

9/13/22

Education Committee

Thursday, September 29, 2022

10:30 a.m. – 12:00 p.m.

Ojibwe Grand Ballroom (330)
W.R. Davies Student Center, UW-Eau Claire
77 Roosevelt Avenue
Eau Claire, Wisconsin
and Via Webex Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the August 18, 2022 Meeting Minutes of the Education Committee
 - 2. UW-La Crosse: Approval of a Bachelor of Science in Business Analytics
- D. Host Presentation by UW-Eau Claire: Strategies to Expand Access to High-Impact Experiences for LGBTQA+ Students
- E. Caregiving Task Force Update
- F. Serving Students with Disabilities: A Panel Discussion with Senior Student Affairs Officers, Disability Service Directors, and Students
- G. Report of the Vice President for Academic and Student Affairs

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN BUSINESS ANALYTICS
AT UNIVERSITY OF WISCONSIN-LA CROSSE**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Science in Business Analytics at the University of Wisconsin-La Crosse.

Resolution C.2. That, upon the recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Business Analytics at the University of Wisconsin-La Crosse.

SUMMARY

The University of Wisconsin-La Crosse proposes to establish a Bachelor of Science (B.S.) in Business Analytics. The development of this program aligns with the UW-La Crosse mission to “offer high-quality undergraduate degree programs that provide a challenging, dynamic, and diverse learning environment” and the UW-La Crosse strategic plan as it will provide students experiences in high-impact practices such as undergraduate research, internships, group collaboration, and exposure to real-world applications. The Information Systems Department at UW-La Crosse has recently established a successful and growing Business Analytics minor that demonstrates interest from both incoming and current students for this field.

The program will provide students with both business and analytics breadth and depth in a wide variety of analytical tools to solve business problems. Graduates will be better equipped to develop novel analytics solutions for real-world businesses, and students will develop strong analytical skills and technological expertise in business analytics. The undergraduate Business Analytics major will prepare students to succeed in a data-driven world, providing exposure to software platforms and techniques used to store, transform, manipulate, analyze, and interpret small and large sets of data. The program requirements are comprised of 120 credits including: 26 unique credits in General Education program coursework; 50-51 credits of College of Business Administration core; 24 credits in the

Business Analytics major; and 19-20 credits of electives. The Bureau of Labor Statistics projections show that business analytics-relevant occupations, such as Operational Research Analysts, Market Research Analysts, and Management Analysts, are growing faster than average.

Presenter

- Dr. Betsy Morgan, Provost and Vice Chancellor for Academic Affairs, UW-La Crosse

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 April 29, 2022), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN BUSINESS ANALYTICS
AT UNIVERSITY OF WISCONSIN-LA CROSSE
PREPARED BY UW-LA CROSSE**

ABSTRACT

The University of Wisconsin-La Crosse proposes to establish a Bachelor of Science (B.S.) in Business Analytics. The development of this program aligns with the UW-La Crosse mission to “offer high-quality undergraduate degree programs that provide a challenging, dynamic, and diverse learning environment” and the UW-La Crosse strategic plan as it will provide students experiences in high-impact practices such as undergraduate research, internships, group collaboration, and exposure to real-world applications. The Information Systems (IS) Department at UW-La Crosse has recently established a growing Business Analytics minor that demonstrates interest from both incoming and current students. The program will provide students with both business and analytics breadth and depth in a wide variety of analytical tools to solve business problems. Graduates will be better equipped to develop novel analytics solutions for real-world businesses and students will develop strong analytical skills and technological expertise in business analytics. The undergraduate Business Analytics major will prepare students to succeed in a data-driven world, providing exposure to software platforms and techniques used to store, transform, manipulate, analyze, and interpret small and large sets of data. The program requirements are comprised of 120 credits including: 26 unique credits in General Education program coursework; 50-51 credits of College of Business Administration core; 24 credits in the Business Analytics major; and 19-20 credits of electives. The Bureau of Labor Statistics projections show that business analytics-relevant occupations, such as Operational Research Analysts, Market Research Analysts, and Management Analysts, are growing faster than average.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-La Crosse

Title of Proposed Academic Degree Program

Business Analytics

Degree Designation(s)

