

8/7/22

Education Committee

Thursday, August 18, 2022

8:45 a.m. – 10:15 a.m.

University Union, Phoenix Rooms
2430 Campus Court
Green Bay, Wisconsin
and Via Webex Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the June 9, 2022 Meeting Minutes of the Education Committee
 - 2. UW-Green Bay: Approval of a Master of Public Administration
 - 3. UW-Madison: Approval of a Master of Science in Engineering Management
 - 4. UW-Parkside: Approval of a Master of Science in Physician Assistant
- D. Host Presentation by UW-Green Bay: “This Is How We Rise—How UW-Green Bay Thinks Differently About Higher Education”
- E. Direct Admissions: Potential Benefits, Challenges, And Examples
- F. Report of the Vice President for Academic and Student Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF PUBLIC ADMINISTRATION,
UW-GREEN BAY**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Master of Public Administration program at the University of Wisconsin-Green Bay.

Resolution C.2. That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Public Administration at the University of Wisconsin-Green Bay.

SUMMARY

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Public Administration (M.P.A.). The M.P.A. will be a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. The public service sector is projected to grow by at least 17% through 2029, and graduates from this program will be qualified to serve in leadership positions such as town managers, municipal officials, directors of nonprofit organizations, and public finance administrators.

The M.P.A. aligns with the UW-Green Bay select mission, to provide “a problem focused educational experience” with a commitment to “civic engagement” and fits with the strategic vision of the university, including connecting with community partners, creating distinctive programs, and expanding professional graduate programs. An M.P.A. would extend the graduate offerings of UW-Green Bay and provide local governments and nonprofit organizations with individuals who have advanced skills in public leadership and administration and provide community members opportunities to advance in their fields. Community partners will have the opportunity to work with graduate students on applied projects. The M.P.A. consists of 30-36 credits, depending on the chosen option, and will include three pathways for completion: 1) a traditional option; 2) an accelerated continuation option; and 3) an accelerated executive option.

Learners in the traditional and accelerated option will engage in a formal internship and capstone. Students in the executive option will apply concepts to their professional area and engage in a capstone.

Presenter

- Dr. Kate Burns, Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

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 19, 2021), 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
MASTER OF PUBLIC ADMINISTRATION
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Public Administration (M.P.A.). The M.P.A. will be a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. The public service sector is projected to grow by at least 17% through 2029, and graduates from this program will be qualified to serve in leadership positions such as town managers, municipal officials, directors of nonprofit organizations, and public finance administrators.

The M.P.A. aligns with the UW-Green Bay select mission, to provide “a problem focused educational experience” with a commitment to “civic engagement” and fits with the strategic vision of the university, including connecting with community partners, creating distinctive programs, and expanding professional graduate programs. An M.P.A. would extend the graduate offerings of UW-Green Bay and provide local governments and nonprofit organizations with individuals who have advanced skills in public leadership and administration and provide community members opportunities to advance in their fields. Community partners will have the opportunity to work with graduate students on applied projects. The M.P.A. consists of 30-36 credits, depending on option chosen, and will include three pathways for completion: 1) a traditional option; 2) an accelerated continuation option; and 3) an accelerated executive option. Learners in the traditional and accelerated option will engage in a formal internship and capstone. Students in the executive option will apply concepts to their professional area and engage in a capstone.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Green Bay

Title of Proposed Academic Degree Program

Master of Public Administration

Degree Designation(s)

Master of Public Administration

Mode of Delivery

Single university; Distance delivery

Department or Functional Equivalent

Department of Public and Environmental Affairs

College, School, or Functional Equivalent

College of Arts, Humanities, and Social Sciences

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 first five years, based on pathway of enrollment. Students may enroll in one of three pathway options: 1) traditional enrollment; 2) an accelerated degree option available to UW-Green Bay undergraduates who complete the B.S. in Public Administration; and 3) an executive option targeted to senior-level professionals in the nonprofit and public sectors who have 10 or more years of progressively responsible experience in the public or nonprofit sector. Enrollments of students in the accelerated option are not reflected until Year 2 and these enrollments represent both new and continuing students, as some students enrolled in the accelerated option will complete a portion of the first-year credits as undergraduates.

Table 1: Five-Year Academic Degree Program Enrollment Projections by Option

Traditional Option	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	12	15	18	20
Continuing Students	0	6	11	13	16
Total Enrollment	7	18	26	31	36
Accelerated Option	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	5	7	8	9
Continuing Students	0	4	4	6	7
Total Enrollment	0	9	11	14	16
Executive Option	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	3	4	5	5	6
Continuing Students	0	2	3	4	4
Total Enrollment	3	6	8	9	10
Total Students	Year 1	Year 2	Year 3	Year 4	Year 5
Total New Students Per Year	10	21	27	31	35
Total Continuing Students	0	12	18	23	27

Total Enrollment Per Year	10	33	45	54	62
Graduating students	0	12	18	23	27

By the end of Year 5, it is expected 124 students will have enrolled in the program and 80 students will have graduated from the program. Student completion rates are expected to be 90%, on average, based on retention rates for other graduate programs at UW-Green Bay; for simplicity it is assumed attrition occurs between Year 1 and 2 of the program.

Tuition Structure

Students enrolled in the M.P.A. will pay the standard UW-Green Bay graduate tuition rate, which for the Academic Year (AY22-23) are \$444.23 per credit or \$3,998.07 per semester for students within the plateau (≥ 9 credits). Student segregated fees are \$87.51 per credit or \$787.56 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program.

DESCRIPTION OF PROGRAM

Overview of the Program

A Master of Public Administration (M.P.A.) is a professional degree that provides students with hands-on and theoretical preparation for a career in public service. Through course offerings, students will develop the technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This includes working as a part of the policy process and the implementation of public policy with competencies in policy analysis, program evaluation, public budgeting and financial management, organizational behavior and management, human resources management, and ethics for public service. This includes work in public/governmental entities as well as nonprofit organizations who are major players in the delivery of public services and operate with similar missions, values, and purposes as their governmental counterparts and whose successful operation requires many of the same skills and competencies.

Core courses and required concentration courses will be held on an annual basis with electives offered at least once every other year. The program will offer a minimum of five different graduate courses in the fall and spring semesters, with at least one elective and the internship/practicum offered each summer. Summer courses will typically be offered online, with at least one online course offered each semester. Courses may change between modalities to accommodate both faculty and student needs, as well as to allow for substantive experts to teach courses they are academically or technically qualified to offer.

The traditionally enrolled student will complete 36 credit hours of approved coursework consisting of an 18 credit hour core, with an additional 12 credits of elective classes (in either public or nonprofit management), a 3 credit internship or applied practicum project, and a 3 credit capstone.

Students who are completing an undergraduate degree in Public Administration will enter the program with substantial coursework in the discipline. These students will be eligible to apply for the accelerated degree that requires 30 additional credits from their bachelor's degree. The 24 credit hours of coursework includes an 18 credit core and 6 credits of electives, as well as a 3 credit internship or practicum project and a 3 credit capstone course.

Students completing the executive option will complete 30 credit hours that will include 27 credits (an 18-credit core and 9 credits of electives), as well as a 3-credit capstone course. It is expected that students entering the executive option will have 10 or more years of progressive reasonability in their roles in the public sector. Given the substantive learning acquired via their work experiences, students enrolled in this option will not be required to complete an internship and practicum.

Student Learning Outcomes and Program Objectives

The program is designed in accordance with standards set by the Network of Schools of Public Policy, Affairs, and Administration's (NASPAA), as it will eventually seek accreditation through the organization. Through coursework and upon graduation from the M.P.A. program, all students should have achieved the NASPAA Competencies and be able to effectively:

1. Lead and Manage in Public Governance.
2. Participate in and contribute to the public policy process.
3. Analyze, synthesize, think creatively, solve problems, and make decisions.
4. Articulate and apply public service perspectives.
5. Communicate and interact productively with a diverse and changing workforce and citizenry.

Moreover, the UW-Green Bay M.P.A. program has identified programmatic learning outcomes that reflect these competencies and articulate the skills and knowledge a student will have obtained at graduation from the program. These include the ability to:

1. Synthesize the major theories of the field to articulate how they inform a public service perspective.
2. Collect, manage, evaluate, and apply data to make decisions and solve public and nonprofit problems.
3. Utilize core budgeting and financial management skills to effectively advance the mission of public service organizations.

4. Effectively and ethically communicate and interact with a diverse and changing workforce through the application of leadership and management theories and behaviors.
5. Embed leadership and management with the core values of the field which include social equity, inclusion, democratic accountability, professionalism, and ethics.

Upon completion of their degree, the M.P.A. has prepared students for upper-level management or policy positions in public service. This could include employment in governmental agencies, nonprofits, or private companies with social missions (such as benefit corporations or social enterprises), in positions such as policy analyst, executive director, city or county manager, budget analyst or development director.

Program Requirements and Curriculum

M.P.A. applicants must hold an undergraduate degree from any accredited institution. A graduate selection committee will make admissions decisions. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. Students that do not meet this threshold will be considered for provisional admission wherein that student must complete the first nine graduate credits at UW-Green Bay with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended.

Students applying to the accelerated degree must complete either PU EN AF 215 (Introduction to Public Administration) or PU EN AF 225 (Introduction to Nonprofits) as well as receive a B or better in four upper-level courses from the following list: PU EN AF 345 Human Resource and Risk Management, PU EN AF 428 Public and Nonprofit Program Evaluation, PU EN AF 350 Geographic Information Systems, PU EN AF 453 Cost-Benefit Analysis, PU EN AF 301 Environmental Politics and Policy, PU EN AF 306 Regulatory Policy and Administration, PU EN AF 326 Philanthropy, PU EN AF/POL SCI 406 State and Local Government, POL SCI 305 Urban Politics and Policy, PU EN AF 425 Fundraising and Marketing for Nonprofits. The program requires students to complete 30–36 credits of graduate coursework, with the coursework further detailed in Tables 2.

Table 2: Master of Public Administration Program Curriculum		
Core Requirements for all Students (18 credits)		
PUB ADM XX1	Foundations of Public Administration	3 credits
PUB ADM XX2	Research Methods and Evidence Based Decision Making	3 credits
PUB ADM XX3	Public and Nonprofit Budgeting and Financial Management	3 credits
PUB ADM XX4	Public and Nonprofit Organizational Management and Behavior	3 credits
PUB ADM XX5	Public Policy Theories and Analysis	3 credits
PUB ADM XX6	Public and Nonprofit Ethics and Leadership	3 credits

Other Courses (12 – 18 credits)		
Required Courses for all students (3 credits)		
Choose One		
PU EN AF 607 ¹	Service in the Public Sector	3 credits
PUB ADM XX9 ²	Nonprofit Administration and Theory	3 credits
Electives (3 – 9 credits)		
Traditionally Enrolled Students Choose Three from One Category, Accelerated and Executive Students Choose One from Either Category		
Public Management Courses		
POL SCI 606	State and Local Government	3 credits
POL SCI 506	Regulatory Policy and Administration	3 credits
PU EN AF 514	Administrative Law	3 credits
PUB ADM XX7	Geographic Information Systems	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
PU EN AF 545	Human Resources and Risk Management	3 credits
Nonprofit Management Courses		
PUB ADM X10	Fund Development and Grant Writing	3 credits
PUB ADM X11	Nonprofit Boards and Governance	3 credits
PUB ADM X12	Strategic Planning	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
Requirements for Traditionally Enrolled and Accelerated Students (3 credits)		
PUB ADM X13	Internship	3 credits
Requirements for Executive Students (3 credits)		
PU EN AF X14	Applied Concepts for Practitioners	3 credits
Capstone Required for all Students (3 credits)		
PUB ADM X15	Capstone Seminar	3 credits
Total Credits		30—36 credits

Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed in accordance with the UW-Green Bay University Assessment Program.³ For the proposed program, assessment will be managed by an M.P.A. graduate assessment committee. The committee will establish an assessment plan for evaluating how well students are meeting the program's learning outcomes as well as demonstrated conformance to the NASPAA standards. Assessment will be conducted using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses.

¹ Required for traditionally enrolled students concentrating in Public Management

² Required for traditionally enrolled students concentrating in Nonprofit Management

³ Please see <https://www.uwgb.edu/assessment/university-assessment-program>

The program committee will map each outcome to specific courses designed to meet that outcome and then the instructor will choose an artifact from the course that demonstrates achievement. For example, Learning Outcome 5 will be achieved through the completion of the Public and Nonprofit Budgeting and Financial Management Course. The committee is responsible for identifying the degree to which students are successfully obtaining outcomes and suggesting necessary curricular changes should any need be identified.

For programs seeking accreditation, NASPAA provides exemplary sample assessment plans which the committee will use to establish UW-Green Bay's assessment model. In the preparation of these materials, the M.P.A. assessment group will work closely with the Office of Institutional Strategy and Effectiveness to gather data. The end-product assessment will then be reviewed by the Dean of the College, the institution-wide Graduate Academic Affairs Committee, and multiple representatives from the provost's office, which will each provide feedback for alignment with broader academic affairs objectives and program improvement and support. Changes to the curriculum and program will be initiated based on the assessment findings.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In Fall 2017, UW-Green Bay added a Vice Chancellor for University Inclusivity and Student Affairs to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. This includes setting strategic priorities goals of a more diverse student body and action steps to achieve these goals.

Particularly pertinent to the M.P.A. program will be the alignment to the UW-Green Bay Academic Affairs Strategic Priorities. This will include strategies to engage "community organizations and initiatives where the primary audience is influencers and/or students that we want to recruit to UW-Green Bay to develop a better understanding of needs, obstacles preventing enrollments and what UW-Green Bay needs to become to attract and retain more students of color from our community."

