

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

October 7, 2021

10:30 a.m. – 12:00 p.m.

Reeve Memorial Union
Ballroom 227BC
748 Algoma Blvd., Oshkosh
Via Webex Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda
 - 1. Approval of the Minutes of the July 8, 2021 Meeting of the Education Committee
 - 2. UW-Madison: Approval of Bachelor of Business Administration in Marketing
 - 3. UW-Madison: Approval of Bachelor of Business Administration in Management
 - 4. UW-Madison: Approval of Bachelor of Business Administration in Human Resources
 - 5. UW-Madison: Approval of Bachelor of Science in Human Development and Family Systems
 - 6. UW-Madison: Approval of Bachelor of Science in Consumer Marketplace Studies
 - 7. UW-Madison: Approval of Bachelor of Science in Consumer Finance and Financial Planning
 - 8. UW-Madison: Approval of Bachelor of Liberal Studies in Applied Social Science
- D. UW-Parkside and Gateway Technical College:
 - 1. Approval of a New Liberal Arts Transfer Program for the Associate of Science in Liberal Arts
 - 2. Approval of a New Liberal Arts Transfer Program for the Associate of Arts in Liberal Arts
- E. UW-Whitewater: Second Reading and Approval of Revised Mission Statement
- F. UW-Stout: Second Reading and Approval of Revised Mission Statement
- G. UW Oshkosh Host Campus Presentation: The Connected Comprehensive-Knitting UW-Oshkosh's Academics and Experiences into the Region

9/28/21

- H. Report of the Vice President for Academic and Student Affairs:
 - a. UW System Online Learning Initiative Update
 - b. 2020-21 Counseling Impact Assessment Report Summary

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN
BUSINESS ADMINISTRATION-MARKETING,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Business Administration (B.B.A.) in Business Administration-Marketing 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 Business Administration in Business Administration-Marketing program at the University of Wisconsin-Madison.

SUMMARY

The B.B.A. in Business Administration-Marketing is one of seven programs in the online learning initiative planned for a Fall 2022 launch. This initiative is featured within the university's 2020-25 Strategic Framework as a mechanism to provide access to a world-class, affordable educational experience. The new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree. The 120 credit, fully online, B.B.A. in Business Administration-Marketing will elevate and replace a Marketing Online submajor within the existing B.B.A. in Business: Management and Human Resources degree program. As such, the program requirements and curriculum will reflect the existing face-to-face degree program. The B.B.A. in Business Administration-Marketing will feature the online/distance per-credit tuition rate of \$675; no segregated fees will be charged. Graduates will pursue a variety of careers in the areas of recruiting, hiring, training and development, labor relations, brand/product management, marketing research/analytics, sales management, advertising, business-to-business marketing, digital and social media, and consulting. The Bureau of Labor Statistics predicts a 20% growth in marketing analysts. In Wisconsin, annual projected job openings are projected to be 1,750.

Presenter

- 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 BUSINESS ADMINISTRATION IN
BUSINESS ADMINISTRATION-MARKETING
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Business Administration in Business Administration-Marketing (B.B.A. in Business Administration-Marketing). This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was first announced by Chancellor Rebecca Blank in February 2019 and is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery. The B.B.A. in Business Administration-Marketing will elevate and replace a Marketing Online submajor within the existing B.B.A.-Business: Marketing degree program. As was true when offered as a submajor, the B.B.A. in Business Administration-Marketing will be a 120-credit, fully online program designed for adult learners with some college-level credits earned.

Students completing the program may apply transfer credits, test credits, and/or other credit toward the 120-credit degree requirement. They will also complete breadth requirements and the university's General Education Requirements, the common set of pre-business requirements, liberal studies requirements, business preparatory requirements, business core requirements, business breadth requirements, general credits for the B.B.A. degree, and marketing credits for the major.

Students in the program will learn the foundations of marketing—product, place, price, promotion—and how these concepts impact business strategy and execution in different industries and contexts, as well as the importance of relationships with customers and channel partners. The program will provide a robust foundation in the marketing discipline, coupled with the flexibility to pursue several areas of interest in the discipline. Graduates will pursue a variety of careers in marketing including brand/product management, marketing research/analytics, sales management, advertising, business-to-business marketing, digital and social media, consulting, and supply chain management.

The B.B.A. in Business Administration-Marketing will advance the university's mission and strategic plan by expanding access to the world-class institution and leveraging new modes of delivery to engage with students throughout their lives. The program is being proposed in response to both student and market demand. The existing

B.B.A. in Business Administration-Marketing program is growing quickly on campus, with a 31% growth in the number of marketing majors over the last five years.¹ Relative to the broader market, the Bureau of Labor Statistics predicts a 20% growth in marketing analysts in the coming years, far outpacing the national average overall job growth.²

The B.B.A. in Business Administration-Marketing will feature the online/distance per-credit tuition rate of \$675; no segregated fees will be charged.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Business Administration-Marketing

Degree Designation(s)

Bachelor of Business Administration (B.B.A.)

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Department of Marketing

College, School, or Functional Equivalent

School of Business

Proposed Date of Implementation

Fall/September 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the B.B.A. in Business Administration-Marketing program over the next five years. By the end of Year 5, it is expected 800 students will have enrolled in the program and 105 students will have graduated. UW-Madison has budgeted \$5,000 per enrolling student on program

¹ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsInStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

² U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

marketing and recruitment efforts, which will support the planned enrollment growth. Some simplifying assumptions have been made in developing these projections:

- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term); although students may choose to enroll in a range of credit levels each semester from part time (1–11 credits) to full time (12 credits per term or more).
- In the enrollment model, the assumption is that students will start the program with 60 credits completed through transfer credit, test credit, and/or other credit, although the requirement is a minimum of 12 transfer credits for admission with an upper level set by Regent Transfer Policy Document 7-1. In the enrollment model, the assumption is that students will take four years of part-time enrollment (i.e., 15 credits per year) to earn the additional 60 credits to complete the 120-credit program, although students will progress at different rates.
- The program is anticipated to have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates³ and is more consistent with what is seen for online programs.⁴ To support persistence, the university has invested in resources and support structures for online students, such as preparatory “how to learn online” activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.
- It is not expected that students in the existing full-time, face-to-face option will transition to the proposed online offering, which will be marketed to a non-traditional adult, part-time audience. Students currently in the online submajor are not included in the enrollment projection model as the program will have them complete in the current submajor.

Table 1: Five-Year Academic Degree Program Enrollment Projections (HC)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	50	100	150	200	300
Continuing Students	0	43	127	248	374
Total Enrollment	50	143	277	448	674
Graduating Students	0	0	0	32	73

³ UW Madison Institutional Data, Retention and Graduation Rates, Composite:
<https://uwmadison.app.box.com/s/phjj3im1q5r2j5in378kzmsq8sfha3y0>

⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company. Report titled “University of Wisconsin-Madison, Student Lifecycle Best Practices, 2019”

Tuition Structure

Students enrolled in the online B.B.A. in Business Administration-Marketing program will be charged tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines. No segregated fees will be charged and there will be no difference in resident and nonresident rates.

The program is designed to be completed with part-time study, with students typically enrolling in six credits in each of the three semesters (i.e., fall, spring, and summer). This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in six credits would be \$4,050, all attributable to tuition.

All UW-Madison students are subject to a one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Business Administration-Marketing will elevate and replace a Marketing Online submajor within the existing B.B.A.-Business: Marketing degree program. It is proposed to be a 120-credit fully online undergraduate degree program. The program requirements and curriculum will be almost identical to the existing face-to-face degree program. As noted in Table 2, this includes breadth requirements in the Humanities, Literature, and Arts; Natural Sciences; and Social Studies; plus, the university's General Education Requirements. Students will also complete the B.B.A. common set of pre-business requirements, liberal studies requirements, business preparatory requirements, business core requirements, business breadth requirements, and the general credits for the B.B.A. degree. Finally, students complete ~18 marketing credits for the major.

Student Learning Outcomes and Program Objectives

The B.B.A. in Business Administration-Marketing program features four program learning outcomes:

1. Demonstrate the ability to formulate and implement marketing strategies related to product, place/distribution, price, promotion.
2. Demonstrate the ability to evaluate and analyze appropriate market segments and generate effective marketing plans.
3. Locate, evaluate, and leverage relevant sources to determine and support their marketing actions.
4. Apply analytical rigor to marketing decisions.

Program Requirements and Curriculum

To be eligible for the online B.B.A. in Business Administration-Marketing, students must be transfer or reentry students with at least 12 transferable semester hours of college-level work. Students can transfer in a higher number of credits consistent with Board of Regents transfer policy. At least 30 upper-level credits must be completed in the program, sometimes referred to as “in residence.” (Note: for simplicity, the enrollment model was based on students entering with approximately 60 credits completed through transfer credit, test credit, and/or other credit, but the number of actual credits may be lower or higher). New freshman applicants matriculating to college for the first time are not eligible for admission to the online B.B.A. in Business Administration-Marketing. Students can apply to start the program in the fall, spring, or summer term.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, including General Education Requirements, breadth requirements, B.B.A. requirements, marketing requirements, and electives.

Table 2: B.B.A. in Business Administration-Marketing Program Curriculum

General education courses required for graduation:	30 credits
Breadth – Arts and Humanities	6 credits
Breadth – Physical, Biological, and Natural Science	6 credits
Breadth – Social Science	3 credits
Communication Part A & Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	6 credits
School of Business B.B.A. requirements:	52 credits
ECON 101 Principles of Microeconomics	3 credits
PSYCH 202 Introduction to Psychology	3 credits
MATH 211 Calculus	5 credits
GEN BUS 110 Personal and Professional Foundations	1 credit
GEN BUS 106 Foundational Skills for Business Analysis	1 credit
GEN BUS 360 Workplace Writing and Communication	3 credits
ECON 102 Principles of Macroeconomics	3 credits
ACCT I S 100 Introductory Financial Accounting	3 credits
ACCT I S 211 Introductory Managerial Accounting	3 credits
GEN BUS 306 Business Analytics I	3 credits
GEN BUS 307 Business Analytics II	3 credits
FINANCE/ECON 300 Introduction to Finance	3 credits
MARKETING 300 Marketing Management	3 credits
M H R 300 Managing Organizations	3 credits
OTM 300 Operations Management	3 credits
GEN BUS 301 Business Law	3 credits
Business Breadth	6 credits
Academic degree program or major course requirements:	18 credits
MARKETING 305 Consumer Behavior	3 credits
MARKETING 310 Marketing Research	3 credits
MARKETING 460 Marketing Strategy	3 credits
MARKETING 355 Marketing in the Digital Age	3 credits
MARKETING/OTM 421 Fund. of Supply Chain Mngmnt	3 credits
MARKETING 430 Strategic Pricing	3 credits
Electives	20 credits
Total Credits	120 credit(s)

Assessment of Outcomes and Objectives

Following the UW-Madison Plan for the Assessment of Student Learning, the Department of Marketing will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle. This evaluation will use a combination of direct and indirect assessment methods. The program assessment process will be led by a committee of Marketing department faculty who will communicate the assessment results to the department, the School of Business Undergraduate Curriculum Committee, the Associate Dean of Undergraduate Programs, and the Office of the Provost on an annual basis. The assessment results, reported annually, will be used to make program improvements.

Diversity

The School of Business has ongoing initiatives to promote an environment of inclusion, where everyone feels valued and welcome to be themselves. The school's community is built on a foundation of respect for each other and honest self-assessment. The faculty, staff, and students work to continually improve and foster a climate where everyone can contribute their skills, talents, and ideas. Wisconsin B.B.A. students, including those in the proposed B.B.A. in Business Administration-Marketing program, will be exposed to the principles of inclusion early in and throughout their academic careers.

Relative to the curriculum, faculty throughout the B.B.A. in Business Administration-Marketing program are attentive to incorporating diversity into course content, pedagogical practices, course materials, and class discussions. The topics of identity, diversity, inclusive leadership, and unconscious bias are introduced to each entering class as part of the required Personal and Professional Foundations in Business course. There is a focus on ethnicity as an important element in determining culture and predicting consumer preferences and behaviors in the MARKETING 305 Consumer Behavior course. In MARKETING 310 Marketing Research, class assignments are designed to train students to embrace and internalize the experiences of marginalized consumers. There is also a project in MARKETING 355 Marketing in the Digital Age designed to increase students' knowledge, skills, confidence, and perspectives relevant to marketing in the multicultural societies worldwide. The course features an applied client project for which the class is divided into consulting teams to address a marketing challenge for a client based on a specific diversity focus (e.g., race, income, or gender). This project has proven to be effective in both teaching students how to develop a social marketing plan, and imparting knowledge related to diversity and inclusion from a social justice perspective.

The B.B.A. in Business Administration-Marketing is also committed to pursuing equity in student recruitment, access, retention, and degree completion. Aligned with other programs offered through the online learning initiative, marketing and recruitment will be supported through the Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility. Furthermore, program support has been designed to recognize that these adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective

learners to help them navigate the admission process and financial aid. Shortly after being admitted, students will participate in an online orientation designed to support their success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

One important goal of the online program is to broaden access to a UW-Madison business degree. As a part-time online program, it will have the flexibility for parents working full time, deployed military, older students, students with disabilities, part-time learners, and people throughout Wisconsin who are place-bound and live beyond a reasonable commuting distance from Madison. Research indicates online learners generally tend to be more diverse than their campus-based counterparts,⁵ and the program's marketing and student recruitment efforts are focused on prospective students with non-traditional demographic characteristics such as age, family life, employment, ethnicity, and proximity.

The university and the School of Business are dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the "Target of Opportunity" program, "cohort hiring" practices, and a variety of programs designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The B.B.A. in Business Administration-Marketing is aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners

⁵ OnlineEducation, Online Student Trends and Success Factors:
<https://www.onlineeducation.com/guide/who-studies-online>

first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

Collaborative Nature of the Program

This program will not be offered in collaboration with another university. However, the program is designed to increase access and create a pathway to a bachelor's degree for students who have completed an associate degree or who have earned some college credit. UW-Madison maintains transfer agreements with five Wisconsin Technical Colleges and the Lac Courte Oreilles Ojibwa Community College; the program will be available to participants in these transfer agreements. UW-Madison has hired a new coordinator of transfer agreements to support and expand transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.B.A. in Business Administration-Marketing is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program's curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students' educational journey. Ultimately, part-time students who transfer in the expected 60 credits are expected to complete the B.B.A. in Business Administration-Marketing in 4-6 years; students who transfer in fewer credits will take longer.

Program Review

Per UW-Madison policy, the B.B.A. in Business Administration-Marketing program will complete its first review as a new academic program five years after implementation. UW-Madison's standard program review process includes the writing of a self-study report by the program's faculty, the convening of a review committee responsible for evaluating the program and writing a subsequent report, a discussion of the full review by the school/college academic planning council culminating in a dean's final summary. The dean's final summary and program review materials are submitted to the Office of the Provost for final review. At each step of the review process, the program is evaluated for its effectiveness in student recruiting, admissions, and enrollment; advising and student support services; program community and climate; degree completion and time to degree; career services and post-graduation outcomes. Results of the full program review include a summary of strengths and weaknesses; advice to the program, dean, and/or Provost for improving the program; recommendations for future directions; and specifications for any necessary follow-up action. Following a successful five-year review, the program will enter the regular cycle for the Association to Advance Collegiate Schools of Business (AACSB) accreditation review, which addresses the same kinds of quality considerations associated with program review on the campus level.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). The proposed B.B.A. in Business Administration-Marketing program will seek accreditation with the existing School of Business degree programs via the Association to Advance Collegiate Schools of Business (AACSB). The next comprehensive review is scheduled for February 2022. This program will be included in the AACSB program accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The B.B.A. in Business Administration-Marketing is one of seven programs in the online learning initiative planned for Fall 2022 launch, pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. This new degree program will expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives.

The new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally by the university, and elements coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

University Program Array

Offering the online B.B.A. in Business Administration-Marketing degree will expand access to this important career field for those individuals who are place-bound and/or are

otherwise unable to attend UW-Madison for an on-campus learning experience but are well-qualified to attend the institution. This program will also enhance the offerings within the university's strategic online learning initiative and complement the existing face-to-face B.B.A.-Business: Marketing program.

Other Programs in the University of Wisconsin System

The B.B.A. in Business Administration-Marketing program is proposed to carry the Classification of Instructional Programs (CIP) code of 52.1401 Marketing/Marketing Management, General. Several UW System institutions offer business marketing programs in this CIP, including online programs. Undergraduate programs in the same CIP include marketing programs at UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Milwaukee, UW Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Whitewater. Of these, the programs at UW-Green Bay, UW-Platteville, and UW-Whitewater have online completion options, as well as the existing current online submajor at UW-Madison. There is not a B.B.A. degree option available from the UW Extended Campus.

The proposed B.B.A. in Business Administration-Marketing will be distinguished from these other programs within the UW System because of its position within the Wisconsin School of Business and due to the population it intends to serve. The Wisconsin School of Business draws on the resources of the broader UW-Madison research university and features a faculty recognized for teaching excellence, research contributions, and for evolving leading-edge curriculum and teaching methods. In addition, recruiters from top global companies recognize the uniquely well-rounded preparation and day-one leadership readiness of our graduates and return to hire Wisconsin talent year after year. The program is also unique from others in the UW System because it is purposefully designed for part-time adult learners.

Need as Suggested by Current Student Demand

The existing B.B.A. in Business-Marketing program is growing quickly on campus, with a 31% growth in the number of marketing majors over the last five years.⁶ Student interest in the School of Business B.B.A. programs generally has increased annually, with more than 10,000 students applying for direct admission to the undergraduate program out of high school.

Analyses conducted for the university identified more than 800,000 Wisconsin residents with some college but no degree, with more than 39,000 realistically motivated to complete a degree.⁷ Collectively, Wisconsin's neighboring states have 28.6 million residents

⁶ UW-Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsinStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

⁷ Lumina Foundation. A Stronger Nation: Wisconsin Brief 2016: https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

with an adult education population profile like Wisconsin's.⁸ The addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million.⁹ Online undergraduate degree programs provide greater access for these students, particularly working adults, who have completed some college but who are no longer realistically able to consider the on-campus college experience.

Generally, demand for online degrees continues to increase. Within the U.S., enrollments in online programs have increased for fourteen straight years.¹⁰ This is attributed to perceived benefits such as increased schedule flexibility and access to high-quality institutions located farther from home, both features of the proposed marketing program at UW-Madison.

Need as Suggested by Market Demand

The Bureau of Labor Statistics predicts a 20% growth in marketing analysts in the coming years, far outpacing the national average overall job growth.¹¹ It is projected that the annual job openings for marketing analysts and specialists will surpass 84,000.¹² In Wisconsin alone, the annual projected job openings are 1,750.¹³

Nationally, based on analyses conducted for the university, marketing accounts for approximately 10% of all business degrees conferred in the U.S. In addition, degrees in business also have the highest online enrollments at large undergraduate online providers, such as Arizona State, Colorado State, and Penn State.¹⁴

The marketing function is found throughout organizations and businesses from global enterprises to start-ups, for services such as healthcare and banking, and for nonprofits and municipalities. Students may pursue a variety of careers in marketing

⁸ Lumina Foundation. A Stronger Nation: Wisconsin Brief 2016:

https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

⁹ National Student Clearinghouse Research Center. Some College No Degree: A 2019 Snapshot for the Nation and 50 States: https://nscresearchcenter.org/wp-content/uploads/SCND_Report_2019.pdf

¹⁰ Online Learning Consortium, Annual Report: <https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/>

¹¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

¹² Career One Stop, Occupation Profile:

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Market%20Research%20Analysts%20and%20Marketing%20Specialists&onetcode=13116100&location=UNITED%20STATES>

¹³ Career One Stop, Occupation Profile:

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Market%20Research%20Analysts%20and%20Marketing%20Specialists&onetcode=13116100&location=UNITED%20STATES>

¹⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company, in 2019

including brand/product management, marketing research/analytics, sales management, advertising, business-to-business marketing, digital and social media, consulting, and supply chain management. The program's learning outcomes were formulated to ensure graduates leave the program with the education, experiences, knowledge, and skills needed to be successful in the broad marketing field.

University of Wisconsin - Madison						
Cost and Revenue Projections For BBA-Business Administration Marketing						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	100	250	300	400	400
	Enrollment (Continuing Student) Headcount		85	299	537	785
	Enrollment (New Student) FTE	50.0	125.0	150.0	200.0	200.0
	Enrollment (Continuing Student) FTE		42.5	149.5	268.5	392.5
II	Total New Credit Hours	1500	5025	8985	14055	17775
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	4.0	4.0	5.0	6.0	6.0
	FTE of Instructional Staff - New	2.0	3.0	4.0	5.0	6.0
	FTE of Program Administrator-New	1.0	1.0	1.0	1.0	1.0
	FTE of Program Support Staff-New	1.0	1.0	1.0	1.0	1.0
IV	Revenues					
	<i>From Tuition (\$675/credit)</i>	\$1,012,500	\$3,391,875	\$6,064,875	\$9,487,125	\$11,998,125
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$720,000	\$1,787,250	\$2,393,650	\$3,349,950	\$3,684,750
	<i>Program Revenue Re-investment Allocation</i>	\$407,950				
	Total New Revenue	\$2,140,450	\$5,179,125	\$8,458,525	\$12,837,075	\$15,682,875
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$680,000	\$693,600	\$884,340	\$1,082,432	\$1,104,081
	<i>Instructional Academic Staff</i>	\$200,000	\$306,000	\$416,160	\$530,604	\$649,459
	<i>Program Administrator</i>	\$70,000	\$71,400	\$72,828	\$74,285	\$75,770
	<i>Administrative Support Staff</i>	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
	<i>Fringe for faculty and staff at 33.6%</i>	\$319,200	\$359,856	\$461,438	\$566,940	\$614,648
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$500,000	\$1,250,000	\$1,500,000	\$2,000,000	\$2,000,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$135,000	\$452,250	\$808,650	\$1,264,950	\$1,599,750
	<i>Core - Course Development and Renewal</i>	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$101,250	\$339,188	\$606,488	\$948,713	\$1,199,813
	Total Expenses	\$2,140,450	\$3,608,294	\$4,886,924	\$6,605,983	\$7,382,643
VI	Net Revenue	\$0	\$1,570,832	\$3,571,601	\$6,231,092	\$8,300,232

Submit budget narrative in MS Word Format

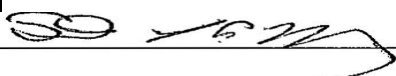
Provost's Signature:



Date:

7/28/2021

Chief Business Officer's Signature:



Date:

7/21/2021

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION-MARKETING

Introduction

UW-Madison proposes to establish a Bachelor of Business Administration in Business Administration-Marketing to be offered through the School of Business in an entirely online format. As one of a suite of online undergraduate degree programs, this program will contribute to the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. In this 120-credit bachelor's degree program, students will learn the foundations of marketing—product, place, price, promotion—and how these concepts impact business strategy and execution in different industries and contexts, as well as the importance of relationships with customers and channel partners. The program is designed and intended for part-time attendance, which is how the budget format is represented, although some students may seek to pursue a faster pace.

Section I – Enrollment

Enrollment is projected to be 50 new students in Fall 2022 and increasing to 300 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in fall terms although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part-time (1-11 credits) to full-time (12 credits per term or more). The model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit. The model has students taking four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year. The model assumes an annual persistence rate 85-90%.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per year, to complete the program. The enrollment and credit calculations use an annual persistence rate of 85-90%. Course offerings are available and intended for this online audience and thus all credits are counted as new credits. In Year 1 of the program,

students will enroll in an estimated 750 student credit hours and that will increase by Year 5 to an estimated 10,110 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year and throughout the program. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. This model assumes new faculty are continued to be hired in these programs who will contribute to all academic programs offered by the department(s). The estimated average salary applied is \$170,000 annually per FTE.
- An estimated 2.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 6.0 FTE by Year 5 of the program. (Note: Some of the courses taken by B.B.A. program students will be in the College of Letters & Science, funded separately). The instructional academic staff are listed as new because this will be an additional load; it is possible that some of these instructors will currently be teaching at UW-Madison. The estimated average salary applied is \$100,000 annually per FTE.
- An academic program administrator will be hired to support the program with an estimated salary of \$70,000 annually; one-third of this person's effort is allocated to this budget. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.
- An administrative assistant will also be hired at 0.33 FTE for an estimated \$50,000 annually.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS805 and service-based pricing requirements, at \$675 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$506,250 in Year 1 and \$6,824,250 by Year 5.

Program Revenue (PR)

The program launch will be supported from an allocation of a reinvestment fund generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. As these programs have grown in enrollment and revenue generation, there is now an opportunity to support the start-up investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will become revenue-positive and contribute to program reinvestment. The reinvestment fund

will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$350,500 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$2,442,900 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core services are needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty academic staff is estimated at 33.6%.

Other Expenses

This program will be one of seven new online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$100,000 annually for the three School of Business online undergraduate programs, with \$33,000 allocated to each program. Scholarships and waivers are estimated at 10% of tuition revenue.

Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.

Section VI – Net Revenue

In the first years of the program, a program revenue reallocation will support the program to achieve a zero net revenue position. As the tuition revenue grows, the program will achieve a revenue-positive position from tuition. This revenue will be reinvested in ongoing improvements and expansion of online programs and resources for undergraduates. All net revenues will be allocated to the university program revenue reinvestment for core services fund. The fund is generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduate students.



Date: 29 July 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 Business Administration in Business Administration-Marketing (BBA in Business Administration-Marketing)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new Bachelor of Business Administration in Business Administration-Marketing (BBA in Business Administration-Marketing) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university’s online learning initiative. It will elevate and replace a successful Marketing Online option within the existing in-person BBA-Business: Marketing degree program.

The online BBA in Business Administration-Marketing 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 the requirements and standards for a Bachelor of Business Administration degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Marketing), the dean and academic planning council of the program’s academic home (i.e., the School of Business), 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 School of Business 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

Rob Cramer, Interim 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 Planning and Institutional Research

Vallabh “Samba” Sambamurthy, Dean, School of Business

Ella Mae Matsumura, Senior Associate Dean for Academic Programs, School of Business

Brian Mayhew, Associate Dean of Undergraduate Program, School of Business

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN
BUSINESS ADMINISTRATION-MANAGEMENT,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Business Administration (B.B.A.) in Business Administration-Management program at the University of Wisconsin-Madison.

Resolution C.3.: 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 Business Administration in Business Administration-Management program at the University of Wisconsin-Madison.

SUMMARY

The B.B.A. in Business Administration-Management is one of seven programs in the online learning initiative planned for Fall 2022 launch. This initiative is featured within the university's 2020-25 Strategic Framework as a mechanism to provide access to a world-class, affordable educational experience. The new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree. The 120 credit, fully online, B.B.A. in Business Administration-Management will elevate and replace a Management Online submajor within the existing B.B.A. in Business: Management and Human Resources degree program. As such, the program requirements and curriculum will reflect the existing face-to-face degree program. The B.B.A. in Business Administration-Management will feature the online/distance per-credit tuition rate of \$675; no segregated fees will be charged. Graduates will pursue a variety of careers in management including project manager, management consultant, retail store manager, production manager, sales manager, etc. The Bureau of Labor Statistics predicts a 14% growth in management professionals, with a 6% growth in employment for management professionals in Wisconsin by 2028.

Presenter

- 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 BUSINESS ADMINISTRATION IN
BUSINESS ADMINISTRATION-MANAGEMENT
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Business Administration in Business Administration-Management (B.B.A. in Business Administration-Management). This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was first announced by Chancellor Rebecca Blank in February 2019 and is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery. The B.B.A. in Business Administration-Management will elevate and replace a Management Online submajor within the existing B.B.A.-Business: Management and Human Resources degree program. As was true when offered as a submajor, the B.B.A. in Business Administration-Management will be a 120-credit, fully online program designed for adult learners with some college-level credits earned.

Students completing the program may apply transfer credits, test credits, and/or other credit toward the 120-credit degree requirement. They will also complete breadth requirements and the university's General Education Requirements, the common set of pre-business requirements, liberal studies requirements, business preparatory requirements, business core requirements, business breadth requirements, general credits for the B.B.A. degree, and management credits for the major.

Students in the program will focus on the activities of leadership, power, decision-making, organizational structure and change, strategy and policy, and the integration of organizational functions. In so doing, students gain an in-depth understanding of the problems and challenges that face managers at all levels, as well as gain insights into their own leadership strengths and weaknesses. Students are given a broad educational experience that encompasses some theory with strong emphasis on the practice of management. Graduates will pursue a variety of careers in management including project manager, management consultant, retail store manager, production manager, sales manager, etc.