Bachelor of Science

Mode of Delivery

Single university; Face-to-Face delivery

Department or Functional Equivalent

Information Systems Department

College, School, or Functional Equivalent

College of Business Administration

Proposed Date of Implementation

January 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. UW-La Crosse currently offers a Business Analytics minor. In Year 1, it is expected that at least 10 students in sophomore status will switch from the Business Analytics minor, which enrolled 60 students in the last academic year, to the proposed B.S. in Business Analytics, or will opt for a second B.S major. These students are listed as continuing students in Year 1. It is anticipated that 10 additional new students will enroll in Year 1. It is anticipated that there will be moderate, 20% growth in new student enrollment over the next four years due to the demand for this skillset. An 85% retention rate in the major is assumed from freshman to sophomore year, based on the main campus retention rates across all majors. By the end of Year 5, it is expected that 83 students will have enrolled in the program and 28 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	10	12	14	17	20
Continuing Students	10	18	28	31	36
Total Enrollment	20	30	42	48	56
Graduating Students	0	0	9	9	10

Tuition Structure

For students enrolled in the Business Analytics program, standard tuition and fee rates will apply. For the 2022-23 academic year, residential tuition and segregated fees total \$4,616 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$3,792 is attributable to tuition and \$824 is attributable to segregated fees. We do not anticipate that students will be enrolled in this program part-time. Nonresident tuition and segregated fees total \$9,019 per semester for a full-time student enrolled in 12 to 18 credits per semester. Of this amount, \$8,202 is attributable to tuition and \$817 is attributable to segregated fees. There are no special course fees for this program.

DESCRIPTION OF PROGRAM

Overview of the Program

The new B.S. in Business Analytics will feature a multi-disciplinary curriculum that focuses on developing new insights and understanding of business performance based on data and statistical methods. The proposed program will help students develop strong analytical skills and technological expertise in business analytics. The Business Analytics program will prepare students to succeed in a data-driven world, providing exposure to software platforms and techniques used to store, transform, manipulate, analyze, and interpret small and large sets of data. The program requirements are comprised of 120 credits including: 26 credits of unique General Education program coursework; 50-51 credits of College of Business Administration (CBA) core; 24 credits in the Business Analytics major; and 19-20 credits of electives. The projected time to degree is four years for full-time students. The program will include a wide range of required and elective courses covering topics including statistics, data visualization, databases, data mining, business forecasting and performance analysis. The emphasis on both business and analytics will empower students in making optimal business decisions using trending analytic tools. Elective courses outside the CBA from Statistics, Computer Science, Geography contribute to the multi-disciplinary nature of the program. The new major will prepare students for rewarding careers in the business analytics area.

Student Learning Outcomes and Program Objectives

The B.S. in Business Analytics will include curricular components expected of all CBA degree programs at UW-La Crosse. Graduates are expected to be able to demonstrate the following curriculum goals: 1) communication; 2) critical thinking; 3) global context of business; 4) social responsibility; and 5) major competency. Furthermore, upon completion of the B.S. in Business Analytics, students will be able to:

1. understand the role and application of business analytics in an organization,
2. demonstrate knowledge of common business analytics software tools and technologies that may be applied to solve business problems,
3. apply creative and critical thinking to find business solutions using trending analytic tools and technologies,
4. ethically use and apply data to make evidence-based decisions, and
5. communicate findings to support business decision making.

These are all necessary skills for success in the business analytics profession.

Program Requirements and Curriculum

Table 2 illustrates the program curriculum for the proposed program. The program requires admission into the CBA. No additional requirements for admission to the program will be added beyond this requirement. Admission to the CBA requires:

1. "C" or higher earned or in progress in
 - a. Accounting Principles I (ACC 221)
 - b. Accounting Principles II (ACC 222)
 - c. The Legal and Ethical Environment of Business (BLAW 205)
 - d. Microeconomics and Public Policy (ECO 110)
 - e. Global Macroeconomics (ECO 120)
 - f. Mathematics for Business (MTH 160) or Applied Calculus (MTH 175) or Calculus 1 (MTH 207)
2. 54 credits or higher earned or in progress
3. Three of the following core courses completed or in progress
 - a. Data Analysis for Business Applications (ECO 230)
 - b. College Writing (ENG 110) or College Writing AP (ENG 112)
 - c. Information Systems for Business Management (IS 220)
 - d. Business Communications (MGT/MKT 301)
 - e. Elementary Statistics (STAT 145)
4. 2.50 combined cumulative grade point at time of application

The general education coursework assists students in the development of skills and knowledge that are needed for success in a dynamic, increasingly diverse, and interconnected world. The business foundation courses establish groundwork in communication, technology, accounting, economics, and statistics necessary before becoming a business major. Upper-division coursework incorporates the baseline knowledge gained in the foundation courses and expands that knowledge through more advanced financial, marketing, organizational behavior, operations, and management topics. Courses in the major prepare students for career opportunities related to business analytics.

