new to the program and either have changed from another UW-Madison major or are transfer students. Based on observations of enrollments at peer institutions, enrollment in the B.S. in Environmental Engineering program is expected to result in reduced enrollment in the B.S. in Civil Engineering program due to the discontinuation of the environmental engineering option. However, the combined enrollment in B.S. in Environmental Engineering and B.S. in Civil Engineering is expected to be higher than for the current program.

Students are expected to enroll in the proposed program as new freshmen, as continuing students who transfer in from other UW-Madison programs, or as new students who transfer from other colleges and universities. By Year 5, the B.S. in Environmental Engineering is expected to admit 31 new students annually, 27 as freshmen and 4 as off-campus transfers. Using observed B.S. in Civil Engineering enrollments over the last five years, about 50% of freshmen transfer to a different program by the second year, but this is more than offset by the number of students transferring into the program by the second year. Little change is observed after the student's second year. Thus, by Year 5, the B.S. in Environmental Engineering is estimated to annually admit 18 continuing students from other UW-Madison programs, lose 14 students to other programs on or off-campus, retain 101 continuing B.S. in Environmental Engineering students, and graduate 33 students. The B.S. in Environmental Engineering enrollment is expected to average a total of 150 students after Year 5.

Table 1: Five-Year Program Enrollment Projections for B.S. in Environmental Engineering

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	28	29	31	31	31
Continuing Students	29	61	95	116	119
Total Enrollment	57	90	125	147	150
Graduating Students	0	0	14	32	33

Tuition Structure

For students enrolled in UW-Madison's B.S. in Environmental Engineering program, undergraduate engineering tuition and fee rates will apply. Based on spring 2020 rates, full-time (12-18 credits) tuition is $5,336.64 for Wisconsin residents, $19,280.56 for non-residents, and $7,659.00 for Minnesota reciprocity. Students also pay segregated fees of $734.30 per semester. Resident and non-resident tuition rates for part-time students are $444.72 per credit and $1,606.71 per credit, respectively, with $109.06 in segregated fees per credit.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed B.S. in Environmental Engineering program will elevate an existing B.S. in Civil Engineering option in Environmental Engineering to the degree/major level and will result in the discontinuation of the option. It will prepare students for a career in environmental engineering, in which they will design, build, operate and manage the systems that will:

- sustainably supply water, energy, and food,
- design a future without pollution or waste,
- create efficient, resilient, healthy cities,
- curb climate change and adapt to its impacts,
- foster informed decisions and actions related to the field,
- prepare the field to address a new future,[1]
- protect human populations from the effects of adverse environmental factors,
- protect environments, both local and global, from the potentially deleterious effects of natural and human activities, and
- improve environmental quality.[2]

[1] National Academies of Sciences, Engineering, and Medicine. 2019. *Environmental Engineering for the 21st Century: Addressing Grand Challenges*. Washington DC: National Academies Press

[2] American Academy of Environmental Engineers. 2009. *Environmental Engineering Body of Knowledge*. Annapolis MD: American Academy of Environmental Engineers

The program will require students to complete a total of 128 credits. Although this is higher than the 120-credit standard bachelor's degree credit count, it is consistent with the median required by B.S. in Environmental Engineering programs at public, doctoral peer institutions (that range from 124 to 132 credits) and is typical of what is necessary to meet the Accreditation Board for Engineering & Technology (ABET) accreditation requirements for engineering programs.

Requirements include a hands-on, first-year design experience and a community-based capstone design experience, both of which are writing intensive with team projects. In between these experiences is a set of required common courses that connect fundamental math, science, and liberal studies concepts to engineering design and decision-making. Additional opportunities include a cooperative education program, research experiences, engineering study abroad, community service in co-curricular experiences, and collaborative projects in both curricular and co-curricular environments.

Student Learning Outcomes and Program Objectives

Student learning outcomes match those defined by ABET, the organization that accredits engineering degree programs.[3] At the time of graduation, UW-Madison's B.S. in Environmental Engineering students will have an ability to:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Communicate effectively with a range of audiences.
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

The above outcomes are associated with the standards for accreditation set by ABET, the specialized accreditor for engineering programs. Attainment of these outcomes will be important for student success on the nationally administered Fundamentals of Engineering Exam, an important step for licensure as a professional engineer. Licensure is expected of practicing environmental engineers.

[3] ABET Engineering Accreditation Commission. 2019. *Criteria for Accrediting Engineering Programs*. Baltimore MD: ABET

Program Requirements and Curriculum

Students applying to UW-Madison for freshman admission need to indicate an engineering major as their first choice to be considered for direct admission to the College. Direct admission to the major means students will start in the program of their choice in the COE and will need to meet progression requirements at the end of the first year to guarantee advancement in that program. UW-Madison students in other schools and colleges on campus may be considered for the competitive and selective admissions based on the strength of their academic record. Off-campus transfer applicants are considered for direct admission to the COE by applying to the Office of Admissions with an engineering major listed as their first choice. Transfer admission to the COE is competitive and selective, and students who have earned more than 80 transferable semester credits at the time of application are not eligible to apply.

Table 2 illustrates the curriculum for the proposed program. The B.S. in Environmental Engineering has a total credit requirement of 128 credits, including 26 credits of required general education coursework. At UW-Madison, the general education requirements (GER) include 3 to 6 credits of quantitative reasoning, 3 credits of ethnic studies, 3 to 6 credits of communication, and 13 to 15 credits of general breadth. GER are augmented with 44 credits of additional science, communication, and liberal studies coursework to meet the expectations of the engineering profession and accreditation. Required engineering coursework will account for 58 of the credits and include 14 credits of professional electives. Engineering internships are not required but are common and may be counted towards the professional electives.

Table 2: Bachelor of Science in Environmental Engineering Program Curriculum

General education courses required for graduation: 26 credits		
MATH 221	Calculus and Analytical Geometry 1 (Quantitative B)	5 credits
CHEM 109	Advanced General Chemistry (Nat Science)	5 credits
ENGL 100	Introduction to College Composition (Comm A)	3 credits
INTEREGR 397	Engineering Communication (Comm B)	3 credits
ECON 101	Principles of Microeconomics (Social Studies)	4 credits
Ethnic Studies	Any designated course (Ethnic Studies, Humanities)	3 credits
Envr Studies	Any designated course (Humanities)	3 credits
Program prerequisites or support courses: 44 credits		
INTEREGR 170	Design Practicum	3 credits
MATH 222	Calculus and Analytical Geometry 2	4 credits
MATH 234	Calculus of Several Variables	4 credits
MATH 319	Techniques in Ordinary Differential Equations	3 credits
STAT 324	Introductory Applied Statistics for Engineers	3 credits
PHYSICS 202	General Physics	5 credits
GEOSCI 106	Environmental Geology	3 credits
ZOOLOGY 153	Introductory Biology	3 credits

EMA 201	Statics	3 credits
EMA 202	Dynamics	3 credits
ME 170	Civil Engineering Graphics	2 credits
EPD 275	Technical Presentations	2 credits
Liberal Studies	Any Humanities, Social Studies, or Literature course	3 credits
Liberal Studies	Any Humanities, Social Studies, or Literature course	3 credits
Academic degree program or major course requirements: 58 credits		
CIV ENGR 291	Problem Solving Using Computer Tools	4 credits
CIV ENGR 310	Fluid Mechanics	3 credits
CIV ENGR 311	Hydroscience	3 credits
CIV ENGR 320	Environmental Engineering	3 credits
CIV ENGR 324	Environmental Engineering Thermodynamics	3 credits
CIV ENGR 325	Materials for Environmental Engineering	3 credits
CIV ENGR 494	Civil and Environmental Engineering Decision Making	3 credits
CIV ENGR 498	Construction Project Management	3 credits
Lab Elective	Take one of four available courses	3 credits
CIV ENGR 578	Senior Capstone Design	4 credits
EnvE Breadth	Take one course from each of 4 EnvE disciplines	12 credits
Electives	Select qualified professional courses	14 credits
Total Credits		**128 credits**

Assessment of Outcomes and Objectives

The assessment plan is driven by expectations of campus and ABET, the latter of which incorporates program assessment into its accreditation decisions. The Department of Civil and Environmental Engineering (CEE) has a comprehensive program assessment and evaluation process for the B.S. in Civil Engineering, and this process will be replicated for the B.S. in Environmental Engineering. Results of assessment activity are annually reported to CEE faculty, with recommendations for improvement as needed. ABET accreditation reviews are prepared every six years.

First-party assessment of all senior capstone design work is done each semester, with third-party assessment of this work done every three years. Every assignment is connected to at least one program learning objective. The frequency of first-party assessment was established to ensure a built-in culture of continuous improvement among capstone instructors. Third-party assessment is done by professional engineers who are not directly connected to instruction, providing a more objective perspective of outcomes attainment. The capstone work is emphasized in the assessment program because it allows measurement of student outcomes attainment at the time of graduation.

Every three years, first-party assessment of selected student work is done in other required CIV ENGR courses and INTEREGR 397. This helps to identify shortcomings in prerequisite outcomes attainment and the three-year interval is sufficient to observe incremental improvement. This assessment also provides coverage of the experimentation

outcome, which is not covered in the capstone experience. Assessment in these courses helps identify the need for improvement in delivery of core content in early courses versus delivery of reinforcing content in capstone.

Results from the national-level Fundamentals of Engineering Exam (FE Exam) are also used as a direct assessment tool for two of the learning outcomes and provide an important comparison between UW-Madison students and students at other institutions. Approximately 70% of B.S. in Civil Engineering students currently take the exam, and CEE is working with its Visiting Committee to determine whether the exam should be required of all B.S. in Civil Engineering and B.S. in Environmental Engineering students. The B.S. in Environmental Engineering will also use a nationally administered senior exit survey as an indirect assessment tool. This is already used in B.S. in Civil Engineering program assessment and allows a comparison with perceptions of students in B.S. in Civil Engineering and B.S. in Environmental Engineering programs at other institutions. The survey is helpful for assessing student perceptions of outcomes attainment and for assessing student satisfaction with instruction, career placement services, student organizations, and facilities such as classrooms and laboratories.

Diversity

Advancing Inclusive Excellence.

Environmental engineers need to work with the diverse values and viewpoints that come with diverse elements of society. The proposed curriculum prepares students for this with several foundational courses and is capped by a reinforcing senior capstone design experience. Freshmen are required to take InterEGR 170, an introductory engineering design course having a wide range of projects, including devices for physically impaired individuals and water supply components for rural communities in developing countries. This course also introduces students to teamwork principles, including the inclusive engagement of all team members in brainstorming design alternatives that meet client needs. Students are introduced to the idea that sustainable solutions address the environmental, economic, and societal needs of future generations, and these needs can only be addressed if diverse viewpoints are heard and respected.

Between the freshman and capstone experiences, students have numerous opportunities to prepare for working with a diverse society. For example, students learn to communicate with diverse audiences in InterEGR 397, a technical communication class that includes assignments on ethical dilemmas and societal challenges. Collectively, ECON 101/102 and CIV ENGR 494 help students understand the inequities in wealth among different communities and the ability of these communities to exceed targets for environmental and public health. The 16-credit liberal studies requirement engages student understanding of societal and humanistic views of the environment and includes the university's ethnic studies requirement. Leadership and teamwork concepts are delivered in CIV ENGR 498 and reinforced in many of the classes, helping students learn to appreciate the perspectives of others and work together with civility towards project goals.

The senior capstone design course (CIV ENR 578) wraps technical and non-technical perspectives into a single project. The course is designated as a community-based learning (CBL) course in which students gain perspectives that typically do not come in an engineering course. As an example, the CBL discussion component of the Spring 2020 course focused on Native American perspectives tailored specifically to each project. Student teams also work with mentors from local professional engineering and architecture firms. These mentors each have 10 to 30 years of experience with both technical and non-technical aspects of engineering projects, including collaboration with the diverse communities noted earlier. Students present their work to both engineers and non-engineers to help them develop their communication skills with diverse audiences. In some cases, students have presented their work to town boards, city councils, and school boards. These experiences initiate development of the collaboration and communication skills needed to work with diverse citizen groups during their careers.

Equity in student recruitment, access, retention, and degree completion.

In the College of Engineering (COE), much of the recruitment, access, retention, and degree completion effort is centralized within the Deans' Office, where the Associate Dean for Undergraduate Affairs leads personnel in student services and diversity affairs. B.S. in Environmental Engineering faculty and staff routinely participate in recruiting activities organized by student services and diversity affairs staff members. They also collaborate with student services staff on degree progression decisions, which partially influence retention and degree completion. Faculty and staff advisors also guide students to COE services offered by the Diversity Affairs Office and the Undergraduate Learning Center—these assist with retention and degree completion. The B.S. in Environmental Engineering governance committee will work with CEE's newly formed Committee for Justice, Equity, Diversity, and Inclusivity (JEDI) to annually review metrics such as enrollments, scholarships awarded, time-to-degree, and gaps in D/F/Drop rates for courses. Data-driven recommendations for program improvement will be made to program instructors as needed.