Finally, evidence from the Council of Graduate Schools/Graduate Record Examinations Program (CGS/GRE) Survey of Enrollment and Degrees Report demonstrates that an M.P.A. is an ideal degree for increasing diversity given this degree enrolls

Black/African American students at higher levels than most other areas surveyed and that that enrollment often tends to be majority female (Zhou & Gao, 2021).

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion by taking a holistic approach to student admission. No single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice for accurately predicting student readiness and academic success, and more importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the College of Humanities, Arts, and Social Sciences, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

The proposed M.P.A. program also commits to equity, diversity, and inclusion among its faculty, instructors, and staff. For example, the program's faculty must be diverse in a variety of ways, including their personal and professional background and training, their methods and approaches, the respective balance between theory and practical applications, and other descriptive characteristics. Strategies for hiring to ensure equity will include:

- Job advertisement including statement welcoming diverse applicants consistent within legal and institutional environment
- Advertisement is placed in publications and on listservs that serve diverse audiences
- Phone calls are made to program directors from schools with a diverse graduate student body to encourage applications from potential
- candidates
- Faculty, administrators, women, and professional staff of color to help uncover the available pool.
- Evaluation criteria are used to create an inclusive pool of candidates
- Hiring committees receiving training on recruitment and selection practices that increase potential for diverse pools and hires
- Minority and female faculty have an opportunity to meet with other minority and female faculty informally during the interview process
- A female or minority is included on the search committee

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, several student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities.

As of 2021 there is a newly founded graduate student council, which aims to address the unique needs and concerns of the diverse learners across the universities wide ranging graduate programs. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The Center for the Advancement of Teaching and Learning also offers regular workshops and panel discussions to address the complexities of diversity, equity, and inclusion. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The M.P.A. also specifically emphasizes diversity, equity, and inclusion, including explicitly naming these values in its programmatic learning outcomes. For example, programmatic outcome five identifies social equity as a core value of the field and will be emphasized in the accreditation and assessment processes. Through coursework, students will learn how to lead, manage, and value a diversifying workforce. This includes an emphasis on the democratic decision-making and citizen voice in the policy process (creation and implementation), as well as encouraging inclusive work environments as leaders and managers of public and nonprofit organizations. Diversity, equity, and inclusion will be an explicit component of most M.P.A. courses.

Projected Time to Degree

The projected time to degree is four semesters (two years) for traditionally enrolled, full-time students. These students will take three separate courses (9 credits) each 14-week session (fall and spring semesters). They may be able to reduce this time to degree by taking courses in different modalities or including a course and/or internships during the summer session. For full-time students in the accelerated and executive programs, their project time to complete is three semesters taking 9-10 graduate credits each term. Students will be admitted on a rolling basis and need not complete classes in any specific order. Course rotation will alternate between fall and spring semesters, with some summer offerings on an irregular periodicity.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the M.P.A. program on a five-year cycle beginning in 2027-28. In addition, the program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Arts, Humanities, and Social Sciences. NASPAA also requires an assessment cycle as a frequency appropriate for its mission. Therefore, assessment based on NASPAA standards will be on the same schedule as the college and GAAC cycle. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

In addition to internal assessment, rigorous, timely, and thorough program evaluation is required of all programs seeking and maintaining NASPAA accreditation (discussed below) to ensure that course work adequately provides students with the competencies outlined in the programmatic learning objectives. The accreditation process will require collection, application, and reporting of information about performance and operations to guide the evolution of the mission and program design and demonstrate continuous improvement in respect to NASPAA's standards that broadly include:

- Managing the program strategically
- Matching governance with mission
- Matching operations with the mission: faculty performance
- Matching operations with the mission: serving students
- Matching operations with the mission: student learning
- Matching resources with the mission
- Matching communications with the mission

Accreditation

The program is designed in accordance with standards set by the Network of Schools of Public Policy, Affairs, and Administration's (NASPAA), as it will eventually seek accreditation through the organization. The program cannot apply for accreditation until it has been "operating and generating sufficient information about its operations and outcomes to support an evaluation" (NASPAA, 2019). NASPAA is the primary accrediting body of M.P.A. programs and is widely recognized as an important signal of quality and value among public service programs including standards that identify the public service mission of a given program, professional qualifications of program faculty, and universal competencies. Per communication with the Higher Learning Commission (HLC), specific HLC approvals are not required.

JUSTIFICATION

Rationale and Relation to Mission

This degree will significantly add to the current programmatic offerings by the Department of Public and Environmental Affairs, as well as UW-Green Bay as a whole. The program is a logical extension of UW-Green Bay's undergraduate degree in Public Administration and would provide current students an opportunity to complete a graduate degree. This degree also specifically expands opportunities for other current undergraduate students in the department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. At present, most students who pursue an advanced degree attend a university outside of Wisconsin, either online or in-person. Therefore, the degree will offer UW-Green Bay the opportunity to recruit and maintain existing students, while keep also increasing the likelihood that they stay within the UW-System more broadly.

Regarding UW-Green Bay's select mission, an M.P.A. is a logical fit. The mission notes that the University will provide "a problem focused educational experience" with a commitment to "civic engagement." As public (and nonprofit) management is the primary focus of an M.P.A., it would be difficult to find another degree more closely related to civic engagement. An M.P.A. also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, and expanding professional graduate programs, and professional growth. More specifically, an M.P.A. would extend the graduate offerings of UW Green Bay, provide area local governments and nonprofit organizations with a larger number of potential employees with advanced training in the field, enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

Additionally, an M.P.A. is a logical addition to the well-regarded training and credentialing (such as Continuing Education programming) already offered by the university. For example, more than 1,000 individuals annually have attended Government Affairs workshops and certificate programs through UW-Green Bay since 2014-15. Of these programs, the Clerks and Treasurers Institute hosts over 300 attendees annually with attendees earning certificates such as the Certified Municipal Clerk Certificate, the Certified Municipal Treasurer Certificate, the Certified Public Finance Administrator Certificate, and the Wisconsin Certified Municipal Clerk Certificate. This high demand for certificates in this area indicates a high demand for advanced training related to civic engagement and public administration, and students in the program will have multiple opportunities to connect with working professionals in government and non-profit sectors through their engagement in these existing programs on campus.

University Program Array

Building on the existing foundation of the undergraduate Public Administration program at UW-Green Bay, the proposed graduate program will leverage existing courses and faculty expertise. For example, multiple upper-level elective courses will be cross-listed as both undergraduate and graduate-level courses (e.g., PU EN AF 306, PU EN AF 345). Courses from other UW-Green Bay graduate programs also will be available to M.P.A. students (e.g., ES&P 501). In particular, the program will leverage existing faculty who currently (or have in the past) taught for the Master of Environmental Science and Policy (ES&P) program at UWGB. Several upper-level courses in the program would be well suited as upper-level electives for M.P.A. students, particularly those designed for students in the ES&P policy option. Similarly, courses developed for the M.P.A. program may be available for ES&P students as well.

At the same time, the courses considered core requirements will need to be developed. Because the program will seek NASPAA accreditation, it is important that these courses be designed to specifically meet accreditation requirements. By using a combination of existing courses and courses developed specifically for the M.P.A. program, the strategy will balance the need to offer a wide array of courses in a cost-efficient manner while, at the same time, also ensuring an appropriate focus and level of academic rigor for graduate students. Stated another way, students in the M.P.A. program will have opportunity to collaborate with graduate students across multiple other programs across UWGB, which contributes to valuable transdisciplinary exposure.

Other Programs in the University of Wisconsin System

The state of Wisconsin has only two Master of Public Administration programs (UW-Oshkosh and UW-Milwaukee), and one Master of Public Affairs program (UW-Madison). While important to the state overall, these programs do not serve Northeast Wisconsin to the degree proposed here. For example, the proposed M.P.A. includes expedited tracks for students who are in the process of obtaining an undergraduate degree in public administration at UW-Green Bay and for individuals who are already working in the field. This will shorten the time to degree and reduce tuition expenses for these individuals. An M.P.A. program at UW-Green Bay also will allow for specialization in the issues that impact this region specifically (e.g., urban growth, urban/rural management, public/nonprofit collaborations) and help local governments and nonprofits build their capacity. Additionally, no public administration/affairs programs in Wisconsin currently have NASPAA accreditation. With a goal of seeking accreditation as soon as possible, the M.P.A. program at UW-Green Bay would be the only accredited program in the state.

Need as Suggested by Current Student Demand

While three Wisconsin universities offer a similar program, none offers an undergraduate degree in public administration. As such, students who major in public administration in UW-Green Bay have consistently asked about the opportunity to continue with an M.P.A., as public and nonprofit employers recognize the value of this degree and its role in helping their employees develop and refine skills and competencies unique to the social serving sectors. There have been similar requests from individuals who attend the annual Clerks and Treasurers Institute at UW-Green Bay during the summer. This Institute is connected to a member organization of over 10,000 individuals working in the municipal sector, with over 5,000 in Wisconsin alone. Each year, nearly 500 individuals engage in both this institute and related government affairs workshops and certificate programs offered at UW-Green Bay, with attendees earning certificates such as the Certified Municipal Clerk Certificate, the Certified Municipal Treasurer Certificate, the Certified Public Finance Administrator Certificate, and the Wisconsin Certified Municipal Clerk Certificate.

Until this point, however, there has been no clear graduate option available to individuals engaging in these programs, and students would need to attend another university outside of the area or the state. The many undergraduate public administration majors at UW-Green Bay obtain public and nonprofit positions in the Green Bay area following graduation (e.g., Village of Bellevue, Door County, Howe Community Resource Center, Family Services, State of Wisconsin) and would be available to attend classes in a variety of modalities, including in-person formats.

Need as Suggested by Market Demand

The work of public and nonprofit managers is expected to be one of the fastest growing career fields over the next decade. For example, the Bureau of Labor Statistics projects employment in these areas to grow by 17% through 2029; significantly faster than all other occupations.⁴ In Wisconsin, specifically, employment in social and community service management is expected to grow by 7% through 2028, while employment in government (defined broadly) is expected to remain stable.⁵

The public sector in Wisconsin, more specifically, the State of Wisconsin includes over 1,800 cities, villages, and towns, over 200 of which specifically employ a professional public administrator. In UW-Green Bay's 16 county footprint, there are more than 330 municipal governments.⁶ Current public sector employees tend to be older and there are efforts underway to actively recruit younger workers to the field.⁷ Hiring well trained and educated public employees has become even more important recently, as the public sector competes with the private sector for employees in a particularly challenging labor market.⁸

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited 1/25/2021).

⁵ Wisconsin Department of Workforce Development. (2022). Projections. <https://jobcenterofwisconsin.com/wisconomy/pub/projections>

⁶ Wisconsin Department of Revenue. (2018). County and Municipal Revenues and Expenditures. <https://www.revenue.wi.gov/Pages/Report/county-municipal-revenues-expenditures.aspx>

⁷ Wisconsin Department of Revenue. (2018). County and Municipal Revenues and Expenditures. <https://www.revenue.wi.gov/Pages/Report/county-municipal-revenues-expenditures.aspx>

⁸ Smith, Carl. (2021). Government is Hiring, but Faces Tough Competition for Workers. *Governing* <https://www.governing.com/now/government-is-hiring-but-faces-tough-competition-for-workers>



The nonprofit sector, there are over 26,000 501(c)(3) organizations in the state. In UW-Green Bay's 16 county footprint, there are more 1,100.⁹ There are organizations that increasingly look to individuals with specialized training as the sector professionalizes.¹⁰ In response, the number of universities offering courses in nonprofit management and philanthropic studies has nearly doubled over the past 20 years (95% growth) with concentrations and/or programs in the topic more than doubling.¹¹ These programs are often nested within M.P.A. programs as public and nonprofit organizations operate in a significantly overlapped space (public service). Overall, nonprofit organizations often find it difficult to hire employees with specific training in nonprofit budgeting, management, and public policy, and those graduates with this specific M.P.A. would have multiple opportunities to fill this essential employment category.

In short, and M.P.A. program at UW-Green Bay would benefit students as well public and nonprofit organizations in the region. Regarding the former, the array of organizations in the area serves as an important learning platform for graduate students, and the internship embedded in this program provides an avenue for these career connections and pathways. Regarding the latter, the value of student internship experiences on local governments and nonprofit organizations provides needed assistance, where it can be difficult to find. This M.P.A. would allow for students to contribute more to a brain-gain than drain for the region.