The B.B.A. in Business Administration-Management will advance the university's mission and strategic plan by expanding access to the world-class institution and leveraging new modes of delivery to engage with students throughout their lives. The

program is being proposed in response to both student and market demand. The existing B.B.A.-Business: Management and Human Resources program is growing on campus, with a 7% growth in the number of majors over the last five years.¹ Relative to the broader management field, the Bureau of Labor Statistics predicts a 14% growth in management professionals in the coming years, much faster than the national average overall job growth.² The B.B.A. in Business Administration-Management will feature the online/distance per-credit tuition rate of \$675; no segregated fees will be charged.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Business Administration-Management

Degree Designation(s)

Bachelor of Business Administration (B.B.A.)

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Department of Management and Human Resources

College, School, or Functional Equivalent

School of Business

Proposed Date of Implementation

Fall/September 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the B.B.A. in Business Administration-Management program over the next five years. By the end of Year 5, it is expected 800 students will have enrolled in the program and 105 students will have graduated. UW-Madison has budgeted \$5,000 per enrolling student on

¹ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsinStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

² U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

program marketing and recruitment efforts, which will support the planned enrollment growth. Some simplifying assumptions have been made in developing these projections:

- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term); although students may choose to enroll in a range of credit levels each semester from part time (1–11 credits) to full time (12 credits per term or more).
- In the enrollment model, the assumption is that students will start the program with 60 credits completed through transfer credit, test credit, and/or other credit, although the requirement is a minimum of 12 transfer credits for admission with an upper level set by Regent Transfer Policy Document 7-1. In the enrollment model, the assumption is that students will take four years of part-time enrollment (i.e., 15 credits per year) to earn the additional 60 credits to complete the 120-credit program, although students will progress at different rates.
- The program is anticipated to have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates³ and is more consistent with what is seen for online programs.⁴ To support persistence, the university has invested in resources and support structures for online students, such as preparatory “how to learn online” activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.
- It is not expected that students in the existing full-time, face-to-face option will transition to the proposed online offering, which will be marketed to a non-traditional adult, part-time audience. Students currently in the online submajor are not included in the enrollment projection model as the program will have them complete in the current submajor.

Table 1: Five-Year Academic Degree Program Enrollment Projections (HC)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	50	100	150	200	300
Continuing Students	0	43	127	248	374
Total Enrollment	50	143	277	448	674
Graduating Students	0	0	0	32	73

³ UW Madison Institutional Data, Retention and Graduation Rates, Composite:
<https://uwmadison.app.box.com/s/phjj3im1q5r2j5in378kzmsq8sfha3y0>

⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company. Report titled “University of Wisconsin-Madison, Student Lifecycle Best Practices, 2019

Tuition Structure

Students enrolled in the online B.B.A. in Business Administration-Management program will be charged tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines. No segregated fees will be charged and there will be no difference in resident and nonresident rates.

The program is designed to be completed with part-time study, with students typically enrolling in six credits in each of the three semesters (i.e., fall, spring, and summer). This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in 6 credits would be \$4,050, all attributable to tuition.

All UW-Madison students are subject to a one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Business Administration-Management will elevate and replace a Management Online submajor within the existing B.B.A.-Business: Management and Human Resources degree program. It is proposed to be a 120-credit fully online undergraduate degree program. The program requirements and curriculum will reflect the existing face-to-face degree program. As noted in Table 2, this includes breadth requirements in the Humanities, Literature, and Arts; Natural Sciences; and Social Studies; plus, the university's General Education Requirements. Students will also complete the B.B.A. common set of pre-business requirements, liberal studies requirements, business preparatory requirements, business core requirements, business breadth requirements, and the general credits for the B.B.A. degree. Finally, students complete 12 management credits for the major.

Student Learning Outcomes and Program Objectives

The B.B.A. in Business Administration-Management program features five program learning outcomes:

1. Understand that the management of human resources is vital to a successful business strategy and organizational effectiveness.
2. Develop successful team structures that mitigate decision-making pitfalls and interpersonal conflict while maximizing team performance.
3. Design successful organization structures to achieve strategic objectives and execute operational plans within a global business environment.

4. Diagnose management and organizational problems from an internal or external consultant's perspective and design interventions to enhance organizational effectiveness.
5. Evaluate an organization's internal capabilities and external pressures and maximize its competitive advantage within an industry.

Program Requirements and Curriculum

To be eligible for the online B.B.A. in Business Administration-Management, students must be transfer or reentry students with at least 12 transferable semester hours of college-level work. Students can transfer in a higher number of credits consistent with Board of Regents transfer policy. At least 30 upper-level credits must be completed in the program, sometimes referred to as “in residence.” (Note: for simplicity, the enrollment model was based on students entering with approximately 60 credits completed through transfer credit, test credit, and/or other credit, but the number of actual credits may be lower or higher). New freshman applicants matriculating to college for the first time are not eligible for admission to the online B.B.A. in Business Administration-Management. Students can apply to start the program in the fall, spring, or summer term.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, including General Education Requirements, breadth requirements, B.B.A. requirements, management requirements, and electives.

Table 2: B.B.A. in Business Administration-Management Program Curriculum

General education courses required for graduation:	30 credits
Breadth – Arts and Humanities	6 credits
Breadth – Physical, Biological, and Natural Science	6 credits
Breadth – Social Science	3 credits
Communication Part A & Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	6 credits
School of Business B.B.A. requirements:	52 credits
ECON 101 Principles of Microeconomics	3 credits
PSYCH 202 Introduction to Psychology	3 credits
MATH 211 Calculus	5 credits
GEN BUS 110 Personal and Professional Foundations	1 credit
GEN BUS 106 Foundational Skills for Business Analysis	1 credit
GEN BUS 360 Workplace Writing and Communication	3 credits
ECON 102 Principles of Macroeconomics	3 credits
ACCT I S 100 Introductory Financial Accounting	3 credits
ACCT I S 211 Introductory Managerial Accounting	3 credits
GEN BUS 306 Business Analytics I	3 credits
GEN BUS 307 Business Analytics II	3 credits
FINANCE/ECON 300 Introduction to Finance	3 credits
MARKETING 300 Marketing Management	3 credits
M H R 300 Managing Organizations	3 credits
OTM 300 Operations Management	3 credits
GEN BUS 301 Business Law	3 credits
Business Breadth	6 credits
Academic degree program or major course requirements:	12 credits
M H R 305 Human Resources Management	3 credits
M H R 423 Strategic Management	3 credits
M H R 628 Negotiations	3 credits
M H R 401 The Management of Teams	3 credits
Electives	26 credits
Total Credits	120 credit(s)

Assessment of Outcomes and Objectives

Following the UW-Madison Plan for the Assessment of Student Learning, the Department of Management and Human Resources will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle. This evaluation will use a combination of direct and indirect assessment methods. The program assessment process will be led by a committee of Management and Human Resources department faculty who will communicate the assessment results to the department, the School of Business Undergraduate Curriculum Committee, the Associate Dean of Undergraduate Programs, and the Office of the Provost on an annual basis. The assessment results, reported annually, will be used to make program improvements.

Diversity

The School of Business has ongoing initiatives to promote an environment of inclusion, where everyone feels valued and welcome to be themselves. The school's community is built on a foundation of respect for each other and honest self-assessment. The faculty, staff, and students work to continually improve and foster a climate where everyone can contribute their skills, talents, and ideas. Wisconsin B.B.A. students, including those in the proposed B.B.A. in Business Administration-Management program, will be exposed to the principles of inclusion early in and throughout their academic careers.

Relative to the curriculum, faculty throughout the B.B.A. in Business Administration-Management program are attentive to incorporating diversity into course content, pedagogical practices, course materials, and class discussions. The topics of identity, diversity, inclusive leadership, and unconscious bias are introduced to each entering class as part of the required Personal and Professional Foundations in Business course. This course also includes a unit that focuses on understanding issues of difference and discrimination associated primarily with race and other markers of difference. Students look carefully at the ways in which econometrics is used to address questions of discrimination and critically evaluate these models and the studies that rely upon them. MHR 423 Strategic Management includes deep coverage of inclusive management practices, as well as opportunities for analysis and reflection on the personal and ethical challenges associated with leadership, innovation, and technology in rapidly changing environments. As part of MHR 401 The Management of Teams, students explore how managers can create diverse, equitable, and inclusive organizations.

The B.B.A. in Business Administration-Management is also committed to pursuing equity in student recruitment, access, retention, and degree completion. Aligned with other programs offered through the online learning initiative, marketing and recruitment will be supported through the Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility. Furthermore, program support has been designed to recognize that these adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective learners to help them navigate the admission process and financial aid. Shortly after being admitted, students will participate in an online orientation designed to support their

success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

One important goal of the online program is to broaden access to a UW-Madison business degree. As a part-time online program, it will have the flexibility for parents working full time, deployed military, older students, students with disabilities, part-time learners, and people throughout Wisconsin who are place-bound and live beyond a reasonable commuting distance from Madison. Research indicates online learners generally tend to be more diverse than their campus-based counterparts,⁵ and the program's marketing and student recruitment efforts are focused on prospective students with non-traditional demographic characteristics such as age, family life, employment, ethnicity, and proximity.

The university and the School of Business are dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the "Target of Opportunity" program, "cohort hiring" practices, and a variety of programs designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The B.B.A. in Business Administration-Management is aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

⁵ OnlineEducation, Online Student Trends and Success Factors:
<https://www.onlineeducation.com/guide/who-studies-online>

Collaborative Nature of the Program

This program will not be offered in collaboration with another university. However, the program is designed to increase access and create a pathway to a bachelor's degree for students who have completed an associate degree or who have earned some college credit. UW-Madison maintains transfer agreements with five Wisconsin Technical Colleges and the Lac Courte Oreilles Ojibwa Community College; the program will be available to participants in these transfer agreements. UW-Madison has hired a new coordinator of transfer agreements to support and expand transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.B.A. in Business Administration-Management is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program's curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students' educational journey. Ultimately, part-time students who transfer in the expected 60 credits are expected to complete the B.B.A. in Business Administration-Management in 4-6 years; students who transfer in fewer credits will take longer.

Program Review

Per UW-Madison policy, the B.B.A. in Business Administration-Management program will complete its first review as a new academic program five years after implementation. UW-Madison's standard program review process includes the writing of a self-study report by the program's faculty, the convening of a review committee responsible for evaluating the program and writing a subsequent report, a discussion of the full review by the school/college academic planning council culminating in a dean's final summary. The dean's final summary and program review materials are submitted to the Office of the Provost for final review. At each step of the review process, the program is evaluated for its effectiveness in student recruiting, admissions, and enrollment; advising and student support services; program community and climate; degree completion and time to degree; career services and post-graduation outcomes. Results of the full program review include a summary of strengths and weaknesses; advice to the program, dean, and/or Provost for improving the program; recommendations for future directions; and specifications for any necessary follow-up action. Following a successful five-year review, the program will enter the regular cycle for the Association to Advance Collegiate Schools of Business (AACSB) accreditation review, which addresses the same kinds of quality considerations associated with program review on the campus level.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). The proposed B.B.A. in Business Administration-Management program will seek accreditation with the existing School of Business degree programs via the Association to Advance Collegiate Schools of Business (AACSB). The next comprehensive review is scheduled for February 2022. The program will be included in the AACSB program accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The B.B.A. in Business Administration-Management is one of seven programs in the online learning initiative planned for Fall 2022 launch, pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. This new degree program will expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives.

The new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally by the university, and elements coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

University Program Array

Offering the online B.B.A. in Business Administration-Management degree will expand access to this important career field for those individuals who are place-bound

and/or are otherwise unable to attend UW-Madison for an on-campus learning experience but are well-qualified to attend the institution. This program will also enhance the offerings within the university's strategic online learning initiative and complement the existing face-to-face B.B.A.-Business: Management and Human Resources program.

Other Programs in the University of Wisconsin System

The B.B.A. in Business Administration-Management program is proposed to carry the Classification of Instructional Programs (CIP) code of 52.0201 Business Administration and Management. Several UW System institutions offer business management/administration programs in this CIP. Undergraduate programs in the same CIP include management/administration programs at UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater. None of these programs are offered fully online as UW-Madison's existing online submajor in management is the only fully online B.B.A. management program currently offered in the UW System. There is not a B.B.A. degree option available from the UW Extended Campus.

The proposed B.B.A. in Business Administration-Management will be distinguished from these other undergraduate programs within the UW System because of its position within the Wisconsin School of Business and due to the population it is intended to serve. The Wisconsin School of Business draws on the resources of the broader UW-Madison research university and features a faculty recognized for teaching excellence, research contributions, and for evolving leading-edge curriculum and teaching methods. In addition, recruiters from top global companies recognize the uniquely well-rounded preparation and day-one leadership readiness of our graduates and return to hire Wisconsin talent year after year. The program is also unique from others in the UW System because it is purposefully designed for part-time adult learners, and it will be offered entirely online.

Need as Suggested by Current Student Demand

The existing B.B.A.-Business: Management and Human Resources program is growing on campus, with a 7% growth in the number of management and human resources majors over the last five years.⁶ Student interest in the School of Business B.B.A. programs generally has increased annually, with more than 10,000 students applying for direct admission to the undergraduate program out of high school.

Analyses conducted for the university identified more than 800,000 Wisconsin residents with some college but no degree, with more than 39,000 realistically motivated to

⁶ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsInStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

complete a degree.⁷ Collectively, Wisconsin's neighboring states have 28.6 million residents with an adult education population profile like Wisconsin's.⁸ The addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million.⁹ Online undergraduate degree programs provide greater access for these students, particularly working adults, who have completed some college but who are no longer realistically able to consider the on-campus college experience.

Generally, demand for online degrees continues to increase. Within the U.S., enrollments in online programs have increased for fourteen straight years.¹⁰ This is attributed to perceived benefits such as increased schedule flexibility and access to high-quality institutions located farther from home, both features of the proposed management program at UW-Madison.

Need as Suggested by Market Demand

The Bureau of Labor Statistics predicts a 14% growth in management professionals in the coming years, much faster than the national average overall job growth.¹¹ The annual projected job openings for management professionals will surpass 74,500.¹² In Wisconsin, a 6% growth in employment for management professionals is expected by 2028.¹³

Nationally, based on analyses conducted for the university, management accounts for approximately 43% of all business degrees conferred in the U.S. In addition, degrees in business also have the highest online enrollments at large undergraduate online providers, such as Arizona State, Colorado State, and Penn State.¹⁴

⁷ Lumina Foundation. A Stronger Nation: Wisconsin Brief 2016:

https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

⁸ Lumina Foundation. A Stronger Nation: Wisconsin Brief 2016:

https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

⁹ National Student Clearinghouse Research Center. Some College No Degree: A 2019 Snapshot for the Nation and 50 States: https://nscresearchcenter.org/wp-content/uploads/SCND_Report_2019.pdf

¹⁰ Online Learning Consortium, Annual Report: <https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/>

¹¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

¹² Career One Stop, Occupation Profile:

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Managers,%20All%20Other&onetcode=11919900&location=UNITED%20STATES>

¹³ Career One Stop, Occupation Profile:

<https://www.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx?soccode=%20113061&location=UNITED%20STATES>

¹⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company, in 2019

Management positions are found in a variety of growing business sectors, including retail and consumer goods, technology, non-profit, and the government sector. Graduates will pursue a variety of careers in management including project manager, management consultant, retail store manager, production manager, sales manager, etc. The program's learning outcomes were formulated to ensure graduates leave the program with the education, experiences, knowledge, and skills needed to be successful in the broad management field.

University of Wisconsin - Madison						
Cost and Revenue Projections For BBA-Business Administration Management						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	50	100	150	200	300
	Enrollment (Continuing Student) Headcount		43	127	248	374
	Enrollment (New Student) FTE	25.0	50.0	75.0	100.0	150.0
	Enrollment (Continuing Student) FTE		21.5	63.5	124.0	187.0
II	Total New Credit Hours	750	2145	4155	6720	10110
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	2.0	2.0	2.0	2.0	2.0
	FTE of Instructional Staff - New	2.0	3.0	4.0	5.0	6.0
	FTE of Program Administrator-New	0.33	0.33	0.33	0.33	0.33
	FTE of Program Support Staff-New	0.33	0.33	0.33	0.33	0.33
IV	Revenues					
	<i>From Tuition (\$675/credit)</i>	\$506,250	\$1,447,875	\$2,804,625	\$4,536,000	\$6,824,250
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$350,500	\$726,050	\$1,156,950	\$1,637,800	\$2,442,900
	<i>Program Revenue Re-investment Allocation</i>	\$313,177				
	Total New Revenue	\$1,169,927	\$2,173,925	\$3,961,575	\$6,173,800	\$9,267,150
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$340,000	\$346,800	\$353,736	\$360,811	\$368,027
	<i>Instructional Academic Staff</i>	\$200,000	\$306,000	\$416,160	\$530,604	\$649,459
	<i>Program Administrator</i>	\$23,100	\$23,562	\$24,033	\$24,514	\$25,004
	<i>Administrative Support Staff</i>	\$16,500	\$16,830	\$17,167	\$17,510	\$17,860
	<i>Fringe for faculty and staff at 33.6%</i>	\$189,202	\$227,258	\$266,760	\$307,752	\$350,277
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$250,000	\$500,000	\$750,000	\$1,000,000	\$1,500,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$67,500	\$193,050	\$373,950	\$604,800	\$909,900
	<i>Core - Course Development and Renewal</i>	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$50,625	\$144,788	\$280,463	\$453,600	\$682,425
	Total Expenses	\$1,169,927	\$1,791,287	\$2,515,269	\$3,332,591	\$4,535,952
VI	Net Revenue	\$0	\$382,638	\$1,446,306	\$2,841,209	\$4,731,198

Submit budget narrative in MS Word Format

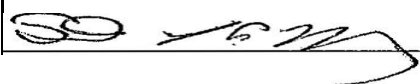
Provost's Signature:



Date:

7/28/2021

Chief Business Officer's Signature:



Date:

7/21/2021

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION-MANAGEMENT

Introduction

UW-Madison proposes to establish a Bachelor of Business Administration in Business Administration-Management to be offered through the School of Business in an entirely online format. As one of a suite of online undergraduate degree programs, this program will contribute to the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. In this 120-credit bachelor's degree program, students will focus on the activities of leadership, power, decision-making, organizational structure and change, strategy and policy, and the integration of organizational functions. The program is designed and intended for part-time attendance and that is how the budget format is represented, although some students may seek to pursue a faster pace.

Section I – Enrollment

The enrollment of new students is projected to be 50 new students in Fall 2022 and increasing to 300 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in fall terms, although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more). The model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit. The model has students taking four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year. The model assumes a persistence rate from year-to-year of 85-90%.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per year, to complete the program. The enrollment and credit calculations use an annual persistence rate of 85-90%. Course offerings are available and intended for this online audience and thus all credits are counted as new credits. In Year 1 of the program,

students will enroll in an estimated 750 student credit hours and that will increase by Year 5 to an estimated 10,110 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year and throughout the program. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. This model assumes new faculty are continued to be hired in these programs who will contribute to all academic programs offered by the department(s). The estimated average salary applied is \$170,000 annually per FTE.
- An estimated 2.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 6.0 FTE by Year 5 of the program. (Note: Some of the courses taken by BBA program students will be in the College of Letters & Science, funded separately). The instructional academic staff are listed as new because this will be an additional load; it is possible that some of these instructors will currently be teaching at UW-Madison. The estimated average salary applied is \$100,000 annually per FTE.
- An academic program administrator will be hired to support the program with an estimated salary of \$70,000 annually; one-third of this person's effort is allocated to this budget. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.
- An administrative assistant will also be hired at 0.33 FTE for an estimated \$50,000 annually.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS805 and service-based pricing requirements, at \$675 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$506,250 in Year 1 and \$6,824,250 by Year 5.

Program Revenue (PR)

The program launch will be supported from a reinvestment fund generated by UW-Madison's suite of program revenue from academic degree/major and certificate programs. As these programs have grown in enrollment and revenue generation, there is now an opportunity to support the startup investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will become revenue-positive and contribute to program reinvestment. The reinvestment fund

will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$350,500 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$2,442,900 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core services are needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty academic staff is estimated at 33.6%.

Other Expenses

This program will be one of seven new online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$100,000 annually for the three School of Business online undergraduate programs, with \$33,000 allocated to each program. Scholarships and waivers are estimated at 10% of tuition revenue.

Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.

Section VI – Net Revenue

In the first years of the program, a program revenue reallocation will support the program to achieve a zero net revenue position. As the tuition revenue grows, the program will achieve a revenue-positive position from tuition. This revenue will be reinvested in ongoing improvements and expansion of online programs and resources for undergraduates. All net revenues will be allocated to the university program revenue reinvestment for core services fund. The fund is generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduate students.



Date: 29 July 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 Business Administration in Business Administration-Management (BBA in Business Administration-Management)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new Bachelor of Business Administration in Business Administration-Management (BBA in Business Administration-Management) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university's online learning initiative. It will elevate and replace a successful Management Online option within the existing in-person BBA-Business: Management and Human Resources degree program.

The online BBA in Business Administration-Management 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 the requirements and standards for a Bachelor of Business Administration degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Management and Human Resources), the dean and academic planning council of the program's academic home (i.e., the School of Business), 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 School of Business 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

Rob Cramer, Interim 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 Planning and Institutional Research

Vallabh “Samba” Sambamurthy, Dean, School of Business

Ella Mae Matsumura, Senior Associate Dean for Academic Programs, School of Business

Brian Mayhew, Associate Dean of Undergraduate Program, School of Business

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF BUSINESS ADMINISTRATION IN
BUSINESS ADMINISTRATION-HUMAN RESOURCES,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Business Administration (B.B.A.) in Business Administration-Human Resources program at the University of Wisconsin-Madison.

Resolution C.4.: 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 Business Administration in Business Administration-Human Resources program at the University of Wisconsin-Madison.

SUMMARY

The B.B.A. in Business Administration-Human Resources is one of seven programs in the online learning initiative planned for Fall 2022 launch. This initiative is featured within the university's 2020-25 Strategic Framework as a mechanism to provide access to a world-class, affordable educational experience. The new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree. The 120 credit, fully online, B.B.A. in Business Administration-Human Resources will elevate and replace a Human Resources Online submajor within the existing B.B.A.-Business: Management and Human Resources degree program. As such, the program requirements and curriculum will reflect the existing face-to-face degree program. The B.B.A. in Business Administration-Human Resources will feature the online/distance per-credit tuition rate of \$675; no segregated fees will be charged. Graduates will pursue a variety of careers in the areas of training and development, labor relations, operations management, corporate social responsibility, and recruiting, hiring, and retention. The Bureau of Labor Statistics predicts a 5% growth in human resource professionals, with a 6% growth in employment for management professionals in Wisconsin by 2028.

Presenter

- 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 BUSINESS ADMINISTRATION IN
BUSINESS ADMINISTRATION-HUMAN RESOURCES
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Business Administration in Business Administration-Human Resources (B.B.A. in Business Administration-Human Resources). This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was first announced by Chancellor Rebecca Blank in February 2019 and is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery. The B.B.A. in Business Administration-Human Resources will elevate and replace a Human Resources Online submajor within the existing B.B.A.-Business: Management and Human Resources degree program. As was true when offered as a submajor, the B.B.A. in Business Administration-Human Resources will be a 120-credit, fully online program designed for adult learners with some college-level credits earned.

Students completing the program may apply transfer credits, test credits, and/or other credit toward the 120-credit degree requirement. They will also complete breadth requirements and the university's General Education Requirements, the common set of pre-business requirements, liberal studies requirements, business preparatory requirements, business core requirements, business breadth requirements, general credits for the B.B.A. degree, and human resources credits for the major.

Students in the program will study how organizations attract, motivate, develop, and retain employees, and how they interact with organizations representing employees. The curriculum offers students a broad base of knowledge and skills needed to work with an increasing diverse and global workforce. Graduates will be prepared for entry-level careers in either generalist or specialist areas of human resource management. Specifically, the combination of the academic theory and practical application in the B.B.A. in Business Administration-Human Resources program prepare students for careers in the areas of training and development, labor relations, operations management, corporate social responsibility, and recruiting, hiring, and retention.

The B.B.A. in Business Administration-Human Resources will advance the university's mission and strategic plan by expanding access to the world-class institution and leveraging new modes of delivery to engage with students throughout their lives. The

program is being proposed in response to both student and market demand. The existing B.B.A.-Business: Management and Human Resources program is growing on campus, with a 7% growth in the number of majors over the last five years.¹ The Bureau of Labor Statistics predicts a 5% growth in human resource professionals in the coming years, which is in line with the national average for overall job growth.² The B.B.A. in Business Administration-Human Resources will feature the online/distance per-credit tuition rate of \$675; no segregated fees will be charged.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Business Administration-Human Resources

Degree Designation(s)

Bachelor of Business Administration (B.B.A.)

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Department of Management and Human Resources

College, School, or Functional Equivalent

School of Business

Proposed Date of Implementation

Fall/September 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the B.B.A. in Business Administration-Human Resources program over the next five years. By the end of Year 5, it is expected 800 students will have enrolled in the program and 105 students will have graduated. UW-Madison has budgeted \$5,000 per enrolling student on

¹ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsInStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

² U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

program marketing and recruitment efforts, which will support the planned enrollment growth. Some simplifying assumptions have been made in developing these projections:

- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term); although students may choose to enroll in a range of credit levels each semester from part time (1–11 credits) to full time (12 credits per term or more).
- In the enrollment model, the assumption is that students will start the program with 60 credits completed through transfer credit, test credit, and/or other credit, although the requirement is a minimum of 12 transfer credits for admission with an upper level set by Regent Transfer Policy Document 7-1. In the enrollment model, the assumption is that students will take four years of part-time enrollment (i.e., 15 credits per year) to earn the additional 60 credits to complete the 120-credit program, although students will progress at different rates.
- The program is anticipated to have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates³ and is more consistent with what is seen for online programs.⁴ To support persistence, the university has invested in resources and support structures for online students, such as preparatory “how to learn online” activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.
- It is not expected that students in the existing full-time, face-to-face option will transition to the proposed online offering, which will be marketed to a non-traditional adult, part-time audience. Students currently in the online submajor are not included in the enrollment projection model as the program will have them complete in the current submajor.

Table 1: Five-Year Academic Degree Program Enrollment Projections (HC)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	50	100	150	200	300
Continuing Students	0	43	127	248	374
Total Enrollment	50	143	277	448	674
Graduating Students	0	0	0	32	73

³ UW Madison Institutional Data, Retention and Graduation Rates, Composite:
<https://uwmadison.app.box.com/s/phjj3im1q5r2j5in378kzmsq8sfha3y0>

⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company. Report titled “University of Wisconsin-Madison, Student Lifecycle Best Practices, 2019

Tuition Structure

Students enrolled in the online B.B.A. in Business Administration-Human Resources program will be charged tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines. No segregated fees will be charged and there will be no difference in resident and nonresident rates.

The program is designed to be completed with part-time study, with students typically enrolling in six credits in each of the three semesters (i.e., fall, spring, and summer). This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in 6 credits would be \$4,050, all attributable to tuition.

All UW-Madison students are subject to a one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Business Administration-Human Resources will elevate and replace a Human Resources Online submajor within the existing B.B.A.-Business: Management and Human Resources degree program. It is proposed to be a 120-credit fully online undergraduate degree program. The program requirements and curriculum will reflect the existing face-to-face degree program. As noted in Table 2, this includes breadth requirements in the Humanities, Literature, and Arts; Natural Sciences; and Social Studies; plus, the university's General Education Requirements. Students will also complete the B.B.A. common set of pre-business requirements, liberal studies requirements, business preparatory requirements, business core requirements, business breadth requirements, and the general credits for the B.B.A. degree. Finally, students complete 12 human resources credits for the major.

Student Learning Outcomes and Program Objectives

The B.B.A. in Business Administration-Human Resources program features six program learning outcomes:

1. Understand that the management of human resources is vital to a successful business strategy and organizational effectiveness.
2. Analyze organization compensation strategy to identify problems and develop solutions that support the organization's strategy.
3. Discern which staffing techniques are poor, fair, and good predictors of employees' future job performance.

4. Identify and address the various challenges currently facing labor and employment relations.
5. Apply appropriate tactics in competitive and cooperative negotiations individually and as part of a negotiation team.
6. Design work systems and roles that allow employees to contribute to organizational performance.