Underrepresented groups in engineering include women of all ethnicities. Nationally, women account for more than 50% of students enrolled in undergraduate environmental engineering degree programs, the only undergraduate engineering degree that is not majority male.[4] Thus, the implementation of the B.S. in Environmental Engineering program will significantly advance student gender equity for the COE.

Equity in the recruitment and hiring of faculty and instructional staff.

Equity in the recruitment, hiring, and professional development of personnel will be assured by the policies of CEE and COE. In developing these policies, CEE is cognizant of

[4] Roy, J. 2019. "Engineering by the Numbers." *2018 Profiles of Engineering and Engineering Technology Colleges*. Washington DC: American Society for Engineering Education

ABET accreditation criteria for faculty competency and composition, one of which is "diversity of backgrounds." This includes more than gender and ethnic diversity—it also includes age, experience with engineering practice and design, and experience with engineering management.

As noted earlier, underrepresented groups in engineering include women of all ethnicities. Nationally, women account for almost 30% of faculty in environmental engineering programs, the highest percentage observed in any engineering discipline. This compares to national statistics of 20% in civil engineering and 17% in any engineering. The percentage of women faculty in CEE has increased from approximately 10% in AY 2011-12 to more than 20% in AY 2019-20. Considering the list of faculty affiliated with the proposed B.S. in Environmental Engineering program, 24% are women. In 2018, women accounted for 51%, 47%, and 49% of BS, MS, and PhD degrees awarded in environmental engineering. Thus, the implementation of the B.S. in Environmental Engineering program will advance faculty gender equity for CEE and COE.

B.S. in Environmental Engineering faculty have and will continue to engage in training opportunities for diversity and inclusion, as required by both CEE and COE. These are required to participate on hiring committees and maintain a positive departmental climate. Faculty candidates in CEE are required to provide a diversity statement along with the more traditional research and teaching statements.

<u>Plans and strategic initiatives at the university and accreditation standards that address diversity.</u>

The CEE Strategic Plan for 2020-2025 has six strategic priorities, one of which is to "[e]stablish and foster a widely inclusive, diverse, and collaborative environment for all students, staff, and faculty." This strategic planning effort led to the creation of the CEE JEDI Committee during summer 2020. This committee includes three CEE faculty members who are working to include graduate and undergraduate students as part of the committee. The CEE JEDI committee is engaging with COE and campus representatives to ensure alignment of goals and understanding of initiatives.

The CEE JEDI committee is studying campus-level initiatives, such as those described in the Fall 2020 Campus Climate Progress Report and in the Campus Diversity Implementation Plan (Affecting R.E.E.L. Change for Diversity & Inclusion). The Target of Opportunity Program has generated initial interest. Also, under consideration is the Exceptional Service Support program. The PEOPLE and Graduate Research Scholars programs have long been important contributors to the diversity of CEE's undergraduate and graduate student bodies, respectively. These programs are of benefit to the department as a whole and to the proposed B.S. in Environmental Engineering program.

Collaborative Nature of the Program

The B.S. in Environmental Engineering is a stand-alone program. The COE has dual degree transfer agreements with select four-year UW System universities (UW-Eau Claire, UW-La Crosse, UW Oshkosh, UW-River Falls, and UW-Whitewater) that are designed as a route to UW-Madison's engineering programs and allow students to earn two bachelor's degrees. The B.S. in Environmental Engineering will be available under those agreements. The COE also has an especially strong collaboration with advising partners at Madison College for transfer admission, and the COE has a transfer coordinator on staff who is dedicated to advising potential transfer applicants.

Projected Time to Degree

The current time-to-degree of UW-Madison B.S. in Civil Engineering students averages 4.30 years, which is about 4 years plus one semester. This compares to the peer institution B.S. in Civil Engineering average of 4.15 years. The B.S. in Environmental Engineering program is expected to have a similar time-to-degree of 4.1 to 4.3 years, based on the observation that students in the environmental engineering-named option have a lower time-to-degree than the average B.S. in Civil Engineering student. The B.S. in Civil Engineering program has also observed the following trends:

- UW-Madison's B.S. in Civil Engineering time-to-degree has decreased steadily from 4.61 to 4.30 years over the last four years.
- Time-to-degree for peer institution B.S. in Civil Engineering programs has stabilized over the last four years, averaging 4.12 ± 0.02 years.

CEE has a long-standing policy of eliminating bottleneck courses by offering required courses twice annually if more than 50 students per year need the class. For example, CIV ENGR 291, CIV ENR 310, CIV ENR 311, CIV ENGR 320, CIV ENGR 494, CIV ENGR 498, and CIV ENGR 578 will be required of both B.S. in Environmental Engineering and B.S. in Civil Engineering students, so these courses will be offered every fall and spring semester. CIV ENGR 324 and CIV ENR 325 will only be required of B.S. in Environmental Engineering students and have enrollments of 30 to 40 students per year, so CIV ENGR 324 will be offered every fall semester and CIV ENGR 325 will be offered every spring semester.

Engineering students typically arrive on campus with 9 to 15 credits of advanced placement and test out of the Quantitative Reasoning A requirement. Students can earn academic credit for internships, reducing the added time to degree that these opportunities can create. Engineering faculty and staff work closely with partner study-abroad institutions to equate courses between institutions and to help advise students on which courses will count towards their degree. With permission from the dean, students may carry less than a minimum credit load in a specific semester for definitive reasons, such as a verifiable disability, a necessity of employment, or other outside obligations exceeding 15 hours per week.

Program Review

All new academic programs (degree/majors, options, certificates) undergo a first review approximately five years after implementation and then enter a cycle of program review, initiated by the dean, at least once in each 10-year period. To prepare for the five-year and subsequent program reviews, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries. This self-study is then subject to consideration by a review committee, the dean, and governance committees. The program faculty take the lead in addressing recommendations arising from these reviews to implement changes to program policies and practices. For programs with specialized accreditation, the accreditation review may serve the role of program review and that is often the case for ABET-accredited engineering programs unless specific circumstances indicate a separate review is needed.

Accreditation

The COE will seek ABET accreditation for the B.S. in Environmental Engineering. ABET accreditation criteria are "focused on learning outcomes" and define "a set of attributes professionals must possess to excel in fields of critical importance to society."

ABET program reviews are conducted on a six-year cycle, with UW-Madison engineering programs up for review in 2024. All UW-Madison engineering programs, including the proposed B.S. in Environmental Engineering program, are expected to collect assessment data at least twice in a six-year cycle, evaluate the data when collected, submit a self-study report by June 30 of the review year, and host a site visit during the fall semester of the review year. Final results are provided by August following the review year.

JUSTIFICATION

Rationale and Relation to Mission

The B.S. in Environmental Engineering will elevate and replace an Environmental Engineering option within the B.S. in Civil Engineering. The proposed program fits within the institutional mission and primary purpose of UW-Madison, which "is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." The presence of complementary programs on campus allows the program to be "broad and balanced" and one that is "mutually reinforcing" with other programs at the undergraduate level.

Considering the university's 2020-25 strategic framework, this program will "expand educational programming in areas of high student demand, while maintaining the broad-based strength of our educational enterprise." Considering the 2015-19 UW-Madison

strategic plan, the proposed program is expected to thrive with UW-Madison's distinctive "scale and breadth" and the "premium we place on our relevance to society." The program will incorporate established high-impact experiences that meet the goals of the Wisconsin Experience, including a community-based capstone experience, a cooperative education program, research experiences, community service in co-curricular experiences, and collaborative projects in both curricular and co-curricular environments.

CEE's mission is to create, integrate, and transfer civil and environmental engineering knowledge and practice in the development of professionals, leaders, and citizens that help define and serve societal and environmental needs by applying this knowledge and practice in an effective and sustainable manner. CEE has a long tradition of engagement in environmental engineering research and education. The new program will provide an opportunity for students to develop a broader understanding of environmental engineering than is attainable with the options and tracks currently offered. Of the 34 tenured/tenure track faculty within CEE, 17 teach and conduct research in environmental engineering. Expertise in the department includes drinking water and wastewater treatment, surface and ground water resources, pollutant dynamics in the environment, atmospheric chemistry, environmental geotechnics, renewable energy, and sustainability.

CEE's strategic plan for Years 2020-25 identified a B.S. in Environmental Engineering program as the top educational priority, to begin in fall 2021. Its purpose is to provide CEE students an opportunity to learn the breadth of environmental engineering while allowing CEE to compete with peer institutions for top students and to improve CEE's reputation among peers. The Big Ten Conference now has accredited B.S. Environmental Engineering programs at Northwestern (first accredited in 1976), Penn State (2000), Rutgers (2007), Ohio State (2010), Michigan State (2011), Purdue (2012), Michigan (2013), Minnesota (2016), and Iowa (accreditation expected in 2022). Other notable public peer institutions with a B.S. Environmental Engineering program include the University of Texas at Austin, University of Colorado Boulder, and Georgia Tech. Most of these programs are housed within CEE departments.

To date, the named-option approach has successfully placed graduates into the national and statewide job markets (including graduate degree programs at peer institutions around the nation). However, the recruitment of these students to the named-option program has become increasingly difficult as peer institutions have shifted from civil engineering options to B.S. in Environmental Engineering degrees. Professional licensure in environmental engineering has been available for over 30 years and prospective students now expect to have a degree title that matches their discipline of emphasis. CEE needs to better serve the forthcoming generations of students.

University Program Array

UW-Madison has several undergraduate programs structured as named options and curricular tracks that have curriculum and content related to environmental engineering. These include:

- B.S. Civil Engineering: Degree program has a named option in Environmental Engineering, which would be replaced by the proposed degree program. The degree program also has a track in water resources engineering that would be absorbed into the new degree program.
- B.S. Biological Systems Engineering: Degree program has a named option in Natural Resources and Environmental Engineering.
- B.S. Geological Engineering: Degree program has a technical electives requirement with five specialty tracks. The five listed tracks are (1) Energy, Minerals, and Mining; (2) Sustainability and Environment; (3) Geohazards; (4) Groundwater and Surface Water; and (5) Infrastructure.

These programs are complementary to the proposed program, providing coursework breadth that helps deliver a comprehensive environmental engineering education and places the proposed B.S. in Environmental Engineering in a curricular environment rich with opportunities for students across related disciplines.

Environmental engineering also includes the application of environmental science, and the B.S. Environmental Science programs in the College of Letters & Science (L&S) and the College of Agriculture and Life Sciences (CALS) have courses of interest to students in the proposed program. The Nelson Institute for Environmental Studies is a common partner in L&S and CALS course offerings. These three units also offer humanistic and societal viewpoints in environmental studies coursework, which will effectively complement the engineering and science requirements of the B.S. in Environmental Engineering curriculum.

Other Programs in the University of Wisconsin System

Within the UW System, UW-Platteville has the only accredited B.S. in Environmental Engineering degree program. The B.S.E. in Environmental Engineering program at UW-Milwaukee began enrollment in spring 2020 and will be considered for accreditation in the next ABET cycle for UW-Milwaukee. Prior to this, UW-Milwaukee included environmental engineering as part of a civil engineering degree program. The B.S. Environmental Engineering program at UW-River Falls began enrolling students in fall 2020. UW-Stevens Point has authorization to plan a B.S. Environmental Engineering program.

For decades, the environmental engineering community in Wisconsin and the Upper Midwest has been well served by the complementary programs offered at UW-Madison, UW-Platteville, and UW-Milwaukee. The conversion of environmental engineering options to degrees at UW-Madison and UW-Milwaukee will continue this tradition while bringing

both in line with the national trend towards degree programs. In their environmental engineering program proposals, UW-Milwaukee and UW-River Falls respectively noted that they primarily serve "place-bound students from the greater Milwaukee area" and from "northwest Wisconsin and the St. Croix Valley regions." UW-Platteville draws engineering students from across Wisconsin and neighboring states while UW-Madison has a larger national and international draw. Students in the UW-Madison program will have the opportunity to draw on the full breadth of the diverse selection of engineering and science courses at UW-Madison with which to complete their electives requirements.

Need as Suggested by Current Student Demand

UW-Madison has 34 students enrolled in the current Environmental Engineering option in the B.S. in Civil Engineering; these students will transition to the B.S. in Environmental Engineering, and the option will be discontinued. Consultation with students and others confirms the stand-alone degree/major is much preferred to the option. There are also B.S. in Civil Engineering students who are taking courses that provide a focus in environmental engineering and/or water resources engineering without actually declaring the named option, and expectations are that a substantial share of these students (approximately 60 students) will also transition to the B.S. in Environmental Engineering program. The B.S. in Geological Engineering program has curricular tracks in related areas including surface water and groundwater, sustainability and environment, and environmental infrastructure. Approximately 40 students are enrolled in these curricular tracks, and some are expected to select B.S. in Environmental Engineering instead. Even with these choices, B.S. in Environmental Engineering is not expected to undermine those patterns. UW-Madison's Environmental Engineering Club, a student organization consisting of mostly undergraduate students, provided a letter of support stating, "The addition of this major is an excellent idea that has long been awaited by many students."