⁹ Helen Bader Institute for Nonprofit Management. (2019). *Nonprofit Wisconsin: In Brief*. https://uwm.edu/hbi/wp-content/uploads/sites/435/2019/09/Nonprofit-WI-In-Brief-2019.Final_.pdf

¹⁰ Stewart, A. J. (2014). Seeking Common Ground: Assessing Concepts and Measures of Professionalization. Academy of Management: Proceedings

¹¹ Mirabella, R., T. Hoffman, T.K. Teo, and M. McDonald. (2019). The Evolution of Nonprofit Management and Philanthropic Studies in the United States: Are We Now a Disciplinary Field? *The Journal of Nonprofit Education and Leadership* 9(1): 99-109.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Master of Public Administration						
	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	21	27	31	35
	Enrollment (Continuing Student) Headcount	0	12	18	23	27
	Enrollment (New Student) FTE	10	21	27	31	35
	Enrollment (Continuing Student) FTE	0	12	18	23	27
II	Total New Credit Hours	18	12	12	3	0
	Existing Credit Hours	6	24	36	48	51
III	FTE of New Faculty/Instructional Staff	1	0	0	1	0
	FTE of Current Fac/IAS	2	3	3	3	4
	FTE of New Admin Staff	0	0.25	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$79,961	\$263,873	\$359,826	\$431,792	\$495,761
	Total New Revenue	\$79,961	\$263,873	\$359,826	\$431,792	\$495,761
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$106,700	\$119,614	\$121,566	\$223,123	\$227,146
	<i>Other Staff</i>	\$19,938	\$40,673	\$41,486	\$42,316	\$43,162
	Other Expenses					
	<i>Startup costs; course development</i>	\$18,000	\$12,000	\$12,000	\$0	\$0
	<i>Accreditation, memberships, prof dev., marketing</i>	\$20,000	\$20,000	\$20,000	\$30,000	\$30,000
	<i>Graduate Program Chair stipend</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	<i>Indirect Expenses</i>	\$0	\$48,086	\$48,916	\$79,632	\$81,092
	Total Expenses	\$179,638	\$255,372	\$258,968	\$390,071	\$396,400
VI	Net Revenue	-\$99,676	\$8,500	\$100,858	\$41,721	\$99,361
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 5/19/2022		
Chief Business Officer's Signature: 				Date: 5/31/2022		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-GREEN BAY MASTER OF PUBLIC ADMINISTRATION

Introduction

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Public Administration (M.P.A.). An M.P.A. is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. The proposed program will expand opportunities for current undergraduate students in the UW-Green Bay department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. The program will include three pathways for completion: 1) a traditional option; 2) an accelerated continuation option; and 3) an accelerated executive option. All three pathways will connect with distinct enrollment funnels, as enrollment is expected to steadily increase from launch as the curricular offerings grow. This growth not only sets the program up well to serve the broader public service community, but will allow for expanding expertise at the university, gaining external accreditation related to this field, and be revenue-positive by the second year.

Section I – Enrollment

Across the three program tracks, it is projected that 10 fulltime students will matriculate in Year 1, with enrollments growing to 62 students by Year 5. The revenue projections assume that accelerated track students will not start paying graduate-level tuition until their second year of coursework in the program (the first courses are at the undergraduate level and undergraduate rate), so these student enrollments are not counted until their second year. It is assumed most students will enroll full time.

Section II – Credit Hours

The proposed curricula will be delivered using a combination of new and existing coursework. Depending on the track of entry, students are required to complete between 30-36 credits to complete the program. Total new credit hours reflect the creation of 45 new credit hours. These include six new 3-credit core-courses for the first year of offering, six new upper-level 3-credit electives developed and offered over years two and three of the program, and three 3-credit courses that will be offered as part of specific tracks. In addition, the program curricular will utilize a combination of 21 elective credits drawing from seven currently existing or newly cross-listed 3-credit course. Wherever possible, existing capacity and overlapping graduate-level or cross-listed offerings will be used to meet demand.

Section III – Faculty and Staff Appointments

Instructional needs to deliver coursework will be met with a combination of existing faculty and staff. To assist in the development and launch of the program, one new FTE will be added in Year 1. This appointment will be a visiting professor in Year 1, with conversion to tenure-track in Year 2, depending on meeting enrollment targets. It is projected a second new FTE will be added in Year 4. Timing will be adjusted depending on actual enrollments and will be needed prior to submitting for NASPAA accreditation. It is anticipated that all faculty engaged in the M.P.A. will teach across both the undergraduate and graduate levels. As new faculty are onboarded to support this program, it is anticipated that current faculty will redirect some teaching from their exclusive undergraduate engagement to a balance between undergraduate and graduate courses. One current faculty member will assume program chair leadership responsibilities for this graduate program. Additionally, given the projected growth and multiple tracks of this program, it is anticipated part-time administrative support from a staff member will be needed (redirected or otherwise), ranging from 0.25 FTE at program start to 0.5 FTE at Year 2 and beyond.

Section IV – Program Revenues

Tuition Revenues

Program revenue projects are primarily tuition-focused and based on expected tuition generated at the standard UW-Green Bay graduate tuition rate. Tuition estimates use the Fall 2022 graduate tuition rate as a starting point (9-credit per semester plateau of \$3,998.07) and assume an average of 18 credits/student per year. It is expected that after a year of modest startup costs and a minimal revenue shortfall, by year two of the program revenues will fully support the program and provide financial stability.

Section V – Program Expenses

Salary and Fringe Expenses

Direct faculty and instructional staff costs for program delivery are estimated using an average annual salary of \$66,000 plus fringe (45% of salary), reflecting an average tenure-track salary in this area. Annual increases of 2% of overall salary and fringe are included in all estimates, and the second tenure-track FTE listed in year four reflects those subsequent increases from Year 2 (Salary at \$68,666 + 45% fringe).

Additional ad hoc salary costs (at \$5,100/course release) to cover transitioned workload of current faculty are included in the faculty/instructional staff line; amount assumes one course each/two current faculty per year in Year 1, and up to two courses/current faculty per year thereafter.

In addition, administrative support position cost is estimated at 25% time, then 50% time, using a base annual salary of \$55,000 + fringe and 2% increases each year.

Other Expenses

Startup costs: includes funds for development of new courses and modification of existing courses to serve program. The bulk of this effort will be performed in Years 1-3, as the curriculum and student demand grow. These are important efforts to yield the flexible curricula inherent in this program.

Accreditation, memberships, professional development, and marketing: Assumes an average annual investment of \$15,000 for marketing and \$5,000 for faculty professional development in public administration and organization memberships, across all 5 years. While exact figures are unknown, additional costs associated with pursuing NASPAA accreditation (including site visit costs) are estimated at \$20,000; this cost is spread out between and reflected in Years 4 and 5.

Program Chair Stipend: Estimated at a fixed rate of \$12,600/year, this may take the form of a direct stipend and/or course release, depending on needs at that stage of program maturity. Includes student recruitment, curricular organization, establishment and contact with internship providers, scheduling, engagement with ad hoc faculty, and overall program coordination, including engagement in summer work. Rate is in keeping with other recently launched graduate programs.

Indirect Expenses: A central administrative 30% tax on salaries and fringe that will be charged beginning in Year 2. The tax will cover general university facilities and administrative costs.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of relative fiscal neutrality beginning Year 2, with increasing financial sustainability by Year 3. The net loss incurred in Year 1 is primarily driven by the faculty hire, and will be absorbed in overall departmental instructional costs, with other efforts supplemented by strategic funds from the provost office. Net revenues will be reinvested in the program, which aids in ensuring curricular relevancy, expanding placement opportunities for students, and building partnerships with statewide organizations and governments. Additionally, UW-Green Bay will endeavor to maintain integrity in the mentorship of students, and if warranted, will reinvest in additional faculty if the program continues the anticipated growth trajectory.



Date: June 22, 2022

To: Jay Rothman, UW-System President

Cc: Carleen Vande Zande, Associate Vice President
Office of Academic Programs & Faculty Advancement

From: Kate Burns, Provost and Vice Chancellor for Academic Affairs
UW-Green Bay

Subject: Authorization to Implement: Master in Public Administration degree

I confirm the University of Wisconsin-Green Bay's commitment to adding a Master in Public Administration (MPA) to our graduate program array. The program gained final, formal support from shared governance at Faculty Senate on May 4, 2022.

This degree is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “civic engagement.” In addition to expanding the graduate program offerings, an MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. The program is a logical extension of UW-Green Bay’s undergraduate degree in Public Administration (one of only two in the UW system) and would provide current students an opportunity to complete a graduate degree.

The MPA degree also specifically emphasizes diversity, equity, and inclusion, including explicitly naming these values in its programmatic learning outcomes. Through coursework, students will learn how to lead, manage, and value a diversifying workforce. This includes an emphasis on the democratic decision-making and citizen voice in the policy process (creation and implementation), as well as encouraging inclusive work environments as leaders and managers of public and nonprofit organizations.

The proposal includes several pathways for admission into the program: (1) traditional enrollment, (2) an accelerated degree option that would allow for the continuation of our public administration undergraduate major; and (3) an executive option targeted to senior-level professionals in the nonprofit and public sectors.

The program is designed in accordance with standards set by the Network of Schools of Public Policy, Affairs, and Administration’s (NASPAA), as it will eventually seek accreditation through the organization. The Master of Public Administration will be subject to the university’s systematic and regular assessment procedures, as well as program-level assessment based on NASPAA standards.

Instructional needs will be met with a combination of existing faculty FTEs and an additional two FTEs. Both additional tenure-track FTEs are planned to be added as the program grows, and will be needed prior to

submitting for NASPAA accreditation; it is anticipated that all faculty engaged in the MPA will teach across both the undergraduate and graduate levels.

I am fully supportive of the development of a Master of Public Administration at UW-Green Bay. Please let me know if you require any additional information regarding the program, and thank you for your consideration. I look forward to bringing this degree program to the Board of Regents for consideration to implement.

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE
IN ENGINEERING MANAGEMENT,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Master of Science in Engineering Management at the University of Wisconsin-Madison.

Resolution C.3. 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 Master of Science in Engineering Management at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Engineering Management. This new program will elevate the existing Engineering Management option within the Master of Engineering in Engineering (M.Eng.) to a stand-alone degree; thus, advancing the mission of UW-Madison by strengthening the university's leadership in the interdisciplinary field of engineering management. The program will bring together critical components of engineering, business, and leadership. The Master of Science is the preferred degree for universities seeking to be certified by the American Society for Engineering Management, as well as within the engineering management education community. This change will distinguish the proposed program from the other options in the M.Eng. program. The M.S. in Engineering Management builds on the existing program curriculum, faculty expertise, and program administration resources. The existing option has shown long-term viability. With the approval of this program, it is anticipated that enrollment will grow by approximately 10%, with new instructional resources added to support this growth.

The fully online curriculum requires 30 credits, 23 credits of required courses and 7 credits of elective courses. It is designed to meet the needs of current engineering professions and to support them to advance as exceptional leaders and managers. The program is positioned as a high-impact alternative to the traditional M.B.A. for engineers. Students enrolled in the program will pay service-based and market-based tuition (SYS 130, Appendix B.) at the rate of \$1,300 per credit. Since the program is designed for practicing professional engineers, it is believed many students will enroll with tuition reimbursement programs through their employers. Ten-year occupational growth in Architectural and Engineering Management is expected to be 4%.

Presenter

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (Revised March 19, 2021), 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
MASTER OF SCIENCE IN ENGINEERING MANAGEMENT
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in Engineering Management. This new program will elevate the existing Engineering Management option within the Master of Engineering in Engineering (M.Eng.) to a stand-alone degree; thus, advancing the mission of UW-Madison by strengthening the university's leadership in the interdisciplinary field of engineering management. The program will bring together critical components of engineering, business, and leadership. The Master of Science is the preferred degree for universities seeking to be certified by the American Society for Engineering Management, as well as within the engineering management education community. This change will distinguish the proposed program from the other options in the M.Eng. program. The M.S. in Engineering Management builds on the existing program curriculum, faculty expertise, and program administration resources. The existing option has shown long-term viability. With the approval of this program, it is anticipated that enrollment will grow by approximately 10%, with new instructional resources added to support this growth.

The fully online curriculum requires 30 credits, 23 credits of required courses and seven credits of elective courses. It is designed to meet the needs of current engineering professions and to support them to advance as exceptional leaders and managers. The program is positioned as a high-impact alternative to the traditional M.B.A. for engineers. Students enrolled in the program will pay service-based and market-based tuition (SYS 130, Appendix B.) at the rate of \$1,300 per credit. Since the program is designed for practicing professional engineers, it is believed many students will enroll with tuition reimbursement programs through their employers. Ten-year occupational growth in Architectural and Engineering Management is expected to be 4%.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Engineering Management

Degree Designation(s)

Master of Science

Mode of Delivery

Single university; 50% or more distance delivery

Department or Functional Equivalent

College of Engineering

College, School, or Functional Equivalent

College of Engineering

Proposed Date of Implementation

September 2023

Projected Enrollments and Graduates by Year Five

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

- New student enrollments are projected to increase year-to-year for the first five years, at an approximately 10% growth rate per year.
- The year-to-year retention rate is projected to be 94%, based on the historical retention rate of the existing Engineering Management subplan/option.
- The M.S. in Engineering Management is slated to be a part-time online professional degree. Time-to-degree may range from 2-4 years. The ideal path is a two-year program with students taking six credits each fall and spring term and three credits both summers. By UW-Madison Graduate School policy, this credit load constitutes part-time (i.e., 0.5 FTE) enrollment. The enrollment projections here are based on the two-year program of study.
- Some students are projected to transition from the existing Engineering Management subplan/option. These students are represented in the Continuing Students row of Table 1, calculated to be 60 students total in Year 1, 30 of which will graduate at the end of Year 1 and the remaining 30 who will graduate at the end of Year 2.

By the end of Year 5, it is expected 251 new students will have enrolled in the program and 240 students will have graduated, including the initial 60 students who will transition from the subplan/option to the new degree program and graduate in Years 1 and 2. For comparison, the existing Engineering Management subplan/option has carried an average enrollment of 58 students over the past seven years, peaking at 84 enrolled students in 2021. New student enrollments (i.e., matriculants) have averaged approximately 30 students per year.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	40	46	50	55	60
Continuing Students	60	68	43	47	52
Total Enrollment	100	114	93	102	112
Graduating Students	30	68	43	47	52

Tuition Structure

The proposed new M.S. in Engineering Management will be a revenue-generating degree program with the proposed market-based, per-credit tuition of \$1,300. The existing Engineering Management subplan/option currently is administered with this same revenue-generating model and is successfully self-funded. This per-credit rate matches the tuition charged by the existing subplan/option and is consistent with UW System's Service-Based Pricing Guidelines and Procedures (SYS 130 Appendix B).

Since the proposed M.S. in Engineering Management is a fully online program, students will not be charged segregated fees. There are no other program or course fees associated with the program, though required textbooks and software will be an additional student expense. As such, at 30 total credits to earn the degree, the total cost to complete the M.S. in Engineering Management will be \$39,000, plus textbooks and software costs. Since the program is designed for practicing professional engineers, it is believed many students will enroll with tuition reimbursement programs through their employers.