Program Requirements and Curriculum

To be eligible for the online B.B.A. in Business Administration-Human Resources, students must be transfer or reentry students with at least 12 transferable semester hours of college-level work. Students can transfer in a higher number of credits consistent with Board of Regents transfer policy. At least 30 upper-level credits must be completed in the program, sometimes referred to as “in residence.” (Note: for simplicity, the enrollment model was based on students entering with approximately 60 credits completed through transfer credit, test credit, and/or other credit, but the number of actual credits may be lower or higher). New freshman applicants matriculating to college for the first time are not eligible for admission to the online B.B.A. in Business Administration-Human Resources. Students can apply to start the program in the fall, spring, or summer term.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, including General Education Requirements, breadth requirements, B.B.A. requirements, human resources requirements, and electives.

Table 2: B.B.A. in Business Administration-Human Resources Program Curriculum

General education courses required for graduation:	30 credits
Breadth – Arts and Humanities	6 credits
Breadth – Physical, Biological, and Natural Science	6 credits
Breadth – Social Science	3 credits
Communication Part A & Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	6 credits
School of Business B.B.A. requirements:	52 credits
ECON 101 Principles of Microeconomics	3 credits
PSYCH 202 Introduction to Psychology	3 credits
MATH 211 Calculus	5 credits
GEN BUS 110 Personal and Professional Foundations	1 credit
GEN BUS 106 Foundational Skills for Business Analysis	1 credit
GEN BUS 360 Workplace Writing and Communication	3 credits
ECON 102 Principles of Macroeconomics	3 credits
ACCT I S 100 Introductory Financial Accounting	3 credits
ACCT I S 211 Introductory Managerial Accounting	3 credits
GEN BUS 306 Business Analytics I	3 credits
GEN BUS 307 Business Analytics II	3 credits
FINANCE/ECON 300 Introduction to Finance	3 credits
MARKETING 300 Marketing Management	3 credits
M H R 300 Managing Organizations	3 credits
OTM 300 Operations Management	3 credits
GEN BUS 301 Business Law	3 credits
Business Breadth	6 credits
Academic degree program or major course requirements:	12 credits
M H R 305 Human Resources Management	3 credits
M H R 423 Strategic Management	3 credits
M H R 610 Compensation: Theory and Administration	3 credits
M H R 611 Personnel Staffing and Evaluation	3 credits
Electives	26 credits
Total Credits	120 credit(s)

Assessment of Outcomes and Objectives

Following the UW-Madison Plan for the Assessment of Student Learning, the Department of Management and Human Resources will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle. This evaluation will use a combination of direct and indirect assessment methods. The program assessment process will be led by a committee of Management and Human Resources department faculty who will communicate the assessment results to the department, the School of Business Undergraduate Curriculum Committee, the Associate Dean of Undergraduate Programs, and the Office of the Provost on an annual basis. The assessment results, reported annually, will be used to make program improvements.

Diversity

The School of Business has ongoing initiatives to promote an environment of inclusion, where everyone feels valued and welcome to be themselves. The school's community is built on a foundation of respect for each other and honest self-assessment. The faculty, staff, and students work to continually improve and foster a climate where everyone can contribute their skills, talents, and ideas. Wisconsin B.B.A. students, including those in the proposed B.B.A. in Business Administration-Human Resources program, will be exposed to the principles of inclusion early in and throughout their academic careers.

Relative to the curriculum, faculty throughout the B.B.A. in Business Administration-Human Resources program are attentive to incorporating diversity into course content, pedagogical practices, course materials, and class discussions. The topics of identity, diversity, inclusive leadership, and unconscious bias are introduced to each entering class as part of the required Personal and Professional Foundations in Business course. This course also includes a unit that focuses on understanding issues of difference and discrimination associated primarily with race and other markers of difference. Students look carefully at the ways in which econometrics is used to address questions of discrimination and critically evaluate these models and the studies that rely upon them. MHR 305 Human Resources Management includes units on countering bias in the workplace and current human resource executives and leaders share their perspective on diversity and inclusion and how they made the shift to inclusion at the organizational, managerial, and work group levels. An assignment in MHR 611 Personnel Staffing and Evaluation provides students the opportunity to develop a diversity, equity, inclusion, and belonging plan for a real or imagined organization of their choosing.

The B.B.A. in Business Administration-Human Resources is also committed to pursuing equity in student recruitment, access, retention, and degree completion. Aligned with other programs offered through the online learning initiative, marketing and recruitment will be supported through the Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility. Furthermore, program support has been designed to recognize that these adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective learners to help them navigate the admission process and financial aid.

Shortly after being admitted, students will participate in an online orientation designed to support their success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

One important goal of the online program is to broaden access to a UW-Madison business degree. As a part-time online program, it will have the flexibility for parents working full time, deployed military, older students, students with disabilities, part-time learners, and people throughout Wisconsin who are place-bound and live beyond a reasonable commuting distance from Madison. Research indicates online learners generally tend to be more diverse than their campus-based counterparts,⁵ and the program's marketing and student recruitment efforts are focused on prospective students with non-traditional demographic characteristics such as age, family life, employment, ethnicity, and proximity.

The university and the School of Business are dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the "Target of Opportunity" program, "cohort hiring" practices, and a variety of programs designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The B.B.A. in Business Administration-Human Resources is aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

⁵ OnlineEducation, Online Student Trends and Success Factors:
<https://www.onlineeducation.com/guide/who-studies-online>

Collaborative Nature of the Program

This program will not be offered in collaboration with another university. However, the program is designed to increase access and create a pathway to a bachelor's degree for students who have completed an associate degree or who have earned some college credit. UW-Madison maintains transfer agreements with five Wisconsin Technical Colleges and the Lac Courte Oreilles Ojibwa Community College; the program will be available to participants in these transfer agreements. UW-Madison has hired a new coordinator of transfer agreements to support and expand transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.B.A. in Business Administration-Human Resources is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program's curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students' educational journey. Ultimately, part-time students who transfer in the expected 60 credits are expected to complete the B.B.A. in Business Administration-Human Resources in 4-6 years; students who transfer in fewer credits will take longer.

Program Review

Per UW-Madison policy, the B.B.A. in Business Administration-Human Resources program will complete its first review as a new academic program five years after implementation. UW-Madison's standard program review process includes the writing of a self-study report by the program's faculty, the convening of a review committee responsible for evaluating the program and writing a subsequent report, a discussion of the full review by the school/college academic planning council culminating in a dean's final summary. The dean's final summary and program review materials are submitted to the Office of the Provost for final review. At each step of the review process, the program is evaluated for its effectiveness in student recruiting, admissions, and enrollment; advising and student support services; program community and climate; degree completion and time to degree; career services; and post-graduation outcomes. Results of the full program review include a summary of strengths and weaknesses; advice to the program, dean, and/or Provost for improving the program; recommendations for future directions; and specifications for any necessary follow-up action. Following a successful five-year review, the program will enter the regular cycle for the Association to Advance Collegiate Schools of Business (AACSB) accreditation review, which addresses the same kinds of quality considerations associated with program review on the campus level.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). The proposed B.B.A. in Business Administration-Human Resources program will seek accreditation with the existing School of Business degree programs via the Association to Advance Collegiate Schools of Business (AACSB). The next comprehensive review is scheduled for February 2022. The program will be included in the AACSB program accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The B.B.A. in Business Administration-Human Resources is one of seven programs in the online learning initiative planned for Fall 2022 launch, pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. This new degree program will expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives.

The new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally by the university, and elements coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

University Program Array

Offering the online B.B.A. in Business Administration-Human Resources degree will expand access to this important career field for those individuals who are place-bound

and/or are otherwise unable to attend UW-Madison for an on-campus learning experience but are well-qualified to attend the institution. This program will also enhance the offerings within the university's strategic online learning initiative and complement the existing face-to-face B.B.A.-Business: Management and Human Resources program.

Other Programs in the University of Wisconsin System

The B.B.A. in Business Administration-Human Resources program is proposed to carry the Classification of Instructional Programs (CIP) code of 52.1001 Human Resources Management/Personnel Administration, General. Several UW System institutions offer human resources programs in this CIP. Undergraduate programs in the same CIP include human resource management programs at UW-Eau Claire, UW-Green Bay, UW-Platteville, and UW-Whitewater. UW-Milwaukee and UW Oshkosh offer human resources management programs under CIP 52.1005 Human Resources Development. None of these programs are offered fully online as UW-Madison's existing online submajor in human resources is the only fully online B.B.A. human resources program currently offered in the UW System. There is not a B.B.A. degree option available from the UW Extended Campus.

The proposed B.B.A. in Business Administration-Human Resources will be distinguished from these other undergraduate programs within the UW System because of its position within the Wisconsin School of Business and due to the population it intends to serve. The Wisconsin School of Business draws on the resources of the broader UW-Madison research university and features a faculty recognized for teaching excellence, research contributions, and for evolving leading-edge curriculum and teaching methods. In addition, recruiters from top global companies recognize the uniquely well-rounded preparation and day-one leadership readiness of our graduates and return to hire Wisconsin talent year after year. The program is also unique from others in the UW System because it is purposefully designed for part-time adult learners, and it will be offered entirely online.

Need as Suggested by Current Student Demand

The existing B.B.A.-Business: Management and Human Resources program is growing on campus, with a 7% growth in the number of management and human resources majors over the last five years.⁶ Student interest in the School of Business B.B.A. programs generally has increased annually, with more than 10,000 students applying for direct admission to the undergraduate program out of high school.

Analyses conducted for the university identified more than 800,000 Wisconsin residents with some college but no degree, with more than 39,000 realistically motivated to

⁶ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsInStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

complete a degree.⁷ Collectively, Wisconsin's neighboring states have 28.6 million residents with an adult education population profile like Wisconsin's.⁸ The addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million.⁹ Online undergraduate degree programs provide greater access for these students, particularly working adults, who have completed some college but who are no longer realistically able to consider the on-campus college experience.

Generally, demand for online degrees continues to increase. Within the U.S., enrollments in online programs have increased for fourteen straight years.¹⁰ This is attributed to perceived benefits such as increased schedule flexibility and access to high-quality institutions located farther from home, both features of the proposed human resources program at UW-Madison.

Need as Suggested by Market Demand

The Bureau of Labor Statistics predicts a 5% growth in human resource professionals in the coming years, which is in line with the national average for overall job growth.¹¹ The annual projected job openings for human resources professionals will surpass 13,000.¹² In Wisconsin, a 6% growth in employment for human resource professionals is expected by 2028.¹³

Nationally, based on analyses conducted for the university, human resources accounts for approximately 3% of all business degrees conferred in the U.S. In addition, degrees in business also have the highest online enrollments at large undergraduate online providers, such as Arizona State, Colorado State, and Penn State.¹⁴

⁷ Lumina Foundation. A Stronger Nation: Wisconsin Brief 2016:

https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

⁸ Lumina Foundation. A Stronger Nation: Wisconsin Brief 2016:

https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

⁹ National Student Clearinghouse Research Center. Some College No Degree: A 2019 Snapshot for the Nation and 50 States: https://nscresearchcenter.org/wp-content/uploads/SCND_Report_2019.pdf

¹⁰ Online Learning Consortium, Annual Report: <https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/>

¹¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

¹² Career One Stop, Occupation Profile:

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Human%20Resources%20Managers&onetcode=11312100&location=UNITED%20STATES>

¹³ Career One Stop, Occupation Profile:

<https://www.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx?socode=%20113121&location=UNITED%20STATES>

¹⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company, in 2019

The human resources function is found in most organizations throughout the world with companies increasingly requiring bachelor's degrees for these positions. As human resources functions grow in complexity, this specialization will increase in demand. Human resource managers are expected to be in particularly high demand as new companies form and organizations expand operations. The most growth for human resources managers is expected in professional, scientific, and technical services, followed by manufacturing, government, and healthcare and social assistance.¹⁵ The program's learning outcomes were formulated to ensure graduates leave the program with the education, experiences, knowledge, and skills needed to be successful in the broad human resources field.

¹⁵ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook:
<https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-3>

University of Wisconsin - Madison						
Cost and Revenue Projections For BBA-Business Administration Human Resources						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	50	100	150	200	300
	Enrollment (Continuing Student) Headcount		43	127	248	374
	Enrollment (New Student) FTE	25.0	50.0	75.0	100.0	150.0
	Enrollment (Continuing Student) FTE		21.5	63.5	124.0	187.0
II	Total New Credit Hours	750	2145	4155	6720	10110
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	2.0	2.0	2.0	2.0	2.0
	FTE of Instructional Staff - New	2.0	3.0	4.0	5.0	6.0
	FTE of Program Administrator-New	0.33	0.33	0.33	0.33	0.33
	FTE of Program Support Staff-New	0.33	0.33	0.33	0.33	0.33
IV	Revenues					
	<i>From Tuition (\$675/credit)</i>	\$506,250	\$1,447,875	\$2,804,625	\$4,536,000	\$6,824,250
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$350,500	\$726,050	\$1,156,950	\$1,637,800	\$2,442,900
	<i>Program Revenue Re-investment Allocation</i>	\$313,177				
	Total New Revenue	\$1,169,927	\$2,173,925	\$3,961,575	\$6,173,800	\$9,267,150
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$340,000	\$346,800	\$353,736	\$360,811	\$368,027
	<i>Instructional Academic Staff</i>	\$200,000	\$306,000	\$416,160	\$530,604	\$649,459
	<i>Program Administrator</i>	\$23,100	\$23,562	\$24,033	\$24,514	\$25,004
	<i>Administrative Support Staff</i>	\$16,500	\$16,830	\$17,167	\$17,510	\$17,860
	<i>Fringe for faculty and staff at 33.6%</i>	\$189,202	\$227,258	\$266,760	\$307,752	\$350,277
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$250,000	\$500,000	\$750,000	\$1,000,000	\$1,500,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$67,500	\$193,050	\$373,950	\$604,800	\$909,900
	<i>Core - Course Development and Renewal</i>	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$50,625	\$144,788	\$280,463	\$453,600	\$682,425
	Total Expenses	\$1,169,927	\$1,791,287	\$2,515,269	\$3,332,591	\$4,535,952
VI	Net Revenue	\$0	\$382,638	\$1,446,306	\$2,841,209	\$4,731,198

Submit budget narrative in MS Word Format

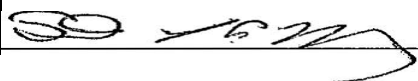
Provost's Signature:



Date:

7/28/2021

Chief Business Officer's Signature:



Date:

7/21/2021

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION-HUMAN RESOURCES

Introduction

UW-Madison proposes to establish a Bachelor of Business Administration in Business Administration-Human Resources (B.B.A. in Business Administration-Human Resources) to be offered through the School of Business in an entirely online format. As one of a suite of online undergraduate degree programs, this program will contribute to the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. In this 120-credit bachelor's degree program, students will study how organizations attract, motivate, develop, and retain employees, and how they interact with organizations representing employees. The program is designed and intended for part-time attendance and that is how the budget format is represented, although some students may seek to pursue a faster pace. In Fall 2022, when this program will first enroll students, UW-Madison will have seven new undergraduate programs in the online portfolio.

Section I – Enrollment

Enrollment is projected to be 50 new students in Fall 2022 and increasing to 300 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in fall terms although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part-time (1-11 credits) to full-time (12 credits per term or more). The model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit. The model has students taking four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year. The model assumes an annual persistence rate 85-90%.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per-year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per year, to complete the program. The enrollment and credit calculations use an annual persistence rate of 85-90%. Course offerings are available and intended for this

online audience and thus all credits are counted as new credits. In Year 1 of the program, students will enroll in an estimated 750 student credit hours and that will increase by Year 5 to an estimated 10,110 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year and throughout the program. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. This model assumes new faculty are continued to be hired in these programs who will contribute to all academic programs offered by the department(s). The estimated average salary applied is \$170,000 annually per FTE.
- An estimated 2.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 6.0 FTE by Year 5 of the program. (Note: Some of the courses taken by B.B.A. program students will be in the College of Letters & Science, funded separately). The instructional academic staff are listed as new because this will be an additional load; it is possible that some of these instructors will currently be teaching at UW-Madison. The estimated average salary applied is \$100,000 annually per FTE.
- An academic program administrator will be hired to support the program with an estimated salary of \$70,000 annually; one-third of this person's effort is allocated to this budget. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.
- An administrative assistant will also be hired at 0.33 FTE for an estimated \$50,000 annually.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS805 and service-based pricing requirements, at \$675 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$506,250 in Year 1 and \$6,824,250 by Year 5.

Program Revenue (PR)

The program launch will be supported from an allocation of a reinvestment fund generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. As these programs have grown in enrollment and revenue generation, there is now an opportunity to support the start-up investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will

become revenue-positive and contribute to program reinvestment. The reinvestment fund will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$350,500 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$2,442,900 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core services is needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty academic staff is estimated at 33.6%.

Other Expenses

This program will be one of seven new online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$100,000 annually for the three School of Business online undergraduate programs, with \$33,000 allocated to each program. Scholarships and waivers are estimated at 10% of tuition revenue.

Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.


Section VI – Net Revenue

In the first years of the program, a program revenue reallocation will support the program to achieve a zero net revenue position. As tuition revenue grows, the program will achieve a revenue-positive position from tuition. This revenue will be reinvested in ongoing improvements and expansion of online programs and resources for undergraduates. All net revenues will be allocated to the university program revenue re-investment for core services fund. The fund is generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduate students.



Date: 29 July 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 Business Administration in Business Administration-Human Resources (BBA in Business Administration-Human Resources)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BBA in Business Administration-Human Resources (BBA in Business Administration-Human Resources) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university’s online learning initiative. It will elevate and replace a successful Human Resources Online option within the existing in-person BBA-Business: Management and Human Resources degree program.

The online BBA in Business Administration-Human Resources 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 the requirements and standards for a Bachelor of Business Administration degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Management and Human Resources), the dean and academic planning council of the program’s academic home (i.e., the School of Business), 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 School of Business 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

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Rebecca Blank, Chancellor, UW–Madison

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Jennifer Klippel, Madison Budget Office

David Murphy, Office of Vice Chancellor for Finance and Administration

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Vallabh “Samba” Sambamurthy, Dean, School of Business

Ella Mae Matsumura, Senior Associate Dean for Academic Programs, School of Business

Brian Mayhew, Associate Dean of Undergraduate Program, School of Business

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
HUMAN DEVELOPMENT AND FAMILY SYSTEMS,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Science in Human Development and Family Systems program at the University of Wisconsin-Madison.

Resolution C.5.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Human Development and Family Systems program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (U.W.)-Madison proposes to establish a Bachelor of Science (B.S.) in Human Development and Family Systems. This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was first initiated in February 2019 and is featured within the 2020-25 Strategic Framework. In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program, the program is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery.

The B.S. in Human Development and Family Systems will elevate and replace an online submajor within the existing B.S. in Human Development and Family Studies. As was true when offered as a submajor, the B.S. in Human Development and Family Systems will be a 120-credit, fully online program designed for adult learners with some college-level credits earned. It will combine coursework, outreach, and the latest research to examine lifespan development and to strengthen the quality of everyday life and human well-being. Graduates of the program will be prepared for a wide variety of career options and for graduate or professional schools in a variety of fields, including healthcare, education, family law, counseling, occupational therapy, program evaluation, physical therapy, case

management, and the child life profession. Students enrolled in program will pay tuition at a per-credit rate of \$600 in compliance with service-based pricing guidelines.

Presenter

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

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
HUMAN DEVELOPMENT AND FAMILY SYSTEMS
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (U.W.)-Madison proposes to establish a Bachelor of Science (B.S.) in Human Development and Family Systems (HDFS). This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was first initiated in February 2019 and is featured within the [2020-25 Strategic Framework](#). In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program, the program is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery.

The B.S. in HDFS will elevate and replace an online submajor within the existing B.S. in Human Development and Family Studies. As was true when offered as a submajor, the B.S. in HDFS will be a 120-credit, fully online program designed for adult learners with some college-level credits earned. It will combine coursework, outreach, and the latest research to examine lifespan development and to strengthen the quality of everyday life and human well-being. Graduates of the program will be prepared for a wide variety of career options and for graduate or professional schools in a variety of fields, including healthcare, education, family law, counseling, occupational therapy, program evaluation, physical therapy, case management, and the child life profession. Students enrolled in program will pay tuition at a per-credit rate of \$600 in compliance with service-based pricing guidelines.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Human Development and Family Systems

Degree Designation(s)

Bachelor of Science (B.S.)

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Department of Human Development and Family Studies

College, School, or Functional Equivalent

School of Human Ecology

Proposed Date of Implementation

Fall/September 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the online B.S. in HDFS over the next five years. By the end of Year 5, it is expected 475 students will have enrolled in the program and 52 students will have graduated from the program. Some simplifying assumptions have been made in the projections:

- Students currently enrolled in the B.S. in Human Development and Family Studies online submajor are expected to complete that major. Therefore, all projected enrollments reflect students who will enroll as new transfer or reentry students.
- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per Spring term, and 3 credits per Summer term); although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more).
- Students will start enrollment in the program with 60 credits completed through transfer credit, test credit, and/or other credits, although students will enroll in the program with a range of transfer credits.
- Students will take four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program.
- The program will have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates and is more consistent with what is seen for online programs. To support persistence, the university has invested in resources and support structures for online students, such as preparatory “how to learn online” activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.

Table 1: Five-Year Academic Degree Program Enrollment Projections (HC)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	50	100	150	150
Continuing Students	0	21	63	147	252
Total Enrollment	25	71	163	297	402
Graduating Students	0	0	0	16	36

Tuition Structure

Students enrolled in the online B.S. in HDFS program will be charged tuition at a per-credit rate of \$600, in compliance with service-based pricing guidelines (SYS 805 (6)(A)(7)). No segregated fees will be charged and there will be no difference in resident and nonresident rates. The program is designed to be completed with part-time study, with students typically enrolling in 6 credits per 15-week term. This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in 6 credits would be \$3,600, all attributable to tuition.

All UW-Madison students are subject to a one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in HDFS will elevate and replace an online submajor within the existing B.S. in Human Development and Family Studies. It is proposed to be a 120-credit undergraduate degree program offered 100% via distance delivery. While earning a Bachelor of Science degree, students learn about human development in the classroom and through experiential learning experiences. Students may apply their learning through service-learning, volunteer, internship opportunities, or work experiences.

The program requirements and curriculum will reflect those in the existing face-to-face program. This includes 39 credits of general education and degree program requirements and 6 credits of pre-requisite or support course requirements. These requirements will provide foundational coursework in the arts and humanities, literature, social sciences, and the physical, biological, and natural sciences, as well as coursework in algebra and statistics. The major requirements are comprised of 25 credits. Students can then choose an additional 50 credits from human ecology breadth course options, additional HDFS electives, and/or general electives to reach the 120-credit degree total. The

B.S. in HDFS is intended for returning adult students entering the university as transfer or reentry students. Thus, the program curriculum will allow students to transfer and apply previously earned credit toward the degree and program requirements.

Student Learning Outcomes and Program Objectives

The B.S. in HDFS will provide students with learning opportunities to examine lifespan development and apply this learning to strengthen the quality of everyday life and human well-being. Graduates will be prepared for advanced study, or for a wide variety of career options and for graduate or professional schools in a variety of fields, including healthcare, education, family law, counseling, occupational therapy, program evaluation, physical therapy, case management, and the child life profession. The B.S. in HDFS program features six program learning outcomes:

1. Knowledge of lifespan human development (including cognitive, social, and emotional development and individual differences) in social and ecological contexts.
2. Knowledge of family and community diversity.
3. Knowledge of internal family processes, including parenting and parent-child relations, couples, and family relationships across generations and family health and wellbeing.
4. Ability to consider and evaluate how children, adults, and individual families affect and are affected by policies, media, or other social institutions.
5. Knowledge about the effective and ethical practice of assessment, prevention, intervention, or outreach for individuals and families.
6. Ability to understand, evaluate, and ethically conduct social science research.

Program Requirements and Curriculum

To be eligible for the online B.S. in HDFS, students must be transfer or reentry students with at least 12 transferable semester hours of college-level work. New, first-time freshman applicants are not eligible for admission to the B.S. in HDFS and/or any of the online learning initiative programs. Students can apply to start the program in the fall, spring, or summer term.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, including General Education Requirements, breadth requirements, HDFS requirements, and electives.

Table 2: B.S. in HDFS Program Curriculum

General education courses required for graduation:	39 credits
Breadth – Arts and Humanities	9 credits
Breadth – Physical, Biological, and Natural Science	9 credits
Breadth – Social Science	6 credits
Communication Part A & Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	6 credits
Program prerequisites or support courses:	6 credits
PSYCH 202	3 credits
Breadth – Human Ecology	3 credits
Academic degree program or major course requirements:	25 credits
HDFS 362 Development of the Young Child	3 credits
HDFS 363 Development from Adolescence to Old Age	3 credits
HDFS 174 Intro into Cultural Diversity of Families	3 credits
HDFS 517 Couple Relationships	3 credits
HDFS 535 A Family Perspective in Policymaking	3 credits
HDFS 650 Parent Education and Support Programs	3 credits
STAT 301 Intro to Statistical Methods	3 credits
HDFS 425 Research Methods in HDFS	3 credits
HDFS 253 HDFS Leadership Symposium	1 credit
Electives	50 credits
Total Credits	120 credit(s)

Assessment of Outcomes and Objectives

Following the UW-Madison Plan for the Assessment of Student Learning, the Department of Human Development and Family Studies (HDFS) will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle. This evaluation will use a combination of direct and indirect assessment methods. The assessment process will be led by a committee of HDFS faculty who will communicate the assessment results to the School of Human Ecology (SoHE) Undergraduate Program Committee (UPC), SoHE Associate Dean for Undergraduate Education, and the Office of the Provost on an annual basis. Assessment results will be used to make program improvements.

Diversity

Through this B.S. in HDFS degree program, students will be exposed to a range of implicit and explicit curricular components meant to be representative of not only interdisciplinary perspectives, but also perspectives that vary by culture, geographic region, race and ethnicity, sexual and gender identity, disability status, and other dimensions of diversity. Required courses include focused study of these issues, building on and exceeding the foundation of General Education Ethnic Studies coursework. The proposed

program curriculum and learning outcomes will advance inclusive excellence. For example, the program's second learning outcome is: Knowledge of family and community diversity. The related course is HDFS 174: Introduction into Cultural Diversity of Families. This course and others in the curriculum help students explore child-parent relationships and parenting practices across cultures, preschoolers' perceptions and interactions with children with disabilities, children's perceptions of conflict in varying political settings, and pathways to literacy readiness across culturally, socially, and economically diverse groups.

The B.S. in HDFS is committed to pursuing equity in student recruitment, access, retention, and degree completion. Aligned with other programs offered through the online learning initiative, marketing and recruitment will be supported through the Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility.

Furthermore, program support has been designed to recognize that these adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective learners to help them navigate the admission process and financial aid. Shortly after being admitted, students will participate in an online orientation designed to support their success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

The university and SoHE are dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the "Target of Opportunity" program, "cohort hiring" practices, and a variety of programs

designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The B.S. in HDFS and the other new online undergraduate programs are aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

Collaborative Nature of the Program

While the B.S. in Human Development and Family Studies will not be offered in collaboration with another university, the program is designed to increase access and create a pathway to a bachelor's degree for students who have completed an associate degree or some college credit. UW-Madison maintains transfer agreements with five Wisconsin technical colleges and the Lac Courte Oreilles Ojibwa Community College. With the authorization of the proposed program, UW-Madison will be able to broaden access to students who completed or pursued applied associate degrees. UW-Madison's Division of Continuing Studies has hired a new coordinator of transfer agreements to support transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.S. in HDFS is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program's curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students' educational journey. Ultimately, part-time students are expected to complete the B.S. in HDFS in 4-6 years.

Program Review

Per UW-Madison policy, the B.S. in HDFS program will complete its first review as a new academic program five years after implementation. It will then complete subsequent reviews at least once every 10 years. These regular program reviews will follow UW-Madison's Academic Program Review Guidelines, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty

and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and with program faculty. Elements of the undergraduate program review include program mission and goals, review of student learning assessment, evaluation of curriculum, student participation in high impact practices, enrollment management, student advising and support, program completion and time to degree, and post-graduation outcomes. Findings are used to improve the program.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). Like other programs that are not subject to specialized accreditation, the B.S. in HDFS will be subject to the accreditation standards of the HLC.