Need as Suggested by Market Demand

In 2018, there were 55,400 environmental engineers nationally, projected to grow by 5% from 2018 to 2028 (which matches the national average).[5] Median wage for environmental engineers was $87,620 per year. There were 8,252 job postings nationally in 2019.[6] Wisconsin's employment was 747 environmental engineers in 2018 and projected to grow to 839 in 2028, an increase of 12.3%. Annual job openings on a statewide basis from 2018 to 2028 were projected to be 69.[7] Approximately 94% of CEE graduates work in industry (82%) or pursue a graduate degree (12%) within six months of graduation. Median salary after graduation is $61,000 per year.

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[5] United States Bureau of Labor Statistics. 2019. "Environmental Engineers." *Occupational Outlook Handbook*

[6] Burning Glass Technologies. 2020. *Labor Insight*. pdc.wisc.edu/degrees/environmental-engineering

[7] Wisc. Dept. Workforce Development. 2019. Retrieved from www.jobcenterofwisconsin.com/wisconomy/pub/occupation.htm

CEE's visiting committee and adjunct faculty were also consulted and provided strong support. One visiting committee member summed up the general sentiment of these alumni who serve as employers of environmental engineers: "Offering this as an ABET accredited program at Madison is, well, let's say past due for an engineering college the caliber of the UW. My past speaking engagements to student bodies at other universities have included recommendations on top universities to consider for those bright minds specifically interested in environmental engineering. UW-Madison has of course always been on that list, but for the EnvE, was not at the top. Now it can be."

University of Wisconsin-Madison
Cost and Revenue Projections For BS Environmental Engineering Program

	Items	Projections				
		2021-22	2022-23	2023-24	2024-25	2025-26
		Year 1	Year 2	Year 3	Year 4	Year 5
IA	**Enrollment (New Student) Headcount**	28	29	31	31	31
	Enrollment (Continuing Student) Headcount	29	61	95	116	119
	Enrollment (New Student) FTE	28	29	31	31	31
	Enrollment (Continuing Student) FTE	29	61	95	116	119
IIA	**Total New Credit Hours**	0	0	0	0	0
	Existing Credit Hours - SCH in BSEnvE courses	1055	1665	2331	2720	2775
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Instructional Academic Staff	0.7	0.7	0.7	0.7	0.7
	FTE of Current Faculty	4.6	4.6	4.6	4.6	4.6
	FTE of New Admin Staff	0	0	0	0	0
	FTE Academic Staff - Student Support	0.5	0.5	0.5	0.5	0.5
	FTE Teaching Assistants	2.3	2.3	2.3	2.3	2.3
IV	**Revenues**					
	From Tuition	$313,708	$495,328	$693,459	$809,036	$825,547
	From Fees	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$828,151	$677,333	$511,205	$424,342	$432,513
	Total Revenue	$1,141,859	$1,172,661	$1,204,664	$1,233,378	$1,258,060
V	**Expenses**					
	Salaries plus Fringes					
	Current Instructional Academic Staff	$42,000	$42,840	$43,697	$44,571	$45,462
	Current Faculty	$690,000	$703,800	$717,876	$732,234	$746,878
	Academic Staff - Student support	$30,000	$30,600	$31,212	$31,836	$32,473
	Faculty and Staff Fringe Benefits (33.6%)	$256,032	$261,153	$266,376	$271,703	$277,137
	Teaching Assistants	$94,300	$96,186	$98,110	$100,072	$102,073
	TA Fringe Benefits (16.2%)	$15,277	$15,582	$15,894	$16,212	$16,536
	TOTAL SALARY AND FRINGE BENEFITS	$1,127,609	$1,150,161	$1,173,164	$1,196,627	$1,220,560
	Other Expenses					
	Ongoing renewal of existing facilities and equipment	$14,250	$22,500	$31,500	$36,750	$37,500
	Other (please list) - none	$0	$0	$0	$0	$0
	Total Expenses	$1,141,859	$1,172,661	$1,204,664	$1,233,377	$1,258,060
VI	**Net Revenue**	$0	$0	$0	$0	$0

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:** **February 1, 2021**
Chief Business Officer's Signa	**Date:** **January 29 2021**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MADISON
BACHELOR OF SCIENCE IN ENVIRONMENTAL ENGINEERING

Introduction

The proposed B.S. in Environmental Engineering program will be housed in the College of Engineering (COE), which uses the UW-Madison undergraduate tuition/fee structure for Engineering differential tuition. The B.S. in Environmental Engineering program will replace and elevate the named-option program of Environmental Engineering within the B.S. Civil Engineering program. As described below, the B.S. in Environmental Engineering substantially represents a reallocation from the current option, and enrollment will proportionally reduce in the B.S. in Civil Engineering.

Section I – Enrollment

Enrollment projections were developed by studying enrollment data in UW-Madison's B.S. in Civil Engineering program over the past 10 years and considering enrollment patterns among Engineering undergraduates. B.S. in Environmental Engineering enrollment projections factor in enrollment of new freshmen and new transfer students into the program, the enrollment of continuing students transitioning from other UW-Madison programs, and patterns of students transitioning out of engineering programs to other UW-Madison programs. Based on this analysis, enrollment in Year 1 of the program (2021-22) is projected to be 28 new students (25 new freshmen and 3 new transfer students) and 29 continuing students transitioning into the B.S. in Environmental Engineering either from B.S. in Civil Engineering or other engineering programs, for a total enrollment of 57. By Year 5 of the program enrollment is projected to be 150 (31 new and 119 continuing students). Retention patterns are complex with a substantial shuffling of engineering students among programs in their first few years of enrollment and then consistency in students' third and fourth years; overall about 70% of UW-Madison students graduate in the first four years and 88% graduate by the six-year mark, and the same rates are expected to apply to these students. Enrollment in the B.S. in Civil Engineering is expected to remain robust at about 75% or more of the current level (420 in Fall 2020). Because 99% of undergraduates in Engineering enroll as full-time students, the simplifying assumption of the FTE being equivalent to headcount is applied in the budget model.

Section II – Credit Hours

Of the B.S.in Environmental Engineering's total 128 credits, 58 are associated specifically with the program and an additional 14 are Engineering-specific electives. Thus, 74 of the 128 credits are counted in association with the program. The credit allocation assumes students are enrolled for four years and take those 74 credits equally across the four years of enrollment (18.5 credits per year). This is a simplifying assumption, as there is no one way that students follow the curriculum. Two new courses have been created for

the program. These courses are not separately called out as new credits, but rather included in continuing credits, also for simplification.

Section III – Faculty and Staff Appointments

No new faculty and staff hires will be needed for the B.S. in Environmental Engineering program. Of the 34 tenured/tenure track faculty within Civil and Environmental Engineering, 27.5 FTE are available for instruction and others are reassigned to college or university administrative positions. Faculty effort is about 50% on undergraduate instruction and 50% on graduate instruction and research. Approximately one-third of undergraduate program effort will be on the B.S. in Environmental Engineering. The remaining will focus on the B.S. in Civil Engineering program. Thus, the estimated faculty FTE for instruction is 4.6 FTE (27.5FTE*0.33 of undergraduate effort*0.5 of total effort). The FTE of faculty and staff expected to be associated with the B.S. in Environmental Engineering are:

- 4.6 FTE of instructional faculty as described above (average FTE salary rate of $150,000)
- 0.7 FTE of instructional academic staff (approximately one third of the CEE's 2.2 FTE of instructional academic staff; average FTE salary rate of $60,000)
- 0.5 FTE of student services academic staff (approximately one third of CEE's 1.5 FTE of student support staff; average FTE salary of $60,000)
- 2.3 FTE of Teaching Assistants (approximately one third of CEE's 7.0 FTE of TAs; $20,500 per 0.5 FTE)

Section IV – Program Revenues

The B.S. in Environmental Engineering will primarily draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. No additional funding specifically for this program will be provided to the COE; however, budget allocation may be somewhat influenced by the enrollment and student credit-hour formula followed by UW-Madison's academic year budget model. Some increase in undergraduate and COE enrollment is planned for the next few years, and some of this additional enrollment may accrue to this program, but the majority of enrollment will be from the existing enrollment pool of 32,000 undergraduates.

<u>Tuition Revenues</u>

The B.S. in Environmental Engineering will primarily generate revenue from tuition charged for undergraduate engineering students at UW-Madison. Tuition revenue calculations assume that all students are enrolled full-time in fall and spring, and not enrolled in the summer. Calculations also assume that 70% of the students pay Wisconsin resident rates and that 30% pay non-resident rates (consistent with residency distributions in the B.S. in Civil Engineering). Minnesota reciprocity students are included in the Wisconsin resident component. Tuition rates per student per fall/spring term are $5,336.64 for Wisconsin residents and $19,280.56 for non-residents. A factor of 74/128 is applied to

account for Engineering-specific credits. By Year 5 of the program, an estimated tuition revenue of $825,547 will be generated for the 101/tuition pool from the Engineering share of this program enrollment.

General Program Revenue (GPR)

Additional funds will be directly reallocated to the program, based on costs that are also incurred for instruction and student support related to the existing named option, which are estimated at $828,151 in Year 1 and $432,513 by Year 5. There are no program/course fees, or grants/extramural funding.

Section V – Program Expenses

Salary and Fringe Expenses

As noted in Section III, no new faculty or staff will be needed for the new degree program. Salary estimates are based on current salary schedules and anticipate a 2% increase each fiscal year. Fringe is calculated at 33.6% for all academic positions. Faculty and staff expenses are also described in Section III. The total faculty/staff expenses are $1.13M in Year 1 and $1.22M in Year 5.

Other Expenses

No new facilities or equipment will be needed to implement the new major—these are already available to students in the B.S. in Civil Engineering named-option program for Environmental Engineering. Likewise, costs for periodic repair and modernization of equipment and for instructional supplies are already incurred for the named option, as are costs for program marketing and promotion. These renewal costs for the B.S. in Environmental Engineering are estimated at $250 per student per year. The B.S. in Environmental Engineering will draw on the resources of the COE that are provided for student and program support, as well as infrastructure. Because this is essentially a reallocation of an existing program, those resources are not itemized in the budget. Given these assumptions, expenses are estimated to total $1.14M in Year 1 and $1.26M in Year 5.

Section VI – Net Revenue

The B.S. in Environmental Engineering will be revenue neutral because it represents essentially the restructuring and elevating of an existing program at the option level to the degree/major level. Actual tuition revenues collected from students enrolled in this program will be pooled with other tuition revenues and general program revenues at the institution-level. The COE receives a share of these revenues and shares it out to the departments. 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 74 credits of instruction and direct advising allocated in this budget.

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Date: 1 February 2021

To: Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
via email: apfa@uwsa.edu

From: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs

Subject: Authorization Proposal – Bachelor of Science (BS) in Environmental Engineering

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a Bachelor of Science in Environmental Engineering at the University of Wisconsin–Madison, which is currently offered as a sub-major under the BS-Civil Engineering.

The program is designed to meet UW–Madison's definition and standards of quality and make a meaningful contribution to the university's select mission, overall academic plan, and academic degree program array. Students will be required to meet all requirements and standards for a Bachelor of Science degree at UW–Madison.

In keeping with UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department and the school/college, in this case the Department of Civil and Environmental Engineering, the dean and academic planning council of the College of Engineering, and the University Academic Planning Council. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The College of Engineering is committed to the necessary financial and human resources required to continue the program. The proposal provides details on these commitments.

The proposal, including enrollment and budget considerations, have been reviewed in light of the COVID-19 disruption. We are confident that there will be student demand for a program like this and that we will be able to support and deliver the program as proposed.

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Fall 2021. We are requesting that this proposal be scheduled for consideration at the April 8-9, 2021, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal, Budget Narrative, Budget Spreadsheet

Office of the Provost and Vice Chancellor for Academic Affairs
150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

Copies:
Rebecca Blank, Chancellor, UW–Madison
Laurent Heller, Vice Chancellor for Finance and Administration
Jennifer Klippel, Madison Budget Office
David Murphy, Office of Vice Chancellor for Finance and Administration
Jocelyn Milner, Vice Provost, Academic Affairs
Ian Robertson, Dean, College of Engineering
Greg Harrington, Faculty Director, College of Engineering
David Noyce, Executive Associate Dean, College of Engineering
Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System (via apfa@uwsa.edu)

Education Committee
April 8, 2021

Item C.3.

NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN ARTS ADMINISTRATION & ENTREPRENEURSHIP, UW-STOUT

REQUESTED ACTION

Adoption of Resolution C.3 authorizing the implementation of the Bachelor of Science in Arts Administration and Entrepreneurship program at the University of Wisconsin-Stout.

Resolution C.3.: That, upon the recommendation of the Chancellor of UW-Stout and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Arts Administration and Entrepreneurship program at the University of Wisconsin-Stout.

SUMMARY

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science in Arts Administration and Entrepreneurship (B.S. in AA&E) that integrates the array of well-established Bachelor of Fine Arts (BFA) and Business and Management programs at UW-Stout. Guided by UW-Stout's mission to integrate applied learning, creativity, and additional skills to solve real-world problems and grow the economy, the proposed program efficiently assembles existing and select new course offerings, responds to the 21st century art field that is increasingly collaborative and cross-disciplinary, provides students with a refined understanding of how the arts function in our society, and fosters students' interest in multiple, interconnected art forms. The program's interdisciplinary nature requires active partnerships with diverse communities and organizations, addressing UW-Stout's strategic plan to expand, sustain, and collaborate in external partnerships. Graduates will be equipped to hold careers as administrators in arts organizations, art education organizations, community nonprofit organizations, or as business entrepreneurs. The program will be comprised of 120 credits, which will include 20 core credits in Arts Administration, 30 credits in the Understanding of the Arts, 30 credits in Business Perspectives, and 40 credits in general education. UW-Stout's newly launched pre-BFA program has drawn the largest number of incoming first-year art and design students on

record; meanwhile, the U.S. Department of Labor projected an increase in employment of related positions over the next nine years.

Provost

- Glendalí Rodríquez, Interim Provost and Vice Chancellor, UW-Stout

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/).

Related Policies

- Regent Policy Document 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

ATTACHMENTS

A) Request for Authorization to Implement
B) Cost and Revenue Projections Worksheet
C) Cost and Revenue Projections Narrative
D) Provost's Letter

REQUEST FOR AUTHORIZATION TO IMPLEMENT A B.S. IN ARTS ADMINISTRATION AND ENTREPRENEURSHIP AT UNIVERSITY OF WISCONSIN-STOUT PREPARED BY UW-STOUT

ABSTRACT

The University of Wisconsin (UW)-Stout proposes to establish a Bachelor of Science in Arts Administration and Entrepreneurship (B.S. in AA&E) that integrates the array of well-established Bachelor of Fine Arts (BFA) and Business and Management programs at UW-Stout. Guided by UW-Stout's mission to integrate applied learning, creativity, and additional skills to solve real-world problems and grow the economy, the proposed program efficiently assembles existing and select new course offerings, responds to the 21st century art field that is increasingly collaborative and cross-disciplinary, provides students with a refined understanding of how the arts function in our society, and fosters students' interest in multiple, interconnected art forms. The program's interdisciplinary nature requires active partnership with diverse communities and organizations, addressing UW-Stout's strategic plan to expand, sustain, and collaborate in external partnerships. Graduates will be equipped to hold careers as administrators in arts organizations, art education organizations, community non-profit organizations, or as business entrepreneurs. The program will be comprised of 120 credits, which will include 20 core credits in Arts Administration, 30 credits in the Understanding of the Arts, 30 credits in Business Perspectives, and 40 credits in general education. UW-Stout's newly launched pre-BFA program has drawn the largest number of incoming first-year art and design students on record; meanwhile, the U.S. Department of Labor projected an increase in employment of related positions over the next nine years.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Stout

Title of Proposed Academic Degree Program
Arts Administration and Entrepreneurship

Degree Designation(s)
Bachelor of Science

Mode of Delivery
Single university; face-to-face delivery

Department or Functional Equivalent
Department of Art and Art History and School of Art & Design

College, School, or Functional Equivalent
College of Arts, Communication, Humanities and Social Sciences

Proposed Date of Implementation
September 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Enrollment retention is estimated to be 73% the first-to-second fall, and then 94% from year to year, similar to what it is for all undergraduates at UW-Stout. Based on previous enrollment patterns in the BFA programs, the average FTE/headcount percent for the six BFA programs was 92% in FY20. This is indicated in Table 1 as 15 students being needed to get 14 FTE in 2021-22, 40 students to get to 36 FTE in 2022-23, and so on. By the end of Year 5, it is expected that approximately 200 students will have enrolled in the program and 80 students will have graduated from the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
New Students Headcount	15	40	45	50	50
Continuing Headcount	15	25	52	77	90
New Students FTE	14	36	41	46	46
Continuing Students FTE	14	23	48	71	83
Total Enrollment FTE	30	65	98	127	129
Graduating Students	0	5	20	25	30

Tuition Structure

For students enrolled in the B.S. in Arts Administration and Entrepreneurship program, standard tuition and fee rates will apply. The tuition structure is the same for full- and part-time students. For the current academic year, residential tuition and segregated fees total $4,744 per semester for a full-time student enrolled in 15 credits per semester or $316.27 per credit. Of this amount, $233.81 is attributable to tuition and $43.31 is

attributable to segregated fees (plus $39.15 toward textbook and eStout laptop program). Nonresident tuition and segregated fees total $8,727 per semester for a full-time student enrolled in 15 credits per semester or $581.83 per credit. Of this amount, $499.37 is attributable to tuition and $43.31 is attributable to segregated fees (plus $39.15 toward textbook and eStout laptop program).

DESCRIPTION OF PROGRAM

Overview of the Program

The program will be comprised of 120 credits, which will include 20 core credits in Arts Administration, 30 credits in the Understanding of the Arts, 30 credits in Business Perspectives, and 40 credits in general education. Within the core credits, 2 credits of field experience are required. There is also a 3-credit capstone course.

Student Learning Outcomes and Program Objectives

Upon completion of the Arts Administration and Entrepreneurship program via experiential learning and the development of a broad foundation across diverse fields in arts and design, students will be able to:

- Articulate the role that the arts play in the community and the economy.
- Demonstrate facility with operational and fiscal planning and administration, within both established and start-up for-profit and non-profit arts organizations.
- Demonstrate familiarity with and an ability to describe a variety of organizations representing the creative and cultural industries, regionally, nationally, and globally.
- Collaborate effectively with diverse parties including artists, the government, local communities, non-profit organizations, private corporations, advisory boards, board members, and patrons.
- Demonstrate knowledge of regional, national, and global resources for arts organizations.
- Apply market and marketing theory towards the development of strategic methods to engage audiences/customers and generate sales.
- Use financial tools to analyze information and make compelling data-driven budgetary decisions.
- Research and analyze national and international policies related to the arts.
- Communicate an understanding of the implications of various policies to their organization and to relevant stakeholders and solicit support and sponsorships through fundraising and grant-writing.
- Analyze, assess, and resolve ethically sensitive and difficult issues that may arise in an organization.
- Demonstrate a basic understanding of the kinds of legal challenges that face both non-profit and for-profit arts organizations.

These outcomes and objectives are created while referencing the Common Body of Knowledge and Skills in Arts Administration, as outlined by the National Association of Schools of Art and Design (NASAD) in Appendix I.B. of the NASAD Handbook.[1]

Program Requirements and Curriculum

Admission to UW-Stout meets the criteria of program admission. Table 2 illustrates the program curriculum for the proposed program. The program will be comprised of 120 credits, which will include 20 core credits in Arts Administration, 30 credits in the Understanding of the Arts, 30 credits in Business Perspectives, and 40 credits in general education. Within each category, classes marked with an asterisk are required. Students can choose from the additional courses to complete the category.

Table 2: B.S. in Arts Administration and Entrepreneurship Program Curriculum

General education courses required for graduation:

Communication Skills 9 credits

*COMST-100 Fundamentals of Speech (3 credits)

*ENGL-101 Composition 1 OR ENGL-111 Honors Composition 1 (3 credits)

*ENGL-102 Composition 2 OR ENGL-113 Honors Composition 2 (3 credits)

Analytical Reasoning and Natural Sciences 10 credits

(Recommended) MATH-123 Finite and Financial Mathematics (3 credits)

Arts and Humanities 6 credits

Social and Behavioral Sciences 6 credits

Cross-Disciplinary Issues 3 credits

Social Responsibility and Ethical Reasoning 3 credits

Selective 3 credits

Program prerequisites or support courses: n/a

Academic degree program or major course requirements:

Arts Administration & Entrepreneurship Core **20 credits**

*BUART-101 Intro to Arts Administration & Entrepreneurship (3 credits)

*BUART-400 Arts Administration & Entrepreneurship Capstone (3 credits)

*BUART-398 Arts Administration & Entrepreneurship Field Experience (1 credit)

*BUART-498 Arts Administration & Entrepreneurship Field Experience (1 credit)

*ARTH-222 Intro to Arts (3 credits)

*DES-101 Design Thinking in Society (3 credits)

*HDFS-375 Grantsmanship for Nonprofits (3 credits)

*STAT-130 Elementary Statistics (or BUFIN-227 Financial Wellness) (3 credits)

Understanding in the Arts **30 credits**

Arts Core *9 credits*

*ARTH-224 Art History Survey II (3 credits)

*MUSIC-132 Music in Our World (3 credits)

[1] NASAD. (2019). *NASAD Handbook 2019-20*

*THEA-232 Theatre in Our World (3 credits)

Foundational Applied Arts — *6 credits*

ART/DES-1xx and 2xx (Art/Design Foundation Courses) (3 credits)
MUSIC-120 Music Fundamentals (3 credits)
MUSIC-26X Music Ensembles (1 credit, repeatable)
THEA 131 Theatre Practicum (1 credit, repeatable)
THEA 200 Stagecraft (3 credits)

History and Theory — *9 credits*

APRL-211 History and Culture of Fashion (3 credits)
ARTH 2XX & 3XX Art History Selectives (3 credits)
ART-145 Practice of Art (3 credits)
ART-307 Aesthetics in the Studio (3 credits)
MUSIC-231 Jazz History (3 credits)
MUSIC-236 Music in Media (3 credits)
MUSIC-330 Survey of Western Music History (3 credits)
THEA-334 Contemporary Theater (3 credits)
THEA-340 Multiculturalism and Diversity in American Theatre (3 credits)

Arts Selectives — *6 credits*

Any APRL courses (3-6 credits)
Any ART/ARTH/DES courses (3-6 credits)
Any MUSIC/THEA courses (3-6 credits)
Any LIT or media studies courses (3-6 credits)
Any PHOTO course (3-6 credits)

Business Perspectives — **30 credits**

Accounting — *3 credits*

BUACT-201 – Financial-Managerial Accounting (3 credits)
BUACT-206 – Intro to Financial Accounting (3 credits)

International — *3 credits*

APRL-134 Global Fashion Industry (3 credits)
BUINB-260 International Business (3 credits)
BUINB-367International Management (3 credits)
BURTL-319 International Economic Trends in Textiles and Clothing (3 credits)

Management/Business Development — *6 credits*

BUMGT-304 Principles of Management (3 credits)
BUMGT-380 Principles of Entrepreneurship (3 credits)

Law and Ethics — *6 credits*

*BUMGT-235 Management Ethics (3 credits)
BULGL-401 Legal Environment of Business (3 credits)
BULGL-318 Business Law I (3 credits)

Marketing and Sales — *6 credits*

*BUMKG-330 Principles of Marketing (3 credits)
BUMKG-334 Professional Selling and Market Development (3 credits)

BUMKG-391 Principles of Social Media Marketing Management (3 credits) BURTL-417 Social/Psychological Aspects of Clothing (3 credits)	
Operations	*3 credits*
INMGT-200 Production and Operations Management (3 credits) INMGT-365 Project Management (3 credits)	
Leadership	*3 credits*
INMGT-400 Organizational Leadership (3 credits) PSYC-382 Human Resource Management (3 credits)	
Total Credits	**120 Credits**

Assessment of Outcomes and Objectives

Assessment will follow current program practices, which include assessment plans completed and reviewed by governance committees; the office of Planning, Assessment, Research, and Quality; and the Provost's Office. The B.S. in AA&E program director will generate the Assessment in the Major Report (AIM) biannually, submitted to the Provost's Office for review. This report reviews indirect and direct assessments of student learning objectives and outcomes. The program director will use the assessments to review the success of the program. As students graduate from the program, the program director will analyze the survey results provided by alumni, employers, and UW-Stout's survey of graduates to inform continuous program improvement. Data will be used to construct accreditation reports and shared with the program advisory committee and program faculty and staff to maintain strengths and address areas for improvement.