DESCRIPTION OF PROGRAM

Overview of the Program

The program requires students to complete 30 credits, 23 credits of required courses and seven credits of elective courses. There are no internships or clinicals. It is anticipated that students will enroll in the fully online program while maintaining their professional careers in engineering. Upon earning the M.S. in Engineering Management, students would have the option to pursue one of the five remaining subplans/options in the M.Eng., such as Engine Systems, Engineering Data Analytics, and Polymer Engineering. This is something in which students have expressed interest but have been precluded from pursuing since a student cannot earn the same degree twice.

Student Learning Outcomes and Program Objectives

The M.S. in Engineering Management curriculum prepares engineers for management and leadership roles in their organization and further develops the skills of those engineers already in leadership/management roles. The program learning objectives of the M.S. in Engineering Management are:

1. Apply engineering management principles to work and lead effectively in the business environment.
2. Analyze and interpret quantitative and qualitative data to make sound engineering and business decisions.
3. Assess and intentionally apply tools, techniques, and organizational systems to solve complex engineering problems.
4. Communicate engineering concepts effectively to engineers and non-engineers alike.
5. Recognize and apply principles of professional ethics in engineering management.
6. Examine methods to enhance the success of the engineering function through collaboration with critical organizational functions such as operations, project management, marketing, legal, finance, and quality.

These Student Learning Outcomes are built on the American Society for Engineering Management (ASEM) *Body of Knowledge* and represent the program standards in curriculum and student learning necessary for program certification. Examples of related domains from the *Body of Knowledge* include Leadership and Organizational Management, Project Management, and Quality Management Systems.

Program Requirements and Curriculum

To be eligible to apply to the M.S. in Engineering Management program, applicants must have earned/completed:

1. A Bachelor of Science degree in engineering from an Accreditation Board for Engineering and Technology-approved program,
2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (i.e., approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00, and
3. Two years of post-baccalaureate work experience in engineering; a co-op or internship experience counts toward this requirement.

Table 2 illustrates the program curriculum for the proposed M.S. in Engineering Management. The program requirements are comprised of 30 credits, of which 23 credits are required and seven credits are selected from electives.

Table 2: Master of Science in Engineering Management Program Curriculum

Academic degree program or major course requirements:

E P D 518	Quality Engineering and Quality Management	3 credits
E P D 610	Engineering Analysis for Decision Making	3 credits
E P D 611	Engineering Economics and Management	3 credits
E P D 612	Technical Project Management	3 credits
E P D 616	Engineering Law	2 credits
E P D 617	Communicating Technical Information	3 credits

E P D 618	Applied Leadership and Management of Engineering Organizations	3 credits
E P D 710	Foundations of Engineering Leadership	2 credits
E P D 712	Ethics for Professionals	1 credit

Select 2 from these Elective Courses (6 credits):

E P D 613	International Engineering Strategies and Practices	3 credits
E P D 614	Marketing for Technical Professionals	3 credits
E P D 619	Fostering and Leading Innovations	3 credits
I SY E 412	Fundamentals of Industrial Data Analytics	3 credits

Select 1 from these elective courses (1 credit):

E P D 706	Change Management	1 credit
E P D 708	Creating Breakthrough Innovations	1 credit
E P D 785	Effective Negotiation Strategies	1 credit

Total Credits	30 credit(s)
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Students may not apply both E P D 619 and E P D 708 to the degree.

Assessment of Outcomes and Objectives

The assessment plan comports with UW-Madison campus assessment requirements that programs engage “in at least one assessment activity each year, which should include at least one direct assessment within a 3-year period.”

The Interdisciplinary Professional Programs (InterPro) Learning Design and Technology team will lead the assessment activities. InterPro is the office within the UW-Madison College of Engineering that will administer this proposed M.S. in Engineering Management degree program, as well as the College’s other online degrees.

Examinations and course evaluations from each course will be used as direct and indirect evidence of the learning outcomes. Assessment information will be reviewed annually at the summer faculty meeting and by the program’s Advisory Board. A summary of assessment results and other program metrics (e.g., enrollment and retention trends, student performance, etc.) will be assembled annually by the Program Director, and recommendations will be submitted to the faculty of record for consideration and implementation as needed.

In addition, the program will abide by the American Society for Engineering Management (ASEM) program certification standards. The certification process includes a self-study report and a certification visit. Following the initial certification application, which can be submitted upon enrollment of the first cohort, the program will apply for recertification every four years, in accordance with the ASEM timeline.

Diversity

The proposed program will support UW-Madison Diversity Framework goals by promoting shared values of diversity and inclusion within the curriculum, improving institutional access to academic programs, and supporting student retention.¹

Curriculum: The M.S. in Engineering Management is designed for a diverse audience of working professionals, across a wide range of industry types, years of career experience, geographic locations, and demographics. An emphasized strength is the networking that students do with their student peers and faculty. Since the students, and often their instructors, come from a wide range of companies, even within a particular field, they bring a diverse outlook to the course material and a wide range of experience that can be leveraged to learn beyond the classroom.

One student learning outcome for the proposed program is that students will “examine methods to enhance the success of the engineering function through collaboration [...]” and across functional areas such as project management. Attending to issues of diversity, equity, and inclusion may support Individual proficiency in this area. Some examples of courses within the program curriculum that have an emphasis and diversity, equity, and inclusion include:

- E P D 710 Foundations of Engineering Leadership: Teaches the Ladder of Inference concept, which promotes evidence-based decision-making and examines how inherent bias can shape decisions
- E P D 612 Technical Project Management: Has a course project in which the students form teams encompassing students in the course, rather than their work projects. Since most projects within the curriculum are projects the student completes at their place of work, this provides a diversity in experience that is different from the norm of most degree programs.
- E P D 518 Quality Engineering and Quality Management: Students implement quality and/or change management practices in a project to solve problems and challenges, introducing students to diverse practices and theories.

InterPro's Learning Design Team is also collaborating with UW-Madison's Center for Teaching, Learning, and Mentoring to incorporate evidence-based, inclusive learning principles into course design and redesign processes. Those practices will be integrated into faculty training.

Recruitment, Access, Retention, and Degree Completion: Serving professional engineers, this program pulls from a limited pool of candidates. The engineering field itself is not diverse. Within the professional engineer population, the M.S. in Engineering Management program will use several measures to attract as broad and diverse a student population as possible.

¹ Please see <https://diversity.wisc.edu/reports-policies/>

These strategies will include: 1) not requiring the Graduate Record Examination (GRE) for admission, as the GRE is not a strong indicator of success for professional students and is a barrier for many; and 2) conducting personal phone interviews with every applicant to start building a relationship with students early, allowing faculty and staff to learn more about each applicant and their individual goals, needs, and challenges.

InterPro actively pursues equitable student recruitment by running public advertisements, in addition to working with industry partners to identify potential students. The College of Engineering and the program will hold open recruiting events and will use both conference events and social media (e.g., LinkedIn) to target diverse student populations, such as members of the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers.

In addition, InterPro program directors and graduate academic advisors will work one-on-one with every student in the program on advising for their plan of study.

Equity in Recruiting and Hiring: Instructional staffing is done with the highest regard for subject matter experts with diverse backgrounds and experience in practice and teaching. Program instruction will be provided by faculty and by experienced industry practitioners. Within the College of Engineering, there is great focus on hiring high-quality faculty with a terminal degree and to diversify the instructor pool. The College and program will continue to ensure overall diversity remains strong through recommended and proven human resources hiring practices.

Strategic Initiative Links: The M.S. in Engineering Management degree program is aligned with the desired enrollment growth in the College of Engineering. As the College grows enrollment, the focus will continue to be on further increasing the diversity of the student, faculty, and staff populations.

In addition, the M.S. in Engineering Management program will serve nontraditional, professional students and thus contribute to the Online Learning Initiative of the university's Strategic Framework, namely, to expand access to a UW-Madison education, and leveraging new modes of delivery to engage with students throughout their lives.

Projected Time to Degree

The M.S. in Engineering Management is slated to be a part-time online professional degree. Time-to-degree may range from 2-4 years. The ideal path is a two-year program with students taking six credits each fall and spring term and three credits both summers. By UW-Madison Graduate School policy, this credit load constitutes part-time (i.e., 0.5 FTE) enrollment.

A secondary program of study is also available for students who wish to enroll in fewer credits per term and/or for students with lower employer tuition reimbursement options. In these cases, the suggested program of study features three credits each fall and spring term and 1-2 credits each summer, to amass the 30 credits needed to graduate in three-plus years.

Currently, in the Engineering Management subplan/option program, approximately 50% of students complete in two years, 30% percent in three years, and the remainder complete in four years.

Program Review

As for all new UW-Madison graduate programs, the program will undergo review by the College of Engineering Academic Planning Council and the Graduate Faculty Executive Committee three years after implementation. A full program review will be conducted five years after implementation. Subsequently, the program will be reviewed at least once every ten years.

To prepare for the review, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries.² The Dean of the College of Engineering will prepare a final report summary identifying program strengths and recommendations for improvement or any requirements for follow-up reports that will be advanced.

Accreditation

This M.S. in Engineering Management degree does not have any specialized accreditation requirements. The program will be reported to the Higher Learning Commission according to their requirements. As noted, certification with the American Society of Engineering Management (ASEM) will be pursued. The certification program provides recognition for programs that offer master's level engineering management education that meets the rigorous standards of ASEM. It also provides a benchmark to compare a master's program relative to ASEM's broadly based quality standards, both for program content and operation. The program can and will apply for certification upon enrolling its first cohort of students.

² The UW-Madison academic program guidelines are available at <https://guide.wisc.edu/>

JUSTIFICATION

Rationale and Relation to Mission

This proposed M.S. in Engineering Management advances several of UW-Madison's strategic priorities, including expanding educational programming in areas of high student demand and expanding access to a UW-Madison education by leveraging new modes of delivery to engage with students throughout their lives. It also aligns with the mission and goals within the College of Engineering by addressing interdisciplinary challenges that transcend engineering itself, and by developing leaders and knowledge that improve lives now and creates a better future.

The overarching goal of the proposed M.S. in Engineering Management degree is to continue to adapt the College of Engineering's engineering management program to meet the needs of industry and to attract a larger and more diverse student population. The proposed M.S. in Engineering Management will achieve additional goals of the College to address market and student demand. For example,

1. Since the current subplan/option program learning objectives are shared across all subplans/options associated with the Master of Engineering in Engineering degree, adapting to changing learning needs specific to engineering management is difficult. Elevating the subplan/option to a degree will allow for distinct program learning objectives for engineering management.
2. To grow student enrollment in the engineering management program, the College seeks to attract students beyond the traditional student populations. Generally, students and their current/future employers show a preference for a Master of Science degree, further supporting the transition from the Master of Engineering to the Master of Science degree program.
3. The College intends to certify the new M.S. in Engineering Management program through the American Society for Engineering Management (ASEM), and that body prefers a Master of Science credential. Certification through ASEM will give the program another avenue to reach a wider potential student population.
4. As a subplan/option, "engineering management" is not currently shown on a diploma. The change to a degree-level program will enable the area of focus in engineering management to be represented not only on the transcript, but also on the diploma.

Overall, this new program will strengthen UW-Madison's leadership in the engineering management discipline and position the College of Engineering well to continue to lead in this area. Engineering management is truly an interdisciplinary course of study, combining critical components of engineering, business, and leadership. The new program will continue the College's strong interdisciplinary studies leadership. It will advance student diversity efforts, leading to a better educational experience for all. The online nature of the program also provides the College with a unique opportunity to tap a more diverse audience by reaching beyond those residing nearby.

University Program Array

The proposed M.S. in Engineering Management elevates the existing Engineering Management option/subplan within the Master of Engineering in Engineering to the degree level. This option has existing on campus for years, carrying robust applicant and enrollment numbers, and fills a key role in providing an educational option for professional engineers seeking formal training in engineering management.

Other Programs in the University of Wisconsin System

The M.S. in Engineering Management program is proposed to carry the Classification of Instruction Program (CIP) of 15.1501 Engineering/Industrial Management. There is not currently another academic program within the UW System with this CIP, nor is there another master's-level engineering management program in the system.

Programs related to the M.S. in Engineering Management that are offered by other UW System institutions include various Master of Business Administration (M.B.A.) programs and M.S. in Engineering degrees.

Regarding the relevance of M.B.A. programs, over the last decades, the path ahead for professional engineers who aspire to manage and lead organizations was understood and clear—earn an M.B.A. degree. But in recent years, the M.S. in Engineering Management has emerged as a new path for individuals whose professional pursuits are more focused on technical skills in management. Thus, while some prospective professional engineers will continue to seek out M.B.A. programs, the M.S. in Engineering Management will be the desired and recognized credential for others. Prospective students without an undergraduate engineering degree and professional engineering experience will continue to be directed to M.B.A. programs. M.B.A. programs are offered by UW-Madison, UW-Whitewater, UW-Milwaukee, UW-Stevens Point, and collaboratively via the UW M.B.A. Consortium.

In the engineering program realm, the program most like UW-Madison's proposed M.S. in Engineering Management is UW Platteville's online M.S. in Engineering with a concentration in Applications of Engineering Management. This program's core curriculum is less about management and more technical than the M.S. in Engineering Management, as it includes coursework in applied statistics, linear algebra, and simulation modeling. It is a broad degree and less tailored to engineering management. UW-Milwaukee previously offered an M.S. in Engineering with a concentration in Engineering Management, but admission to that program has been suspended.