JUSTIFICATION

Rationale and Relation to Mission

The B.S. in HDFS is one of seven programs in the online learning initiative planned for Fall 2022 launch, pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program will expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives. The B.S. in HDFS is an ideal program to include in the university's new online undergraduate program offerings for several reasons, including that its applied nature makes it a good candidate for transfer articulation, it prepares students for a wide range of occupations, and the curriculum and coursework can be efficiently and effectively moved to a distance delivery format.

The proposed program is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally, and elements coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the

program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

University Program Array

Offering the online B.S. in HDFS degree will expand access to this important career field for those individuals who are place-bound and/or are otherwise unable to attend UW-Madison for an on-campus learning experience but are well-qualified to attend the institution. This program will also enhance the offerings within the university's strategic online learning initiative and will complement the in-person, tradition HDFS program.

Other Programs in the University of Wisconsin System

The B.S. in HDFS program is proposed to carry the Classification of Instructional Programs (CIP) code of 19.07 Human Development, Family Studies, and Related Services. Currently there is one other program with this CIP within the UW System, namely UW-Stout's B.S. in Human Development and Family Studies. UW-Stout offers this program in on-campus and online formats. The in-person UW-Madison and UW-Stout programs have coexisted with viable and growing enrollments over time. It is expected that the online programs will do the same. It is possible to enroll in the UW-Stout as an incoming freshman student, which is different from the proposed UW-Madison program.

Need as Suggested by Current Student Demand

The existing in-person HDFS major has experienced over 30% growth in the last five years with undergraduate enrollment increasing from 266 students (duplicated) in 2014 to 353 students in 2018.¹ Analyses conducted for the university identified more than 800,000 Wisconsin residents with some college but no degree, with more than 39,000 realistically motivated to complete a degree.² Collectively, Wisconsin's neighboring states have 28.6 million residents with an adult education population profile like Wisconsin's.³ The addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million. Online undergraduate degree programs provide greater access for these students, particularly working adults, who have completed some

¹ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsinStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

² Lumina Foundation (2016). A Stronger Nation: Wisconsin Brief. Retrieved from https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

³ Lumina Foundation (2016). A Stronger Nation: Wisconsin Brief. Retrieved from https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

college but who are no longer realistically able to consider the on-campus college experience. Market analysis conducted by Entangled Solutions, an education industry consultant group, found that the market for HDFS degrees is large and anticipated to grow. Further, HDFS programs offered online conferred more than twice as many degrees, on average, as campus-only counterparts.⁴

Need as Suggested by Market Demand

A degree in Human Development and Family Studies prepares students for a wide variety of career options and for graduate or professional schools in a variety of fields, including healthcare, education, family law, counseling, occupational therapy, program evaluation, physical therapy, case management, and the child life profession.⁵ With growing issues such as the nation's aging population, social pressures on young adults, and the rapidly changing profile of the American family, employment in HDFS fields is projected to grow faster than the average for all occupations.⁶ Within the state of Wisconsin, industries well suited for HDFS graduates are also expected to see growth in the coming years. For example, the Wisconsin Education and Health Services industry is expected to increase by 8.13% by 2026. Further, educational services roles are projected to increase by 3.12% while healthcare and social assistance roles are projected to increase by 11.31%.⁷

⁴ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company, in May 2019


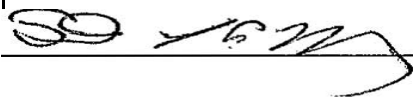
⁵ Research conducted for UW-Madison by Entangled Solutions, an education strategy and innovation consultant company, in May 2019

⁶ Bureau of Labor Statistics, News Release, The Employment Situation-December 2015:

https://www.bls.gov/news.release/archives/empst_01082016.pdf

⁷ Wisconsin Department of Workforce Development, Wisconsin Labor Market Information:

<https://dwd.wisconsin.gov/press/lmi-release-dates.htm>

University of Wisconsin - Madison						
Cost and Revenue Projections For Bachelor of Science-Human Development and Family Systems						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	50	100	150	150
	Enrollment (Continuing Student) Headcount		21	63	147	252
	Enrollment (New Student) FTE	12.5	25.0	50.0	75.0	75.0
	Enrollment (Continuing Student) FTE		10.5	31.5	73.5	126.0
II	Total New Credit Hours	375	1065	2445	4455	6030
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	2.0	2.0	2.0	2.0	2.0
	FTE of Instructional Staff - New	1.0	2.0	3.0	4.0	5.0
	FTE of Program Administrator-New	0.33	0.33	0.33	0.33	0.33
IV	Revenues					
	<i>From Tuition (\$600/credit)</i>	\$225,000	\$639,000	\$1,467,000	\$2,673,000	\$3,618,000
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$188,750	\$375,850	\$750,050	\$1,180,950	\$1,322,700
	<i>Program Revenue Re-investment Allocation</i>	\$295,962	\$28,721			
	Total New Revenue	\$709,712	\$1,043,571	\$2,217,050	\$3,853,950	\$4,940,700
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$280,000	\$285,600	\$291,312	\$297,138	\$303,081
	<i>Instructional Academic Staff</i>	\$70,000	\$142,800	\$218,484	\$297,138	\$378,851
	<i>Program Administrator</i>	\$23,100	\$23,562	\$24,033	\$24,514	\$25,004
	<i>Fringe for faculty and staff at 33.6%</i>	\$125,362	\$151,859	\$179,367	\$207,914	\$237,531
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$125,000	\$250,000	\$500,000	\$750,000	\$750,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$33,750	\$95,850	\$220,050	\$400,950	\$542,700
	<i>Core - Course Development and Renewal</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$22,500	\$63,900	\$146,700	\$267,300	\$361,800
	Total Expenses	\$709,712	\$1,043,571	\$1,609,946	\$2,274,954	\$2,628,967
VI	Net Revenue	\$0	\$0	\$607,104	\$1,578,996	\$2,311,733
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 7/30/2021		
Chief Business Officer's Signature: 				Date: 7/20/2021		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY SYSTEMS

Introduction

UW-Madison proposes to establish a Bachelor of Science (B.S.) in Human Development and Family Systems, to be offered through the School of Human Ecology (SoHE) in an entirely online format. As one of a suite of online undergraduate degree programs, this program will contribute to the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. This 120-credit bachelor's degree will combine coursework, outreach, and the latest research to examine lifespan development and to strengthen the quality of everyday life and human well-being. The program is designed and intended for part-time attendance and that is how the budget format is represented, although some students may seek to pursue a faster pace.

Section I – Enrollment

Enrollment is projected to be 25 new students in Fall 2022 and increasing to 125 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in fall terms although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more). The model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit. The model has students taking four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year. The model assumes an annual persistence rate of 85-90%.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per-year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per-year, to complete the program. The enrollment and credit calculations use an annual persistence rate of 85-90%. Course offerings are available and intended for this online audience and thus all credits are counted as new credits.

In Year 1 of the program, students will enroll in an estimated 375 student credit hours and that will increase by Year 5 to an estimated 6,030 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year and throughout the program. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. The estimated average salary applied is \$140,000 annually per FTE.
- An estimated 1.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 5.0 FTE by Year 5 of the program. (Note: Students in this program will also enroll in the College of Letters and Science courses developed for online programs but not covered in this budget specifically). The estimated average salary applied is \$70,000 annually per FTE.
- An academic program administrator (1.0 FTE) will be hired to support the SoHE programs with an estimated salary of \$70,000 annually; 0.33 FTE will be attributed to each of the three SoHE programs. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS805 and service-based pricing requirements, at \$600 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$225,000 in the first year of the program and \$3,618,000 by Year 5.

Program Revenue (PR)

The program launch will be supported from an allocation of a reinvestment fund generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. As these programs have grown in enrollment and revenue generation, there is now an opportunity to support the start-up investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will become revenue-positive and contribute to program reinvestment. The reinvestment fund will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$188,750 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$1,322,700 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core

services are needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty and academic staff is estimated at 33.6%.

Other Expenses

This program will be one of seven new online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$90,000 annually across the three SoHE programs; \$30,000 is allocated to this program. Scholarships and waivers are estimated at 10% of tuition revenue.

Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.

Section VI – Net Revenue

All net revenues will be allocated to the university “program revenue re-investment for core services” fund. The fund is generated by UW-Madison’s suite of program revenue academic degree program and certificate programs. This program revenue source was discussed in in Section IV. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduates. In the first years of the program, revenues will be drawn from this pool sufficient to achieve a zero net revenue position. As the tuition revenue grows, the program will achieve a revenue-positive position from tuition, so that the program will contribute more revenue to the re-investment fund than it draws.



Date: 28 July 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-Human Development and Family Systems (BS-HDFS)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BS- Human Development and Family Systems (BS-HDFS) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university’s online learning initiative. It will elevate and replace an online option within the existing in-person BS-Human Development and Family Studies degree program.

The online BS-HDFS 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 the requirements and standards for a Bachelor of Science degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Human Development and Family Studies), the dean and academic planning council of the program’s academic home (i.e., the School of Human Ecology), 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 School of Human Ecology 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

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Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Soyeon Shim, Dean, School of Human Ecology

Annette McDaniel, Associate Dean for Undergraduate Education, School of Human Ecology

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN CONSUMER MARKETPLACE STUDIES,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Science in Consumer Marketplace Studies program at the University of Wisconsin-Madison.

Resolution C.6.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Consumer Marketplace Studies program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Consumer Marketplace Studies to be offered through the School of Human Ecology. This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was initiated in February 2019 and is featured within the university's 2020-25 Strategic Framework. In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery.

The B.S. in Consumer Marketplace Studies will elevate and replace an online submajor within the existing B.S. in Consumer Behavior and Marketplace Studies program, thus creating a distinct program that is designed for adult learners. The 120-credit program is designed for adult learners with some college-level credits earned. The program will balance the applied content in retailing with a strong mix of consumer science breadth courses in promoting well-being and ethical and global leadership. Graduates of the program will be prepared to pursue occupations in the retail or marketing related occupations. Students enrolled in the program will pay tuition at a per-credit rate of \$675, in compliance with service-based pricing policy.

Presenter

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

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
CONSUMER MARKETPLACE STUDIES
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Consumer Marketplace Studies to be offered through the School of Human Ecology. This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was initiated in February 2019 and is featured within the university's [2020-25 Strategic Framework](#). In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery.

The B.S. in Consumer Marketplace Studies will elevate and replace an online submajor within the existing B.S. in Consumer Behavior and Marketplace Studies program, thus creating a distinct program that is designed for adult learners. The 120-credit B.S. in Consumer Marketplace Studies is designed for adult learners with some college-level credits earned. The program will balance the applied content in retailing with a strong mix of consumer science breadth courses in promoting well-being and ethical and global leadership. Graduates of the program will be prepared to pursue occupations in the retail or marketing related occupations. Students enrolled in the program will pay tuition at a per-credit rate of \$675, in compliance with service-based pricing policy.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Consumer Marketplace Studies

Degree Designation(s)

Bachelor of Science (BS)

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Department of Consumer Science

College, School, or Functional Equivalent

School of Human Ecology

Proposed Date of Implementation

Fall/September 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the online B.S. in Consumer Marketplace Studies over the next five years. By the end of Year 5, it is expected 475 students will have enrolled in the program and 52 students will have graduated from the program.

Some simplifying assumptions have been made when developing the enrollment projections. These include:

- Students currently enrolled in the B.S. in Consumer Behavior and Marketplace Studies online submajor are expected to complete that major. Therefore, all projected enrollments reflect students who will enroll as new transfer or reentry students.
- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term); although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more).
- Students will start enrollment in the program with 60 credits completed through transfer credit, test credit, and/or other credits, although students will enroll in the program with a range of transfer credits.
- Students will take four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program.
- The program will have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates and is more consistent with what is seen for online programs. To support persistence, the university has invested in resources and support structures for online students, such as preparatory “how to learn online” activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.

Table 1: Five-Year Academic Degree Program Enrollment Projections (HC)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	50	100	150	150
Continuing Students	0	21	63	147	252
Total Enrollment	25	71	163	297	402
Graduating Students	0	0	0	16	36

Tuition Structure

Students enrolled in the online B.S. in Consumer Marketplace Studies program will be charged tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines (SYS 805 (6)(A)(7)). No segregated fees will be charged and there will be no difference in resident and nonresident rates. The program is designed to be completed with part-time study, with students typically enrolling in 6 credits per 15-week term. This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in 6 credits would be \$4,050, all attributable to tuition.

All UW-Madison students are subject to additional one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Consumer Marketplace Studies will elevate and replace an online submajor within the existing B.S. in Consumer Behavior and Marketplace. It will be a 120-credit undergraduate degree program delivered 100% distance delivery. The program requirements and curriculum will reflect those in the existing face-to-face program. This includes 39 credits of general education and degree program requirements and 13 credits of pre-requisite or support course requirements. These requirements will provide foundational coursework in the arts and humanities, literature, social sciences, and the physical, biological, and natural Sciences, as well as coursework in algebra and statistics. Requirements for the major will include 30 credits in consumer science and related coursework. Students will choose the remaining 38 credits from human ecology breadth course options, additional Consumer Marketplace Studies electives, and/or general electives to reach the 120-credit degree total. The B.S. in Consumer Marketplace Studies is intended for returning adult students entering the university as transfer or reentry students. Thus, the program curriculum will allow students to transfer and apply previously earned credit toward the degree and program requirements.

Student Learning Outcomes and Program Objectives

The B.S. in Consumer Marketplace Studies will prepare students with the skills to innovate and lead in a rapidly evolving industry that impacts consumers' day-to-day lives. Graduates of the program will be prepared to advance in retail industry occupations, such as sales supervisor, merchandiser, and retail operations supervisor. The B.S. in Consumer Marketplace Studies program features four program learning outcomes:

1. Invoke interdisciplinary and collaborative approaches to understand the interactions between individuals and their social and environmental contexts.
2. Demonstrate the ability to harness, analyze and interpret relevant data for making real world decisions.
3. Acquire professional and life skills related to workplace communication, teamwork, active listening and adapting to technology.
4. Demonstrate an understanding of the global retail industry and how retailers can enhance consumer well-being.

Program Requirements and Curriculum

To be eligible for the online B.S. in Consumer Marketplace Studies, students must be transfer or reentry students with at least 12 transferable semester hours of college-level work. New, first-time freshman applicants are not eligible for admission to the B.S. in Consumer Marketplace Studies and/or any of the online learning initiative programs. Students can apply to start the program in the fall, spring, or summer term.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, including General Education Requirements, breadth requirements, CMS requirements, and electives.

Table 2: BS in Consumer Marketplace Studies Program Curriculum

General education courses required for graduation:	39 credits
Breadth – Arts and Humanities	9 credits
Breadth – Physical, Biological, and Natural Science	9 credits
Breadth – Social Science	6 credits
Communication Part A & Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	6 credits
Program prerequisites or support courses:	13 credits
MATH 112 Algebra	3 credits
STAT 301 Introduction to Statistical Methods	3 credits
ECON 101 Principles of Microeconomics	4 credits
Breadth – Human Ecology	3 credits
Academic degree program or major course requirements:	30 credits
CNSR SCI 257 Introduction to Retailing	2 credits
CNSR SCI 201 Consumer Research & Analysis	3 credits
CNSR SCI 275 Consumer Finance	3 credits
CNSR SCI 657 Consumer Behavior	3 credits
CNSR SCI 564 Retail Financial Analysis	3 credits
CNSR SCI 555 Consumer Strategy & Evaluation	3 credits
ACCT I S 300 Accounting Principles	3 credits
CNSR SCI 562 The Global Consumer	3 credits
CNSR SCI/HDFS 465 Families and Poverty	3 credits
CNSR SCI 579 Consumer Policy Analysis	3 credits
CNSR SCI 250 Retail Leadership Symposium	1 credit
Electives	38 credits
Total Credits	120 credits

Assessment of Outcomes and Objectives

Following the UW-Madison Plan for the Assessment of Student Learning, the Department of Consumer Science will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle. This evaluation will use a combination of direct and indirect assessment methods. The assessment process will be led by a committee of Consumer Science department faculty who will communicate the assessment results to the School of Human Ecology (SoHE) Undergraduate Program Committee (UPC), SoHE Associate Dean for Undergraduate Education, and the Office of the Provost on an annual basis. Assessment results will be used to make program improvements.

Diversity

Through this B.S. in Consumer Marketplace Studies degree program, students will be exposed to a range of implicit and explicit curricular components meant to be representative of not only interdisciplinary perspectives, but also perspectives that vary by culture, geographic region, race and ethnicity, sexual and gender identity, disability status, and other dimensions of diversity. Required courses include focused study of these issues,

building on and exceeding the foundation of General Education Ethnic Studies coursework. The proposed program curriculum and learning outcomes will advance inclusive excellence. For example, Program Learning Outcomes include an understanding of the interactions between individuals and their social and environmental contexts, as well as how retailers can enhance consumer well-being.

The B.S. in Consumer Marketplace Studies is committed to pursuing equity in student recruitment, access, retention, and degree completion. Aligned with other programs offered through the online learning initiative, marketing and recruitment will be supported through the Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility.

Furthermore, program support has been designed to recognize that these adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective learners to help them navigate the admission process and financial aid. Shortly after being admitted, students will participate in an online orientation designed to support their success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

The university and SoHE are dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the "Target of Opportunity" program, "cohort hiring" practices, and a variety of programs designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The B.S. in Consumer Marketplace Studies and the other new online undergraduate programs are aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

Collaborative Nature of the Program

While the B.S. in Consumer and Marketplace Studies will not be offered in collaboration with another university, the program is designed to increase access and create a pathway to a bachelor's degree for students who have completed an associate degree or some college credit. UW-Madison maintains transfer agreements with five Wisconsin technical colleges and the Lac Courte Oreilles Ojibwa Community College. With the authorization of the proposed program, UW-Madison will be able to broaden access to students who completed or pursued applied associate degrees. UW-Madison's Division of Continuing Studies has hired a new coordinator of transfer agreements to support transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.S. in Consumer Marketplace Studies is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program's curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students' educational journey. Ultimately, part-time students are expected to complete the B.S. in Consumer Marketplace Studies in 4-6 years.

Program Review

Per UW-Madison policy, the B.S. in Consumer Marketplace Studies program will complete its first review as a new academic program five years after implementation. It will then complete subsequent reviews at least once every 10 years. These regular program reviews will follow UW-Madison's Academic Program Review Guidelines, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and with program faculty.

Elements of the undergraduate program review include program mission and goals, review of student learning assessment, evaluation of curriculum, student participation in high impact practices, enrollment management, student advising and support, program completion and time to degree, and post-graduation outcomes. Findings are used to improve the program.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). Like other programs that are not subject to specialized accreditation, the B.S. in Consumer Marketplace Studies will be subject to the accreditation standards of the HLC.

JUSTIFICATION

Rationale and Relation to Mission

The B.S. in Consumer Marketplace Studies is one of seven programs in the online learning initiative planned for Fall 2022 launch, pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program will expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives. The B.S. in Consumer Marketplace Studies is an ideal program to include in the university's new online undergraduate program offerings for several reasons, including that its applied nature makes it a good candidate for transfer articulation, it prepares students for a wide range of occupations, and the curriculum and coursework can be efficiently and effectively moved to a distance delivery format.

The proposed program is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally, and elements coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and

marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

University Program Array

Offering the online B.S. in Consumer Marketplace Studies degree will expand access to this important career field for those individuals who are place-bound and/or are otherwise unable to attend UW-Madison for an on-campus learning experience but are well-qualified to attend the institution. This program will also enhance the offerings within the university's strategic online learning initiative and will complement the in-person, tradition Consumer Behavior and Marketplace Studies program.

Other Programs in the University of Wisconsin System

The B.S. in Consumer Marketplace Studies program is proposed to carry the Classification of Instructional Programs (CIP) code of 52.18 General Sales, Merchandising, and Related Marketing Operations. Currently there are three programs with this CIP within the UW System, namely Professional Sales at UW-Platteville, Retail Merchandising and Management at UW-Stout, and UW-Madison's existing face-to-face B.S. in Consumer Behavior and Marketplace Studies degree program. According to the UW System database, none of these programs, other than the current UW-Madison program, are recorded as being offered online. As well, the proposed program is intended to serve transfer and re-entry students, whereas other programs in the UW System are oriented to new freshmen.

Need as Suggested by Current Student Demand

The existing in-person Consumer Behavior and Marketplace Studies degree program has experienced over 100% growth in the last five years with undergraduate enrollment increasing from 173 students in 2015 to 415 students in 2019.¹ Analyses conducted for the university identified more than 800,000 Wisconsin residents with some college but no degree, with more than 39,000 realistically motivated to complete a degree.² Collectively, Wisconsin's neighboring states have 28.6 million residents with an adult education population profile like Wisconsin's.³ The addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million. Online undergraduate degree programs provide greater access for these students,

¹ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsinStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

² Lumina Foundation (2016). A Stronger Nation: Wisconsin Brief. Retrieved from https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

³ Lumina Foundation (2016). A Stronger Nation: Wisconsin Brief. Retrieved from https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf


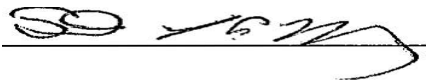
particularly working adults, who have completed some college but who are no longer realistically able to consider the on-campus college experience.

Need as Suggested by Market Demand

The online B.S. in Consumer Marketplace Studies program maps to occupations in the retail trade industry. Occupational areas within this industry, such as sales managers, are expected to grow 4% by 2029.⁴ Given the large number of entry-level jobs within the industry, earning a bachelor's degree is key to long-term, advanced employment in the retail trades. The median salary is \$65,000 for bachelor's degree-holders, compared to \$27,000 for high school diploma-holders. This program prepares students for occupations in the retail industry with the greatest growth projections in the state of Wisconsin, including sales supervisor (+13%), merchandiser (+12%), and retail operations supervisor (+10%).⁵ Real-time employer demand data from Burning Glass identifies the top specialized skills employers desire for professionals with a bachelor's degree or above include communication skills, teamwork/collaboration, problem solving, and building effective relationships. The program covers most of these highly desired skills. The university currently has a Memorandum of Understanding with InStride, a public benefit corporation launched in early 2019 that serves as a matchmaker between universities with online degree programs and companies that seek to attract and retain employees through tuition benefit programs. Retail is one of InStride's six industry verticals, and InStride is working to recruit several Fortune 500 companies within this vertical. They have expressed significant interest in adding this program to their portfolio.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, at <https://www.bls.gov/ooh/>, August 2021

⁵ Burning Glass Technologies: Labor Insight, 2021

University of Wisconsin - Madison						
Cost and Revenue Projections For Bachelor of Science-Consumer Marketplace Studies						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	50	100	150	150
	Enrollment (Continuing Student) Headcount		21	63	147	252
	Enrollment (New Student) FTE	12.5	25.0	50.0	75.0	75.0
	Enrollment (Continuing Student) FTE		10.5	31.5	73.5	126.0
II	Total New Credit Hours	375	1065	2445	4455	6030
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	2.0	2.0	2.0	2.0	2.0
	FTE of Instructional Staff - New	1.0	2.0	3.0	4.0	5.0
	FTE of Program Administrator-New	0.33	0.33	0.33	0.33	0.33
IV	Revenues					
	<i>From Tuition (\$675/credit)</i>	\$253,125	\$718,875	\$1,650,375	\$3,007,125	\$4,070,250
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$188,750	\$375,850	\$750,050	\$1,180,950	\$1,322,700
	<i>Program Revenue Re-investment Allocation</i>	\$270,649				
	Total New Revenue	\$712,524	\$1,094,725	\$2,400,425	\$4,188,075	\$5,392,950
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$280,000	\$285,600	\$291,312	\$297,138	\$303,081
	<i>Instructional Academic Staff</i>	\$70,000	\$142,800	\$218,484	\$297,138	\$378,851
	<i>Program Administrator</i>	\$23,100	\$23,562	\$24,033	\$24,514	\$25,004
	<i>Fringe for faculty and staff at 33.6%</i>	\$125,362	\$151,859	\$179,367	\$207,914	\$237,531
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$125,000	\$250,000	\$500,000	\$750,000	\$750,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$33,750	\$95,850	\$220,050	\$400,950	\$542,700
	<i>Core - Course Development and Renewal</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$25,313	\$71,888	\$165,038	\$300,713	\$407,025
	Total Expenses	\$712,524	\$1,051,559	\$1,628,283	\$2,308,366	\$2,674,192
VI	Net Revenue	\$0	\$43,166	\$772,142	\$1,879,709	\$2,718,758
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date: 7/29/2021			
Chief Business Officer's Signature: 			Date: 7/20/2021			

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN CONSUMER MARKETPLACE STUDIES

Introduction

UW-Madison proposes to establish a Bachelor of Science (B.S.) in Consumer Marketplace Studies, to be offered through the School of Human Ecology (SoHE) in an entirely online format. As one of a suite of online undergraduate degree programs, this program will contribute to the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. This 120-credit bachelor's degree program will balance the applied content in retailing with a strong mix of consumer science breadth courses in promoting well-being and ethical and global leadership. The program is designed and intended for part-time attendance and that is how the budget format is represented, although some students may seek to pursue a faster pace.

Section I – Enrollment

The enrollment of new students is projected to be 25 new students in Fall 2022 and increasing to 125 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in fall terms although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more). The model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit. The model has students taking four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year. The model assumes an annual persistence rate of 85-90%.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per-year, to complete the program. The enrollment and credit calculations use an annual persistence rate of 85-90%. Course offerings are available and intended for this online audience and thus all credits are counted as new credits.

In Year 1 of the program, students will enroll in an estimated 375 student credit hours and that will increase by Year 5 to an estimated 6,030 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year and throughout the program. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. The estimated average salary applied is \$140,000 annually per FTE.
- An estimated 1.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 5.0 FTE by Year 5 of the program. (Note: Students in this program will also enroll in the College of Letters and Science courses developed for online program but not covered in this budget specifically). The estimated average salary applied is \$70,000 annually per FTE.
- An academic program administrator (1.0 FTE) will be hired to support the SoHE programs with an estimated salary of \$70,000 annually; 0.33 FTE will be attributed to each of the three SoHE programs. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS805 and service-based pricing requirements, at \$675 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$253,125 in the first year of the program and \$4,070,250 by Year 5.

Program Revenue (PR)

The program launch will be supported from an allocation of a reinvestment fund generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. As these programs have grown in enrollment and revenue generation, there is now an opportunity to support the start-up investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will become revenue-positive and contribute to program reinvestment. The reinvestment fund will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$188,750 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$1,322,700 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core

services are needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty and academic staff is estimated at 33.6%.

Other Expenses

This program will be one of seven new online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$90,000 annually across the three SoHE programs; \$30,000 is allocated to this program. Scholarships and waivers are estimated at 10% of tuition revenue.

Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.

Section VI – Net Revenue

All net revenues will be allocated to the university “program revenue re-investment for core services” fund. The fund is generated by UW-Madison’s suite of program revenue academic degree program and certificate programs. This program revenue source was discussed in in Section IV. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduate students. In the first years of the program, revenues will be drawn from this pool sufficient to achieve a zero net revenue position. As the tuition revenue grows, the program will achieve a revenue-positive position from tuition, so that the program will contribute more revenue to the re-investment fund than it draws.



Date: 29 July 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-Consumer Marketplace Studies (BS-CMS)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BS-Consumer Marketplace Studies (BS-CMS) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university’s online learning initiative. It will elevate and replace a successful online Consumer Behavior and Marketplace Studies option within the existing in-person BS-Consumer Behavior and Marketplace Studies degree program.

The online BS-CMS 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 the requirements and standards for a Bachelor of Science degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Consumer Science), the dean and academic planning council of the program’s academic home (i.e., the School of Human Ecology), 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 School of Human Ecology 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

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Soyeon Shim, Dean, School of Human Ecology

Annette McDaniel, Associate Dean for Undergraduate Education, School of Human Ecology

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
CONSUMER FINANCE AND FINANCIAL PLANNING,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Bachelor of Science in Consumer Finance and Financial Planning program at the University of Wisconsin-Madison.

Resolution C.7.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Consumer Finance and Financial Planning program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Consumer Finance and Financial Planning to be offered through the School of Human Ecology. This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was initiated in February 2019 and is featured within the university's 2020-25 Strategic Framework. In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery.