1. **Core concepts and learning outcomes** will be assessed through evaluation of discussions, papers, case studies, quizzes, group projects, and other methods of evaluation employed in their courses. The degree culminates to the capstone course; students will be able to integrate knowledge and skills from various courses, applying them to specific problems in the field of Arts Administration.
2. **Experiential learning** will be assessed through practicum courses, discussions, and completion of individual and collaborative group projects. Feedback from their internship mentors and employers will also become part of the portfolio in assessing student progress.
3. **Communication skills** will be assessed throughout the four-year program. Oral communication will be assessed in discussion and studio settings, and students will be informed of their progress using oral communication feedback tools. Student project proposals, briefs, and presentations will be analyzed for progress in development of written communication skills.
4. **Teamwork skills** will be assessed several times during the program in different class settings. Peer and instructor review of student participation in group work will be periodically assessed, using student review tools, and results will be communicated following university assessment reporting guidelines.

Diversity

The AA&E program is structured to provide students with a strong foundation for understanding the complex nature of society, their work environment, and the need for inclusive excellence. The general education and program core curriculum have been carefully aligned with program learning outcomes such as "[d]emonstrate familiarity with and an ability to describe a variety of organizations representing the creative and cultural industries, regionally, nationally, and globally" and "[c]ollaborate effectively with diverse parties including artists, the government, local communities, non-profit organizations, private corporations, advisory boards, board members, and patrons."

Representation is important in cultivating future leaders in the arts who value diversity. Faculty who are teaching AA&E courses will ensure that their courses reflect the diverse community of arts administration in many forms including, but not limited to, race, sex, gender identity, sexual orientation, religion, socioeconomic status, and age. Such diversity can be reflected in case studies, guest speakers, and additional material. Significant effort in program development will include making connection with area arts organizations whose mission includes working with underserved youth populations; this creates potential internship opportunities for AA&E students and provides to a direct pathway for the program to recruit prospective students from underserved communities.

Faculty in the AA&E program will work closely with the Admissions Office, the Office of Multicultural Student Services, and the Qube (UW-Stout's unit that supports LGBTQIA+ students) to provide a welcoming environment for prospective students who identify as Black, Indigenous, People of Color, and LGBTQIA+. Additional partnership and collaboration will be explored with the Stoutward Bound program that supports first-year American ethnic-minority students to ensure AA&E students are supported.

When hiring new AA&E faculty, demonstrated success in working with diverse a community will be a strongly preferred quality. The College of Arts, Communication, Humanities and Social Sciences (CACHSS), the School of Art & Design, and additional units who are involved in the hiring process will work closely with Human Resources, the Diversity Bridge Team and other campus units to make a concerted effort to be inclusive of individuals from diverse populations and backgrounds.

Collaborative Nature of the Program

The creation and the future success of the AA&E program relies on the close partnership between the School of Art & Design and the School of Management, both of whose faculty will be involved in teaching program courses, recruiting students, and advising students. UW-Stout's Career Services will be involved in identifying and securing field experience, co-ops and internships for students. These opportunities will involve a variety of regional organizations, such as the Mabel Tainter Theatre in Menomonie and the Heyde Center for the Arts in Chippewa Falls.

In alignment with all UW-Stout degree offerings, the Program Advisory Committee comprised of internal and external stakeholders will be formed. Its members will consist of local partners (e.g., the Mabel Tainter, Dunn County Historical Society, and the Pablo Center for the Arts), regional organizations (e.g., Chippewa Valley Symphony Orchestra and the Guthrie Theater), government officials (e.g., the Wisconsin Art Board), additional practitioners and alumni. Internal stakeholders will include faculty and current students. Their input will help improve the program and guide its development.

Projected Time to Degree

The AA&E steering committee has constructed a block plan that enables students matriculating full-time into this program to complete the curriculum in four years, spanning eight semesters. The program does not specifically require involvement of any summer or winter session, although options are available during both sessions for students to expedite their timeline, enable course repeats, or regain placement in the timeline.

In addition to students matriculating directly into UW-Stout's AA&E program, it is expected that some students attending other institutions, or working within the related professions, will find this major desirable for their educational goals. Faculty and staff will work to meet the needs of transfer and non-traditional students interested in completing their education at UW-Stout.

Program Review

The results from the biannual Assessment in the Major report will be examined to determine the need for future curricular and program revisions and to assess and maintain the quality of the program. The program director will monitor retention, time-to-graduation, graduation rates, and internship placement rates to further assess the overall effectiveness of the program.

UW-Stout's Planning and Review Committee (PRC) assesses a program's viability and reports to the Faulty Senate, who votes to approve PRC recommendations and submits an annual report to the UW System. The PRC reviews degree programs on a four-year-cycle, to begin four years after the program is initiated. The report surveys current and past students, faculty, and program advisory committee members, and includes a review of the strengths, weaknesses and opportunities to improve the curriculum of the program. The review includes program components such as: program brand/leading statement; program goals/objectives; program-specific accreditation; annual program metrics such as enrollment, retention, program cost, and graduation rates; and quality of instruction. Using this information, the program director develops a self-study report that is reviewed by the PRC and presents the results to the Faculty Senate and the Provost.

The B.S. in AA&E program advisory committee will meet on a biannual basis. Annually, the committee will review program curriculum, objectives, and outcomes; monitor student retention in the program; and develop marketing tools to recruit prospective students. The information gained from all the program review processes will be used for continuous improvement.

Accreditation

UW-Stout is accredited by the Higher Learning Commission (HLC) and is certified for online course delivery by the United States Distance Learning Association. The institution is also accredited by the National Association of Schools of Art and Design (NASAD), due to the six Bachelor of Fine Arts programs, the Bachelor of Science in Art Education, and the Master of Fine Arts in Design. Upon approval of the proposed B.S. in AA&E, the university will be submitting the curriculum to NASAD for listing, as it falls under its purview. UW-Stout's institutional representative to NASAD has already been in communication with the accrediting body and is following all correct procedures and timelines.

JUSTIFICATION

Rationale and Relation to Mission

The proposed B.S. in AA&E degree is consistent with UW-Stout's mission to be a "comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society." It brings together artistic excellence and business acumen. Graduates will enable artists to thrive in their creativity in an economically sustainable way, whether the artists are themselves or others with whom their organizations work. It exemplifies UW-Stout's vision to prepare ethical leaders and aligns with UW-Stout's Enduring Goals that are part of UW-Stout's strategic plan.

This new program incorporates the rigorous, challenging coursework found across multiple disciplines, with the goal of educating students for a new society where the arts are more integrated into areas such as science, business, and community. By doing so, this aligns with Enduring Goal #1: "Offer high quality, challenging academic programs that influence and respond to a changing society."

This program embraces Enduring Goal #2: "Preserve and enhance our educational processes through the application of active learning principles," by including multiple field experience and internship opportunities, providing a hands-on approach to both the business and artistic side of a career. This prepares graduates to enter a new world where the presentation and even fundamental nature of the arts have become increasingly

collaborative, and where traditional institutions of the arts give way to partnerships to fund artists and their endeavors.

UW-Stout's Enduring Goal #4 "Recruit and retain a diverse university population" and #5 "Foster a collegial, trusting and tolerant campus climate" will be the guiding principles in the program's strategy for recruitment and external relationships. The program will actively build relationships with regional arts and non-profit organizations that serve a diverse youth population, and provide opportunities for guest lecturing, internship, and eventually name recognition for prospective students.

University Program Array

Regarding the current university program array, the B.S. in AA&E program draws most of its expertise from two large entities in existence at the institution: School of Art & Design and School of Management. Together, they offer over 200 different course sections each semester, many of which will be available to the students enrolled in this proposed program. Courses include both theoretical and applied courses spanning multiple artistic practices (such as Art History, Visual Art, Design, Theatre, and Music) and business subjects (such as Marketing, Entrepreneurship, Retail, Leadership, and Management). Both schools already offer multiple established degrees, totaling nearly 2,000 enrolled students, which accounts for over one-fourth of the entire UW-Stout undergraduate population (see below). Until now, these two units operated independently, without overlap of curriculum, instructors, or students. This program aims to leverage these strengths to align the multiple, diverse visions of these two entities into a shared future. It is UW-Stout's belief that this program will represent the type of skills expected of graduates in the 21st century, including strong communication skills, creative problem solving, and an emphasis on collaboration among multiple disciplines and fields. While the B.S. in AA&E is one of the first steps for UW-Stout to adopt this new type of educational collaboration, it is anticipated that this initiative will open the doors to other opportunities on campus that encourage cross-university collaboration. Further enrichment from additional expertise unique to UW-Stout will be incorporated as well, such as courses in Psychology, Human Development and Family Studies, Fashion and Retail, Statistics, and Mathematics courses.

Table 3: Program in Arts and Business - B.S. in Arts Administration and Entrepreneurship

Programs in Arts	Programs in Business
- BFA Entertainment Design - BFA Game Design - BFA Graphic Design - BFA Industrial Design - BFA Interior Design - BFA Studio Art - BS Art Education - BS Video Production - MFA Design	- BS Business Administration - BS Construction - BS Fashion and Retail - BS Golf Enterprise Management - BS Graphic Communications - BS Hotel, Restaurant and Tourism Management - BS Real Estate Property Management - BS Supply Chain Management

Other Programs in the University of Wisconsin System

In the University of Wisconsin System, there are two undergraduate programs under CIP code 50.10, yet each program is distinct from this proposed program due to the type of major, focus areas, and geography of institution. UW-Stevens Point offers a Bachelor of Arts in Arts Management that has a specific focus on the visual arts and media and is embedded within the Communication Division (50.1002). UW-Green Bay has a Bachelor of Arts in Arts Management, with a broader focus in all the arts situated within the non-profit sector (50.1001). Additionally, there are two graduate-level programs offered by UW-Madison in this area, an MBA in Arts Administration and an MA in Arts and Creative Enterprise Leadership (both with the CIP code of 50.1002). The proposed Bachelor of Science in Arts Administration and Entrepreneurship is distinct in the UW System for many reasons, including, but not limited to:

- Degree type:
    - The CIP code for this program will be the more general 50.10 and focus on all areas of arts equally (Arts, Entertainment, Media, Music, and Theatre).
    - A Bachelor of Science instead of Bachelor of Arts, emphasizing the importance of the integration of business courses into the program and how the degree will fit into the applied learning approach at UW-Stout as Wisconsin's Polytechnic Institution.
- The name of the program is as unique as it is intentional, emphasizing the administering of an organization, rather than its management, with a goal of having a collaborative-focused education and mission in creating graduates. Additionally, there will be components of entrepreneurship woven into the program, to encourage individuals to consider independent business skills in addition to organizational ones.
- The referenced peer institutions are situated in the central and eastern parts of the state, with proximity to metropolitan cities such as Madison, Milwaukee, Green Bay, and Chicago. UW-Stout is situated in western Wisconsin, within one hour of cities like Eau Claire, WI and Minneapolis-St. Paul in Minnesota. Proximity to this region will allow the program to both recruit from and partner with the surrounding area. Minneapolis-St. Paul has a thriving arts community, with national recognition for its fine and performing arts venues and events. Minnesota is the #1 state in the country in 2020 for arts support per-capita.[2] The location of UW-Stout for this new degree is an opportunity to further connect the Midwest through future opportunities and partnerships.

[2] National Assembly of State Arts Agencies. (2021). Per Capita Legislative Appropriations to State Arts Agencies. [Image]

Need as Suggested by Current Student Demand

UW-Stout has the largest art and design program in the Upper Midwest, with over 1,100 students enrolled in six different pre-BFA and BFA programs. With record first-year enrollments in the School of Art & Design for the past five years, the new Bachelor of Science in Arts Administration and Entrepreneurship will be the seventh arts-focused major and the first non-BFA offering. It will be joining some of the distinct programs in the UW System, such as the nationally ranked Game Design program, the new Animation and Digital Media program, and the award-winning Industrial Design program, to mention a few. This program's focus on interdisciplinary understanding of multiple art forms, combined with the applied nature of UW-Stout's business program, will be an attractive option for students who seek a career in or adjacent to the creative industry, but are not interested in the deep investigation into applied arts that the BFAs require. Additionally, for the first time in fall 2020, UW-Stout is implementing the "pre-BFA First Year Experience," in which over 350 students—the largest incoming class ever to start in UW-Stout's School of Art & Design, as compared to 172 students (5-year average)—all share a similar first-year foundational year, before selecting a specific major in the spring semester. This change to a more accessible path for students will allow the new B.S. in AA&E to be another choice for future students. Additionally, there are over 800 students majoring in business administration and marketing-related degrees at UW-Stout, many of which may be seeking something more creative and distinct for their education.

Due to the proximity of UW-Stout to Minnesota, and this being the only combined arts and business-focused program within two hours of driving in any direction, the institution believes it can recruit prospective students from the surrounding area, especially given the size, scope, and reputation of both the School of Art & Design and the School of Management at UW-Stout. The national change in Arts Administration degrees conferred is an increase of 137.6%, as compared to a regional decrease of -13.3%, which demonstrates the rise in popularity of this type of program and an opportunity for new regional growth.