Need as Suggested by Current Student Demand

A great deal of information on student demand can be gleaned from demand for the existing Engineering Management subplan/option. As noted earlier, the program has carried an average enrollment of 58 students over the past seven years, peaking at 84 enrolled students in 2021. New student enrollments (i.e., matriculants) have averaged approximately 30 students per year, again peaking with 41 matriculants in 2020. The program's trend lines for number of applicants, number of matriculants, and overall enrollment have all been going up over the past seven-plus years. The College of Engineering intends to foster increased interest and demand for the program by elevating it to a stand-alone degree program in response to industry and certification preferences.

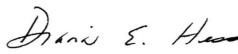
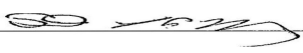
Need as Suggested by Market Demand

Based on analysis completed by the College of Engineering in 2021, 11,458 jobs were posted nationally in 2019 in the field of engineering management. This evaluation used Burning Glass Labor Insight filtered to include national postings for individuals skilled in engineering management/leadership with the requirement for a master's degree in engineering or business administration.

The U.S. Bureau of Labor Statistics (BLS) provides occupational outlook information for the combined "architectural and engineering managers" role. The BLS analysis shows a 4% growth in employment from 2020 to 2030, with 14,700 openings for architectural and engineering managers per year.³ Similarly, the Wisconsin Department of Workforce Development projected growth in this occupational category to be 4.15% from 2018 to 2028, with 4,038 projected openings during this 10-year timeframe, and 301 opening estimated annually.⁴

³ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook. Retrieved at <https://www.bls.gov/ooh/management/architectural-and-engineering-managers.htm>, July 2022

⁴ Wisconsin Department of Workforce Development, WisConomy, retrieved at <https://jobcenterofwisconsin.com/wisconomy/pub/occupation.htm#Viz>, July 2022

University of Wisconsin - Madison						
Cost and Revenue Projections For MS-Engineering Management						
	Items	Projections				
		2023-24	2024-25	2025-26	2026-27	2027-28
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	40	46	50	55	60
	Enrollment (Continuing Student) Headcount	60	68	43	47	52
	Enrollment (New Student) FTE (based on 0.5 FTE)	20	23	25	28	30
	Enrollment (Continuing Student) FTE	15	26.5	21.5	23.5	26
II	Total New Credit Hours	600	1260	1395	1530	1680
	Existing Credit Hours	540	270	0	0	0
III	FTE of New Faculty/Instructional Staff					
	<i>FTE - Instructional Academic Staff</i>	1.00	1.00	1.00	2.00	2.00
	FTE of Current Fac/IAS					
	<i>FTE - Instructional Academic Staff</i>	3.00	3.00	3.00	3.00	3.00
	<i>FTE - Faculty</i>	0.50	0.50	0.50	0.50	0.50
	FTE of New Admin Staff					
	<i>FTE - Program Support</i>	1.00	1.00	1.00	1.00	1.00
	FTE Current Admin Staff					
	<i>FTE - Program Director</i>	0.75	0.75	0.75	0.75	0.75
	<i>FTE - Program Advisor</i>	1.00	1.00	1.00	1.00	1.00
	<i>FTE - Program Support</i>	1.00	1.00	1.00	1.00	1.00
	<i>FTE - Marketing</i>	0.50	0.50	0.50	0.50	0.50
	<i>FTE - IT Support</i>	0.15	0.15	0.15	0.15	0.15
IV	Revenues					
	<i>From Tuition (\$1,300/credit)</i>	\$1,482,000	\$1,989,000	\$1,813,500	\$1,989,000	\$2,184,000
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$1,482,000	\$1,989,000	\$1,813,500	\$1,989,000	\$2,184,000
V	Expenses					
	Salaries plus Fringes					
	<i>New FTE - Instructional Academic Staff</i>	\$125,000	\$130,000	\$135,200	\$281,216	\$292,465
	<i>Current FTE - Instructional Academic Staff</i>	\$264,000	\$274,560	\$285,542	\$296,964	\$308,843
	<i>Current FTE - Faculty</i>	\$50,000	\$52,000	\$54,080	\$56,243	\$58,493
	<i>New FTE - Program Support</i>	\$50,000	\$52,000	\$54,080	\$56,243	\$58,493
	<i>Current FTE - Program Director</i>	\$101,363	\$105,417	\$109,634	\$114,019	\$118,580
	<i>Current FTE - Program Advisor</i>	\$62,189	\$64,677	\$67,264	\$69,954	\$72,752
	<i>Current FTE - Program Support</i>	\$69,000	\$71,760	\$74,630	\$77,616	\$80,720
	<i>Current FTE - Marketing</i>	\$25,000	\$26,000	\$27,040	\$28,122	\$29,246
	<i>Current FTE - IT Support</i>	\$11,250	\$11,700	\$12,168	\$12,655	\$13,161
	<i>Fringe - Faculty and Staff (34.7%)</i>	\$262,957	\$273,475	\$284,414	\$344,582	\$358,365
	Subtotal Salaries plus Fringes	\$1,020,759	\$1,061,589	\$1,104,053	\$1,337,614	\$1,391,118
	Other Expenses					
	<i>Course Development and Maintenance</i>	\$5,000	\$5,000	\$5,000	\$0	\$0
	<i>Marketing, Recruiting, Supplies/Equipment</i>	\$14,820	\$19,890	\$18,135	\$19,890	\$21,840
	<i>Scholarship Allocation</i>	\$0	\$0	\$30,000	\$30,000	\$30,000
	<i>College Allocation (10% of tuition)</i>	\$148,200	\$198,900	\$181,350	\$198,900	\$218,400
	<i>Campus Allocation (10% of tuition)</i>	\$148,200	\$198,900	\$181,350	\$198,900	\$218,400
	Total Expenses	\$1,188,779	\$1,285,379	\$1,338,538	\$1,586,404	\$1,661,358
VI	Net Revenue	\$293,221	\$703,621	\$474,962	\$402,596	\$522,642
Provost's Signature: 						
Date:			6/15/2022			
Chief Business Officer's Signature: David Murphy, AVC of F&A			Date: 05/24/2022			
						

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON MASTER OF SCIENCE IN ENGINEERING MANAGEMENT

Introduction

The proposed M.S. in Engineering Management will be an online professional master's program comprised of 30 credits. The curriculum is designed to support engineering professionals as they become exceptional leaders and managers and is positioned as a high-impact alternative to the traditional Master of Business Administration (M.B.A.) for engineers.

The M.S. in Engineering Management program will elevate the existing Engineering Management subplan/option in the Master of Engineering (M.Eng.) degree program to a stand-alone degree. For this reason, revenue projections will include students who are currently enrolled in the subplan/option and expenditures will reflect the transfer of personnel and non-personnel costs from the subplan/option to the proposed program budget.

The proposed new M.S. in Engineering Management will be a revenue-generating degree program with the proposed market-based per credit tuition of \$1,300. This per-credit rate matches the tuition charged by the existing subplan/option and is consistent with UW System's Service-Based Pricing Guidelines and Procedures (SYS 130 Appendix B).

Section I – Enrollment

The M.S. in Engineering Management is slated to be an online professional degree program for working professionals. Time-to-degree may range from 2-4 years. The ideal path is a two-year program with students taking six credits each fall and spring term and three credits both summers. By UW-Madison Graduate School policy, this credit load constitutes part-time (i.e., 0.5 FTE) enrollment. The enrollment projections in this proposal are based on this two-year, part-time program of study. The year-to-year retention rate is projected to be 94%, based on the historical retention rate of the existing Engineering Management subplan/option. The new M.S. in Engineering Management program expects to enroll 40 new students in Year 1, growing by approximately 10% over the first five years, to a new student enrollment of 60 students in Year 5.

Some students are projected to transition from the existing Engineering Management subplan/option. These students are calculated to be 60 students total in Year 1, 30 of which will graduate at the end of Year 1 and the remaining 30 who will graduate at the end of Year 2. These students represent the continuing students finishing their programs of study and are calculated on an 0.25 FTE basis, enrolling in approximately three credits per semester.

With these stipulations, by the end of Year 5, it is expected 251 new students will have enrolled in the M.S. in Engineering Management program and 240 students will have graduated, including the initial 60 students who will transition from the subplan/option to the new degree program and graduate in Years 1 and 2. This is a conservative estimate to support planning; actual enrollments may be higher.

Section II – Credit Hours

The M.S. in Engineering Management requires 30 credits total, which can be distributed over two, three, or four years, including summers. For the enrollment and credit hour calculations, the new student projections are based on a two-year program of study with students taking six credits each fall and spring term and three credits both summers. As such, total new student credits are projected to be 600 in Year 1, 1,260 in Year 2, 1,395 in Year 3, 1,530 in Year Four, and 1,680 in Year 5.

The students continuing from the existing subplan/option are also factored into the credit hour counts, but at a rate of three credits each term. This includes 60 total continuing students in Year 1, and with 30 of those students projected to graduate at the end of Year 1, the remaining 30 continuing students will have credit counts in Year 2. With this, the continuing (i.e., existing) credit hours will be 540 in Year 1 and 270 in Year 2.

Section III – Faculty and Staff Appointments

Since the M.S. in Engineering Management program will elevate the existing Engineering Management subplan/option in the Master of Engineering (M.Eng.) degree program, existing faculty and staff resources will be reallocated from the current subplan to the new degree program. There will also be some additional faculty and staff added to the program, to support the projected growth.

Current faculty/staff who will transition from the subplan/option to the new degree program include:

- Instructional academic staff: 15 part-time (i.e., 0.2 FTE) partial fixed term and renewable term instructors, who are industry professionals (3.0 FTE at \$88,000)
- Program director: Current program director will continue at the current 0.75 FTE (0.75 FTE at \$135,150)
- Program advisor: Current graduate program advisor will continue at the current 1 FTE (1 FTE at \$62,189)
- Program support: Current program support, currently supplied by the Office of Interdisciplinary Professional Programs (InterPro), will continue at the current 1 FTE (1 FTE at \$69,000)
- Marketing: Current marketing support, from InterPro, will continue at 0.5 FTE (0.5 FTE at \$50,000)
- IT support: Current IT support, from InterPro, will continue at 0.15 FTE (0.15 FTE at \$75,000)

In addition to continuing faculty and staff, some new hiring will be necessary.

- Instructional academic staff: One new instructor (1 FTE) will be added for Year 1 at the rate of \$125,000. A second new instructor (1 FTE) will be added for Year 4, also at the rate of \$125,000.
- Program support: To manage projected enrollment growth, a second FTE in program support will be added in Year 1 (1 FTE at \$50,000)

All salaries are projected to increase at a rate of 4% annually. All fringe benefit rates are set at 34.7%.

Section IV – Program Revenues

The proposed new M.S. in Engineering Management will be a revenue-generating degree program with the proposed market-based, per-credit tuition of \$1,300. The existing Engineering Management subplan/option currently is administered with this same revenue-generating model and is successfully self-funded. This per-credit rate matches the tuition charged by the existing subplan/option and is consistent with UW System's Service-Based Pricing Guidelines and Procedures (SYS 130 Appendix B).

Tuition Revenues

The program is proposed with the market-based, per-credit tuition of \$1,300, consistent with UW System's Service-Based Pricing Guidelines and Procedures (SYS 130 Appendix B). Tuition revenue is calculated by multiplying the per-credit tuition (i.e., \$1,300) by the total credit hours per year. As such, the program is expected to produce \$1,482,000 in tuition in Year 1 up to \$2,184,000 in Year 5.

Program Revenue (PR)

Program revenue will be generated from tuition. The program is proposing a market-based, per-credit tuition of \$1,300/credit. This per-credit rate matches the tuition charged by the existing subplan/option and is consistent with UW System's Service-Based Pricing Guidelines and Procedures (SYS 130 Appendix B). The program will be funded from tuition under the service-based pricing model; GPR funds will not be used to offset program costs. There are no program or course fees, grants, or extramural funding associated with the M.S. in Engineering Management.

Section V – Program Expenses

The budget plans include course development and maintenance costs for three new or revised courses in Years 1-3 at \$5,000/year.

Funds are also allocated for marketing (including fees paid to the Division of Continuing Studies for a coordinated marketing campaign), general student recruitment initiatives, and supplies and equipment, at 1% of tuition revenue.

The M.S. in Engineering Management will introduce \$30,000 in scholarship funding in Year 3. Most students in the program will be funded by employer tuition remission programs, so this scholarship funding will be targeted to high-need students, including those enrolling from non-profit organizations. Program expenses include a 10% campus share on gross revenue and a 10% college/school share on revenue.

Section VI – Net Revenue

The program is currently revenue-positive. The generated profits from the program are reinvested in the program, and support faculty, staff, InterPro infrastructure and online technology research. Planned additional funding includes creation and deployment of an online project management course for engineering undergraduates, alumni outreach, and additional professional development courses and online degree programs.



Date: 15 June 2022

To: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System
Via email: apfa@uwsa.edu

From: Diana Hess, Interim Provost and Vice Chancellor for Academic Affairs

Subject: Authorization Proposal: MS-Engineering Management

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new MS-Engineering Management at the University of Wisconsin–Madison.

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

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department, the dean and academic planning council of the program’s academic home (i.e., the College of Engineering), the university’s Graduate Faculty Executive Committee, and the University Academic Planning Council. It was approved for the UW System Fast Track Program process in January 2022. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Fall 2022 with first enrollments in Fall 2023. We are requesting that this proposal be scheduled for consideration at the August 2022 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

Attachments: Authorization Narrative, Cost and Revenue Projections, Cost and Revenue Projections Narrative

Office of the Provost and Vice Chancellor for Academic Affairs

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Karen Mittelstadt, Institutional Academic Planner, Academic Planning and Institutional Research

Ian Robertson, Dean, College of Engineering

David Noyce, Executive Associate Dean, College of Engineering

Sara Hagen, Academic Planner and Data Analyst, College of Engineering

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

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT,
UW-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master of Science in Physician Assistant at UW-Parkside.