The B.S. in Consumer Finance and Financial Planning will elevate and replace an online submajor within the existing B.S. in Personal Finance. As was true when offered as a submajor, the B.S. in Consumer Finance and Financial Planning will be a 120-credit, fully online program designed for adult learners with some college-level credits earned. The program will be interdisciplinary with an emphasis on financial management and the economic well-being of individuals and families. It will also emphasize consumer financial behavior, interactions between consumers and the marketplace, and financial product development and technologies. Graduates of the program will be prepared to work as

financial advisors. Occupational projections indicate this field is expected to grow in Wisconsin and nationally over the next decade. Students enrolled in the online B.S. in Consumer Finance and Financial Planning program will be charged tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines.

Presenter

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

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
CONSUMER FINANCE AND FINANCIAL PLANNING
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Consumer Finance and Financial Planning to be offered through the School of Human Ecology. This fully online program would be part of a suite of undergraduate programs in UW-Madison's online learning initiative. This initiative was initiated in February 2019 and is featured within the university's [2020-25 Strategic Framework](#). In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program is designed to expand access to a UW-Madison education while leveraging new modes of instructional delivery.

The B.S. in Consumer Finance and Financial Planning will elevate and replace an online submajor within the existing B.S. in Personal Finance. As was true when offered as a submajor, the B.S. in Consumer Finance and Financial Planning will be a 120-credit, fully online program designed for adult learners with some college-level credits earned. The program will be interdisciplinary with an emphasis on financial management and the economic well-being of individuals and families. It will also emphasize consumer financial behavior, interactions between consumers and the marketplace, and financial product development and technologies. Graduates of the program will be prepared to work as financial advisors. Occupational projections indicate this field is expected to grow in Wisconsin and nationally over the next decade. Students will pay tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Consumer Finance and Financial Planning

Degree Designation(s)

Bachelor of Science (BS)

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Department of Consumer Science

College, School, or Functional Equivalent

School of Human Ecology

Proposed Date of Implementation

Fall/September 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the online B.S. in Consumer Finance and Financial Planning over the next five years. By the end of Year 5, it is expected 475 students will have enrolled in the program and 52 students will have graduated from the program.

Some simplifying assumptions have been made when developing the enrollment projections. These include:

- Students currently enrolled in the B.S. in Personal Finance online submajor are expected to complete that major. Therefore, all projected enrollments reflect students who will enroll as new transfer or reentry students.
- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term); although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more).
- Students will start enrollment in the program with 60 credits completed through transfer credit, test credit, and/or other credits, although students will enroll in the program with a range of transfer credits.
- Students will take four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program.
- The program will have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates and is more consistent with what is seen for online programs. To support persistence, the university has invested in resources and support structures for online students, such as preparatory “how to learn online” activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.

Table 1: Five-Year Academic Degree Program Enrollment Projections (HC)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	50	100	150	150
Continuing Students	0	21	63	147	252
Total Enrollment	25	71	163	297	402
Graduating Students	0	0	0	16	36

Tuition Structure

Students enrolled in the online B.S. in Consumer Finance and Financial Planning program will be charged tuition at a per-credit rate of \$675, in compliance with service-based pricing guidelines (SYS 805 (6)(A)(7)). No segregated fees will be charged and there will be no difference in resident and nonresident rates. The program is designed to be completed with part-time study, with students typically enrolling in 6 credits per 15-week term. This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in 6 credits would be \$4,050, all attributable to tuition.

All UW-Madison students are subject to a one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Consumer Finance and Financial Planning will elevate and replace an online option within the existing B.S. in Personal Finance. It will be a 120-credit undergraduate degree program offered 100% distance delivery. The program requirements and curriculum will reflect those in the existing face-to-face program. This includes 39 credits of general education and degree program requirements and 13 credits of pre-requisite or support course requirements. These requirements will provide foundational coursework in the arts and humanities, literature, social sciences, the physical, biological, and natural sciences, coursework in algebra and statistics, and the university's General Education Requirements. The B.S. in Consumer Finance and Financial Planning major requirements total 28 credits of coursework in consumer science and finance as well as 40 credits of human ecology breadth course options and additional Consumer Finance and Financial Planning electives plus general electives to reach the 120-credit degree total. The B.S. in Consumer Finance and Planning is intended for returning adult students entering the university as transfer or reentry students. Thus, the program

curriculum will allow students to transfer and apply previously earned credit toward the degree and program requirements.

Student Learning Outcomes and Program Objectives

Graduates of the proposed program will be prepared to serve as financial planners, managers, and representatives. By combining skills in finance, problem-solving, and communication, graduates will work with individuals and families so they can attain their economic well-being. The B.S. in Consumer Finance and Financial Planning program features four program learning outcomes:

1. Invoke interdisciplinary and collaborative approaches to understand the interactions between individuals and their social and environmental contexts.
2. Demonstrate the ability to harness, analyze and interpret relevant data for making real-world decisions.
3. Acquire professional and life skills related to workplace communication, teamwork, active listening and adapting to technology.
4. Demonstrate an understanding of consumer financial behavior and the role of income, savings, credit, planning, and benefits.

Program Requirements and Curriculum

To be eligible for admission to the B.S. in Consumer Finance and Financial Planning, students must be transfer or reentry students with at least 12 transferable semester hours of college-level work. New, first-time freshman applicants are not eligible for admission to the program or any of the online learning initiative programs. Students can apply to begin the program in the fall, spring, or summer term.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, including General Education Requirements, breadth requirements, CFFP requirements, and electives.

Table 2: BS in Consumer Finance and Financial Planning Program Curriculum

General education courses required for graduation:	39 credits
Breadth – Arts and Humanities	9 credits
Breadth – Physical, Biological, and Natural Science	9 credits
Breadth – Social Science	6 credits
Communication Part A & Part B	6 credits
Ethnic Studies	3 credits
Quantitative Reasoning Part A & Part B	6 credits
Program prerequisites or support courses:	13 credits
MATH 112 Algebra	3 credits
STAT 301 Introduction to Statistical Methods	3 credits
ECON 101 Principles of Microeconomics	4 credits
Breadth – Human Ecology	3 credits
Academic degree program or major course requirements:	28 credits
CNSR SCI 201 Consumer Insights	3 credits
CNSR SCI 275 Consumer Finance	3 credits
CNSR SCI 355 Financial Coaching	3 credits
ACCT I S 100 Introductory Financial Accounting	3 credits
CNSR SCI 477 The Consumer and the Market	3 credits
CNSR SCI 555 Consumer Design Strategies & Eval	3 credits
CNSR SCI 657 Consumer Behavior	3 credits
CNSR SCI/RELIG ST 173 Consuming Happiness	3 credits
CNSR SCI 355 Financial Coaching	3 credits
CNSR SCI 251 Financial Services Leadership Symp.	1 credit
Electives	40 credits
Total Credits	120 credit

Assessment of Outcomes and Objectives

Following the UW-Madison Plan for the Assessment of Student Learning, the Department of Consumer Science will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle. This evaluation will use a combination of direct and indirect assessment methods. The assessment process will be led by a committee of Consumer Science department faculty who will communicate the assessment results to the School of Human Ecology (SoHE) Undergraduate Program Committee (UPC), SoHE Associate Dean for Undergraduate Education, and the Office of the Provost on an annual basis. Assessment results will be used to make program improvements.

Diversity

Through this B.S. in Consumer Finance and Financial Planning degree program, students will be exposed to a range of implicit and explicit curricular components meant to be representative of not only interdisciplinary perspectives, but also perspectives that vary by culture, geographic region, race and ethnicity, sexual and gender identity, disability status, and other dimensions of diversity. Required courses include focused study of these

issues, building on and exceeding the foundation of General Education Ethnic Studies coursework. The proposed program curriculum and learning outcomes will advance inclusive excellence. For example, Program Learning Outcomes include an understanding of the interactions between individuals and their social and environmental contexts and related coursework includes CNSR SCI 340 Building Financial Assets and Capability for Vulnerable Families, CNSR SCI/HDFS 465 Families & Poverty, and CNSR SCI 360 Sustainable and Socially Just Consumption.

The B.S. in Consumer Finance and Financial Planning is committed to pursuing equity in student recruitment, access, retention, and degree completion. Aligned with other programs offered through the online learning initiative, marketing and recruitment will be supported through the Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility.

Furthermore, program support has been designed to recognize that these adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective learners to help them navigate the admission process and financial aid. Shortly after being admitted, students will participate in an online orientation designed to support their success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

The university and SoHE are dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the "Target of Opportunity" program, "cohort hiring" practices, and a variety of programs

designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The B.S. in Consumer Finance and Financial Planning and the other new online undergraduate programs are aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

Collaborative Nature of the Program

While the B.S. in Consumer Finance and Financial Planning will not be offered in collaboration with another university, the program is designed to increase access and create a pathway to a bachelor's degree for students who have completed an associate degree or some college credit. UW-Madison maintains transfer agreements with five Wisconsin technical colleges and the Lac Courte Oreilles Ojibwa Community College. With the authorization of the proposed program, UW-Madison will be able to broaden access to students who completed or pursued applied associate degrees. UW-Madison's Division of Continuing Studies has hired a new coordinator of transfer agreements to support transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.S. in Consumer Finance and Financial Planning is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program's curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students' educational journey. Ultimately, part-time students are expected to complete the B.S. in Consumer Finance and Financial Planning in 4-6 years.

Program Review

Per UW-Madison policy, the B.S. in Consumer Finance and Financial Planning program will complete its first review as a new academic program five years after implementation. It will then complete subsequent reviews at least once every 10 years.

These regular program reviews will follow UW-Madison's Academic Program Review Guidelines, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and with program faculty. Elements of the undergraduate program review include program mission and goals, review of student learning assessment, evaluation of curriculum, student participation in high impact practices, enrollment management, student advising and support, program completion and time to degree, and post-graduation outcomes. Findings are used to improve the program.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). Like other programs that are not subject to specialized accreditation, the B.S. in Consumer Finance and Financial Planning will be subject to the accreditation standards of the HLC.

JUSTIFICATION

Rationale and Relation to Mission

The B.S. in Consumer Finance and Financial Planning is one of seven programs in the online learning initiative planned for Fall 2022 launch, pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. In keeping with the UW-Madison mission to serve students from diverse backgrounds and be responsive to those who have been underserved by higher education, the proposed program will expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives. The B.S. in Consumer Finance and Financial Planning is an ideal program to include in the university's new online undergraduate program offerings for several reasons, including that its applied nature makes it a good candidate for transfer articulation, it prepares students for a wide range of occupations, and the curriculum and coursework can be efficiently and effectively moved to a distance delivery format.

The proposed program is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally, and elements

coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

University Program Array

Offering the online B.S. in Consumer Finance and Financial Planning degree will expand access to this important career field for those individuals who are place-bound and/or are otherwise unable to attend UW-Madison for an on-campus learning experience but are well-qualified to attend the institution. This program will also enhance the offerings within the university's strategic online learning initiative and will complement the in-person, tradition Personal Finance program.

Other Programs in the University of Wisconsin System

The B.S. in Consumer Finance and Financial Planning program is proposed to carry the Classification of Instructional Programs (CIP) code of 52.0804 Financial Planning and Services. Currently there are no other programs at UW System institutions with this focus on personal and family finances, nor with this CIP code.

Need as Suggested by Current Student Demand

The existing in-person Personal Finance degree is growing quickly on campus, doubling in size from 123 students in 2014 to 262 in 2018.¹ Degrees in business and the social sciences also have the highest online enrollments at large undergraduate online providers, such as Arizona State, Colorado State, and Penn State (Entangled Solutions). Graduates with a degree in Personal Finance go on to careers in financial advising, accounting, business analysis, credit counseling, underwriting and risk management, finance, banking, investment, and business consulting.

Analyses conducted for the university identified more than 800,000 Wisconsin residents with some college but no degree, with more than 39,000 realistically motivated to complete a degree.² Collectively, Wisconsin's neighboring states have 28.6 million residents

¹ UW Madison Institutional Data, Trends in Student Enrollments, Headcounts of Enrolled Students: <https://tableau.wisconsin.edu/#/views/TrendsinStudentEnrollments/HeadcountsofEnrolledStudents?iid=2>

² Lumina Foundation (2016). A Stronger Nation: Wisconsin Brief. Retrieved from https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

with an adult education population profile like Wisconsin's.³ The addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million. Online undergraduate degree programs provide greater access for these students, particularly working adults, who have completed some college but who are no longer realistically able to consider the on-campus college experience.

Need as Suggested by Market Demand

SoHE has strong connections to industry partners, including the Personal Finance Advisory Board (PFAB), which provides counsel and support to the existing Personal Finance degree program and will extend to the new B.S. in Consumer Finance and Financial Planning online. Advisory board members represent diverse functional areas in the financial services industry and are leaders in their fields. During a recent PFAB meeting, members expressed a need within their own organizations for online bachelor's degree programs to support employee career advancement. With increasing digitalization of financial services, they also extolled value in the fact that the student experience with online education will mirror the user experience within the industry.

The U.S. Department of Labor Bureau of Labor Statistics projects a 4.4% growth in personal financial advisors in the coming years.⁴ Projections for the state of Wisconsin indicate 9% increase in personal financial advisor positions by 2029, with close to 600 new annual job openings projected.⁵ Additional occupations related to the program and expected to grow include financial manager (+15%), insurance sales agent (+5%), and financial manager (+15%).⁶ In this sector, 62% of occupations in this sector require a bachelor's degree, and the median salary for bachelor's degree holders increases to \$75,000 from \$34,000 with a high school diploma.⁷ Real-time employer demand data available from the Educational Advisory Board (EAB) identifies the top skills employers in the State of Wisconsin desire for professionals with a bachelor's degree or above. The most sought job skills from more than 103,000 job postings were: teamwork/collaboration; budgeting; project management; customer service; scheduling; sales; patient care; quality assurance and control; accounting; and customer contact. The B.S. in Consumer Finance and Financial Planning program covers most of these highly desired skills.


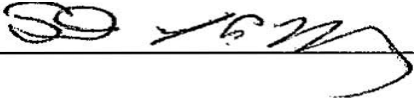
³ Lumina Foundation (2016). A Stronger Nation: Wisconsin Brief. Retrieved from https://www.luminafoundation.org/files/publications/stronger_nation/2016/wisconsin-brief-2016.pdf

⁴ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Personal Financial Advisors: <https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm#tab-6>

⁵ Career One Stop, Personal Financial Advisors: <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Personal%20Financial%20Advisors&onetcode=13205200&location=Wisconsin>

⁶ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

⁷ Burning Glass Technologies: Labor Insight, 2021

University of Wisconsin - Madison						
Cost and Revenue Projections For Bachelor of Science-Consumer Finance and Financial Planning						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	50	100	150	150
	Enrollment (Continuing Student) Headcount		21	63	147	252
	Enrollment (New Student) FTE	12.5	25.0	50.0	75.0	75.0
	Enrollment (Continuing Student) FTE		10.5	31.5	73.5	126.0
II	Total New Credit Hours	375	1065	2445	4455	6030
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	2.0	2.0	2.0	2.0	2.0
	FTE of Instructional Staff - New	1.0	2.0	3.0	4.0	5.0
	FTE of Program Administrator-New	0.33	0.33	0.33	0.33	0.33
IV	Revenues					
	<i>From Tuition (\$675/credit)</i>	\$253,125	\$718,875	\$1,650,375	\$3,007,125	\$4,070,250
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$188,750	\$375,850	\$750,050	\$1,180,950	\$1,322,700
	<i>Program Revenue Re-investment Allocation</i>	\$270,649				
	Total New Revenue	\$712,524	\$1,094,725	\$2,400,425	\$4,188,075	\$5,392,950
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$280,000	\$285,600	\$291,312	\$297,138	\$303,081
	<i>Instructional Academic Staff</i>	\$70,000	\$142,800	\$218,484	\$297,138	\$378,851
	<i>Program Administrator</i>	\$23,100	\$23,562	\$24,033	\$24,514	\$25,004
	<i>Fringe for faculty and staff at 33.6%</i>	\$125,362	\$151,859	\$179,367	\$207,914	\$237,531
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$125,000	\$250,000	\$500,000	\$750,000	\$750,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$33,750	\$95,850	\$220,050	\$400,950	\$542,700
	<i>Core - Course Development and Renewal</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$25,313	\$71,888	\$165,038	\$300,713	\$407,025
	Total Expenses	\$712,524	\$1,051,559	\$1,628,283	\$2,308,366	\$2,674,192
VI	Net Revenue	\$0	\$43,166	\$772,142	\$1,879,709	\$2,718,758
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date: 7/29/2021			
Chief Business Officer's Signature: 			Date: 7/20/2021			

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN CONSUMER FINANCE AND FINANCIAL PLANNING

Introduction

UW-Madison proposes to establish a Bachelor of Science (B.S.) in Consumer Finance and Financial Planning, to be offered through the School of Human Ecology (SoHE) in an entirely online format. As one of a suite of online undergraduate degree programs, this program will contribute to the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. This 120-credit bachelor's degree program will be interdisciplinary with an emphasis on financial management and the economic well-being of individuals and families. It will also emphasize consumer financial behavior, interactions between consumers and the marketplace, and financial product development and technologies. The program is designed and intended for part-time attendance and that is how the budget format is represented, although some students may seek to pursue a faster pace.

Section I – Enrollment

The enrollment of new students is projected to be 25 new students in fall 2022 and increasing to 125 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in fall terms although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more). The model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit. The model has students taking four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year. The model assumes an annual persistence rate of 85-90%.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per year, to complete the program. The enrollment and credit calculations use an annual persistence rate of 85-90%. Course offerings are available and intended for this online audience and thus all credits are counted as new credits.

In Year 1 of the program, students will enroll in an estimated 375 student credit hours and that will increase by Year 5 to an estimated 6,030 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year and throughout the program. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. The estimated average salary applied is \$140,000 annually per FTE.
- An estimated 1.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 5.0 FTE by Year 5 of the program. (Note: Students in this program will also enroll in the College of Letters and Science courses developed for online program but not covered in this budget specifically). The estimated average salary applied is \$70,000 annually per FTE.
- An academic program administrator (1.0 FTE) will be hired to support the SoHE programs with an estimated salary of \$70,000 annually; 0.33 FTE will be attributed to each of the three SoHE programs. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS805 and service-based pricing requirements, at \$675 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$253,125 in the first year of the program and \$4,070,250 by Year 5.

The program launch will be supported from an allocation of a reinvestment fund generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. As these programs have grown in enrollment and revenue generation, there is now an opportunity to support the start-up investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will become revenue-positive and contribute to program reinvestment. The reinvestment fund will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$188,750 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$1,322,700 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core services are needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty and academic staff is estimated at 33.6%.

Other Expenses

This program will be one of seven new online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$90,000 annually across the three SoHE programs; \$30,000 is allocated to this program. Scholarships and waivers are estimated at 10% of tuition revenue.

Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.

Section VI – Net Revenue

All net revenues will be allocated to the university “program revenue re-investment for core services” fund. The fund is generated by UW-Madison’s suite of program revenue academic degree program and certificate programs. This program revenue source was discussed in in Section IV. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduates. In the first years of the program, revenues will be drawn from this pool sufficient to achieve a zero net revenue position. As the tuition revenue grows, the program will achieve a revenue-positive position from tuition, so that the program will contribute more revenue to the re-investment fund than it draws.



Date: 29 July 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-Consumer Finance and Financial Planning (BS-CFFP)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BS-Consumer Finance and Financial Planning (BS-CFFP) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university’s online learning initiative. It will elevate and replace a successful online Personal Finance option within the existing in-person BS-Personal Finance degree program.

The online BS-CFFP 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 the requirements and standards for a Bachelor of Science degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Consumer Science), the dean and academic planning council of the program’s academic home (i.e., the School of Human Ecology), 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 School of Human Ecology 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

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Soyeon Shim, Dean, School of Human Ecology

Annette McDaniel, Associate Dean for Undergraduate Education, School of Human Ecology

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF LIBERAL STUDIES IN APPLIED SOCIAL SCIENCE,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.8., authorizing the implementation of the Bachelor of Liberal Studies in Applied Social Science program at the University of Wisconsin-Madison.

Resolution C.8.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Liberal Studies in Applied Social Science program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Liberal Studies (B.L.S.) and a companion major, Applied Social Science, to be offered through the College of Letters & Science (L & S) in an all-online format. As part of UW-Madison's portfolio of undergraduate online programs, the B.L.S. in Applied Social Science supports the university's goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. The program will build upon the success and offerings of the College of L & S, broadening access to part-time adult learners. This liberal arts degree program will emphasize knowledge, skills, and abilities of general interest and relevance to working adults who seek to advance in their career or switch career course, and who must blend work and family obligations while pursuing a degree. A market analysis found growing demand for a generalist liberal studies degree coupled with majors in areas of the Social Sciences and offered in an online flexible format. Such programs prepare graduates to integrate learning across disciplines and learning experiences in order to transfer that knowledge to a broad array of occupations.

Students completing the 120-credit B.L.S. in Applied Social Science may apply transfer credits toward degree requirements. Students will select from broad areas of knowledge and UW-Madison coursework in the liberal arts and sciences and in computer, data, and

information studies. Students will complete at least two required courses that will enable them to integrate learning they acquired via prior academic, professional, and life experiences and bridge that learning to more focused study in the major. The 30-credit applied social science major will afford students opportunities to integrate academic study with applied activities from their workplace, internships, volunteer and service-learning placements, and career exploration coursework. Students will pay \$600 per credit, in compliance with service-based pricing guidelines.

Presenter

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

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 LIBERAL STUDIES IN
APPLIED SOCIAL SCIENCE
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Liberal Studies (B.L.S.) and a companion major, Applied Social Science, to be offered through the College of Letters & Science (L & S) in an all-online format. As part of UW-Madison's portfolio of undergraduate online programs, the B.L.S. in Applied Social Science supports the university's goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. The program will build upon the success and offerings of the College of L & S, broadening access to part-time adult learners. This liberal arts degree program will emphasize knowledge, skills, and abilities of general interest and relevance to working adults who seek to advance in their career or switch career course, and who must blend work and family obligations while pursuing a degree. A market analysis found growing demand for a generalist liberal studies degree coupled with majors in areas of the social sciences and offered in an online flexible format. Such programs prepare graduates to integrate learning across disciplines and learning experiences to transfer that knowledge to a broad array of occupations.

Students completing the 120-credit B.L.S. in Applied Social Science may apply transfer credits toward degree requirements. Students will select from broad areas of knowledge and UW-Madison coursework in the liberal arts and sciences and in computer, data, and information studies. Students will complete at least two required courses that will enable them to integrate learning they acquired via prior academic, professional, and life experiences and bridge that learning to more focused study in the major. The 30-credit applied social science major will afford students opportunities to integrate academic study with applied activities from their workplace, internships, volunteer and service-learning placements, and career exploration coursework. Students will pay \$600 per credit, in compliance with service-based pricing guidelines.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Applied Social Science

Degree Designation(s)

Bachelor of Liberal Studies

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

Dean's Office, College of Letters & Science Division of Teaching & Learning Administration

College, School, or Functional Equivalent

College of Letters & Science (L & S)

Proposed Date of Implementation

Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 465 students will have enrolled in the program and 72 students will have graduated from the program. Simplifying assumptions have been made in the projections:

- Students will start in the fall term, although students may start in any term.
- Students will enroll part time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term); although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more).
- Students will start enrollment in the program with 60 credits completed through transfer credit, test credit, and/or other credit, although students will enroll with a range of credits.
- Students will take four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program.
- The program will have a year-to-year persistence rate of 85-90%. This persistence rate is lower than the UW-Madison persistence rate of approximately 95% for traditional undergraduates and is more consistent with what is seen for online programs. To support persistence, the university has invested in resources and support structures for online students, such as preparatory "how to learn online" activities, access to cohort communities, highly contextualized enrollment coaching, and individualized career coaching.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	40	75	100	125	125
Continuing Students	-	34	93	165	227
Total Enrollment	40	109	193	290	352
Graduating Students				25	47

Tuition Structure

Students enrolled in the online B.L.S. in Applied Social Science will be charged tuition at a per-credit rate of \$600, in compliance with service-based pricing guidelines (SYS 805 (6)(A)(7)). No segregated fees will be charged and there will be no difference in resident and nonresident rates. The program is designed to be completed with part-time study, with students typically enrolling in 6 credits per 15-week term. This enrollment level is equivalent to UW-Madison's definition of half-time status sufficient for financial aid eligibility, thus the cost per semester for a part-time student enrolled in 6 credits would be \$3,600, all attributable to tuition.

All UW-Madison students are subject to a one-time document fee of \$65. The Official Document Fee covers the cost to produce official student documentation throughout the student's career and as an alumnus. This includes transcripts, degree verification, and enrollment verification.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.L.S. in Applied Social Science will require students to complete 120 credits. These will include the UW-Madison General Education Requirements (15 credits); B.L.S. degree requirements (45 credits), and 30 credits in the major. Because this program is oriented to transfer and reentry students who have accumulated college credit, most of the credits will be broadly categorized to better accommodate credits from prior undergraduate study that students will transfer into the program. Students must complete their last 30 credits in residence at UW-Madison. The curriculum will include credits that feature the broad divisions of study traditionally found in liberal arts programs (i.e., arts and humanities, science, social science), as well as courses in emerging areas of computer, data, and information studies. Broad study across a variety of disciplines and exposure to a diverse range of perspectives will reinforce the many ways of knowing humans have used to understand and represent their world as they identify and address problems and opportunities. This curricular flexibility is essential to accommodate the credits students bring to the program, while also helping to integrate that work with what they do as B.L.S. in Applied Social Science students.

At least two required courses will integrate students' prior academic, professional, and life experience and serve as a bridge to more focused study in their major. Courses in the major will afford students opportunities to integrate academic study with applied activities from their workplace, internships, volunteer, and service-learning placements, as well as career exploration coursework. The major in Applied Social Science will explore the social sciences—the systematic and evidence-based study of the social world, encompassing all the political, economic, legal, technological, and cultural ideas, structures, and processes that humans create to live together as a society. Social science data, methods, and theories are used to understand how social life works and create ways to help social life work better. Applied study across the social sciences integrated with a broad liberal arts foundation and the infusion of diverse perspectives, offers an ideal framework for identifying issues, questions, and opportunities that are important to humans, groups, institutions, and society, the study of which can lead to a more effective and equitable solutions to social problems.

Student Learning Outcomes and Program Objectives

The B.L.S. in Applied Social Science learning outcomes align with the goals of the UW-Madison General Education Requirements¹ as well as with the aspirations expressed in the UW-Madison “Wisconsin Experience,”² which secure for UW students the essential tools of learning associated with a college education. Thus, students enrolled in the UW-Madison online programs will receive learning experiences that align to students enrolled in traditional residential undergraduate programs. traditional residential undergraduate programs.

Students who complete the B.L.S. in Applied Social Science will engage in systematic, collaborative reflection on past college, career, community, and life experiences to synthesize these experiences with new degree completion coursework across the liberal arts and sciences. By graduation, B.L.S degree students will be able to:

1. Identify and integrate many types and sources of information. Students will be able to recognize, reason with, and combine multiple forms of qualitative and quantitative information and data, from diverse perspectives and sources.
2. Analyze information using a variety of methods. Students will be able to critically evaluate and analyze information using methods from the arts and humanities, the social sciences, the natural and physical sciences, and the computational and data sciences, informed by diverse perspectives.
3. Investigate important problems, issues, and opportunities for change. Students will be able to approach complex topics from multiple perspectives, understanding them in a variety of contexts and from different cultural lenses.
4. Develop effective, culturally sensitive evidence-based solutions. Students will be

¹ <https://gened.wisc.edu/general-education-requirements/general-education-learning-outcomes/>

² <https://wisconsinexperience.wisc.edu/>

able to combine their rigorous analysis of relevant evidence to develop and defend creative insights and effective solutions concerning these important issues.

5. Communicate persuasively with a broad range of people. Based on an understanding of the varied ways in which people experience the world, students will be able to collaborate and communicate proposed solutions effectively and ethically with people from a range of perspectives, cultures, and backgrounds.

Building on the broad foundation of study in the liberal arts and sciences, students who pursue the major in Applied Social Science will pursue additional depth through an organized course of study across the broad social and behavioral sciences. Thus, the learning outcomes may also be expressed as more specific capacities and opportunities that students within the major will be able to do:

1. Recognize, reason with, and combine multiple forms of qualitative and quantitative information and data that are common to the social sciences, from diverse perspectives and sources.
2. Critically evaluate and analyze information using a variety of methods common to the social sciences, informed by diverse perspectives.
3. Approach complex social, interpersonal, and institutional issues and opportunities for innovation from multiple perspectives, understanding them in a variety of contexts and from different cultural lenses.
4. Use tools and techniques common to the social sciences to combine their rigorous analysis of relevant evidence to develop and defend creative insights and effective solutions concerning these important issues.
5. Collaborate and communicate proposed solutions effectively and ethically with people from a range of perspectives, cultures, and backgrounds, based on an understanding of the varied ways in which people experience social life and social institutions.