Need as Suggested by Market Demand

The proposed B.S. program in AA&E will prepare graduates for entry-level jobs in the arts-related industry. Available positions may vary according to students' interests and strengths, and may include management, finance, marketing, fundraising, and grant writing, among many possibilities. Students may find jobs working for performing arts venues, museums, art councils, theaters, music ensembles, community centers, and other cultural institutions.

The value of arts and cultural production in the United States in 2017 was $877.8 billion, amounting to 4.5% of the gross domestic product. The arts contribute more to the national economy than construction, transportation and warehousing, travel and tourism, mining, utilities, and agriculture industries, according to the National Assembly of State Arts

Agencies. The U.S. Bureau of Economic Analysis reports that arts and cultural production in 2017 accounted for $10,119,079,240 and 3.1% of the Wisconsin economy, contributing 96,651 jobs.[3] According to the U.S. Department of Labor, there were 89,400 administrators and entrepreneurs in the arts (classified in positions with titles such as curator, museum worker, and fine arts/crafts entrepreneur). As of May 2019, the median annual wage is $49,305, and there is a projected 11% nationwide increase in employment of these positions over the next nine years.[4] [5] Finally, as an example that is more regionally focused on Wisconsin and its surrounding states, the Bureau of Labor and Statistics reports a total of 1,340 curators earning a mean salary of $53,358. In the last 12 months, there were 2,777 job postings nationwide for curators and museum directors.

The proposed program will have both a regional and national focus in the arts, recognizing the importance of community-based arts organizations and larger, more prominent national organizations. The Chippewa Valley, in which UW-Stout resides, represents the potential for this impact, with organizations such as the Menomonie Theater Guild, The Mabel Tainter, Eau Claire Children's Theatre, and Pablo Center for the Arts, all in proximity to UW-Stout. Thriving arts communities are found throughout the Midwest, including Milwaukee, Madison, Chicago, Eau Claire, and Minneapolis-St. Paul. Less than an hour away from UW-Stout is Minnesota's Twin Cities, home to some of the nation's most reputable arts institutions, such as the Guthrie Theatre, Walker Arts Center, First Avenue Music Venue, and the Minneapolis Institute of Arts. The total economic impact of the non-profit arts sector for Minnesota in 2016—across 1,903 organizations—was $2.167 billion (up $167 million from 2014).[6] Additionally, Minneapolis-St. Paul is ranked as the fourth Most Arts-Vibrant Community in America.[7] Demands for arts administrators are high in the Midwest overall.[8] Of note, Minnesota is the fourth top-paying state for arts administrators, and Illinois is the state with the third highest number of arts administrators in the country.

[3] National Assembly of State Arts Agencies. Creative Economy State Profiles
[4] U.S. Bureau of Labor Statistics. Archivists, Curators, and Museum Workers. *Occupational Outlook Handbook*
[5] U.S. Bureau of Labor Statistics. Craft and Fine Artists. *Occupational Outlook Handbook*
[6] Smith, S. (2019). Comprehensive Research About the Arts in Minnesota. *Creative Minnesota*
[7] Voss, Z. (2019). The Top 40 Most Arts-Vibrant Communities in America (2019). *SMU DataArts*
[8] U.S. Bureau of Labor Statistics. (2019). Occupational Employment Statistics

University of Wisconsin - Stout
Cost and Revenue Projections For Newly Proposed Program- B.S. Art Administration and Entrepreneurship

	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	15	40	45	50	50
	Enrollment (Continuing Student) Headcount	15	25	52	77	90
	Enrollment (New Student) FTE	13.80	36.40	41.47	45.71	45.71
	Enrollment (Continuing Student) FTE	13.80	23.05	48.23	71.29	83.08
II	**Total New Credit Hours (# new sections x credits per section)**	300.00	791.20	901.60	993.60	993.60
	Existing Credit Hours	300.00	501.00	1,048.52	1,549.77	1,806.11
III	**FTE of New Faculty/Instructional Staff**	0.38	0.68	0.81	0.90	0.38
	FTE of Current Fac/IAS	0.13	0.88	1.51	2.28	2.81
	FTE of New Admin Staff	-	-	0.200	-	-
	FTE Current Admin Staff	-	-	-	0.200	0.200
IV	**New Revenues**					
	From Tuition (new credit hours x FTE)	$64,532	$170,191	$193,939	$213,729	$213,729
	From Fees	$0	$0	$0	$0	$0
	Program Revenue - Grants	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	Reallocation	$0	$0	$0	$0	$0
	Total New Revenue	$64,532	$170,191	$193,939	$213,729	$213,729
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$29,267	$52,562	$69,883	$71,457	$31,007
	Other Staff	$0	$0	$0	$0	$0
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$375	$681	$1,006	$903	$375
	Other:	$20,318	$48,662	$55,074	$60,415	$60,151
	Total Expenses	$49,960	$101,904	$125,963	$132,774	$91,533
VI	**Net Revenue**	$14,572	$68,287	$67,976	$80,954	$122,196

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

Please reference the financial narrative document.

Provost's Signature: J. Rodriguez	**Date:** 3/10/2021
Chief Business Officer's Signature: Kim Schultz-Stoberg	**Date:** 3/10/2021

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-STOUT
BACHELOR OF SCIENCE IN ARTS ADMINISTRATION AND ENTREPRENEURSHIP

Introduction

The proposed Bachelor of Science in Arts Administration and Entrepreneurship (AA&E) will combine and complement course offerings from the well-established art and design Bachelor of Fine Art degrees offered by the School of Art & Design (SoAD) and the business-related Bachelor of Science degrees offered by the School of Management. The B.S. in AA&E will provide an increasingly crucial career path for aspiring artists, administrators, and entrepreneurs to pursue and is expected to expand enrollment capacity within UW-Stout and to support student retention.

Section I – Enrollment

Enrollment projections using headcount and FTE are shown in Table 1, below, and Section I of the Cost and Revenue Projections worksheet. New students are those who have not previously enrolled at UW-Stout. Continuing students include students who are undecided, enrolled in undergraduate coursework, transfer students, and part-time students who were enrolled at UW-Stout the previous academic year. Enrollment projections are supported by UW-Stout enrollment in the pre-BFA and six BFA programs, which currently have 1,107 students as of the 10th day in the Fall 2020 semester. Based on these previous enrollment patterns in the BFA programs, the average FTE/headcount percent for the six BFA programs was 92% in FY20. This is indicated in Table 1 as 15 new students being needed to get 14 FTE in 2021-22, and 40 new students to get 36 FTE in 2022-23, and so on.

By the end of Year 5, it is expected that 200 students will have enrolled in the program and 80 students will have graduated from the program. The average student retention rate is projected to be 73% (between 1st and 2nd year) and then 94% from year to year after that, similar to what it is for all undergraduates at UW-Stout.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
New Students Headcount	15	40	45	50	50
Continuing Headcount	15	25	52	77	90
New Students FTE	14	36	41	46	46
Continuing Students FTE	14	23	48	71	83
Total Enrollment FTE	30	65	98	127	129
Graduating Students	0	5	20	25	30

Section II – Credit Hours

Credit hours in Section II of the worksheet were calculated by prorating the 80 core program credits across four years. The 80 core program credits required in the B.S. in AA&E program will be taught primarily by the faculty in the School of Art & Design and the School of Management, which includes faculty in departments such as Art and Art History, Design, Business, and Operations & Management. Thirty-six of those 80 credits include those that are currently offered in the School of Art & Design for other minors and programs and 30 credits are presently offered by the School of Management for other minors and programs. Six required credits are offered by other departments. Therefore, there will only be eight new credit hours in the proposed program from new courses offered, specific to the major; these are four courses with the BUART prefix. The 80 program core credits combined with 40 general education credits results in a 120-credit program.

Section III – Faculty and Staff Appointments

The proposed B.S. in AA&E program will draw on current expertise from School of Art & Design and School of Management faculty.

This program will offer eight new credit hours that includes the following: (1) a 1.40 FTE of new faculty/instructional staff (0.13 FTE in Year 1; 0.31 FTE in Year 2; 0.43 FTE in Year 3; and 0.53 FTE in Year 4); (2) an additional 0.25 FTE for the program director who is an existing faculty member due to reassignment in Years 1-5 (0.25 FTE x 5 years = 1.25 FTE) plus a ten-day summer session stipend in Years 2-5 (0.125 FTE x 4 years = 0.5 FTE); and (3) a 0.2 FTE of new administrative support staff will be added in Year 3 to support growth in enrollment. No further faculty needs are anticipated until future program enrollments warrant additional class needs.

Section IV – Program Revenues

Tuition Revenues

The projected program revenue has been calculated by multiplying the new student FTE times the program credit hours times the tuition:

- Year 1: $64,531.56: 13.8000 FTE x 20 credits @ $233.81 per credit.
- Year 2: $170,191.23: 36.3952 FTE x 20 credits @ $233.81 per credit.
- Year 3: $193,938.85: 41.4736 FTE x 20 credits @ $233.81 per credit.
- Year 4: $213,728.53: 45.7056 FTE x 20 credits @ $233.81 per credit.
- Year 5: $213,728.53: 45.7056 FTE x 20 credits @ $233.81 per credit.

There are no program/course fees, grants/extramural funding, or general program revenues allocated from other units.

Section V – Program Expenses

Salary and Fringe Expenses

Faculty salaries for the eight new credit hours were calculated as follows:

The average annual salary of the School of Art and Design faculty that will teach in the B.S. in AA&E program was averaged to be $75,210 for Year 1, and the average annual salary of the School of Management faculty was averaged to be $71,461 for Year 1. The average administrative staff hourly rate was averaged to be $17.26 in Year 3. A 2% pay raise was added for each year and the UW System fringe benefit rate of 38.2% was used. Note that the FTE and the 2% annual pay raise create fractions for the estimated calculations below, leading to minor rounding discrepancies compared to the tabulated estimates in the UW-Stout budget document.

Year 1 expenses were calculated multiplying $75,210 by the new faculty expense of 0.125 FTE ($9,401); multiplying $71,461 by the program director reassignment expense of 0.25 FTE ($17,865); and adding $2,000 for the program director stipend.

Year 2 expenses were calculated by multiplying $72,890.22 by the new faculty expense of 0.056 FTE ($4,081.84); multiplying $76,714.20 by the new faculty expense of 0.25 FTE ($19,178.55); multiplying $72,890.22 by the program director reassignment expense of 0.25 FTE ($18,222.55) and 0.125 FTE for summer ($9,111.28); and adding $2,000 for the program director stipend.

Year 3 expenses were calculated by multiplying $74,348.02 by the new faculty expense of 0.222 FTE ($16,505.26); multiplying $78,248.48 by the new faculty expense of 0.208 FTE ($16,275.68); multiplying $74,348.48 by the program director reassignment expense of 0.25 FTE ($18,587.12) and 0.125 FTE for summer ($9,293.56); and adding $2,000

for the program director stipend. The new administrative staff expense was calculated by multiplying $17.26 by 0.20 FTE by 2,080 hours ($7,180.16).

Year 4 expenses were calculated by multiplying $75,835.98 by the new faculty expense of 0.278 FTE ($21,082.40); multiplying $79,813.45 by the new faculty expense of 0.25 FTE ($19,953.36); multiplying $75,835.98 by the program director reassignment expense of 0.25 FTE ($18,959.01) and 0.125 FTE for summer ($9,479.50) and adding $2,000 for the program director stipend.

Year 5 expenses were calculated by multiplying $77,351.68 by the program director reassignment expense of 0.25 FTE ($19,337.92) and 0.125 FTE for summer ($9,668.96), adding $2,000 for the program director stipend.

Other Expenses

Other expenses include operational costs, marketing and overhead costs. Operational costs are budgeted at $1,000 multiplied by new faculty/instructional staff FTE each year (e.g., Year 1: $1,000 x 0.3750 = $375). Marketing is projected to cost $3,000 per year. Marketing funds will be used to attend local and national conferences to promote the program and marketing at local high schools. The campus overhead expense is 26.74% of the administration overhead rate based on the total revenue of the program.

Section VI – Net Revenue

The net revenue is projected to be positive for the first year of the program and is projected to continue to rise as enrollment numbers grow. Any net revenue will be reinvested into the program and the institution.

This proposal has been reviewed in the context of the COVID-19 scenarios, and no additional changes to the proposal or implementation date for the B.S. in AA&E program are recommended.

University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

715/232-2421 office
provost@uwstout.edu

March 3, 2021 *(via electronic mail)*

Tommy Thompson, President
University of Wisconsin System Administration
1720 Van Hise Hall, 1220 Linden Drive
Madison, WI 53706

Dear President Thompson:

I am writing to provide you with this Letter of Commitment in support of the University of Wisconsin-Stout's proposed B.S. in Arts Administration and Entrepreneurship degree.