Resolution C.4. That, upon the recommendation of the Chancellor of UW-Parkside and the President of the UW System, the Chancellor is authorized to implement the Master of Science in Physician Assistant at the University of Wisconsin-Parkside.

SUMMARY

The University of Wisconsin-Parkside proposes to establish a Master of Science in Physician Assistant (MSPA). The MSPA program will contribute directly to the mission of UW-Parkside by preparing students as multiculturally competent, licensed physician assistants, who can then “contribute services responsive to its diverse student population, and its local, national and global communities.” The proposed 113-credit program includes 65 didactic face-to-face courses with some hybrid and online offerings, along with 48 credits of community-based clinical rotations. The degree program responds to market and student demands for physician assistants in Southeast Wisconsin and its three partner health care systems: Advocate-Aurora Hospital, Ascension Hospital and Froedtert South Hospital. The proposed program utilizes a service-based pricing model. Economic Modeling Specialists International (EMSI) data indicates UW-Parkside will be the only public institution to offer this program in the southeastern Wisconsin and northern Illinois region, providing a more cost-effective alternative for developing professional healthcare professionals in the region.

Presenter

- Dr. Robert Ducoffe, Provost, UW-Parkside

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
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT
AT UNIVERSITY OF WISCONSIN-PARKSIDE
PREPARED BY UW-PARKSIDE**

ABSTRACT

The University of Wisconsin (UW)-Parkside proposes to establish a Master of Science (MS) in Physician Assistant (MSPA). The MSPA program will be consistent with the UW-Parkside mission commitment “to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities.”¹ The new program also aligns with the UW-Parkside strategic pillar: “Be a premier regional university that transforms lives” by preparing students as multiculturally competent and responsive licensed physician assistants, who can meet the needs of diverse clients in local, regional, national and global communities. UW-Parkside will be the first and only public institution in southeastern Wisconsin to offer the MSPA program. The MSPA program is a new program area of growth that will enhance partnerships with the three major hospital systems in Kenosha-Racine counties: Advocate-Aurora Hospital, Ascension Hospital, and Froedtert South Hospital. The new program will also address critical regional healthcare employment needs. The 27-month, cohort-based, MSPA program will follow the requirements, standards, and guidance of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), which includes 12 months of 65 didactic credits and 15 months, 48 credits, of clinical rotations. The MSPA will use the UW System service-based pricing model. Nationally, over the past three years, approximately 65% of applicants did not gain acceptance into a MSPA program due to limited openings.² The MSPA offers opportunities for UW-Parkside undergraduate students specifically within the Applied Health Sciences pre-PA concentration (track) degree program and more generally within the Pre-Health Program.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Parkside

Title of Proposed Academic Degree Program

Physician Assistant

¹ http://www.uwp.edu/explore/aboutuwp/mission_vision.cfm

² <https://paeaonline.org/resources/member-resources/caspa/caspa-resources-for-programs>

Degree Designation(s)

Master of Science

Mode of Delivery

Single university

Most of the coursework will be delivered face-to-face, others offered via hybrid or online, and community clinical placements.

Department or Functional Equivalent

Center for Health Sciences

College, School, or Functional Equivalent

College of Natural and Health Sciences (CNHS)

Proposed Date of Implementation

May 2024

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Students will enter the program as a cohort. The expected retention rate is 95%, based on UW-Parkside clinical mental health counseling master's degree program data. By the end of Year 5, it is expected over 100 students will have enrolled in the program and 80 students will have graduated.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	18	18	24	24	24
Continuing Students	0	17	17	23	23
Total Enrollment	18	35	41	47	47
Graduating Students	0	17	17	23	23

Tuition Structure

The MSPA will operate as a Service-Based pricing program. For students enrolled in MSPA program, a per credit tuition rate will apply. Tuition will be charged at the rate of \$450.00 per credit for both resident and nonresident students. Additionally, there is no plateau for service-based pricing programs. The estimated cost for all students completing the UW-Parkside MSPA program will be \$50,850 when it begins in FY25, excluding other additional expenses (e.g., textbook purchase or rental fees, or a course-specific lab fee like that for Gross Anatomy and Medical Physiology). As a comparison, the PA program costs at UW-La Crosse and UW-Madison (the only two UW System institutions that offer the PA program) are \$40,189 and \$53,988, respectively, excluding other additional expenses.

Furthermore, these programs have both resident and non-resident tuition rates. It is expected that the program's tuition revenue will cover cost starting in year three.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed MSPA is a 113-credit hour, 27-month program. It will be offered in partnership with the three major hospital systems in Kenosha-Racine counties, namely, Advocate-Aurora Hospital, Ascension Hospital and Froedtert South Hospital. In preparing the program, a CNHS-Physician Assistant Council (CNHS-PAC) was formed, consisting of Physician Assistants (PA) who are UW-Parkside alumni, PA's and employees (physicians, health educator staff and administrators) of the three hospital partners. The group met monthly with email communications between meetings. These meetings helped formulate the selection and sequence of didactic courses and clinical rotations for the program.

The curriculum is divided into two required components: 12 months of didactic instruction (65 credits) and 15 months of clinical rotations (48 credits). The didactic courses will be offered 50% online, which represents 29% of the program's required total credits. The remaining didactic credits will be offered face-to-face or a hybrid modality depending on the course. The clinical rotation courses will be in-person at a partner hospitals' facilities. Courses will be offered in 7-week 'blocks' with students earning 8-13 credits. Students will enroll in cohorts and attend full-time. Students will have dedicated advising and robust peer mentoring to help facilitate their success in the program.

Throughout their training, students will be exposed to clinical opportunities in a wide variety of settings, as determined by the ARC-PA³ and the local/regional healthcare partners' needs. The unique location of UW-Parkside and the nature of its student body, primarily from Kenosha, Racine, Walworth, and Milwaukee counties in Wisconsin and Lake County in Illinois, affords students clinical experiences in urban and rural environments, as well as 'medically underserved communities'.⁴ In addition, students will learn to address issues of healthy lifestyle and well-being, chronic disease management, and disease prevention in counseling settings.

Upon graduation from this accredited program, students will be eligible and prepared to sit for the Physician Assistant National Certifying Exam (PANCE) for their national level certification. The PANCE is administered by the National Commission on Certification of Physician Assistants (NCCPA)⁵ and offered multiple times a year at 200+ sites nationally.

³ <http://www.arc-pa.org/wp-content/uploads/2021/07/AccredManual-5th-ed-7.2021.pdf>

⁴ <https://data.hrsa.gov/tools/shortage-area/mua-find>

⁵ <https://www.nccpa.net/become-certified/>

Student Program Objectives and Learning Outcomes

The proposed MSPA program will have the following Program Objectives:

- Patient care. Develop knowledgeable, compassionate healthcare providers who will administer exceptional healthcare services to all under their care.
- Professional/clinical skills. Develop healthcare providers with the clinical and professional skills necessary to effectively treat patients across different specialties and healthcare settings.
- Scholarship. Provide a strong foundational clinical and scientific knowledge base and skill set for career-long continued learning, growth and advancement of knowledge.
- Community. Develop healthcare providers who are aware of, passionate and actively involved in improving their surrounding communities.
- Professionalism. Develop healthcare providers who will be ethical, respectful, collaborative, accountable, and committed to a career of life-long learning and service to others.
- Cultural competency. Develop healthcare providers with clear understanding, awareness, and sensitivity of diversity, equity, and inclusivity issues in healthcare as well as the social determinants of health, and a commitment to provide equitable access to quality healthcare opportunities for all members of the community.
- Interdisciplinary. Develop healthcare providers who can effectively collaborate with other providers across different specialty areas and settings.
- Communication. Develop healthcare providers that effectively and compassionately communicate with patients, colleagues, and the general public.
- Leadership. Develop future leaders in the healthcare field who are committed to providing the highest possible care and service for their patients and the communities they serve.

Upon successful completion of the MSPA program, graduates will be able to achieve the following Learning Outcomes:

- Perform a physical exam appropriate for both a general physical and a focused complaint through focused interviewing and interpretation of pertinent historical information.
- Document medical histories, history of present illness (HPI), review of systems (ROS), and where appropriate medical decision making, hospital course, and proposed course of treatment.
- Demonstrate an awareness of and provide services inclusive to all patient populations with an emphasis on providing the highest level of equitable services to a highly diverse cultural and socioeconomic population.
- Interpret a wide variety of diagnostic tests and results such as EKG, Lab Values, X-Ray, MRI, CT, and others as required.
- Present patient cases to other members of the healthcare team including other physician assistants, nurse staff, attending physicians, consultants, and other healthcare professionals.

- Provide a set of reasonable differential diagnoses and provide appropriate course of actions for ongoing treatment, evaluation, and further testing if needed.
- Perform various practical medical skills such as starting IV's, splinting/casting, intubations, chest tube placement, lumbar punctures, and others as required.
- Develop relationships and effectively communicate with a diverse population of healthcare professionals in a variety of specialties/healthcare professions in diverse areas of practice.
- Know and recognize when to seek further clinical judgements and how to appropriately refer care to other healthcare providers when needed.
- Use, gather, and interpret information gained through evidence-based methodologies to make decisions on the best care of their patients.

Program Requirements and Curriculum

Admission Requirements to the MSPA program.⁶

- Applicant must have an earned bachelor degree from a regionally accredited institution.
- Applicant must complete the following courses, or their equivalents:
 - 2 semesters of general biology with labs;
 - 1 semester of genetics with or without lab;
 - 1 semester of human functional anatomy with lab (or 2 semesters of human anatomy and physiology with labs);
 - 1 semester of physiology with lab (or 2 semesters of human anatomy and physiology with labs);
 - 1 semester of microbiology;
 - 1 semester of biochemistry;
 - 2 semesters of general chemistry with labs;
 - 2 semesters of organic chemistry with lab;
 - 1 semester of physics;
 - 1 semester of introductory psychology;
 - 1 semester of abnormal psychology.
 - 1 semester of statistics

The proposed MSPA program will participate in, and applicants will apply through, the national Centralized Application Service for Physician Assistants (CASPA),⁷ which screens for minimum qualifications (e.g., background check, minimum GPA, etc.). Students who select the UW-Parkside MSPA program will be further screened and admitted by the Admissions office. Students will be admitted into the proposed program as a cohort.

⁶ UW-Parkside pre-PA Curriculum. <https://www.uwp.edu/learn/academiccatalog/>

⁷ <https://caspa.liaisoncas.com/applicant-ux/#/login>

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 113 credits, of which 65 credits are didactic instruction and 48 credits are clinical rotation experiences.

Table 2: MS in Physician Assistant Program Curriculum

Academic degree program or major course requirements	
MSPA 500–Gross Anatomy	6 credits
MSPA 501–Medical Physiology	3 credits
MSPA 600–Professional Development I	1 credit
MSPA 601–Foundations of Cultural Competence and Health Disparities	1 credit
MSPA 602–Patient Evaluation I	2 credits
MSPA 502–Medical Biochemistry	3 credits
MSPA 503–Medical Microbiology	3 credits
MSPA 603–Professional Development II	1 credit
MSPA 604–Collaboration, Comm., Cultural Competency & Health Inequities	1 credit
MSPA 605–Advanced Patient Evaluation I	2 credits
MSPA 606–Clinical Practical Skills I	2 credits
MSPA 607–Molecular Mechanisms of Disease and Treatment	2 credits
MSPA 608–Pathophysiology and Pharmacology	4 credits
MSPA 609–Professional Development III	1 credit
MSPA 610–Cultural Competency, Health Inequities Practicum	1 credit
MSPA 611–Advanced Patient Evaluation II	2 credits
MSPA 612–Clinical Practical Skills II	3 credits
MSPA 613–Medical Diagnostics and Radiology	2 credits
MSPA 614–Evidence-Based Medicine	1 credit
MSPA 615–Professional Development IV	1 credit
MSPA 616–Cultural Competency, Health Inequities Capstone	1 credit
MSPA 617–Public health, Epidemiology and Population Health	2 credits
MSPA 618–Clinical Practical Skills III	2 credits
MSPA 619–Ethics and Law in Medicine	1 credit
MSPA 700–Child and Adolescent Health and Medicine	1 credit
MSPA 701–Gerontology	1 credit
MSPA 702–Clinical Seminar for Physician Assistants I	1 credit
MSPA 703–Surgery I	1 credit
MSPA 704–Cardiology	1 credit
MSPA 705–Behavioral Health and Medicine	1 credit
MSPA 706–Emergency Medicine	1 credit
MSPA 707–Women’s Health and Medicine	1 credit
MSPA 708–Pulmonary Medicine	1 credit
MSPA 709–Clinical Neuroscience	1 credit
MSPA 710–Clinical Seminar for Physician Assistants II	1 credit

MSPA 711–Surgery II	1 credit
MSPA 712–Gastro-Intestinal	1 credit
MSPA 713–Nephrology	1 credit
MSPA 714–Hematology	1 credit
MSPA 715–Endocrinology	1 credit
MSPA 716–Advanced Clinical Medicine	1 credit
Total Academic degree program or major course requirements	65 credits

Total Clinical Rotation	48 credits
MSPA 717–General Surgery	
MSPA 718–Emergency Medicine	
MSPA 719–OB/GYN/Women's Health/Prenatal Care	
MSPA 720–Internal Medicine	
MSPA 721–Family Medicine	
MSPA 722–Pediatrics	
MSPA 723–Behavioral Health	
MSPA 724–Elective Rotation: Urban/Inner City or Rural Medicine; Public Health, cardiology, etc.	
Total Credits	113 credits

Assessment of Outcomes and Objectives

The proposed MSPA program will be nationally accredited following the guidelines and procedures set forth by the ARC-PA's Accreditation Manual for Entry Level Physician Assistant Program.⁸ This document outlines the required university level, program level, and curriculum level compliance and performance indicators that must be assessed and reported on for every accredited program, in addition to or in alignment with those already established at UW-Parkside. To that end, a program assessment spreadsheet will be developed sharing:

- All MSPA's program objectives.
- All MSPA's learning outcomes and how they align with the appropriate program objectives.
- Specific measurable/assessments within the curriculum (didactic and clinical) to determine/measure the program's effectiveness in meeting its objectives and outcomes.