Program Requirements and Curriculum

Students admitted to the B.L.S. in Applied Social Science must meet all admission standards for UW-Madison as new transfer students. Admissions is limited to new transfer students or readmit/reentry students previously enrolled at UW-Madison without completing a degree. Second-bachelor's degree candidates will be considered on a case-by-case basis. Table 2 illustrates the curriculum for the proposed program.

Table 2: Bachelor of Liberal Studies, Major in Applied Social Science Curriculum

General education courses required for graduation:	15 credits
College-level Comp and Comm (Comm A)	3 credits
College-level Comm in Context (Comm B)	3 credits
College-level Math, Logic, Computation (QR A)	3 credits
College-level QR in a Disciplinary Context (QR B)	3 credits
Race and Ethnic Diversity in the U.S. (ESR)	3 credits
Bachelor of Liberal Studies requirements:	45 credits
BLS breadth: Humanities	9 credits
BLS breadth: Social Sciences	9 credits
BLS breadth: Bio, Physical, or Natural Sciences	9 credits
BLS broad field	12 credits
Integrated college, career, and liberal studies	6 credits
Major in Applied Social Science:	30 credits
Foundations	6 credits
Integrative depth	18 credits
Capstone	6 credits
Electives	30 credits
Total Credits	120 credits

Assessment of Outcomes and Objectives

Given the range and variety of academic credit students admitted to the B.L.S. in Applied Social Science will bring with them, assessment strategies will be flexible and will rely somewhat on self-report and indirect measures. First, students admitted to the program will be invited to articulate their needs, expectations, and aspirations in the form of a survey that can also be used for purposes of advising and coaching individual students. These data, in aggregate form, will be compared to responses provided via a similar instrument administered upon program completion or exit. Second, student learning will be measured more directly in key courses that serve the program, which are likely to be taken by most students. For example, all the career-oriented courses include integrated assessment strategies, as do capstone courses designed for the major. Third, all courses designed specifically to serve the B.L.S. degree will include at least one of the stated learning outcomes stated (adapted to reflect course content) among the learning outcomes programmed into the campus-wide assessment management system (i.e., Assessment, Evaluation, & Intervention System, or AEFIS). This assessment tool affords instructors the ability to conduct both formative and summative assessment at the course level, while also providing data that can be used across multiple courses to gauge overall program performance.

The program committee will evaluate assessment data annually for consideration of program modification and improvement. Assessment activities are reported annually to the Office of Student Learning Assessment. As with all UW-Madison programs, proposals to

modify academic programs are required to include a rationale for change that addresses the role assessment of student learning plays in seeking program improvements. These activities also provide data that is incorporated into the regular review of academic programs.

Diversity

UW-Madison's diversity efforts are guided by a strategic framework that seeks to "Retain, Equip, Engage, and Lead" (REEL) to move the university from theory to practice and achieve the institutional vision that UW-Madison "will be a model public university in the 21st Century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world." The proposed program is aligned with this mission. This innovation is a key strategy by which the university will be "opening new forms of access to people from every background," by creating a welcoming pathway for many learners who may have abandoned their aspiration to complete a college degree. By redesigning baccalaureate education to put the needs of these learners first, and by providing the support they need to succeed, the program is expected to achieve REEL change.

The B.L.S. degree program includes a foundational tenet that an authentic commitment to diversity, across a range of dimensions, leads to the most effective and equitable solutions to social problems. Through this degree program, students will be exposed to a range of implicit and explicit curricular components meant to be representative of not only interdisciplinary perspectives, but also perspectives that vary by culture, geographic region, race and ethnicity, sexual and gender identity, disability status, and other dimensions of diversity. Required courses include focused study of these issues, building on and exceeding the foundation of General Education Ethnic Studies coursework; for example, attention to issues of diversity and diverse perspectives permeate courses on careers and internships, as do courses focused on understanding cultures and issues beyond U.S. borders.

The proposed program curriculum and learning outcomes intend to advance inclusive excellence. The curricular components of each major will be representative of a diverse set of perspectives, as opposed to centered around or focused on a presumed majority group, population, or perspective. Through course readings, discussion, assignments, and experiential learning, students will develop skills to identify, assess, and integrate diverse perspectives in considering and developing solutions to social problems and the creation of equitable opportunities to enhance societal wellbeing. Second, through their coursework, students will engage in critical reflection and analysis of their own beliefs and lived experiences as they relate to their understanding of the causes of social problems, and carefully consider how these beliefs and experiences shape their understanding of perceived solutions to social problems, and how they align or conflict with perspectives different than their own. Third, through a range of extra-curricular learning opportunities offered within and across the College L& S and the university at

large, students will be exposed to individuals, groups, and perspectives that represent diverse and intersectional identities, experiences that will further inform and support the learning goals of the degree.

As a liberal arts program designed to integrate and synthesize information, the program will provide intellectual diversity by drawing on a range and variety of disciplines in a collaborative way from the many departments and perspectives represented in L & S. This approach is reflected in a curriculum that is intended to promote learning that is not only broad and inclusive of these disciplines, but that is specifically inclusive of issues and perspectives of minoritized populations in the U.S. and the world. The committee convened to oversee the program is also expected to be sufficiently diverse to reflect and meet the needs of a diverse student population.

The College of L & S is committed to pursuing equity in its proposed B.L.S. in Applied Social Science. Aligned with other programs offered through UW-Madison Online, marketing and recruitment is supported through Division of Continuing Studies (DCS). DCS marketing and recruitment staff will implement several efforts to pursue equity in these programs, including advertising to diverse audiences with tracking tags on digital ads to quantify and measure efficacy; developing marketing materials that speak directly to diverse audiences; building on partnerships with such groups as the Hispanic Professionals of Greater Milwaukee, CentroHispano, and Black and Latinx chambers of commerce; and tracking individual registrations at recruitment events to provide specific and unique support to each audience. Recruitment events (e.g., webinars) and support will also be available at various times of the day, including evenings and weekends to promote wider accessibility.

Program support for the B.L.S. in Applied Social Sciences has been designed to recognize that adult learners have different needs and expectations than traditional learners, including expectations of quick, proactive service with minimized touchpoints. The online learning initiative programs have implemented a new student support model to accommodate these needs. Specifically, Enrollment Coaches serve as a single point of proactive support for prospective learners to help them navigate the admission process and financial aid. Shortly after being admitted, students will participate in an online orientation designed to support their success as an online student. During orientation, they will meet their individual academic and career advisor who will provide continued personalized, proactive support throughout the learner's journey, aiding them in overcoming barriers to success and degree completion. In addition, staff will monitor key performance indicators such as course enrollment and grading patterns, retention rates, time-to-degree, and completion rates to identify and address any performance gaps and ensure equitable access to resources and services throughout their experience.

The College of L & S is dedicated to ensuring equity in the recruitment and hiring of faculty, and instructional and support staff, following procedures intended to promote

inclusive excellence. This includes training search committees to guard against implicit bias, using best practices to advertise positions in a wide range of outlets to develop diverse hiring pools, utilizing review and ranking procedures that state hiring criteria objectively, and consistently implement those criteria. Faculty hiring programs such as the “Target of Opportunity” program, “cohort hiring” practices, and a variety of programs designed to mentor new faculty successfully to tenure, are all focused specifically on identifying, hiring, and retaining a diverse group of excellent faculty.

In addition to the program’s support of this campus-wide initiative, L & S has added a new leadership position in this area. The Associate Dean for Diversity, Equity, and Inclusion (DEI) will serve as a point-person for DEI initiatives within L & S and will be a consultant to the BLS program committee.

All these efforts align support UW-Madison’s continued satisfaction of the Higher Learning Commission’s Assumed Practices and Criteria for Accreditation as they relate to the expectation that institutions engage in strategic planning, allocate resources, engage in hiring practices, and offer students an educational opportunity that “recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.”³

Collaborative Nature of the Program

While the B.L.S. in Applied Social Science will not be offered as a collaborative program, the program is designed to increase access and create a pathway to a bachelor’s degree for students who have completed an associate degree or some college credit. UW-Madison maintains transfer agreements with five Wisconsin technical colleges and the Lac Courte Oreilles Ojibwa Community College. With the authorization of the proposed program, UW-Madison will be able to broaden access to students who completed or pursued applied associate degrees. UW-Madison’s Division of Continuing Studies has hired a new coordinator of transfer agreements to support transfer into the suite of online programs.

Projected Time to Degree

As with all the programs in the online learning initiative, the B.L.S. in Applied Social Science is designed to serve returning adult learners with some college credit. It is anticipated that these students will be balancing their educational pursuits with career and family obligations. Thus, students are expected to attend school on a part-time basis and the program’s curricular design and schedule of classes supports part-time course loads. To support and promote degree completion, all students in this program will be paired with an Academic and Career Coach who will provide proactive advising throughout the students’ educational journey. Ultimately, part-time students are expected to complete the B.L.S. in Applied Social Science in 4-6 years.

³ <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Program Review

Per UW-Madison policy, the B.L.S. in Applied Social Science program will complete its first review as a new academic program five years after implementation. It will then complete subsequent reviews at least once every 10 years. These regular program reviews will follow UW-Madison's Academic Program Review Guidelines, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and with program faculty. Elements of the undergraduate program review include program mission and goals, review of student learning assessment, evaluation of curriculum, student participation in high impact practices, enrollment management, student advising and support, program completion and time to degree, and post-graduation outcomes. Findings are used to improve the program.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). Like other programs that are not subject to specialized accreditation, the B.L.S. in Applied Social Science will be subject to the accreditation standards of the HLC.

JUSTIFICATION

Rationale and Relation to Mission

The B.L.S. in Applied Social Science is one of seven programs in the online learning initiative planned for Fall 2022 launch. Authorization of these programs is pending UW System Board of Regent approval. This initiative, announced by Chancellor Rebecca Blank in 2019, is featured within the university's [2020-25 Strategic Framework](#) as a mechanism to provide access to a world-class, affordable educational experience. The B.L.S. degree, envisioned as part of this initiative, is intended to be completed with one of several "applied" majors designed to help students integrate prior coursework with current college study, informed by their lived experiences. The major in Applied Social Science will be the first of these programs.

The overall new suite of online programs is intended and designed for returning adult students who have earned some college credit but who have not yet completed an undergraduate degree; the programs will not be open to new freshman admission. From a recruiting perspective, UW-Madison will focus on adult learners with some college, with a supplementary focus on those with a Badger connection. This will include former students who left with credits but did not complete their degree. University research suggests there are more than 3,000 such individuals from entrance cohorts in the past 15 years.

Relative to resources and funding, each of the programs in the online learning initiative will have elements that are managed and funded centrally, and elements coordinated through the school/college dean's offices. Dean's offices will coordinate the faculty oversight committee, the involvement of faculty in design and delivery of the program, and appropriate governance. Centralized resources will be provided for coordinated student support, advising and coaching services, as well as recruiting and marketing. In addition, the initiative supports faculty and instructional designers to develop and maintain high quality online courses. Funding for this initiative has been allocated by Chancellor Blank in the university's budgeting process. Projections are that by 2025 there will be sufficient enrollment in the suite of online undergraduate programs to provide tuition revenue that will pay back this early investment.

The B.L.S. in Applied Social Science will contribute directly to the mission of the UW System by supporting its fundamental commitment to public service through education that improves the human condition. This program not only promotes the knowledge, skills, and abilities of baccalaureate-level liberal arts education, but also affords students who previously stopped out or disconnected from higher education the opportunity to complete their degrees, and thereby access the many opportunities available to college graduates. Furthermore, studies fielded by the UW System demonstrate the impact baccalaureate education has on the overall economic health of the state.⁴

The B.L.S. degree and the B.L.S. in Applied Social Science major are designed to support the broad mission of UW-Madison to serve the state, and beyond, through the core mission component and institutional purpose to "improve the quality of life for all." The major in Applied Social Science will strengthen students' cultural understanding, and their understanding of social, political, economic, and technological change through research and service. The programs reflect appreciation for, and commitment to, the ideals of a pluralistic, multiracial, open, and democratic society.

University Program Array

The B.L.S. in Applied Social Science will complement existing Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in L & S, which serve students seeking a traditional science-intensive Bachelor of Science degree, or a language, humanities, and humanistic social sciences-intensive Bachelor of Arts degree. L & S programs are supported by more than 800 faculty and nearly 500 instructional staff, many of whom will also participate in the proposed program. None of the existing B.A. or B.S. programs in the College of L & S can be earned online, and that will continue to be the case. The B.L.S. in Applied Social Science will provide a part-time, online route to a liberal arts degree at UW-Madison.

Other Programs in the University of Wisconsin System

No UW institution offers an undergraduate distance delivered major in the same

⁴ <https://www.wisconsin.edu/news/archive/uw-system-is-major-driver-of-the-wisconsin-economy/>

Classification of Instructional Program (CIP) code area as proposed for the B.L.S. in Applied Social Science (CIP 45.0101 Social Sciences, General). Some online offerings in the UW System that are in the curricular areas of the social sciences comprise a version of the university's face-to-face B.A. or B.S. degree programs. For example, UW-Milwaukee and UW-Parkside offer majors in sociology and UW-La Crosse, UW-Milwaukee, and UW-Whitewater offer a major in political science.

Five UW institutions offer a face-to-face undergraduate program in social sciences in the same CIP code area of 45.0101. UW-Platteville offers a B.A. / B.S. in Social Studies; UW-River Falls offers a B.A. / B.S. in Social Studies, Broad Field; UW-Stout offers a B.S. in Applied Social Science; UW-Superior offers a B.A. / B.S. in Social Science, Broad Area); and UW-Whitewater (Bachelor of Science in Education (B.S.E.)) in Social Studies, Broad Field. These offerings are face-to-face programs, intended for students entering as new freshmen, and none are combined with the B.L.S. The proposed program will be offered online and is oriented to returning adult learners.

Need as Suggested by Current Student Demand

The need for bachelor's degree completion programs and their economic impact has been well-studied in higher education. In times of economic recession, employers prefer to hire employees with postsecondary degrees; having a baccalaureate degree therefore has an immediate impact on opportunities for these individuals. In addition, a well-educated workforce is tied to the economic prosperity of the state and of the region, and that access to baccalaureate education is a lever that can address barriers to economic equity, stability, and mobility. Analyses conducted by Entangled Solutions, an education industry consulting group, for the university have identified over 800,000 Wisconsin residents with some college but no degree,⁵ with over 39,000 individuals likely motivated to complete a baccalaureate degree. Wisconsin's neighboring states have 28.6 million residents with an adult education population profile like those in Wisconsin; the addressable market of Upper Midwest residents with some college credit but no bachelor's degree is approximately 11 million. Online undergraduate degree programs provide access for these students, particularly working adults, and those with caregiving responsibilities. A market analysis found that generalist liberal studies degree/major, coupled with majors in various areas of the social sciences, have a large and growing market.

Market analysis also demonstrated demand from this adult student population for interdisciplinary liberal studies programs. Relevant enrollment figures include 2,400 students in the online B.A. in Liberal Arts at Arizona State University, 1,400 enrolled in the B.A. in Liberal Arts at Northern Arizona, 1,200 enrolled in the B.S. in Interdisciplinary Studies at the University of Massachusetts, and 300 in General Studies at the Indiana University. The University of Pennsylvania also selected a program in Applied Arts and

⁵ Lumina Foundation. 2016. "Stronger Nation: Wisconsin Brief and U.S. Census Bureau. 2018. Current Population Survey, Annual Social and Economic Supplement

Sciences for its first online bachelor's degree offering in 2019, which launched with more than 300 undergraduates enrolled.

Need as Suggested by Market Demand

Burning Glass data collected on this market in 2021 reveals that in the state of Wisconsin between March 2020 and February 2021, more than 18,000 job postings required a bachelor's degree in areas of the liberal studies and the social sciences. Furthermore, data indicate regional growth in the sector is expected above the national average, at a rate of 9% per year.

Many of the most highly sought-after skills in the regional and national labor market require application of the social sciences. According to a 2017 Burning Glass analysis of job postings across the U.S., communication, teamwork and collaboration, organization, building effective relationships, planning, research, writing, and problem-solving were identified as the top baseline skills required by employers. Additional skills in digital media and data analysis are considered competitive advantages in the job market.⁶ Top positions identified in Burning Glass for similarly prepared graduates include a broad range of occupations such as: non-technical sales representative, account manager/representative, paralegal/legal assistant, legal support specialist, recruiter, human resource assistant, policy analyst, social science researcher, technical writer, writer, copywriter, proofreader, editor, reporter, enrollment/admission counselor, enrollment/eligibility specialist, residential assistant/advisor, and insurance agent.



U.S. Department of Labor Bureau of Labor Statistics occupational projection data for the years 2019-2029 also indicate a need for individuals with training in the applied social sciences. For example, growth is expected in the occupational category of social and community service managers (17%); paralegals and legal assistants (10%); and insurance sales agents (5%).⁷ In Wisconsin, occupational projections for the period 2018-2028 indicate anticipated growth in similar occupational categories such as social and community service managers (6.9%), community and social service specialists (4.1%); community association, property, and real estate managers (6.6%); paralegals and legal assistants (4.2%), and insurance agents (11.8%).⁸

⁶ Fuller, G., Kruger, K. McGencey, S. Sigelman, M. (2020). Helping students prepare for and navigate the transformed job market after COVID-19. American Council on Education Engage Seminar.

Retrieve at <https://engage.acenet.edu/portal/site/~dd985447-e0a6-4f54-b411-224c62a7ce6f/page/b4834501-3eed-479b-b6e8-f3c8fcd8b86a?sakai.state.reset=true>

⁷ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, retrieved from <https://www.bls.gov/ooh/>, August 2021

⁸ Bureau of Labor Statistics, Wisconsin Long Term Occupational Employment Projections, retrieved from <https://www.projectionscentral.com/Projections/LongTerm>, February 2021

University of Wisconsin - Madison						
Cost and Revenue Projections For Bachelor of Liberal Studies-Major in Applied Social Science						
	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	40	75	100	125	125
	Enrollment (Continuing Student) Headcount		34	93	165	227
	Enrollment (New Student) FTE	20.0	37.5	50.0	62.5	62.5
	Enrollment (Continuing Student) FTE		17.0	46.5	82.5	113.5
II	Total New Credit Hours	600	1635	2895	4350	5280
	Existing Credit Hours					
III	Faculty and Staff					
	FTE of Faculty - Current	2.0	2.0	3.0	3.0	3.0
	FTE of Instructional Staff - New	1.0	1.0	2.0	3.0	4.0
	FTE of Teaching Assistants-New	0.0	0.0	0.0	0.0	1.0
	FTE of Program Administrator-New	1.0	1.0	1.0	1.0	1.0
	FTE of Program Support Staff-New	1.0	1.0	1.0	1.0	1.0
IV	Revenues					
	<i>From Tuition (\$600/credit)</i>	\$360,000	\$981,000	\$1,737,000	\$2,610,000	\$3,168,000
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue Re-investment for Core services</i>	\$339,000	\$607,150	\$845,550	\$1,101,500	\$1,185,200
	<i>Program Revenue Re-investment Allocation</i>	\$303,920				
	Total New Revenue	\$1,002,920	\$1,588,150	\$2,582,550	\$3,711,500	\$4,353,200
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty</i>	\$280,000	\$285,600	\$436,968	\$445,707	\$454,622
	<i>Instructional Academic Staff</i>	\$70,000	\$71,400	\$145,656	\$222,854	\$303,081
	<i>Program Administrator</i>	\$70,000	\$71,400	\$72,828	\$74,285	\$75,770
	<i>Administrative Support Staff</i>	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
	<i>Fringe for faculty and staff at 33.6%</i>	\$157,920	\$161,078	\$237,711	\$267,424	\$298,232
	Other Expenses					
	<i>Core - Marketing and recruiting (\$5000 per new student)</i>	\$200,000	\$375,000	\$500,000	\$625,000	\$625,000
	<i>Core - Advising/Coaching services (\$90 per credit)</i>	\$54,000	\$147,150	\$260,550	\$391,500	\$475,200
	<i>Core - Course Development and Renewal</i>	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
	<i>Scholarships and Waivers (10% of tuition revenue)</i>	\$36,000	\$98,100	\$173,700	\$261,000	\$316,800
	Total Expenses	\$1,002,920	\$1,345,728	\$1,964,433	\$2,425,830	\$2,687,826
VI	Net Revenue	\$0	\$242,422	\$618,117	\$1,285,670	\$1,665,374
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date: 7/30/2021			
Chief Business Officer's Signature: 			Date: 7/21/2021			

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF LIBERAL STUDIES IN APPLIED SOCIAL SCIENCE

Introduction

UW-Madison proposes to establish a Bachelor of Liberal Studies (B.L.S.) in Applied Social Science, to be offered through the College of Letters & Science (L & S). The program will be offered entirely via distance delivery. As one of a set of offerings under the UW-Madison's online learning initiative, the B.L.S. in Applied Social Science supports the UW-Madison goal to increase offerings for returning adult students who have earned some college credit but who have not yet completed a first undergraduate degree. This 120-credit liberal arts degree emphasizes knowledge, skills, and abilities of general interest and relevant to this population. The program is designed and intended for part-time attendance and that is how the budget format is represented, although some students may seek to pursue a faster pace. In Fall 2022, when this program will first enroll students, UW-Madison will have seven undergraduate programs in the online portfolio.

Section I – Enrollment

The enrollment of new students is projected to be 40 new students in fall 2022 and increasing to 125 new students annually by the program's fifth year. Several simplifying assumptions have been made for the enrollment and credit projection. The model shows new students starting in Fall terms although students may start in any term. The model shows students enrolling part-time in 15 credits per year (6 credits per fall term, 6 credits per spring term, and 3 credits per summer term) although students may choose to enroll in a range of credit levels from part time (1-11 credits) to full time (12 credits per term or more). Furthermore, the model assumes students will start their enrollment in the program with 60 credits completed through transfer credit, test credit, and other credit and assumes students complete four years of part-time enrollment (i.e., 15 credits per year) to complete the 120-credit program. However, given this program is intended for returning adult learners, some students may opt to enroll in non-consecutive semesters and complete their degree over a longer period. Consequently, the annual student persistence rate is estimated to be 85-90%. The FTE calculation is a ratio of enrolled credits per year divided by 30 credits; 30 credits is the assumed credits completed for a full-time student in a regular academic year.

Section II – Credit Hours

The calculation of student credit hours assumes that students enroll part-time in 15 credits per year (i.e., 6 credits per fall term, 6 credits per spring term, and 3 credits per summer term). The model assumes students enter the program with 60 credits completed through transfer, test credit, and other credit, and then take four years, at a pace of 15 credits per year, to complete the program. The enrollment and credit calculations use an

annual persistence rate of 85-90%. Course offerings are available and intended for this online audience and thus all credits are counted as new credits. In Year 1 of the program, students will enroll in an estimated 600 student credit hours and that will increase by Year 5 to an estimated 5,280 student credit hours.

Section III – Faculty and Staff Appointments

The primary faculty and staff expenses to the program will be faculty for instruction, instructional academic staff, and administration. Specifically:

- An estimated 2.0 FTE of faculty effort will be contributed by several individuals in the first year. By the third year of the program, an estimated 3.0 FTE of faculty will be contributing to program instruction. Faculty will not be hired specifically for this program and the program will draw on the participation of existing faculty from the relevant department(s) for the courses being offered. This model assumes new faculty are continued to be hired in these programs who will contribute to all academic programs offered by the department(s). An estimated faculty instructional effort is three courses per year per FTE. The estimated average salary applied is \$140,000 annually per FTE.
- An estimated 1.0 instructional academic staff will contribute to the program in the first year, increasing with enrollment to 4.0 FTE by Year 5 of the program. (Note: L & S will receive additional funding for instructional academic staff for contributions to other online undergraduate programs not specifically for this program). An estimated instructional effort is six courses per year per FTE. The estimated average salary applied is \$70,000 annually per FTE.
- An academic program administrator (1.0 FTE) will be hired to support the program with an estimated salary of \$70,000 annually. The administrative team will undertake a range of academic and other support services to interface with a range of other areas and keep the program running smoothly for the benefit of a quality student experience.
- An administrative assistant will also be hired at 1.0 FTE for an estimated \$50,000 annually.

Section IV – Program Revenues

Tuition Revenues

Market analysis has resulted in setting the tuition for this online program, in keeping with SYS 805 and service-based pricing requirements, at \$600 per credit. Thus, tuition revenue is calculated as a product of the credit count and the per credit rate. Tuition revenue is estimated at \$360,000 in the first year of the program and \$3,168,000 by Year 5.

Program Revenue (PR)

The program launch will be supported from an allocation of a reinvestment fund generated by UW-Madison's suite of program revenue academic degree/major and certificate programs. As these programs have grown in enrollment and revenue

generation, there is now an opportunity to support the start-up investment needed for the online undergraduate programs. As online undergraduate enrollment grows, programs will become revenue-positive and contribute to program reinvestment. The reinvestment fund will support core services for overall program administration for the online undergraduate programs, marketing and recruiting, and coaching/advising services for students. An estimated \$339,000 will be allocated to the program in Year 1 to cover the shared expenses and that will grow to \$1,185,200 by Year 5. Program revenue will also provide an investment allocation in initial years when tuition revenue and the reinvestment in core services are needed to cover costs. 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 and staff appointments, roles, and annual salary rates are described in Section III. All salaries have a projected 2% annual increase applied. The fringe rate for faculty and academic staff is estimated at 33.6%. The fringe rate for teaching assistants is estimated at 16.2%.

Other Expenses

The B.L.S. in Applied Social Science will be one of seven online undergraduate programs enrolling students in Fall 2022. Certain services will be coordinated for all programs through a common investment pool of funds. Marketing and recruiting are estimated at \$5,000 per newly enrolled student. Advising and coaching support is estimated at \$90 per student credit hour. Course development and renewal is estimated at \$85,000 annually.

Scholarships and waivers are estimated at 10% of tuition revenue. Online/virtual student services are already available to all students that include admissions, enrollment, financial aid, bursar services, library services, transfer credit evaluations, records requests, and more. No substantial new funding is needed to establish these services; to the extent that change specific to online programs are required, they will be funded through the program revenue investment pool of funds.

Section VI – Net Revenue

All net revenues will be allocated to the university “program revenue re-investment for core services” fund. The fund is generated by UW-Madison’s suite of program revenue academic degree program and certificate programs. This program revenue source was discussed in in Section IV. The funds are allocated for ongoing program support and improvements; course development and renewal; expansion of online programs; and resources for undergraduates. In the first years of the program, revenues will be drawn from this pool sufficient to achieve a zero net revenue position. As the tuition revenue

grows, the program will achieve a revenue-positive position from tuition, so that the program will contribute more revenue to the re-investment fund than it draws.



Date: 30 July 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 Liberal Studies, Major in Applied Social Science (BLS-MASS)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new Bachelor of Liberal Studies, Major in Applied Social Science (BLS-MASS) at the University of Wisconsin–Madison. This fully online program would be part of a suite of undergraduate programs in the university’s online learning initiative.

The online BLS-MASS 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 the requirements and standards for a Bachelor of Liberal Studies degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the College of Letters & Science Dean’s Office, L&S Division of Teaching & Learning Administration), the dean and academic planning council of the program’s academic home (i.e., the College of Letters & Science), 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 Letters & Science 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 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 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the October 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

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Copies:

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Rob Cramer, Interim 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 Planning and Institutional Research

Eric Wilcots, Dean, College of Letters & Science

Greg Downey, Associate Dean for Social Sciences, College of Letters & Science

Elaine Klein, Associate Dean for Academic Planning, College of Letters & Science

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION
ASSOCIATE OF SCIENCE IN LIBERAL ARTS,
GATEWAY TECHNICAL COLLEGE AND UW-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution D.1., authorizing the implementation of the Associate of Science in Liberal Studies transfer program at Gateway Technical College in partnership with the University of Wisconsin-Parkside.

Resolution D.1.: That, upon the recommendation of the Chancellor of UW-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the transfer degree program for an Associate of Science in Liberal Arts through a partnership between Gateway Technical College and the University of Wisconsin-Parkside.