This proposed program leverages the well-established Bachelor of Fine Art (BFA) and Business and Management programs at UW-Stout and aligns with UW-Stout's overall academic plan. The program will build on existing student enrollment, curriculum, facilities, and faculty and staff expertise in the College of Arts, Communication, Humanities and Social Sciences and the College of Science, Technology, Engineering, Mathematics and Management. A financial review has been conducted to confirm that the necessary financial and human resources are available to support this proposed program in the context of the current Covid crisis.

The development of the program responds to the increased student demand for UW-Stout's six existing Bachelor of Fine Art programs. There are over 1,000 students in these BFA programs and UW-Stout's School of Art and Design welcomed the largest incoming class of 350 students this 2020-21 academic year. This proposed program will enhance the current program offerings at UW-Stout by providing a non-BFA option for students to choose from in the School of Art and Design. The program's unique focus in interdisciplinary understanding of multiple art forms, combined with the applied nature of our business curriculum, will be an attractive option for students who seek a career in or adjacent to the creative industry, but are not interested in the deep investigation into applied arts that the BFA programs require. It complements UW-Stout's program array due to its focus on developing students for careers through applied curriculum and aligns with UW-Stout's designation as Wisconsin's Polytechnic University.

The proposed degree has been approved through the on-campus curriculum approval process. Governance groups confirmed that the design of the proposed program meets the definition and standards of quality at UW-Stout. All programs at UW-Stout participate in the biannual Assessment in the Major and the four-year Planning and Review Committee review to support continuous

improvement. Assessment of the student learning objectives will be coordinated by the program director in collaboration with the faculty and the program industry advisory committee.

Thank you for consideration of this new program.

Sincerely,

Glendalí Rodríguez
Interim Provost and Vice Chancellor for Academic Affairs

GR/tb
Letters 2021

REGENT POLICY DOCUMENT REVIEW
RPD 4-15, "EXCESS CREDIT POLICY"

REQUESTED ACTION

Adoption of Resolution D., which rescinds Regent Policy Document (RPD) 4-15, "Excess Credit Policy," eliminating the UW System excess credit surcharge for all UW universities except for UW-Madison. This proposal directs the UW System President and UW Chancellors to continue efforts to review credit requirements of degree programs that require more than 130 credit hours to complete and implement approaches that reduce time- and credits-to-degree. This proposal also directs UW Chancellors to continue efforts to identify and counsel students accumulating excess credits.

Resolution D.: That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents rescinds Regent Policy Document 4-15, "Excess Credit Policy," to eliminate the UW System excess credit surcharge, except for UW-Madison.

The Board authorizes the UW-Madison Chancellor to develop a UW-Madison policy regarding the assessment of a surcharge for students who have accumulated 165 credits or 30 credits more than required by their degree program, whichever is greater, on credits beyond that level. The policy should allow for appropriate exceptions to ensure that students are able to complete their degree requirements.

The Board of Regents directs the UW System President and UW Chancellors to continue efforts to review degree programs that require more than 130 credit hours to complete and implement approaches that reduce time- and credits-to-degree. Further, the Board directs UW Chancellors to continue efforts to identify and counsel students who are accumulating credits in a manner that could result in amassing more than 165 credits or 30 credits more than required by their degree programs, whichever is greater.

SUMMARY

This proposal recommends rescinding RPD 4-15, "Excess Credit Policy except for UW-Madison." Among other provisions, RPD 4-15 requires institutions to charge resident

undergraduate students who accumulate more than 165 credit hours or 30 credits more than required by a degree program, whichever is greater, an additional fee of 100 percent of resident tuition. One recent national peer-reviewed study found that the Excess Credit Hour (ECH) surcharge policies do not improve graduate outcomes. Further, the study found that ECH surcharges increase student debt, with the most adverse impact on first-generation and low-income students.[1] [2]

Although the amount of revenue institutions collect from the surcharge is minimal, the surcharge could be significant for any individual student who is assessed the fee.

While this proposal recommends rescinding the ECH surcharge fee for all UW universities except for UW-Madison, the proposal recognizes the importance of implementing effective approaches for ensuring students graduate in a timely manner. UW System has a long history of successfully reducing the number of credits-to-degree and the number of graduates who have accumulated excess credit. As such, this proposal directs the UW System President and UW Chancellors to continue efforts to: (1) review the number of credits required of degree programs and implement approaches to reduce time- and credits-to-degree, and (2) identify and counsel students who are at risk of accumulating excess credits.

UW-Madison is requesting authority to continue to use the excess credit surcharge and implement an institutional policy if the Regent policy is rescinded. UW-Madison officials note that the surcharge provides an incentive for students to complete degrees in a timely manner and provides a push to those students who might be avoiding completion of their studies.

Presenter(s)

- Carleen Vande Zande, Associate Vice President for Academic Programs and Faculty Advancement

BACKGROUND

In the early 1990s, some states began requiring public higher education institutions to impose an ECH surcharge to create a financial incentive to encourage students to graduate

[1] Kramer, Dennis A.; Holcomb, Michael; and Kelchen, Robert, "The Costs and Consequences of Excess Credit Hours Policies," Educational Evaluation and Policy Analysis, March 2018. Retrieved from https://journals.sagepub.com/doi/full/10.3102/0162373717709968

[2] Smith, Ashley A., "A punishment that doesn't work," Inside Higher Ed, July 20, 2017. Retrieved from: https://www.insidehighered.com/news/2017/07/20/excess-credit-hour-policies-increase-student-debt

on time. The policies were expected to reduce student costs and student debt by encouraging students to finish a bachelor's degree and to enter the workforce more quickly. The policies were also expected to create academic efficiencies by reducing time and credits-to-degree that would free up resources and allow institutions to serve more students.

UW System's policy originated as part of a legislative proposal to deal with a budget shortfall in 2001. The Wisconsin State Legislature proposed reducing UW System's budget by $6.7 million and requiring the UW System to charge any student who accumulated more than 165 credits a surcharge of 100 percent of resident tuition to reimburse the UW System for the reduction in GPR.

Governor McCallum approved the reduction in GPR but vetoed the provisions requiring the surcharge, noting that UW institutions would need to absorb the budget cut. In his veto message, the Governor requested that the UW System develop a proposal to ensure that the number of credits to a UW degree is "organized in a way to minimize costs to taxpayers without adversely affecting students' ability to complete coursework at resident rates." In response, the UW System Board of Regents approved the provisions of RPD 4-15, which included the provision establishing UW System's ECH surcharge, in December 2002. The surcharge, which the Board approved under its authority to establish tuition and fees as provided by s. 36.27 (1)(a), Wis. Stats., went into effect in the fall of 2004.

Although the surcharge policy was initiated in response to a budget cut, UW System Administration's proposal to the Board for the fee stated that the primary reason for advocating for the policy was to improve student outcomes. UW institutions were provided with flexibility in assessing the surcharge so as not to penalize students who might have a legitimate reason for accumulating excess credits.

RPD 4-15 Provisions

RPD 4-15 requires UW institutions to charge all resident undergraduate students who have accumulated 165 credits (or 30 credits more than required by their degree programs, whichever is greater) a surcharge of 100 percent of regular resident tuition on credits in excess of 165 credits. The policy required UW System to develop implementation rules that would provide UW institutions with the flexibility to provide exceptions for students as appropriate to ensure they are able to complete their degree requirements. RPD 4-15 also directs institutions to review the requirements for all degree programs that require more than 130 credits. Finally, the policy requires institutions to develop a process to identify and counsel students who are accumulating credits that could result in their amassing more than 165 credits or 30 credits more than required by their degree programs, whichever is greater.

The surcharge applies to credits earned or transferred within the UW System and Wisconsin Technical College System. Certain types of credits, such as credits earned through advanced placement courses and from non-state supported institutions outside the UW and Wisconsin Technical College Systems are not counted toward excess credit threshold. The UW System's surcharge policy only applies to resident undergraduate students and those working toward a first bachelor's degree. Minnesota reciprocity students and residents from other states are not subject to the surcharge.

Excess Credits within the UW System

At the time RPD 4-15 was adopted in 2002, UW System Administration's Office of Policy Analysis and Research (OPAR) estimated that 1,900 bachelor's degree recipients had accumulated more than 165 credits by graduation. The most recent data for 2019-20 shows that 1,257 bachelor's degree recipients had accumulated excess credits, a decline of 34 percent since the ECH surcharge was adopted. The majority (62.5%) of resident bachelor's degree recipients with excess credits graduated from UW-Milwaukee, UW Oshkosh, UW-Platteville and UW-Whitewater. Of the 1,257 students with excess credits in 2019-20, a total of 506 had more than 183 credits, suggesting that many students with excess credits could be facing a substantial surcharge. Table 1 shows UW institutions' resident bachelor's degree recipients who accumulated more than 165 credits between 2017-18 and 2019-20.

Table 1: UW System Resident Graduates with Excess Credits

Institution	2017-18	2018-19	2019-20	Percentage Change 2017-18 to 2019-20
UW-Madison	86	78	82	-4.7%
UW-Milwaukee	462	387	449	-2.8%
UW-Eau Claire	66	42	37	-43.9%
UW-Green Bay	56	49	49	-12.5%
UW-La Crosse	88	90	87	-1.1%
UW Oshkosh	192	164	131	-31.8%
UW-Parkside	63	45	48	-23.8%
UW-Platteville	100	90	104	4.0%
UW-River Falls	23	25	16	-30.4%
UW-Stevens Point	105	99	76	-27.6%
UW-Stout	63	46	58	-7.9%
UW-Superior	24	14	18	-25.0%
UW-Whitewater	124	125	102	-17.7%
Total	**1,452**	**1,254**	**1,257**	**-13.4%**

Source: UW System Administration's Office of Policy Analysis and Research, March 2021

Although the number of bachelor's degree recipients with excess credits provides one indicator of the number of students who accumulate excess credits, it does not reflect the actual number of students who could be subject to the ECH surcharge. For example, the data includes those students who participate in high-credit degree programs and who are subject to a higher threshold and may not be subject to the surcharge.

In addition, the data only includes graduates who have accumulated excess credits. Students become subject to the policy in the semester following the one in which they reach the earned credit limit. Some graduates with excess credits may accumulate excess credits in their last semester and therefore would not become subject to the surcharge. At the same time, other students who do not graduate may be subject to the surcharge. Other factors, such as institutional authority to make exceptions to the policy through the appeals process, further impact the number of students with excess credits who might be subject to the surcharge.

ECH Surcharge Revenue

UW System Administration's Office of Finance reports that the excess credit surcharge generated revenue of $271,875 over the three years between 2019 and 2021, with UW-Milwaukee and UW-Whitewater collecting $224,542, or 82.6 percent, of the total over that three-year period. Table 2 displays ECH surcharge revenue by institution. UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Superior did not report collecting any revenue from the ECH surcharge between 2019 and 2021.

Table 2: UW Revenue from ECH Surcharge 2019-21

Institution	2019	2020	2021	Total	Percentage of Total
UW-Whitewater	$55,774	$46,636	$47,237	$149,647	55.0%
UW-Milwaukee*	$60,368	$13,181	$1,346	$74,895	27.5%
UW-La Crosse	$5,905	$1,314	$6,364	$13,583	5.0%
UW-Green Bay		$11,022		$11,022	4.1%
UW-River Falls	$268	$4,821	$2,411	$7,500	2.8%
UW Oshkosh	$2,362	$2,624	$1,575	$6,561	2.4%
UW-Madison	$5,416		$689	$6,105	2.2%
UW-Stout	$1,468			$1,468	0.5%
UW-Eau Claire	$1,094			$1,094	0.4%
Total	**$132,655**	**$79,598**	**$59,622**	**$271,875**	**100.0%**

*UW-Milwaukee reported it issued a blanket waiver for the fee in FY 20 and 21
Source: UW System Administration, Office of Finance, March 2021

ECH Surcharge Policies in Other States

While most higher education systems have not adopted an ECH surcharge, at least seven other states, including Arizona, Florida, Massachusetts, Nevada, North Carolina, Texas and Utah, have adopted an ECH surcharge.

In other states, most policy thresholds range from 140 to 150 credits, as compared to 165 credits in RPD 4-15. However, UW System's surcharge fee of an additional 100 percent of resident tuition is consistent with those of several other university systems, including Florida, Utah, and Virginia. Texas allows and Massachusetts requires institutions to charge up to out-of-state tuition and Arizona and Nevada charge a smaller surcharge. North Carolina assessed a surcharge of 50 percent of tuition in its recently repealed ECH surcharge policy.

Some states exempt students from the ECH surcharge if a student accumulates excess credits but completes the program within four academic years or another period as determined to be appropriate for a specific degree. For example, North Carolina's policy exempted students who accumulated excess credits but completed their degrees in four years or within five years for programs determined by the Board to be five-year programs. Florida recently modified its ECH surcharge to reimburse students for up to 12 credit hours of the surcharge if they complete their program in four years. UW System's policy does not include a provision exempting students with excess credits if they complete the program in four years.