These data will be gathered, analyzed, and shared with the CNHS-PAC, the governing academic unit at UW-Parkside, with the university, and the national accrediting body annually. In addition, program faculty will engage in a self-study, generated data will be compiled, and then sent to ARC-PA. An analysis of these assessment data will guide further

⁸ <http://www.arc-pa.org/accreditation-manual/>

development of the MSPA program in a continuous improvement model to ensure students are appropriately and adequately trained and maintain national accreditation. These ongoing assessments will provide data on all phases/aspects of the program including, curricular components, clinical experiences, facilities, faculty/staff, and student performance.

Student evaluations collected from each course will complement these program measures and be reviewed by the department, then regularly shared, and discussed with the relevant faculty/staff teaching. Student evaluation results will also be shared with the department unit and university.

Diversity

Consistent with UW-Parkside core values, this program will deliver on the promise to promote equity, diversity and inclusiveness. UW-Parkside consistently ranks as the most diverse campus in the UW-System in terms of underrepresented populations and first-generation college students. According to UW-Parkside RDS data (3/24/2022 update), 42.2% of students in the undergraduate Applied Health Sciences program identify as non-White/Caucasian. The initiatives currently in place at UW-Parkside to recruit and retain the most diverse student body in the UW-System will also be available to this program. It is anticipated that a significant number of students for the proposed degree would come from existing student and alumni populations.

Furthermore, most students will complete clinical rotations in Kenosha, Racine, and Walworth counties. These counties are diverse in terms of rural/urban settings, socioeconomic status, race, and ethnicity. Thus, students would have opportunity to work with diverse client populations and engage with diverse supervisors and health professionals at their placement sites.

Recruitment practices for this program will follow the recommendations of UW-Parkside's Equity, Diversity and Inclusion (EDI) Council, to encourage a diverse applicant pool in hiring faculty, instructional staff, and other personnel for the program, including preceptor assignments at clinical rotation sites. Specifically, searches to fill the required ARC-PA positions will be advertised in diverse venues as well as outreach to diverse contacts for recommendations of candidates to encourage to apply for the positions.

Collaborative Nature of the Program

The proposed MSPA program will be a single institution effort offered in partnership with the three major hospital systems in Kenosha-Racine counties: Advocate-Aurora Hospital, Ascension Hospital, and Froedtert South Hospital. Once established, efforts will be made, where appropriate, to discuss ways to expand the program and create additional opportunities that meet student and employer needs.

Projected Time to Degree

The MSPA is a 27-month, full-time program (didactic and clinical portions). The Program does not accommodate part time attendance. Students who must stop for any number of reasons will have the opportunity to re-enroll with a different cohort.

Program Review

In accordance with UW-Parkside processes and timelines, the proposed MSPA program will be reviewed in the fifth year after implementation. At UW-Parkside all continuing programs are reviewed on a seven-year cycle. The review process includes preparation of a self-study of the program's assessment data by faculty, followed by an external evaluator review, the college dean, and the faculty Committee on Academic Planning. The product of the review is a recommendation to the provost to continue the program in its present form, change or redirect the program, consolidate with another program, or suspend or eliminate the program. These data will be gathered, assessed, and shared with the CNHS-PAC, the governing academic unit at UW-Parkside, with the university, and with the national accrediting body on a yearly basis.

Accreditation

Upon approval by the Board of Regents, UW-Parkside will seek Higher Learning Commission (HLC) approval to add the proposed MSPA to its list of degree programs.

Subsequently, the program will submit documents to ARC-PA toward accreditation. The newly authorized program is designed to meet the standards and guidance of ARC-PA, and will secure ARC-PA 'Provisional' accreditation status – a status "... granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards*."⁹ UW-Parkside will seek and secure 'Continued' accreditation status following ARC-PA timelines as provisional accreditation is limited to no more than five years from matriculation of the first class.

JUSTIFICATION

Rationale and Relation to Mission

The MSPA program aligns directly to the mission of the UW System by preparing students to contribute to local, regional, national, and global communities as licensed PAs. The program will also prepare students to be multiculturally competent and responsive to the needs of diverse clients. UW-Parkside, "is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities."¹⁰ The proposed MSPA program supports the university's mission by contributing to the three strategic pillars of

⁹ <http://www.arc-pa.org/provisional-accreditation/>

¹⁰ http://www.uwp.edu/explore/aboutuwp/mission_vision.cfm

UW-Parkside: (1) “Be a premier regional university that transforms lives; (2) Advance economic growth and quality of life and (3) Achieve sustainable growth” and by developing students’ multicultural competence and responsive skills.

Support for the proposed MSPA program has been expressed by the UW-Parkside Chancellor, Provost, and Vice Chancellor for Finance and Administration, as well as the leaders of Advocate-Aurora Hospital, Ascension Hospital, and Froedtert South Hospital.

University Program Array

The proposed MSPA program fits well with UW-Parkside’s current program array. This program will offer students a natural continuation of the Applied Health Sciences Pre-Physician Assistant concentration (track) degree program, which facilitates the development of students’ basic clinical skills through its required internships with 300+ clinical hours. Of students who complete Applied Health Sciences Pre-Physician Assistant concentration (track) degree program, 75% (61/82) have successfully entered PA programs across the country over the past twenty years. UW-Parkside undergraduate Pre-Health students have also successfully gained admission into other professional health schools including medicine (89.8% (149/166)), pharmacy (90.5% (114/126)), physical therapy (76.4% (68/89)), veterinary (88.2% (30/34)) and chiropractic (100% (42/42)).

Other Programs in the University of Wisconsin System

Given the maturity of UW-Parkside’s undergraduate pre-health professional programs, the proposed MSPA program is a logical offering. UW-La Crosse and UW-Madison are currently the only two UW System institutions that offer a master’s degree in Physician Assistant. A MSPA program at UW-Parkside will complement the two programs by serving the southeast region of the state.

Need as Suggested by Current Student Demand

According to CASPA, which acts as the national, central, clearinghouse for all MSPA programs, an average of 35.1% (9,603/27,375) applicants matriculated in the 2017-18, 2018-19 and 2019-20 admission cycles.¹¹ In addition to internal interest from graduates of UW-Parkside’s AHS Pre-Physician Assistant program, external demand for UW-Parkside’s proposed MSPA program is indicated by other UW-System MSPA programs’ application data. For example, in the most recent application cycles (Classes of 2024, 2023, and 2022), an average of 440 students applied to UW-La Crosse’s MSPA program, but only 28 students can be accepted each year. This leaves a readily available external pool of approximately 410 students per year who would be logical candidates for the proposed MSPA program at UW-Parkside.

¹¹ <https://paeaonline.org/resources/member-resources/caspa/caspa-resources-for-programs>

Student demand for the proposed MSPA program also extends beyond the traditional recruiting corridors of UW-Parkside. Economic Modeling Specialists International (EMSI)¹² data indicates UW-Parkside will be the only public institution to offer this program in the southeastern Wisconsin and northern Illinois region; providing a more cost-effective alternative for developing professional healthcare professionals in the region.

The EMSI data also shows eleven institutions offering the PA program within the Chicago-Naperville-Elgin metro Area, Racine and Milwaukee-Waukesha had 388 completions in 2020 (an increase of 51.6% from 2012). Seventy-four of these completions were from the two UW institutions offering the PA program. These two UW institutions represent 16% of the market share with 84% held by private institutions. UW-Parkside will be the third and only public institution in southeastern Wisconsin.

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook data for the Chicago-Naperville-Elgin, IL-IN-WI Metro Area in May 2020 reports 2370 physician assistant employments.¹³ According to the BLS, in 2018 there were 2,010 employments of PA's in the state of Wisconsin, with median annual earnings of \$118,240 (Nation \$115,390). The BLS 2028 job trend forecast for the state of Wisconsin projects an increase of 26% (a job growth outlook 'much faster than average for all occupations'), with an estimated 180 annual job openings between 2018 and 2028; a forecast of 30% for Illinois (with an estimated 360 annual job openings between 2018 and 2028); and 31% nationally (with an estimated 12,200 annual job openings between 2020 and 2030). Furthermore, the PA location quotient (employment concentration level) in the Chicago-Naperville-Elgin, IL-IN-WI Metro Area is 0.60 (rated as below average opportunities) and 0.55 (also below average opportunities) for Racine County, WI. These data indicate the area is under-employed (underserved) by PA's relative to the country as a whole. According to BLS, *"Demand for healthcare services will increase because of the growing and aging population. Growth of the population means more need for healthcare services generally, and members of the large baby boom generation will require more medical care as they age. An increase in the number of patients with chronic diseases, such as diabetes, will also increase healthcare demand and, in turn, drive the need for healthcare providers including physician assistants who often provide preventive care and treat the sick...PAs are expected to continue to have a growing role in providing healthcare services because they can be trained more quickly than physicians...Physician assistants will have growing roles in all areas of medicine as states expand allowable procedures and autonomy."*¹⁴

¹² www.economicmodeling.com

¹³ www.bls.gov/ooh

¹⁴ <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

The Occupational Information Network (O*NET) of the American Job Center Network has identified Physician Assistant as a profession with a “bright outlook.”¹⁵ The Physician Assistant occupation is expected to grow rapidly. These data are corroborated in the Wisconsin Occupation profile.¹⁶

Implementation of the proposed MSPA program will serve existing regional and national workforce needs, as was aptly captured during the Notice of Intent (NOI) stage by Dr. Robert N. Golden, Dean of the UW School of Medicine and Public Health: “We are delighted to hear about this proposed new program. It will help address an important clinical workforce need in our state and beyond. The proposal has our full support.”

¹⁵ www.onetonline.org O*Net Online (CareerOnestop – sponsored by the U.S. Department of labor)

¹⁶ Wisconsin Occupation Profile, www.worknet.wisconsin.gov

University of Wisconsin - Parkside						
Cost and Revenue Projections For Newly Proposed Program: MSPA						
	Items	Projections				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	18	18	24	24	24
	Enrollment (Continuing Student) Headcount	0	17	17	23	23
	Enrollment (New Student) FTE	18	18	24	24	24
	Enrollment (Continuing Student) FTE	0	17	17	23	23
II	Total New Credit Hours	65	48	0	0	0
	Existing Credit Hours	0	65	113	113	113
III	FTE of New Faculty/Instructional Staff	4	0	0	0	0
	FTE of Current Fac/IAS	0	4	4	4	4
	FTE of New Admin Staff	1	0	0	0	0
	FTE Current Admin Staff	0	1	1	1	1
IV	Revenues					
	<i>From Tuition</i>	\$526,500	\$893,700	\$1,069,200	\$1,198,800	\$1,198,800
	<i>From Fees</i>					
	<i>Program Revenue</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation Total</i>					
	New Revenue Expenses	\$526,500	\$893,700	\$1,069,200	\$1,198,800	\$1,198,800
V	Salaries plus Fringes					
	<i>Faculty/Instructional</i>	\$539,146	\$539,146	\$539,146	\$539,146	\$539,146
	<i>Other Staff</i>	\$57,200	\$57,200	\$57,200	\$57,200	\$57,200
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>	\$100,000	\$20,000	\$10,000	\$10,000	\$10,000
	<i>Other (please list)</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$696,346	\$616,346	\$606,346	\$606,346	\$606,346
VI	Net Revenue	-\$169,846	\$277,354	\$462,854	\$592,454	\$592,454
Submit budget narrative in MS Word Format						
Provost's Signature: <i>Rob Ducoffe</i>				Date: 7/12/2022		
Chief Business Officer's Signature: <i>Scott Menke</i>				Date: 7/12/2022		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-PARKSIDE MASTER OF SCIENCE IN PHYSICIAN ASSISTANT

Introduction

Up to 50% of the didactic portion of the Master of Science in Physician Assistant (MSPA) courses will be offered distance delivery. The program's tuition will be a service-based pricing model.

Section I – Enrollment

The five-year new student headcount is projected to be over 100. Students will be admitted as a cohort, broken down as: 18 in Years 1 and 2, and 24 thereafter. There would be no continuing students in year one. The retention rate is projected to be 95%, based on UW-Parkside clinical mental health counseling master's degree program data.

Section II – Credit Hours

MSPA credit hours will be for new courses not currently offered at UW-Parkside. The program has two phases, a 12-month didactic (65 credits) and a 15-month clinical (48 credits) phases. A total of 113 credits will be required in both phases. One credit hour will be equivalent to 54 minutes over a 14-week semester (or 108 minutes over a seven-week semester), which is currently the UW-Parkside semester length. The didactic courses will be offered in six, seven-week block segments with breaks. Nine clinical rotations each of six weeks duration will be offered—seven required rotations (Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requirement) and two elective rotations, with breaks as well.

Section III – Faculty and Staff Appointments

As required by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), there will be a minimum of four full-time faculty (defined as more than 50% FTE) and 1.0 FTE support staff. The faculty and staff will all be new to UW-Parkside and must be hired at the start of the program; except the program director who will be hired a year before implementation to properly set the program.