SUMMARY

This partnership with Gateway Technical College (GTC) demonstrates UW-Parkside's commitment to its mission, in fostering the intellectual growth and career preparation, within a liberal arts tradition, of the students of the region. It also speaks to UW-Parkside's commitment to engage the community and region, by providing additional opportunities for the citizens of Southern Wisconsin to advance their educational, career, and personal goals.

This program fits into the UW-Parkside strategic plan. The most powerful promise of the UW-Parkside 2025 Strategic Framework is the commitment to produce a significantly greater number of highly valued graduates, 50% more on an annual basis. As those historically underserved by higher education continue to make up a larger part of the Southeastern Wisconsin region, achieving this goal will require much higher graduation rates, especially among African American and Hispanic students.

GTC is UW-Parkside's largest feeder institution. About 100 students transfer each year and only 30 eventually graduate. In comparison, almost half the students that transfer from other two-year colleges go on to complete. The reason for the difference is that the courses

GTC students take are mostly not intended for nor are they eventually accepted as transfer credits toward UW-Parkside's bachelor's degree programs. This leads to wasted time and money for students and causes higher attrition. Approval of GTC's request to add a two-year Associates transfer degree program will mitigate these existing challenges in our pipeline.

Milwaukee Area Technical College (MATC), a feeder to UW-Milwaukee (UWM), offers both technical college as well as traditional associate degrees. In a recent five-year period, over six times the number of students transferred from MATC to UWM after earning a traditional associate degree as compared to a technical college degree (284 vs. 47). Further, the transfers with traditional associate degrees graduated at almost double the rate (73% vs. 38%). These data from MATC and other two-year colleges suggest the number of transfers to UW-Parkside and the rates at which they graduate should increase if GTC is authorized to add traditional associate degrees. Further, this authorization is expected to disproportionately benefit students of color.

GTC and UW-Parkside seek to close the attainment gap by expanding and maximizing access to postsecondary education in the Gateway District. Southeast Wisconsin students, especially those that are place bound, do not currently have access to acquire a transfer degree at GTC. According to the Lumina Foundation, the GTC District postsecondary credential attainment rate is 38%, while the state average is 53%. Based on current data available through Tableau, in FY20 there were 820 students who attended WTCS colleges outside the GTC district who obtained the Liberal Arts degrees. To fulfill the requirements for an Associate of Science degree, GTC will partner with UW-Parkside for coursework to supplement the coursework at GTC. Students will complete fewer than 25% of their credits at UW-Parkside.

To fully realize the benefits of these improved pathways, UW-Parkside and GTC have signed an MOU that will help ensure GTC students who express an interest in a four-year degree are advised into the appropriate pathways and that there will be a staff presence by UW-Parkside to assist in these efforts.

The program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in SYS 115 Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 41 to 46 credits of general education, and 14 to 19 credits of electives. The courses included in this array allow for students to experience several High Impact Practices (HIPs): writing intensive courses; undergraduate research; collaborative assignments/projects; diversity/global learning opportunities; and service learning/community-based learning. Upon matriculation with an Associate of Science degree at GTC, students will be guaranteed admission to UW-Parkside as a transfer student, given that students meet the requirements. Students would enter the transfer receiving institution with junior standing.

At the point of transfer, students will be able to enter a variety of majors to complete baccalaureate degrees in the Bachelor of Science degree fields and have general education and some degree requirements already completed. This will save time toward earning the bachelor level degree thus eliminating unnecessary duplication of classes and increased student debt.

Presenters

- Deborah Ford, Chancellor, UW-Parkside
- Rob Ducoffe, Provost and Vice Chancellor for Academic and Student Affairs, UW-Parkside
- Brian Albrecht, President, Gateway Technical College
- Zina Haywood, Executive Vice President/Provost for Academic & Campus Affairs, Gateway Technical College

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, 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.
- Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.
- UW System Administrative Policy 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 115: Associate Degree Standards

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Provost's Letter

NEW ASSOCIATE OF SCIENCE**1. Name and Email Address of Person Submitting:**

Gary Wood, Ph.D.
 Vice Provost for Academic Affairs
gary.wood@uwp.edu

2. University Name:

The new Associate of Science degree will be offered by Gateway Technical College (GTC); UW-Parkside is in partnership with GTC, to provide classes that GTC cannot offer to fulfill the associate liberal arts degree requirements

3. Proposed Program: Associate of Science (Liberal Arts Transfer)**4. Mode of Delivery:** 50% or more distance delivery**5. Provide a Brief Rationale for Adding the Degree:**

GTC and UW-Parkside seek to close the attainment gap by expanding and maximizing access to postsecondary education in the Gateway District. Southeast Wisconsin students, especially those that are place bound, do not currently have access to acquire a liberal arts transfer degree at GTC. According to the Lumina Foundation, the GTC District postsecondary credential attainment rate is 38%, while the state average is 53%. Based on current data available through Tableau, in FY20 there were 820 students who attended WTCS colleges outside the GTC district to obtain the Liberal Arts degrees. To fulfill the requirements for an Associate of Science (AS) degree, GTC will partner with UW-Parkside for coursework to supplement the coursework at GTC. Students will complete fewer than 25% of their credits at UW-Parkside.

6. Provide an Outline of the Curriculum. Include a List of Courses and Other Requirements such as Internships, Practica, etc.:

The curriculum outlined in the table below aligns with the UW System Shared Learning Goals, as required in UW System Admin Policy 115. The courses included in this array allow for students to experience several High Impact Practices (HIPs): writing intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning.

Courses on the same row are treated as direct equivalents between the two institutions.

Associate of Science (60 credits)*				
General Education (41-46 credits)				
WTCS Course Title	Credits	UW-Parkside Course Options		
Knowledge of Human Cultures and the Natural World (20-25)		Knowledge of Human Cultures and the Natural World (20-25)		
Course Title	Credits	Course Title		Credits
Science and Math		Science and Math		
General Biology 806-114	4	Nature of Life	BIOS 100	4

Anatomy & Physiology I 806-XXX	4	Human Physiology and Anatomy I	BIOS 105	4
Anatomy & Physiology II 806-XXX	4	Human Physiology and Anatomy II	BIOS 106	4
General Chemistry 806-134	4	The World of Chemistry	CHE M 100	4
Chemistry 1 806-XXX	4	Chemical Science	CHE M 115	4
Chemistry 2 806-XXX	4	Organic and Biochemistry	CHE M 215	4
General Physics 806-154	4	College Physics I	PHYS 105	4
Introductory Statistics 804-189	3	Elementary Statistics	MAT H 103	3
Quantitative Reasoning 804-XXX	3	Quantitative Reasoning	MAT H 104	3
College Technical Math I 804-XXX	5	College Algebra II	MAT H 112	5
College Algebra and Trig w/Apps 804-197	5	College Algebra II w/ Trigonometry	MAT H 114	5
Calculus 1 804-XXX	4	Calculus and Analytic Geometry I	MAT H 221	4
Calculus 2 804-XXX	4	Calculus and Analytic Geometry II	MAT H 222	4
Calculus 3 804-XXX	4	Calculus and Analytic Geometry III	MAT H 223	4
Social Science, Humanities, and Fine Arts				
		Introduction to Philosophy	PHIL 101	3
Intro to Ethics: Theory & Applications 809-166	3	Introduction to Ethics	PHIL 206	3
Introduction to Psychology 809-198	3	Introduction to Psychology	PSYC 101	3
Developmental Psychology 809-XXX	3	Introduction to Human Development	PSYC 201	3
Economics 809-195	3	The American Economy	ECON 101	3
Microeconomics 809-XXX	3	Microeconomics	ECON 120	3
Macroeconomics 809-XXX	3	Macroeconomics	ECON 121	3
Art History 815-XXX	3	Foundations of Art & Visual Culture	ART 100	3
		Introduction to Drawing	ART 122	3

		Introduction to Film	ENGL 252	3
		Introduction to Archaeology	ANTH 201	3
Introduction to Sociology 809-196	3	Introduction to Sociology	SOCA 101**	3
Marriage and Family 809-XXX	3	Marriage and Family	SOCA 207**	3
Art History 304-118	3	Art Appreciation	ART 100**	3
*****809-122	3	American Politics	POLS 100**	3
		Survey of World Art	ART 125**	3
		Philosophy of Religion	PHIL 205**	3
Critical and Creative Thinking Skills (6)**		Critical and Creative Thinking Skills (6)**		
Science and Math				
General Biology 806-114	4	Nature of Life	BIOS 100	4
Anatomy & Physiology I 806-XXX	4	Human Physiology and Anatomy I	BIOS 105	4
Anatomy & Physiology II 806-XXX	4	Human Physiology and Anatomy II	BIOS 106	4
General Chemistry 806-134	4	The World of Chemistry	CHE M 100	4
Chemistry 1 806-XXX	4	Chemical Science	CHE M 115	4
Chemistry 2 806-XXX	4	Organic and Biochemistry	CHE M 215	4
General Physics 806-154	4	College Physics I	PHYS 105	4
Introductory Statistics 804-189	3	Elementary Statistics	MAT H 103	3
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College Technical Math I 804-XXX	5	College Algebra II	MAT H 112	5
College Algebra and Trig w/Apps 804-197	5	College Algebra II w/ Trigonometry	MAT H 114	5
Calculus 1 804-XXX	4	Calculus and Analytic Geometry I	MAT H 221	4
Calculus 2 804-XXX	4	Calculus and Analytic Geometry II	MAT H 222	4
Calculus 3 804-XXX	4	Calculus and Analytic Geometry III	MAT H 223	4

Social Science, Humanities, and Fine Arts		Social Science, Humanities, and Fine Arts		
		Introduction to Philosophy	PHIL 101	3
Intro to Ethics: Theory & Applications 809-166	3	Introduction to Ethics	PHIL 206	3
Introduction to Psychology 809-198	3	Introduction to Psychology	PSYC 101	3
Developmental Psychology 809-XXX	3	Introduction to Human Development	PSYC 201	3
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		Introduction to Archaeology	ANTH 201	3
Introduction to Sociology 809-196	3	Introduction to Sociology	SOCA 101**	3
Marriage and Family 809-XXX	3	Marriage and Family	SOCA 207**	3
Art History 304-118	3	Art Appreciation	ART 100**	3
American National Government 809-122	3	American Politics	POLS 100**	3
		Survey of World Art	ART 125**	3
		Philosophy of Religion	PHIL 205**	3
Effective Communication (6)		Effective Communication (6)		
Course Title	Credits	Course Title	Credits	
English Composition 1 801-136	3	Composition & Reading	ENGL 101	3
English Composition 2 801-XXX	3	Advanced Composition	ENGL 201	3
Creative Writing 801-XXX	3	Intro Creative Writing	ENGL 106	3
Speech 801-198	3	Public Speaking	SPCH 105	3

Intercultural Knowledge and Competence (3)		Intercultural Knowledge and Competence (3)	
Course Title	Credits	Course Title	Credits
Spanish I 802-XXX	4	Intro Spanish I	SPAN 103 4
Spanish II 802-XXX	4	Intro Spanish II	SPAN 104 4
Spanish III 802-XXX	4	Intermediate Spanish I	SPAN 203 4
Spanish IV 802-XXX	4	Intermediate Spanish II	SPAN 204 4
Spanish III 802-XXX	4	Intermediate Spanish I	SPAN 203 4
Spanish IV 802-XXX	4	Intermediate Spanish II	SPAN 204 4
Introduction to Diversity Studies 809-172	3	Ethnic Studies Req	
		Survey of World Art	ART 125** 3
		Philosophy of Religion	PHIL 205** 3
		Contemporary French Culture & Civilization	MOD L 218 3
Individual, Social and Environmental Responsibility (6)		Individual, Social and Environmental Responsibility (6)	
Course Title	Credits	Course Title	Credits
Principles of Sustainability 806-XXX	4	Introduction to Environmental Studies	ENVS 101 4
Introduction to Sociology 809-196	3	Introduction to Sociology	SOCA 101** 3
Marriage and Family 809-XXX	3	Marriage and Family	SOCA 207** 3
Electives (14-19 credits)			
Course Title	Credits	Course Title	Credits
Gateway to Success 890-155	1	Freshman Seminar	UWP 111 1
Accounting Principles 101-114	3	Financial Accounting	ACCT 201 3
Art History 304-118	3	Art Appreciation	ART 100** 3
Illustration Media Concepts 204-125	3	Intro to 2 Dimensional Design	ART 102 3
Business Law 102-160	3	Legal Environment of Business	BUS 272 3
Intro to Criminal Justice 504-900	3	Introduction to Criminal Justice	CRMJ 101 3

Juvenile Law 504-904	3	Juvenile Delinquency/Juvenile Justice	CRMJ 234	3
Constitutional Law 504-901	3	Criminal Procedure	CRMJ 316	3
Java Programming 2 152-174	3	Computer Science I	CSCI 241	3
DC/AC II 605-114	3	Electrical Circuits I	PENG 214	3
American National Government 809-122	3	American Politics	POLS 100**	3
Civil Law 504-119	3	Constitutional Law: Civil Liberties	POLS 310	3
		Lifetime Wellness	HLTH 270	3
		Relaxation	PE 120	1
		Walking	PE 141	1
		Fitness for Life	PE 170	1
Total Credits		Total Credits		
*The Associate of Science degree is primarily intended to provide a basic liberal arts background with an enhanced focus on knowledge of the physical and natural world and quantitative literacy. It is designed to provide the foundational courses in preparation for a bachelor's degree with highly structured major requirements (e.g., art, engineering, business, and the sciences including biology, chemistry, and pre-professional programs). Credits are focused toward and include additional coursework in the area of the Natural World (this learning area typically includes coursework in biology, chemistry, geology, physics, and mathematics).				
**Some courses appear in more than one learning goal category. Note that an individual course cannot be used to fulfill the requirements of two different learning goals.		**Some courses appear in more than one learning goal category. Note that an individual course cannot be used to fulfill the requirements of two different learning goals.		
***The Critical and Creative Thinking Skills learning objective includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AS degree should select 6 additional credits from the Human Cultures and Knowledge of the Natural World category. Note that an individual		***The Critical and Creative Thinking Skills learning objective includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AS degree should select 6 additional credits from the Human Cultures and Knowledge of the Natural World category. Note that		

course cannot be used to fulfill the requirements of two different learning goals.		an individual course cannot be used to fulfill the requirements of two different learning goals.		
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7. Provide Information on the Program Assessment Process:

The Associate of Arts and Associate of Science Liberal Studies partnership between GTC and UW-Parkside will use both quantitative and qualitative data when assessing student learning and overall program viability. The partners will address the program and course learning outcomes in their cooperative development of the assessment plan. This assessment plan will likely build on existing general education assessment that each institution conducts.

Direct measures and indirect measures of student success will be used as assessment measures. Direct measures will include analysis of the program outcomes and will follow current assessment plan development and data practices at GTC. Indirect measures of student learning could be gathered from graduate surveys, alumni surveys, or focus group discussions.

Program vitality would be assessed using direct and indirect measures. These outcomes may describe goals for the program, such as graduation rates, persistence factors, and transfer rates. Other methods that would provide useful feedback for improving processes that support the learning and provide an overall picture of success would include course evaluations and course grades.

The cooperative development of program learning outcomes and assessment plans for the AS program will include faculty and dean representation from GTC and UW-Parkside. The Director of Career Pathways and Program Effectiveness at GTC, Jaime Spaciell, will facilitate the development process. All program assessments would meet accreditation requirements.

8. Provide Information on Transfer Possibilities to a Bachelor's Degree. Identify the Bachelor's Degree(s) for Possible Transfer:

Upon matriculation with an Associate of Science degree at GTC, students will be guaranteed admission to UW-Parkside as a transfer student, given that students meet the requirements documented in the 'Guaranteed Transfer Declaration of Intent' document presented as part of this cooperative agreement. Students would enter the transfer receiving institution with junior standing.

9. Provide Information on Opportunities for Collaboration with Other UW Universities:

GTC's Associate of Science (AS) program course array includes courses from the WTCS systemwide general education course list as well as courses included in the Universal Credit Transfer Agreement (UCTA) that have been identified for their transferability between WTCS colleges and UW System universities. The AS program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in UW SYS 115 Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 39 to 41 credits of general education, and 19-21 credits of

electives. Should GTC collaborate with other UW universities in the future, students who matriculate from GTC with an AS degree will be prepared to pursue a bachelor's degree at universities within the UW System.

10. Provide the Desired Implementation Term and Year: Summer 2022/Fall 2022 (depending on the timing of the HLC accreditation approval).

11. State whether Higher Learning Commission Approval will be Needed:

HLC approval will not be needed for UW-Parkside; GTC will be pursuing HLC approval for the ability to offer the Associate of Science in Liberal Arts degree.

**NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION
ASSOCIATE OF ARTS IN LIBERAL ARTS,
GATEWAY TECHNICAL COLLEGE AND UW-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution D.2, authorizing the implementation of the Associate of Arts in Liberal Studies transfer program at Gateway Technical College in partnership with the University of Wisconsin-Parkside.

Resolution D.2.: That, upon the recommendation of the Chancellor of UW-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the transfer degree program for an Associate of Arts in Liberal Arts through a partnership between Gateway Technical College and the University of Wisconsin-Parkside.

SUMMARY

This partnership with Gateway Technical College (GTC) demonstrates UW-Parkside's commitment to its mission, in fostering the intellectual growth and career preparation, within a liberal arts tradition, of the students of the region. It also speaks to UW-Parkside's commitment to engage the community and region, by providing additional opportunities for the citizens of Southern Wisconsin to advance their educational, career, and personal goals.

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toward UW-Parkside's bachelor's degree programs. This leads to wasted time and money for students and causes higher attrition. Approval of GTC's request to add a two-year Associates transfer degree program will mitigate these existing challenges in our pipeline.

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To fully realize the benefits of these improved pathways, UW-Parkside and GTC have signed an MOU that will help ensure GTC students who express an interest in a four-year degree are advised into the appropriate pathways and that there will be a staff presence by UW-Parkside to assist in these efforts.

The program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in UW SYS 115 Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 39 to 41 credits of general education, and 19-21 credits of electives. The courses included in this array allow for students to experience several High Impact Practices (HIPs): writing intensive courses; undergraduate research; collaborative assignments/projects; diversity/global learning opportunities; and service learning/community-based learning. Upon matriculation with an Associate of Arts degree at GTC, students will be guaranteed admission to UW-Parkside as a transfer student, given that students meet the requirements. Students would enter the transfer receiving institution with junior standing. At the point of transfer, students will be able to enter a variety of majors to complete baccalaureate degrees in the Bachelor of Arts degree fields and have general education

and some degree requirements already completed. This will save time toward earning the bachelor level degree thus eliminating unnecessary duplication of classes and increased student debt.

Presenters

- Deborah Ford, Chancellor, UW-Parkside
- Rob Ducoffe, Provost and Vice Chancellor for Academic and Student Affairs, UW-Parkside
- Brian Albrecht, President, Gateway Technical College
- Zina Haywood, Executive Vice President/Provost for Academic & Campus Affairs, Gateway Technical College

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 (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

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- Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
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- UW System Administrative Policy 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 115: Associate Degree Standards

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Provost's Letter

NEW ASSOCIATE OF ARTS**1. Name and Email Address of Person Submitting:**

Gary Wood, Ph.D.
 Vice Provost for Academic Affairs
gary.wood@uwp.edu

2. University Name:

The new Associate of Arts degree will be offered by Gateway Technical College (GTC); UW-Parkside is in partnership with GTC, to provide classes that GTC cannot offer to fulfill the associate liberal arts degree requirements

3. Proposed Program: Associate of Arts (Liberal Arts Transfer)**4. Mode of Delivery:** 50% or more distance delivery**5. Provide a Brief Rationale for Adding the Degree:**

GTC and UW-Parkside seek to close the attainment gap by expanding and maximizing access to postsecondary education in the Gateway District. Southeast Wisconsin students, especially those that are place bound, do not currently have access to acquire a liberal arts transfer degree at GTC. According to the Lumina Foundation, the GTC District postsecondary credential attainment rate is 38%, while the state average is 53%. Based on current data available through Tableau, in FY20 there were 820 students who attended WTCS colleges outside the GTC district to obtain the Liberal Arts degrees. To fulfill the requirements for an Associate of Arts (AA) degree, GTC will partner with UW-Parkside for coursework to supplement the coursework at GTC. Students will complete fewer than 25% of their credits at UW-Parkside.

6. Provide an Outline of the Curriculum. Include a List of Courses and Other Requirements such as Internships, Practica, etc.:

The curriculum outlined in the table below aligns with the UW System Shared Learning Goals, as required in UW System Admin Policy 115. The courses included in this array allow for students to experience several High Impact Practices (HIPs): writing intensive courses; undergraduate research; collaborative assignments/projects; diversity/global learning opportunities; and service learning/community-based learning.

Courses on the same row are treated as direct equivalents between the two institutions.

Associate of Arts (60 credits)*				
General Education (39-41 credits)				
WTCS Course Title	Credits	UW-Parkside Course Options		
Knowledge of Human Cultures and the Natural World (18-20)		Knowledge of Human Cultures and the Natural World (18-20)		
Course Title	Credits	Course Title		Credits
Science and Math		Science and Math		
General Biology 806-114	4	Nature of Life	BIOS 100	4

Anatomy & Physiology I 806-XXX	4	Human Physiology and Anatomy I	BIOS 105	4
Anatomy & Physiology II 806-XXX	4	Human Physiology and Anatomy II	BIOS 106	4
General Chemistry 806-134	4	The World of Chemistry	CHEM 100	4
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Chemistry 2 806-XXX	4	Organic and Biochemistry	CHEM 215	4
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College Technical Math I 804-XXX	5	College Algebra II	MAT H 112	5
College Algebra and Trig w/Apps 804-197	5	College Algebra II w/ Trigonometry	MAT H 114	5
Calculus 1 804-XXX	4	Calculus and Analytic Geometry I	MAT H 221	4
Calculus 2 804-XXX	4	Calculus and Analytic Geometry II	MAT H 222	4
Calculus 3 804-XXX	4	Calculus and Analytic Geometry III	MAT H 223	4
Social Science, Humanities, and Fine Arts				
		Introduction to Philosophy	PHIL 101	3
Intro to Ethics: Theory & Applications 809-166	3	Introduction to Ethics	PHIL 206	3
Introduction to Psychology 809-198	3	Introduction to Psychology	PSYC 101	3
Developmental Psychology 809-XXX	3	Introduction to Human Development	PSYC 201	3
Economics 809-195	3	The American Economy	ECON 101	3

Microeconomics 809-XXX	3	Microeconomics	ECON 120	3
Macroeconomics 809-XXX	3	Macroeconomics	ECON 121	3
Art History 815-XXX	3	Foundations of Art & Visual Culture	ART 100	3
		Introduction to Drawing	ART 122	3
		Introduction to Film	ENGL 252	3
		Introduction to Archaeology	ANTH 201	3
Introduction to Sociology 809-196	3	Introduction to Sociology	SOCA 101**	3
Marriage and Family 809-XXX	3	Marriage and Family	SOCA 207**	3
Art History 304-118	3	Art Appreciation	ART 100**	3
*****809-122	3	American Politics	POLS 100**	3
		Survey of World Art	ART 125**	3
		Philosophy of Religion	PHIL 205**	3
Critical and Creative Thinking Skills (3)**		Critical and Creative Thinking Skills (3)**		
Science and Math				
General Biology 806-114	4	Nature of Life	BIOS 100	4
Anatomy & Physiology I 806-XXX	4	Human Physiology and Anatomy I	BIOS 105	4
Anatomy & Physiology II 806-XXX	4	Human Physiology and Anatomy II	BIOS 106	4
General Chemistry 806-134	4	The World of Chemistry	CHEM 100	4
Chemistry 1 806-XXX	4	Chemical Science	CHEM 115	4
Chemistry 2 806-XXX	4	Organic and Biochemistry	CHEM 215	4

General Physics 806-154	4	College Physics I	PHYS 105	4
Introductory Statistics 804-189	3	Elementary Statistics	MAT H 103	3
Quantitative Reasoning 804-XXX	3	Quantitative Reasoning	MAT H 104	3
College Technical Math I 804-XXX	5	College Algebra II	MAT H 112	5
College Algebra and Trig w/Apps 804-197	5	College Algebra II w/ Trigonometry	MAT H 114	5
Calculus 1 804-XXX	4	Calculus and Analytic Geometry I	MAT H 221	4
Calculus 2 804-XXX	4	Calculus and Analytic Geometry II	MAT H 222	4
Calculus 3 804-XXX	4	Calculus and Analytic Geometry III	MAT H 223	4
Social Science, Humanities, and Fine Arts		Social Science, Humanities, and Fine Arts		
		Introduction to Philosophy	PHIL 101	3
Intro to Ethics: Theory & Applications 809-166	3	Introduction to Ethics	PHIL 206	3
Introduction to Psychology 809-198	3	Introduction to Psychology	PSYC 101	3
Developmental Psychology 809-XXX	3	Introduction to Human Development	PSYC 201	3
Economics 809-195	3	The American Economy	ECON 101	3
Microeconomics 809-XXX	3	Microeconomics	ECON 120	3
Macroeconomics 809-XXX	3	Macroeconomics	ECON 121	3
Art History 815-XXX	3	Foundations of Art & Visual Culture	ART 100	3
		Introduction to Drawing	ART 122	3
		Introduction to Film	ENGL 252	3

		Introduction to Archaeology	ANTH 201	3
Introduction to Sociology 809-196	3	Introduction to Sociology	SOCA 101**	3
Marriage and Family 809-XXX	3	Marriage and Family	SOCA 207**	3
Art History 304-118	3	Art Appreciation	ART 100**	3
American National Government 809-122	3	American Politics	POLS 100**	3
		Survey of World Art	ART 125**	3
		Philosophy of Religion	PHIL 205**	3
Effective Communication (6)		Effective Communication (6)		
Course Title	Credits	Course Title		Credits
English Composition 1 801-136	3	Composition & Reading	ENGL 101	3
English Composition 2 801-XXX	3	Advanced Composition	ENGL 201	3
Creative Writing 801-XXX	3	Intro Creative Writing	ENGL 106	3
Speech 801-198	3	Public Speaking	SPCH 105	3
Intercultural Knowledge and Competence (6)		Intercultural Knowledge and Competence (6)		
Course Title	Credits	Course Title		Credits
Spanish I 802-XXX	4	Intro Spanish I	SPAN 103	4
Spanish II 802-XXX	4	Intro Spanish II	SPAN 104	4
Spanish III 802-XXX	4	Intermediate Spanish I	SPAN 203	4
Spanish IV 802-XXX	4	Intermediate Spanish II	SPAN 204	4
Spanish III 802-XXX	4	Intermediate Spanish I	SPAN 203	4

Spanish IV 802-XXX	4	Intermediate Spanish II	SPAN 204	4
Introduction to Diversity Studies 809-172	3	Ethnic Studies Req		3
		Survey of World Art	ART 125**	3
		Philosophy of Religion	PHIL 205**	3
		Contemporary French Culture & Civilization	MOD L 218	3
Individual, Social and Environmental Responsibility (6)		Individual, Social and Environmental Responsibility (6)		
Course Title	Credits	Course Title		Credits
Principles of Sustainability 806-XXX	4	Introduction to Environmental Studies	ENVS 101	4
Introduction to Sociology 809-196	3	Introduction to Sociology	SOCA 101**	3
Marriage and Family 809-XXX	3	Marriage and Family	SOCA 207**	3
Electives (19-21 credits)				
Course Title	Credits	Course Title		Credits
Gateway to Success 890-155	1	Freshman Seminar	UWP 111	1
Accounting Principles 101-114	3	Financial Accounting	ACCT 201	3
Art History 304-118	3	Art Appreciation	ART 100**	3
Illustration Media Concepts 204-125	3	Intro to 2-Dimensional Design	ART 102	3
Business Law 102-160	3	Legal Environment of Business	BUS 272	3
Intro to Criminal Justice 504-900	3	Introduction to Criminal Justice	CRMJ 101	3
Juvenile Law 504-904	3	Juvenile Delinquency/Juvenile Justice	CRMJ 234	3
Constitutional Law 504-901	3	Criminal Procedure	CRMJ 316	3

Java Programming 2 152-174	3	Computer Science I	CSCI 241	3
DC/AC II 605-114	3	Electrical Circuits I	PENG 214	3
American National Government 809-122	3	American Politics	POLS 100**	3
Civil Law 504-119	3	Constitutional Law: Civil Liberties	POLS 310	3
		Lifetime Wellness	HLTH 270	3
		Relaxation	PE 120	1
		Walking	PE 141	1
		Fitness for Life	PE 170	1
Total Credits		Total Credits		
*The Associate of Arts degree is primarily intended to provide a broad liberal arts background and is designed to be the foundation for most bachelor's degree programs and to satisfy general education requirements. Credits are focused toward the area of Human Cultures (this learning area typically includes coursework in social sciences, humanities, fine arts, and world languages).				
**Some courses appear in more than one learning goal category. Note that an individual course cannot be used to fulfill the requirements of two different learning goals.		**Some courses appear in more than one learning goal category. Note that an individual course cannot be used to fulfill the requirements of two different learning goals.		
***The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 3 additional credits from the Human Cultures and Knowledge of the Natural World category. Note that an individual course cannot be used		***The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 3 additional credits from the Human Cultures and Knowledge of the Natural World category. Note that an individual course cannot be used		

to fulfill the requirements of two different learning goals.		to fulfill the requirements of two different learning goals.		
--	--	--	--	--

7. Provide Information on the Program Assessment Process:

The Associate of Arts and Associate of Science Liberal Studies partnership between GTC and UW-Parkside will use both quantitative and qualitative data when assessing student learning and overall program viability. The partners will address the program and course learning outcomes in their cooperative development of the assessment plan. This assessment plan will likely build on existing general education assessment that each institution conducts.