In 2019, Republican lawmakers in North Carolina spearheaded a successful effort to repeal the state's ECH surcharge requirement, which was codified in law, because legislators believed the requirement was punitive and created a barrier to entry for people trying to return to school.[3] Florida also recently modified its ECH surcharge law to make it less stringent. Beginning in 2019, Florida increased the credit threshold from 110 to 120 percent of degree requirements. Florida also adopted a provision requiring institutions to reimburse students for up to 12 credits of the ECH surcharge if, despite the accumulation of excess credits, a student completes a degree within four years.[4] While Texas state law allows Texas higher education institutions to charge up to a maximum of out-of-state tuition for excess credits, the University of Texas-Austin has chosen not to impose such fees.[5]

[3] Quillin, Martha, "Students who stay too long at UNC schools have to pay a surcharge. But a bill would change that." The News and Observer, Durham, North Carolina. March 12, 2019. Retrieved from https://www.newsobserver.com/news/politics-government/article227481759.html

[4] See Section 1009.286 of the Florida Statutes

[5] See: https://registrar.utexas.edu/schedules/202/tuition

Effectiveness of ECH Surcharge

Although policymakers expected that ECH surcharge policies would encourage students to graduate quickly, a 2017 peer-reviewed study by Kramer, Holcomb and Kuchen, *The Costs and Consequences of Excess Credit Hours Policies,* found that state-adopted ECH surcharge policies did not improve student completion outcomes. Further, instead of reducing student costs, the study found that the policies increased student debt with the most adverse impact on students from "marginalized" backgrounds, such as first-generation students, low-income students, and students who do not complete their degrees.[6, 7]

Impact on Student Graduation Outcomes

Kramer, et. al, found no statistical impact of the implementation of an ECH surcharge on degree production or the 4-year graduation rate. The only positive impact identified was that the 6-year graduation rate for Hispanic/Latino students increased between 2.5 and 3.4 percent after the adoption of an ECH surcharge.[8]

Although the UW System has experienced a long-term trend in reducing credits-to-degree and the number of students who accumulate excess credits, that improvement does not appear to be related to the implementation of the UW System's excess credit surcharge. The number of UW System graduates with excess credits was already declining in the decade before UW System implemented the ECH surcharge, going from 3,300 to 1,900 students, or a decline of 42.4 percent. The decline was most likely due to a 1995 UW System initiative to reduce credits-to-degree. Under the initiative, institutions implemented approaches to reduce credits-to-degree by reducing degree requirements, expanding pro-active advising, reviewing transfer policies, and improving course availability. Although an ECH surcharge was considered as part of the 1995 initiative, it was not adopted at that time.

The number of graduates with excess credits has continued to decline since adoption of the ECH surcharge. However, much of that decline is believed to be primarily attributed to a decline in the number of students graduating with an education degree. Education degrees typically require the largest number of credits for graduation.

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[6] Kramer et. al, page 20, and

[7] Smith, Ashley A., "A punishment that doesn't work," Inside Higher Ed, July 20, 2017. Retrieved from: https://www.insidehighered.com/news/2017/07/20/excess-credit-hour-policies-increase-student-debt

[8] Kramer, et. al., page 13

Impact on Student Debt

The analysis by Kramer, et. al, estimated that ECH surcharge policies increase student debt by as much as 7.2 percent when compared to debt held by students at institutions without the ECH surcharge.[9] The study notes that low-income students average six months longer to complete a degree than students from the highest income quartile.[10] Students from low-income families, therefore, are more likely to become subject to the surcharge than students from high-income families.

The study found that the ECH surcharge raised median student debt between 4.1 and 5.1 percent for low-income students, between 5.3 and 5.6 percent for middle-income students and that high-income students did not experience any significant increase in debt after the adoption of the ECH surcharge policies.[11] In addition, ECH surcharges increased student debt for first-generation (7.2% increase in median student debt), Pell grant recipients (6.0% increase), and non-completers (7.7% increase), at a higher rate than for students subject to ECH surcharges in general.[12]

Student-veterans are another group that could be negatively impacted by the surcharge. Federal financial support for veterans is generally restricted to the cost of in-state tuition and may not cover ECH surcharges. Wisconsin's tuition program for veterans, qualifying spouses, and children specifically does not cover ECH surcharges.[13]

Impact of Rescinding RPD 4-15

This proposal recommends rescinding RPD 4-15, eliminating the UW System's ECH surcharge for all universities except for UW-Madison. Research shows ECH surcharge policies may not be effective at improving college completion outcomes and that the fees can easily create a financial hardship, add to student costs, and increase student debt. The surcharges tend to impact students least able to afford it and who already face the most significant barriers to completing a degree. For most universities, the policy runs contrary to efforts to encourage returning students, veterans, and students who come from low-income families to complete college. On the contrary, at UW-Madison, there are a small number of students who continue to accumulate a high number of credits who do not complete their degree programs. The position at UW-Madison is that this policy has value as a tool to help them provide an incentive for students to complete degrees in a timely way, with sufficient incentives to waive the additional tuition at the institution's discretion. For UW-Madison, the policy shows the strong commitment of the Regents to

[9] Kramer et. al, page 20
[10] Kramer, et.al., page 4
[11] Kramer, et.al., page 20
[12] Kramer, et.al., page 20
[13] See: https://www.wisconsin.edu/veterans/download/WDVA_B0105.pdf, page 2

timely progress to degree and fiscal conservatism. Eliminating the surcharge should have minimal impact on UW institutions, while at the same time, reducing costs for those students who are subject to the fee. UW institutions collect approximately $100,000 in revenue annually from the ECH surcharge. Most of that revenue is generated at UW-Milwaukee and UW-Whitewater. Although the surcharge only produces a modest amount of revenue systemwide, the surcharge can create a significant financial burden for any individual student who is assessed the fee.

In addition to the ECH surcharge, RPD 4-15 includes other provisions requiring institutions to review high-credit degree programs and to provide counseling to students who are accumulating excess credits.

Effective approaches for ensuring students graduate in a timely manner allow students to enter the workforce as quickly as possible and reduce student costs and student debt. UW institutions have a long history of effectively reducing the average number of credits-to-degree through a variety of methods. UW System's Office of Policy Analysis and Research monitors various measures related to progress and completion rates as part of the UW System's accountability dashboard. UW System's student success initiative provides a comprehensive, proactive strategy for institutions to identify and counsel students who are accumulating excess credits. The credit load of new academic programs is reviewed by UW System Administration's Academic Programs and Faculty Advancement in the Office of Academic and Student Affairs as part of the program authorization process.

Although rescinding RPD 4-15 removes from Board policy the degree program review and counseling requirements, these requirements will be retained as part of this Board resolution. The proposed resolution does exempt UW-Madison and the university may continue to charge excess tuition for students who have over 165 credits. The proposed resolution clarifies that institutions should periodically review the credit requirements of existing degree programs that require more than 130 credits. Finally, the proposed resolution encourages institutions to continue to identify approaches for reducing the number of students who accumulate excess credits. Improved transfer policies and efforts to ensure that required courses are available are examples of other types of initiatives that have a proven track record for reducing the accumulation of excess credits.

Related Regent Policy Documents and Applicable Laws

Regent Policy Document 32-5, Tuition Policy Principles
Section 36.27 (1)(a), Wis. Stats., Tuition

See also:

SYS 805: Tuition and Fee Policies for Credit Instruction

ATTACHMENT

A) RPD 4-15, “Excess Credit Policy”

Regent Policy Document 4-15 *(formerly 02-1)*

Excess Credit Policy

Upon the recommendation of the President of the University of Wisconsin System, the Board of Regents instructs the President and the Chancellors to take the following actions:

1. Institutions will review the requirements for all programs that currently require more than 130 credits.
2. Each Institution will develop a process to identify and counsel students who are accumulating credits in a manner that could result in their amassing more than 165 credits (or 30 credits more than required by their degree programs, whichever is greater) by the time they fulfill all of the degree requirements.
3. Starting in the fall of 2004, all resident undergraduate students who have accumulated 165 credits (or 30 credits more than required by their degree programs, whichever is greater) will be charged a surcharge, equal to 100 percent of the regular resident tuition, on credits beyond that level. Furthermore, implementation rules should provide flexibility for University of Wisconsin Institutions to provide exceptions where appropriate to ensure that students are able to complete their degree requirements.

History: Res. 8625 adopted 12/5/02.

SEE ALSO:

SYS 805: *Tuition and Fee Policies for Credit Instruction* (formerly F44)

Education Committee **Item E.**
April 8, 2021

POLYTECHNIC FOCUS2030

REQUESTED ACTION

For information only.

SUMMARY

UW-Stout has remained committed to its polytechnic mission throughout the COVID-19 pandemic and creatively adapted instructional delivery methods to engage students virtually. The institution has not wavered in its commitment to educational tenets of career focus, applied learning, and collaboration. The presentation will showcase program examples from each academic college, specifically the: ABET-accredited B.S. in Plastics Engineering; NASAD-accredited B.F.A. in Studio Art program; and B.S. Hotel, Restaurant and Tourism Management program, which has been ranked 13th in the world in 2021 by CEOWorld Magazine.

UW-Stout will also highlight continued work to serve adult learners, via online Customized Instruction programming. UW-Stout received Board of Regents approval to serve this market starting in 1999 and is the only Wisconsin institution certified by the United States Distance Learning Association (USDLA).

In closing, the presentation will feature UW-Stout's new eSports program, the result of collaboration among Academic Affairs, Student Affairs, and Blue Devil Athletics that resulted in a new recruitment effort, retention programming, and enrollment growth during the pandemic.

Presenters

- Glendalí Rodríquez, Interim Provost and Vice Chancellor, UW-Stout
- Sandi Scott, Dean of Students, UW-Stout

Education Committee **Item F.**
April 8, 2021

FRESHWATER COLLABORATIVE OF WISCONSIN

REQUESTED ACTION

For information only.

SUMMARY

This presentation will provide an update on the status of planning for the Freshwater Collaborative of Wisconsin (FCW). This initiative builds upon the collective assets of all 13 four-year institutions to collaborate on freshwater research, training, innovation and economic development.

Presenter

- Marissa Jablonski, Executive Director, Freshwater Collaborative of Wisconsin

BACKGROUND

At the June 6, 2019 meeting of the UW System Board of Regents, the 13 institutions of the University of Wisconsin System (UWS) launched the Freshwater Collaborative of Wisconsin (FCW). The purpose of the Freshwater Collaborative is to:

- Establish the nation's most significant, integrated, multi-institutional higher education program serving the freshwater economy, allowing students to traverse disciplines and focus areas across all 13 UW System universities;
- Attract local, regional and global talent to Wisconsin, securing Wisconsin's role as the "Silicon Valley of Water;"
- Fill the global, regional, and local demand for a water workforce through explicit structuring of curriculum, training, and workplace experience;
- Solve local, regional, and global water resource problems through collaborative research across the natural science, agriculture, engineering, social science, economics and policy arenas; and
- Solidify Wisconsin's world leadership in freshwater science, technology, entrepreneurship, and economic growth.

Previous Action or Discussion

- At its June 6, 2019 meeting, the Board of Regents requested periodic updates on the Freshwater Collaborative. This presentation is the seventh in a series of such updates.

Education Committee **Item G.**
April 8, 2021

REPORT OF THE VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

REQUESTED ACTION

None.

SUMMARY

Vice President Anny Morrobel-Sosa will provide an update on the UW System's Prison Education Initiative, the UW System's Expanding Online Education Initiative, and the Office of Educational Opportunity.

In follow-up to the announcement of the Prison Education Initiative at the December 10, 2020 meeting, Vice President Morrobel-Sosa will describe the action steps the Office of Academic and Student Affairs has taken toward implementation of the initiative. Actions include funding proposals, the formation of working groups in collaboration with the Wisconsin Department of Corrections, and additional potential stakeholder partnerships.

Vice President Morrobel-Sosa will then provide an update on the Expanding Online Education Initiative, in advance of the presentation that will be provided to the full Board of Regents on Friday, April 9, 2021. The Vice President will outline how the UW System can better and more aggressively address the underserved and unique demands of working adults by employing strategies that leverage strengths across the entire UW System.

Expanding prison education and online learning are two of President Thompson's ten key priorities for the UW System and the Renewed Wisconsin Idea for the 21st century.

The Vice President will also report on (1) the assignment of the Office of Educational Opportunity (OEO) within the Office of Academic and Student Affairs and how it will support future innovation; and (2) introduce OEO Director Vanessa Moran. In addition, Bob Soldner, Assistant State Superintendent at the Wisconsin Department of Public Instruction, will present information on charter school funding in Wisconsin.

Presenters

- Dr. Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
- Bob Soldner, Assistant State Superintendent for the Division of Finance and Management, Wisconsin Department of Public Instruction