Section IV – Program Revenues

The MSPA will operate as a Service-Based Pricing program. Tuition will be charged at the rate of \$450.00 per credit for both resident and nonresident students. Additionally, there is no plateau for service-based pricing programs. A market analysis considered MSPA program costs at UW-La Crosse and UW-Madison, the only two UW System institutions that offer the PA program. The UW-La Crosse and UW-Madison programs have both resident and non-resident tuition rates. Resident academic year 2022 estimated program costs are \$40,189 and \$53,988, respectively, excluding other additional expenses. The estimated cost for all students will be \$50,850 when it begins in FY25, excluding other additional expenses

(e.g., textbook purchase or rental fees, or a course-specific lab fee like that for Gross Anatomy and Medical Physiology). It is expected the program will cover its cost starting in Year 3.

Tuition Revenue

Year I: Cohort I is anticipated to enroll 18 students in each of the seven-week, six Block starts through the year. The students will be full time, taking 65 credits each.

Cohort I per student Year I Total = \$29,250 (\$450 x 65)

Year I total revenue = \$526,500 (\$29,250 x 18)

Year II: It is anticipated that Cohort I will lose one student. Thus, Cohort I will have 17 students continuing into the Clinical Phase, full-time and taking 48 credits each.

Cohort I per student Year II Total = \$21,600 (\$450 x 48)

Subtotal Cohort II-Year II = \$367,200 (\$21,600 x 17)

It is anticipated that Cohort II will enroll 18 students in each of the seven-week, six Block starts through the year. The students will be full time, taking 65 credits each.

Cohort II per student Year II Total = \$29,250 (\$450 x 65)

Subtotal Cohort II-Year II = \$526,500 (\$29,250 x 18)

Year II total revenue = \$367,200 + \$526,500 = \$893,700.

Year III: It is anticipated that Cohort II will lose one student. Thus, Cohort II will have 17 students continuing into the Clinical Phase, full-time and taking 48 credits each.

Cohort II per student Year III = \$21,600 (\$450 x 48)

Subtotal Clinical Cohort II-Year III = \$367,200 (\$21,600 x 17)

Cohort III anticipates enrolling 24 students in each of the seven-week six Block starts through the year. The students will be full time, taking 65 credits each.

Cohort III per student Year III Total = \$29,250 (\$450 x 65)

Subtotal Cohort III-Year III = \$702,000 (\$29,250 x 24)

Year III total revenue = \$367,200 + \$702,000 = \$1,069,200.

Year IV: It is anticipated that Cohort III will lose one student. Thus, Cohort III will have 23 students continuing into the Clinical Phase, full-time and taking 48 credits each.

Cohort III per student Year IV = \$21,600 (\$450 x 48)

Subtotal Clinical Cohort III-Year IV = \$496,800 (\$21,600 x 23)

Cohort IV anticipates enrolling 24 students in each of the seven-week. six Block starts through the year. The students will be full time, taking 65 credits each.

Cohort IV per student Year IV Total = \$29,250 (\$450 x 24)

Subtotal Cohort IV-Year IV = \$702,000 (29,250 x 24)

Year IV total revenue = \$496,800 + \$702,000 = \$1,198,800

Year V: It is anticipated that Cohort IV will lose one student. Thus, Cohort I will have 23 students continuing into the Clinical Phase, full-time and taking 48 credits each.

Cohort IV per student Year V = \$21,600 (\$450 x 48)

Subtotal Clinical Cohort IV-Year V = \$496,800 (\$21,600 x 23)

Cohort IV anticipates enrolling 24 students in each of the seven-week, six Block starts through the year. The students will be full time, taking 65 credits each.

Cohort V per student Year IV Total = \$29,250 (\$450 x 65)

Subtotal Cohort V-Year IV = \$702,000 (\$29,250 x 24)

Year V total revenue = \$496,800 + \$702,000 = \$1,198,800

Section V – Program Expenses

Salary and fringe Expenses

One Year Prior to Year I: The Program Director at 100% FTE will be hired at \$120,000 (plus 43% fringe) = \$171,600. Year I:

1. Program Director at 100% FTE = \$171,600
2. One clinical faculty at 100% FTE will be hired at \$97,000 (plus 43% fringe) = \$138,710
3. Two clinical faculty each at 50% FTE will be hired at \$48,500 (plus 43% fringe) = \$138,710
4. A 100% FTE Administrative Assistant will be hired at \$40,000 (plus 43% fringe) = \$57,200
5. Summer instructional cost (to cover 25 credits) plus 43% fringe = \$86,694

TOTAL = \$592,914. This expense would be new to UW-Parkside.

Other Expenses

Other related expenses would include:

1. Furniture
2. Computers
3. Supplies and expenses
4. Marketing and program materials.

These expenses are estimated to cost \$100,000 in Year I, \$20,000 in Year II and decrease to \$10,000 thereafter.

Section VI – Net Revenue

Net revenue for Years I, II, III, IV and V are estimated to be -\$169,846, \$277,354, \$462,854, \$592,454, and \$592,454, respectively. UW-Parkside will make the initial investment to implement and start off the MSPA program. The program will repay this initial investment to UW-Parkside starting in Year III, through a net revenue sharing formula to be worked out.

**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

May 24, 2022

Dear President Falbo,

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new Master of Science Physician Assistant degree program. All program materials have been approved by our Course and Curriculum Committee and Committee on Academic Planning and by the Faculty Senate. Expanding our array of graduate programs is a central component of our strategic framework, our academic plan, and our strategic enrollment management plan, and has resulted in overall enrollment growth while traditional undergraduate enrollment has decreased. This new program is an important addition to that array. It also serves a critical community need in the local health care organizations. Financial and human resources to support the program are either in place or committed. Facility upgrades are included in the initial budget. The program is expected to become self-supporting in year two. The quality of the program will be ensured by our regular program review process. As Provost, I fully support this new master's degree program.

Sincerely,

A handwritten signature in black ink, appearing to read "RD" followed by a horizontal line and a stylized "L".

Rob Ducoffe, Ph.D.
Provost & Vice Chancellor
Office of Academic Affairs

cc: Associate Vice President Vande Zande

August 18, 2022

**HOST CAMPUS PRESENTATION BY UW-GREEN BAY: “THIS IS HOW WE
RISE—HOW UW-GREEN BAY THINKS DIFFERENTLY ABOUT HIGHER
EDUCATION”**

REQUESTED ACTION

For information only.

SUMMARY

UW-Green Bay will share how the university lives its access mission to serve the local region. Provost Kate Burns will also describe changes UW-Green Bay has made to strengthen student access and success.

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Presenters

- Dr. Kate Burns, Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

DIRECT ADMISSIONS: POTENTIAL BENEFITS, CHALLENGES, AND EXAMPLES

REQUESTED ACTION

For information, discussion, and to inform future decision-making.

SUMMARY

This discussion will explore the idea of direct admissions, which “side steps the typical admissions process by proactively and automatically admitting students to college based on a data match between K-12 schools and postsecondary institutions.”¹ A UW Provost will facilitate an initial conversation with academic experts and UW campus professionals about the merits of direct admissions within the UW System. They will consider the potential benefits, implementation challenges, and lessons learned from other states and universities.

Presenters

- Dr. Jennifer Delaney, Associate Professor of Higher Education, University of Illinois Urbana-Champaign
- Dr. Taylor Odle, Assistant Professor of Educational Policy Studies, UW-Madison

BACKGROUND

Like many universities, the UW System seeks innovative ways to increase the rate of high school students who enroll in college, particularly from historically underrepresented groups. Direct admission is a potential strategy towards this goal. Several states including Idaho, Hawaii, and Minnesota have experimented with direct admissions. These opt-in pilot programs have been established both at individual universities and on systemwide levels.

¹ Odle, T. K., Delaney, J. A. You are Admitted! Early Evidence on Enrollment from Idaho’s Direct Admissions System. [Research in High Education](#) (2022).

Typically, in these programs, “all students are admitted to all open-access and non-selective institutions, while students who surpass a pre-identified threshold based on high school performance (such as GPA, standardized test scores, class rank, or a combination of measures) are also admitted to selective institutions. Students, parents, and high schools receive letters indicating a student has been admitted to a set of institutions that also outlines steps for how students can ‘claim their place’ using a common and free application. This policy intervention provides both tailored information for students and families about college and provides the guarantee of a place at a set of postsecondary institutions in the state.”²

Direct admissions programs intend to simplify the application process by leveraging existing student data.³ It can provide agency for students in the process, and allows admissions counselors to “have more time to spend on outreach, on financial aid packages and on helping students rather than evaluating them.”⁴ Preliminary results from Idaho have shown 8-15% enrollment growth from in-state students.⁵

The discussion will begin a process to look at whether direct admissions might work for the UW System. It will start with Professors Jennifer Delaney and Taylor Odle, who have studied direct admissions programs, and will explain how direct admissions has worked, including known impact and best practices and challenges. Next, UW campus professionals in student affairs, enrollment management, and admissions will share their perspectives, concerns, and questions about direct admissions in the UW context. Then, UW chancellors will offer their overall opinions, and others may provide additional input and considerations. The discussion will conclude with a commitment from Interim Vice President Johannes Britz to convene a representative group to provide a recommendation regarding the possibility of a direct admissions program at the UW System.

² Odle, T. K., Delaney, J. A. You are Admitted! Early Evidence on Enrollment from Idaho’s Direct Admissions System. [Research in High Education](#) (2022).

³ Direct admissions show early success boosting enrollment in Idaho. [Higher Ed Dive](#). By Laura Spitalniak Feb. 4, 2022

⁴ Direct Admissions Takes Off (July 18, 2022). [Inside Higher Education](#).

⁵ Rethinking the Act of Applying to College: A tedious process that puts the onus on students may need an overhaul. [The Chronicle of Higher Education](#). By Eric Hoover, January 27, 2022

Related Reports and References

- Attachment A: Principles for the Design and Operation of Direct Admissions, adapted from Delaney, J. A., & Odle, T. K. (In Press). Direct Admissions: Proactively pushing students into college.
- Direct Admissions Takes Off. [Inside Higher Education](#) (July 18, 2022).
- You are Admitted! Early Evidence on Enrollment from Idaho's Direct Admissions System. [Research in High Education](#). Odle, T. K., Delaney, J. A. (2022).
- Minnesota bill authorizing direct admission to college moves forward. [Forbes](#). Nietzel, M. T. (2021).
- *50-state comparison: Does the state have a guaranteed or automatic admissions policy?* [Education Commission of the States](#). (2022).

Related Policies

- Regent Policy Document 7-3: "[UW System Freshman Admissions Policy](#)"

Discussion Questions

- How might a direct admissions system support state purposes of higher education and enhance state college access and attainment goals?
- If a systemwide direct admissions policy allows an opt-in approach from individual universities, then what are the benefits of broad (near universal) institutional participation for students and for institutions, especially campuses that have been facing enrollment declines?
- How might a direct admissions policy be used to support/deliver other UW System initiatives to reduce enrollment barriers such as a tuition promise, state and institutional financial aid, application fee waivers, or student supports during the college choice process?
- What impact might direct admissions have on student diversity, including first-generation college students, low-income students, and students of color?
- Could a direct admissions system be developed within a year as was done in Minnesota? What resources or partners would be required?

PRINCIPLES FOR THE DESIGN AND OPERATION OF DIRECT ADMISSIONS

While there is variation in the exact design of direct admissions (DA) policies across states, there are seven important principles that, in combination, distinguish DA from other types of policy interventions targeted at reforming college admissions practices. Each of these principles in a DA system should reduce inequalities in the college search process and increase college going.

1. **Proactive.** DA is proactive in not requiring students to search for colleges but instead pushes information to students at a time when they are considering post-high school opportunities. Functionally, DA draws upon behavioral economic principles to reduce search costs and the amount of financial, social, and cultural capital needed to apply to college while also providing students with college-going signals.
2. **Guaranteed.** DA systems provide guaranteed admission to students. This guarantee is more valuable than informational campaigns targeted at increasing college enrollment. It also reduces risks for students in the college search process.
3. **Universal.** DA systems provide a guaranteed admissions place for all students exiting high school. Having open-access institutions available does not appear to be enough to resolve all of the problems with high-school-to-college transitions or advance equity in admissions. A universal policy, combined with the other principles of a DA system, should increase access for all students, not only high-achieving students. All students benefit from being proactively sent information and guaranteed admissions offers to have certainty, in a personalized way, about which postsecondary options exist for them.
4. **Transparent.** DA offers clear information about admissibility at an institution by providing students with a guaranteed spot. No longer do students need to guess if their credentials will get them into a particular institution.
5. **Simple and personalized.** DA systems offer straightforward and clear communication about college admissions in a personalized way. For some students, DA systems will open more and higher quality postsecondary opportunities, which, on average, can result in attending institutions with higher per-student spending and graduation rates.
6. **Low-cost.** DA relies on existing data, so it is a low-cost policy option for states or institutions to increase college enrollment. Especially when compared to traditional institutional admissions practices of admissions office recruiting activities, high school visits, college fairs, labor intensive reading and evaluating applications, or tuition discounting, DA is low-cost. Likewise, when compared to other interventions that seek to increase college access and equity (such as mentoring programs, traditional grant-aid programs, wrap-around services, etc.), DA is an exceptionally low-cost policy.
7. **Involves trusted adults.** DA notifications are sent to students, parents, and high schools. In this way, trusted adults both inside and outside the family also receive DA information.

Text adapted from a forthcoming book chapter:

Delaney, J. A., & Odle, T. K. (In Press). Direct Admissions: Proactively pushing students into college. In M. Bastedo, & O. Poon (Eds.) *Research-informed practices in college admissions*. Harvard University Press.

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

REQUESTED ACTION

No action required. For information only.

SUMMARY

Johannes Britz, Interim Senior Vice President for Academic and Student Affairs will provide three updates: 1) UW System is reopening discussions about dual enrollment for high school students, which will be the subject of a future Education Committee discussion; 2) The Provosts and other stakeholders are working on a strategic approach to program array management; and 3) the Vice President has charged a working group to plan for online program growth.

Presenter

- Dr. Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System