Direct measures and indirect measures of student success will be used as assessment measures. Direct measures will include analysis of the program outcomes and will follow current assessment plan development and data practices at GTC. Indirect measures of student learning could be gathered from graduate surveys, alumni surveys, or focus group discussions.

Program vitality would be assessed using direct and indirect measures. These outcomes may describe goals for the program, such as graduation rates, persistence factors, and transfer rates. Other methods that would provide useful feedback for improving processes that support the learning and provide an overall picture of success would include course evaluations and course grades.

The cooperative development of program learning outcomes and assessment plans for the AA program will include faculty and dean representation from GTC and UW-Parkside. The Director of Career Pathways and Program Effectiveness at GTC, Jaime Spaciol, will facilitate the development process. All program assessments would meet accreditation requirements.

8. Provide Information on Transfer Possibilities to a bachelor's degree. Identify the bachelor's degree(s) for Possible Transfer:

Upon matriculation with an Associate of Arts degree at GTC, students will be guaranteed admission to UW-Parkside as a transfer student, given that students meet the requirements documented in the 'Guaranteed Transfer Declaration of Intent' document presented as part of this cooperative agreement. Students would enter the transfer receiving institution with junior standing.

9. Provide Information on Opportunities for Collaboration with Other UW Universities:

GTC's Associate of Arts (AA) course array includes courses from the WTCS systemwide general education course list as well as courses included in the Universal Credit Transfer Agreement (UCTA) that have been identified for their transferability between WTCS colleges and UW System universities. The AA program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in UW SYS 115 Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 39 to 41 credits of general education, and 19-21 credits of electives. Should GTC

collaborate with other UW universities in the future, students who matriculate from GTC with an AA degree will be prepared to pursue a bachelor's degree at universities within the UW System.

10. Provide the Desired Implementation Term and Year: Summer 2022/Fall 2022 (depending on the timing of the HLC accreditation approval).

11. State whether Higher Learning Commission Approval will be Needed:

HLC approval will not be needed for UW-Parkside; GTC will be pursuing HLC approval for the ability to offer the Associate of Arts in Liberal Arts degree.

**Office of the Provost**


P.O. Box 2000 | 900 Wood Road
Kenosha, WI 53141-2000

Phone: 262-595-2261

Fax: 262-595-2630

www.uwp.edu Keyword: Provost

September 14, 2021

To: Education Committee, UW Board of Regents 

From: Rob Ducoffe, Provost and Vice Chancellor, Academic and Student Affairs

Re: Support Letter for the Addition of AA and AS degrees by Gateway Technical College

I am pleased to offer my enthusiastic support for Gateway Technical College's initiative to add the Associate of Science and Associate of Arts degrees.

As provost, my goals at UW-Parkside are to improve student success and increase the number of students who graduate each year with a high-quality education. UW-Parkside has worked collaboratively to seek authorization for Gateway to add these degree programs because we see the inherent value for our students and employers in our area of the state.

For several years, the UW-Parkside and Gateway have worked closely, meeting monthly as a "Talent Hub" that was funded by the Lumina Foundation to improve student success in our region. In the last few months, we developed a memorandum of understanding supporting Gateway's initiative to add traditional Associate of Science and Associate of Arts degrees to their existing portfolio. We believe adding these degree programs will improve transfer pathways between our two institutions. We know from the data it will reduce the time and cost for students to graduate and increase the number of students that successfully complete their studies.

It will also help us achieve the most important goal in our 2025 Strategic Framework at UW-Parkside, to increase the number of students that graduate each year by 50 percent.

Gateway Technical College is UW-Parkside's largest single transfer institution. About 100 students transfer each year. Unfortunately, of these 100, only 30 go on to graduate. In comparison, almost half the students that transfer to UW-Parkside from other two-year colleges go on to complete their degrees.

The reason for the difference is that many of the courses Gateway students currently take in a technical college degree program do not transfer toward bachelor's degree programs. This leads to wasted time and money for students and causes fewer to graduate.

The first two years of a bachelor's degree program focus on general education courses to help students acquire foundational knowledge and skills used across all academic disciplines. At UW-Parkside, there are three broad learning goals of our General Education program: communication (e.g., oral and written communication, information technology, and creative expression), reasoned judgement (e.g., critical thinking, scientific methods, and aesthetic skills) and social and personal responsibility (e.g., individual accountability, civic engagement, social justice, and teamwork). These build students' knowledge and skills used throughout their lives. These are also the critical thinking and soft-skills that employers are seeking in employees.

Therefore, to improve the transfer pipeline, we support Gateway's initiative to seek approval to add traditional Associate of Arts and Associate of Science degrees that include the general education courses intended for students who wish to eventually earn bachelor's degrees at UW-Parkside or at other four-year institutions. Gateway convened an Ad Hoc Advisory Committee with partners from UW Parkside to work on the justification for an additional AA/AS degree option in our region and a memorandum of understanding between our institutions to outline commitments and contributions of each partner including reviewing coursework to ensure transfer.

We have an excellent example nearby of what we expect will occur in our region if Gateway adds these degree programs.

In Milwaukee, Milwaukee Area Technical College (MATC) is a major transfer student feeder to University of Wisconsin-Milwaukee. MATC offers both the technical college degree as well as traditional associate degrees. In a recent five-year period, over six times the number of students transferred from MATC to UW-M after earning a traditional associate degree as compared to a technical college degree (284 vs. 47). Further, the MATC transfer students with traditional associate degrees graduated from UW-Milwaukee at almost double the rate (73 percent vs. 38 percent).

The data from MATC, as well as data on our own transfers to UW-Parkside from other two-year colleges, suggest we should expect the number of transfers to UW-Parkside and the rates at which they graduate to increase if Gateway is authorized to add traditional associate degrees.

If UW-Parkside already had its own two-year college nearby, as is the case for other UW campuses, we would expect our transfer pipeline to function differently, as it does in other parts of the state. In Kenosha and Racine Counties, our main service areas, there is no UW or other two-year campus that offers traditional associate degrees. Most of the students we serve at UW-Parkside choose to attend university close to where they live and many start their higher education careers at Gateway. Other regions of the state have a combination of technical colleges, two-year campuses and four-year institutions all serving the needs of students and employers.

The increase in education attainment in our region that will result from this Gateway-UW-Parkside partnership will yield more talent for employers and increase prosperity and quality of life in Southeastern Wisconsin.

I very much appreciate the consideration of the Education Committee.

**SECOND READING OF REVISED MISSION STATEMENT,
UW-WHITewater**

REQUESTED ACTION

Adoption of Resolution E., approving a revised mission statement.

Resolution E.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin-Whitewater's revised mission statement.

SUMMARY

The University of Wisconsin-Whitewater proposes a revised mission statement that represents an innovative and transformative institution of higher education. Additionally, the statement represents expanded access at a branch campus. The revised mission statement highlights the long-standing mission of the institution to serve students with disabilities. The revised mission statement underscores the institution's commitment to be an inclusive community with a commitment to access. The institution recognizes its role in educating global citizens in this revision. The new mission statement defines the various student populations that the institution serves, describes the desired outcomes for Whitewater graduates, lists the levels of academic programs offered, and lists areas of academic programming.

The revised statement has been approved by shared governance bodies at the institution as well as the provost and chancellor. At a first reading on June 3, 2021, the Education Committee reviewed the revised mission statement. After the June 2021 Board meeting, the institution added a phrase about the desired educational outcomes for the Whitewater graduate. In fulfillment of the statutory requirement, the institution held a public hearing on the mission statement, presided over by Regent Corey Saffold to solicit community feedback on June 22, 2021. No further changes to the mission statement were made following the public hearing. The Board will review the final mission statement at its October 7-8, 2021 meeting.

Presenter

- Dr. Jim Henderson, Interim Chancellor, UW-Whitewater

BACKGROUND

Section 36.09 (1)(b), Wis. Stats., requires that “the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.” Section 36.09(1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the UW System.

Any changes to a mission statement must be approved by the Board of Regents, following a public hearing at the institution.

Related Policies

- Regent Policy Document 1-1: Mission Statements
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Revised Mission Statement
- B) Tracked Changes Copy of Mission Statement Revisions since First Reading
- C) Tracked Changes Copy of Proposed Mission Statement
- D) Current Mission Statement
- E) Chancellor Memo

**University of Wisconsin-Whitewater
Newly Proposed Mission Statement**

The University of Wisconsin-Whitewater is a preeminent academic institution driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea and is an economic and cultural driver of our region. We are nationally and internationally recognized for the accomplishments of our students, faculty, staff, and alumni. Grounded in a rigorous core curriculum, students receive a well-rounded education and every academic program prepares students to be creative, innovative and adaptable in dynamic and diverse work and life environments.

We are an inclusive educational community with a deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities, and abilities. We have a longstanding special mission to serve students with disabilities. By supporting all students, we champion education, opportunity and prosperity for all. As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation, and to the world.

Our academic programs: serve undergraduate and graduate students, including online learners; span the disciplines, from the theoretical to the applied; and encompass study in the arts, business, education, humanities, natural sciences, social sciences, technology, and professional and interdisciplinary programs. High-quality programs are offered at the associate, bachelor, master, and doctoral levels. These programs prepare students to become lifelong learners who lead successful lives and enjoy productive careers.

University of Wisconsin-Whitewater
Newly Proposed Mission Statement
Revised Mission Statement
March 15, 2021

The University of Wisconsin-Whitewater is a preeminent academic institution driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea and is an economic and cultural driver of our region. We are nationally and internationally recognized for the accomplishments of our students, faculty, staff, and alumni. Grounded in a rigorous core curriculum, students receive a well-rounded education and every academic program prepares students to be creative, innovative and adaptable in dynamic and diverse work and life environments.

We are an inclusive educational community with a deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities, and abilities. We have a longstanding special mission to serve students with disabilities. By supporting all students, we champion education, opportunity and prosperity for all. As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation, and to the world.

Our academic programs: serve undergraduate and graduate students, including online learners; span the disciplines, from the theoretical to the applied; and encompass study encompassing study in the arts, business, education, humanities, natural sciences, social sciences, technology, and professional and interdisciplinary programs. High-quality programs are offered at the associate, bachelor, master, and doctoral levels. These programs prepare students to become lifelong learners who lead successful lives and enjoy productive careers.

University of Wisconsin-Whitewater
Newly Proposed Mission Statement

The University of Wisconsin-Whitewater is a preeminent academic institution driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea and is an economic and cultural driver of our region. We are nationally and internationally recognized for the accomplishments of our students, faculty, staff, and alumni. Grounded in a rigorous core curriculum, students receive a well-rounded education and every academic program prepares students to be creative, innovative and adaptable in dynamic and diverse work and life environments.

We are an inclusive educational community with a deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities, and abilities. We have a longstanding special mission to serve students with disabilities. By supporting all students, we champion education, opportunity and prosperity for all. As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation, and to the world.

Our academic programs serve undergraduate and graduate students, including online learners, and span the disciplines, from the theoretical to the applied, and encompass study in the arts, business, education, humanities, natural sciences, social sciences, technology, and professional and interdisciplinary programs. High-quality programs are offered at the associate, bachelor, master, and doctoral levels. These programs prepare students to become lifelong learners who lead successful lives and enjoy productive careers.

University of Wisconsin-Whitewater
Current Mission Statement

~~The University of Wisconsin-Whitewater is committed to the development of the individual, the growth of personal and professional integrity and respect for diversity and global perspectives. These are met by providing academic and cocurricular programs that emphasize the pursuit of knowledge and understanding and a commitment to service within a safe and secure environment.~~

~~The mission of the University of Wisconsin-Whitewater is:~~

- ~~1. To provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization.~~

- ~~2. To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.~~
- ~~3. To engage in scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.~~
- ~~4. To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.~~
- ~~5. To serve as a regional cultural and economic resource center through its service initiatives.~~
- ~~6. To provide continuing education and outreach programs as integrated institutional activities.~~
- ~~7. To provide a variety of co-curricular activities to enhance out-of-class learning opportunities.~~
- ~~8. To encourage and maintain a high level of personal and professional integrity in all University life and activities.~~

**University of Wisconsin-Whitewater
Current Mission Statement**

The University of Wisconsin-Whitewater is committed to the development of the individual, the growth of personal and professional integrity and respect for diversity and global perspectives. These are met by providing academic and cocurricular programs that emphasize the pursuit of knowledge and understanding and a commitment to service within a safe and secure environment.

The mission of the University of Wisconsin-Whitewater is:

1. To provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization.
2. To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.
3. To engage in scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.
4. To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.
5. To serve as a regional cultural and economic resource center through its service initiatives.
6. To provide continuing education and outreach programs as integrated institutional activities.
7. To provide a variety of co-curricular activities to enhance out-of-class learning opportunities.
8. To encourage and maintain a high level of personal and professional integrity in all University life and activities.



University of Wisconsin
Whitewater

Office of the Chancellor

To: UW System Board of Regents

From: James Henderson 
Interim Chancellor

Re: UW-Whitewater Revised Mission Statement

Date: August 12, 2021

The revised mission statement was developed as part of the process for creating and implementing the 2017-2022 UW-Whitewater Strategic Plan. We intended to submit a revision in 2017, but the restructuring of the UW College campuses occurred during that time. We needed to step back, revise again, and re-approve our revision so it captured the important access mission of our newly-acquired Rock County 2-year campus.

The revision was guided by the Strategic Planning and Budget Committee, a university-wide committee that includes representatives from all governance groups, divisions, and major areas of the university. The revision was shared in a variety of university stakeholder groups, the University of Wisconsin-Whitewater Foundation Board, and open listening sessions; and feedback was received and incorporated as appropriate. A university-wide online survey was also used.

The UW System Board of Regents held a First Reading of the revised mission statement on June 3, 2021. Minor revisions were made to the mission statement to incorporate the Board of Regent's feedback.

The minor revisions were also approved by the Chancellor, Chancellor's Cabinet, and governance groups. The revised mission statement was shared with the greater Whitewater community via a public hearing that was published in the Wisconsin State Journal on June 15, 2021, and held virtually on June 22, 2021. Regent Corey Saffold conducted the public hearing. Forty-three participants attended the public hearing and no concerns or edits were suggested.

**SECOND READING OF REVISED MISSION STATEMENT,
UW-STOUT**

REQUESTED ACTION

Adoption of Resolution F., approving a revised mission statement.

Resolution F.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin-Stout's revised mission statement.

SUMMARY

The University of Wisconsin-Stout requests approval of a revised mission statement that represents its focus and identity as a polytechnic institution. The new mission statement defines the various student populations that the institution serves, lists the levels of academic programs offered, and lists areas of academic programming. Additionally, the revised mission statement highlights the curriculum that combines interdisciplinary knowledge and discipline-specific technical skills with critical thinking, creative problem-solving, communication, and social and ethical reasoning skills to better the human condition. The revised mission statement underscores the institution's commitment to prepare students for careers through applied learning and research, professional experiences, and collaborative partnerships.

The revised statement has been approved by shared governance bodies at the institution as well as by the provost and chancellor. At a first reading on July 8, 2021, the Education Committee reviewed the revised mission statement. In fulfillment of the statutory requirement, the institution held a public hearing on the mission statement, presided over by Regent Edmund Manydeeds, to solicit community feedback on August 11, 2021. No further changes to the mission statement were made following the public forum. The Board will review the final mission statement at its October 7-8, 2021 meeting.

Chancellor

- Dr. Katherine Frank, Chancellor, UW-Stout

BACKGROUND

Section 36.09 (1)(b), Wis. Stats., requires that “the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.” Section 36.09(1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the UW System.

Any changes to a mission statement must be approved by the Board of Regents, following a public hearing at the institution.

Related Policies

- Regent Policy Document 1-1: Mission Statements
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

- A) Revised Mission Statement
- B) Tracked Changes Copy of Mission Statement Revisions
- C) Current Mission Statement
- D) Chancellor Memo

Proposed New UW-Stout Mission Statement

The University of Wisconsin – Stout prepares students for careers through applied learning and research, professional experiences, and collaborative partnerships to benefit a global society.

As Wisconsin's Polytechnic University, we fulfill our mission through a curriculum that combines interdisciplinary knowledge and discipline-specific technical skills with critical thinking, creative problem-solving, communication, and social and ethical reasoning skills to better the human condition. We offer career-focused undergraduate and graduate programs for diverse students, in a variety of in-person, hybrid, and virtual modalities, organized around career clusters that include:

- science, technology, engineering and mathematics;
- art and design;
- business and management;
- education;
- social and behavioral sciences;
- information technology and communications; and
- health sciences and human services.

Tracked Changes Version of UW-Stout Mission Statement

The University of Wisconsin-Stout ~~prepares students for careers through is a career-focused,~~
~~comprehensive polytechnic university where diverse students, faculty and staff integrate applied~~
~~learning and research, professional experiences, and collaborative partnerships to benefit scientific~~
~~theory, humanistic understanding, creativity and research to solve real-world problems, grow the~~
~~economy and serve a global society.~~

As Wisconsin's Polytechnic University, we fulfill our mission through a curriculum that combines
interdisciplinary knowledge and discipline-specific technical skills with critical thinking, creative
problem-solving, communication, and social and ethical reasoning skills to better the human condition.
WeThe University offers career-focused undergraduate and graduate programs for diverse students, in a
variety of in-person, hybrid, and virtual modalities, organized around career clusters that include:
leading to professional careers in industry, commerce, education and human services through the study
of applied

- science, technology, engineering and mathematics and science;
- art and design;
- business and management; social and behavioral sciences;
- education;
- social and behavioral sciences;
- family and consumer sciences, information technology and communications; and
- select engineering programs, applied technologies, select health studies, and technical
communications sciences and human services.

Current UW-Stout Mission Statement:

The University of Wisconsin-Stout is a career-focused, 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.

The University offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of applied mathematics and science, art and design, business and management, social and behavioral sciences, education, family and consumer sciences, select engineering programs, applied technologies, select health studies, and technical communication.




OFFICE OF THE CHANCELLOR

325 Administration Building

715.232.2441

TO: Academic Programs and Faculty Advancement (AFPA)

FROM: Katherine Frank 
Chancellor

DATE: August 16, 2021

RE: Request for Final Review of UW-Stout's Mission Revision on BOR Agenda

Per the UW policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, Section 9.2, this is a request to place UW-Stout's mission revision on an upcoming Board of Regents agenda for a second reading. Per policy, the following documents are attached to this cover letter:

- This letter describing the open forum we held to discuss the mission statement changes and the institutional approval processes for the new mission statement.
- A clean copy of the revised mission statement.
- A track changes document of the old mission statement to include your changes to the original statement.
- The former mission statement.

At the beginning of each multi-year strategic planning cycle, we collect feedback from our external constituents regarding future directions for UW-Stout. We use that feedback, along with internal campus feedback, to determine whether changes are needed to our mission statement. That feedback-review process has identified the need to refine our mission statement and sharpen the focus on our polytechnic designation.

Public Hearing Summary

On August 11, we held a public hearing facilitated by Regent President Manydeeds. Chancellor Frank provided an overview of the proposed mission statement, the proposed changes, and the key process steps. Three registered speakers spoke and provided comments in support of the proposed mission. We are not proposing any changes to the mission statement based on the hearing.

Key process steps

- In July 2020, we held a stakeholder visioning session where we brought together approximately 80 people, including more than 50 external constituents from the community, business leaders,



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System, to help us vision to the future and begin the process for developing the next strategic plan, FOCUS2030.

- We used feedback from the visioning session to identify key themes to help inform the development of our FOCUS2030 strategic plan. In August 2020, we shared those key themes with the campus in an organization-wide listening session, where we sought additional feedback.
- In September and October 2020, the Strategic Planning Group (UW-Stout's internal group responsible for managing our strategic planning process) reviewed this feedback and proposed a first draft of revisions to the mission statement.
- In November 2020, the Strategic Planning Group held three open forums to obtain feedback on the draft update.
- In December 2020, the Strategic Planning Group reviewed this feedback, proposed further modifications to the FOCUS2030 plan, including the mission statement, and sent a draft to the Chancellor's Cabinet. The Chancellor's Cabinet reviewed the draft and sent feedback for further refinement to the Strategic Planning Group.
- In December 2020, we also notified the UW System Academic Programs and Faculty Advancement office of our intent to alter our mission statement.
- In April, the Strategic Planning Group completed revisions of the FOCUS2030 plan, including the mission statement, based on the feedback from the Chancellor's Cabinet, as well as additional feedback collected from the campus. The Chancellor's Cabinet reviewed the draft, made additional minor modifications, and sent a charge memo to the Senates to review and provide a resolution.
- In April and May, the Faculty Senate, Senate of Academic Staff, University Staff Senate, and Stout Student Association provided resolutions in support of the revised mission statement. The Faculty Senate resolution included a request for a friendly amendment regarding the phrase "organized around," as shown below, that was not adopted given the extensive amount of feedback that went into the proposed wording:

...As Wisconsin's Polytechnic University, we fulfill our mission through a curriculum that combines interdisciplinary knowledge and discipline-specific technical skills with critical thinking, creative problem-solving, communication, and social and ethical reasoning skills to better the human condition. We offer career-focused undergraduate and graduate programs for diverse students, in a variety of in-person, hybrid, and virtual modalities organized around career clusters that include:

 - *Science, technology, engineering and mathematics;*
 - *art and design;*
 - *business and management;*
 - *education;*
 - *social and behavioral sciences;*
 - *information technology and communications; and*
 - *health sciences and human services.*
- On August 11, we held a public hearing where three speakers provided comments in support of the proposed mission statement.

Rationale and Analysis of Impact on the UW System

UW-Stout has a distinctive mission within the UW System as Wisconsin's Polytechnic University. The purpose of this revision is to sharpen our focus on this distinctive mission and to be responsive to feedback we received from both internal and external constituents through the process described above.

**THE CONNECTED COMPREHENSIVE: KNITTING UW-OSHKOSH'S
ACADEMICS AND EXPERIENCES INTO THE REGION**

REQUESTED ACTION

Host campus presentation; for information only.

SUMMARY

UW-Oshkosh will share how their involvement in the city of Oshkosh and the surrounding region efforts has had a transformational impact.

Presenter

- John Koker, Provost and Vice Chancellor for Academic Affairs

BACKGROUND

One hundred and fifty years ago, the citizens and leaders of Oshkosh fought doggedly to land a teachers college here. The community invested, and they succeeded.

The city of Oshkosh knew then that having such an educational engine in their backyard could drive the region to greater prosperity.

A century and a half later, the vision and initial investment from the institution's founders continues to have a positive ripple effect, transforming the region, be it through student-nurse support amid a pandemic, responsive academic programs collaboratively developed with regional industry and peer institutions, or a groundbreaking general education experience deeply connected to the community and a host of other examples.

**REPORT OF THE VICE PRESIDENT
FOR ACADEMIC AND STUDENT AFFAIRS**

REQUESTED ACTION

None.

SUMMARY

Vice President Anny Morrobel-Sosa will report on two items, including:

- (1) UW System Online Learning Initiative Update; and
- (2) 2020-21 Counseling Impact Assessment Report Summary.

First, to provide an update regarding the UW System Online Learning Initiative, the Vice President will introduce Dr. Laura Dunek, UW System Director of Academic Innovation and Senior Special Assistant for Governance and Strategic Initiatives.

Dr. Dunek will report that in mid-April 2020, as the deleterious impact of the COVID-19 pandemic upon UW System universities was becoming clear, the UW System was fortunate to receive a \$2 million philanthropic gift from an anonymous donor. Gifted with the express desire to help improve the quality and delivery of online teaching and learning—just as campuses were scrambling to flip from face-to-face instruction to online instruction—the data now demonstrate that UW System campuses have significantly improved the quality and delivery of online teaching and learning.

Specifically, the data show that:

- *UW Extended Campus* created not only open-source materials, but also four asynchronous *Journey to Online and Keep Coaching* courses for faculty, instructional academic staff, and student support staff seeking to improve student success in online teaching and learning. These resources have been accessed by 2,215 unique visitors, and 599 people have enrolled in these courses.
- In just four months, the *UW System Professional Development Grant Program* supported a significant increase in the number of faculty and instructional academic staff trained in research-based pedagogy for online teaching and learning. Between June and September 2020, the UW System went from 3,435 of 11,451 (30%) of total

faculty and instructional academic staff trained in online teaching and learning pedagogy, to 6,692 of 11,451 (58%).

- The first of its kind, *UW System Online Learning Certificate Program*, trained and credentialed an additional 296 faculty and instructional academic staff from all 13 UW System Universities in online teaching and learning pedagogy. Hence, the total number of UW System faculty and instructional academic staff who have been trained in online teaching and learning stands now at 6,988 of 11,451 (61%).
- To help students in financial need, the *UW System Technology Equity Initiative* is providing students at all 13 UW System Universities with technology resources, in the form of 387 Dell and HP laptop computers. As a result, students will better be able to remain enrolled in their online courses and engage in deeper learning experiences.

Next, the Vice President will ask Dr. John Achter, Interim Vice President for Student Success and Student Behavioral Health Coordinator, and Deirdre Dalsing, Director of Counseling Services at UW-Platteville, to provide a summary of the 2020-21 Counseling Impact Assessment Report. The report, which is available on the [Student Behavioral Health website](#), documents trends in counseling utilization, student issues, outcomes, satisfaction, and staffing levels. The COVID impact of 2020-21 provided a unique lens to further highlight how having quality behavioral health services available to students contributes significantly to student well-being and success.

Specifically, Dr. Achter and Ms. Dalsing will highlight that:

- Anxiety, stress, and depression continue to dominate the issues for which students seek counseling. All three increased in prevalence in 2020-21, as did concerns with Procrastination/Motivation and Attention/Concentration, likely reflecting the impact of the pandemic.
- Over 13,000 students utilized campus counseling services across the UW System in 2020-21, which represents a 7.5% decrease from 2019-20. The decrease is believed to be related to access issues during the pandemic and is concerning upon returning to in-person instruction this fall, due to the well documented increase in mental health distress among students during the pandemic.
- This 1-year reprieve in the otherwise decade-long rise in counseling utilization provided an opportunity to assess the impact of greater or lesser appointment availability on outcomes. After a downward trend in outcome and satisfaction indices in the past several years, the percentages of students reporting improvements in well-being, academic focus, and access to appointments were their highest in years.

- On average, 78% of students who reported they were considering leaving school before counseling indicated that counseling helped them stay in school. Tracked over the duration of the Counseling Impact Assessment Project, this represents at least 18,000 students that counseling centers helped retain between 2012 and 2021, accounting for almost \$19M annually in saved tuition revenue.

Presenters

- Dr. Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
- Dr. Laura Dunek, Senior Special Assistant and Director, UW System Office of Academic Innovation
- Dr. John Achter, Interim Vice President for Student Success and Student Behavioral Health Coordinator, UW System Office of Student Success
- Deirdre Dalsing, Director of Counseling Services, UW-Platteville

BACKGROUND

Shortly after his July 2020 appointment, UW System President Tommy Thompson announced 10 key initiatives to renew the Wisconsin Idea for the 21st century to ensure the University of Wisconsin System provides access and flexibility, while connecting courses to careers (remaining relevant) and promoting lifelong engagement.