Table 2: Bachelor of Science in Business Analytics Program Curriculum
General education courses required for graduation (26 of 42 unique):

ENG 110/112	College Writing ^a	3 credits
CST110	Communicating Effectively	3 credits
FYS100	First-Year Seminar	3 credits
	Mathematics/Logical Systems ^a	7 credits
	Science	4 credits
	Arts	4 credits
	Minority/Multiracial	3 credits
	Self & Society ^a	3 credits
	Health & Physical Well Being	3 credits
	World History	3 credits
	Global and Multicultural Studies ^a	3 credits
	Humanistic Studies	3 credits

Business Foundation Requirements (50-51 credits):

ACC 221	Accounting Principles I	3 credits
ACC 222	Accounting Principles II	3 credits
BLAW 205	The Legal and Ethical Environment of Business	3 credits
ECO 110	Microeconomics and Public Policy	3 credits
ECO 120	Global Macroeconomics	3 credits
ECO 230	Data Analysis for Business Applications	3 credits
ENG 110	College Writing	3 credits
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3 credits
IS 220	Information Systems for Business Management	3 credits
MGT/MKT 301	Business Communication	3 credits
MGT 308	Organizational Behavior	3 credits
MGT 393	Production and Operations Management	3 credits
MGT 449	CBA Capstone: Applied Business Strategy	3 credits
MKT 309	Principles of Marketing	3 credits
MTH 160	Mathematics for Business	4-5 credits
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4 credits

Major course requirements (24 credits):**Core**

IS 300	Data Management for Business Problem Solving and Decision Making	3 credits
IS 320	Enterprise Systems for Decision Making and Data Analytics	3 credits
IS 360	Management of Business Analytics	3 credits
IS 440	Business Data Visualization and Communication	3 credits

Group 1:	Select one of the following	
ECO 307	Intro to Econometrics, Forecasting and Time Series	3 credits
STAT 405	Statistical Methods	3 credits

Group 2:	Complete 9 Elective Credits	
ACC 327	Accounting Information Systems	3 credits
CS 115	Intro to Python	3 credits
GEO 305	Geographic Information System and Science I	3 credits
GEO 405	Geographic Information System and Science II	3 credits
IS 340	Ethical Issues, Security Management and Compliance	3 credits
IS 405	Special Topics in Information Systems	3 credits

IS 451	CBA Management Information Systems Internship	3 credits
FIN 437	Financial Modeling	3 credits
MGT 402	Healthcare Analytics Management	3 credits
MKT 465	Digital Marketing and Analytics	3 credits
MKT 467	Marketing Analytics	3 credits
STAT 443	Categorical Data Analysis	3 credits
STAT 445	Correlation and Regression Analysis	3 credits
STAT 446	Analysis of Variance and Design of Experiments	3 credits
STAT 448	Operations Research	3 credits
STAT 449	Applied Multivariate Statistics	3 credits
Additional Electives		19-20 credits
Total Credits		120 credits

^aDenotes courses that are also covered by program requirements. Duplicate credits not counted toward total.

Assessment of Outcomes and Objectives

The proposed B.S. in Business Analytics will be regularly assessed according to the IS Department procedures. The IS Department, housed in CBA, is guided by the rigorous assessment requirements under the Association to Advance Collegiate Schools of Business (AACSB) accreditation. These assessment requirements fulfill the university-level program assessment requirements. The CBA Assurance of Learning Committee provides university-level assessment oversight for programs within CBA to foster successful student learning and to improve the academic experience of students. CBA programs are required to identify and regularly assess program level student learning outcomes. Annual reports of assessment data, analysis, and actions taken are required. Assessment activity and the curricular improvements guided by these efforts are characterized by high levels of faculty participation. Direct measures to assess outcomes and objectives will include exam questions, individual projects, collaborative projects, and case studies embedded within courses. Upon completion of their degree, students will complete an exit survey, including items related to the achievement of student learning objectives, as an indirect assessment of the program. The results will be disseminated to the IS Department as well as the CBA Assurance of Learning Committee by the spring semester every year, with appropriate pedagogical, curriculum, and program changes implemented and documented within the subsequent academic year. A comprehensive program self-study will be completed every five years following the UW-La Crosse academic program review.¹

¹ UW-La Crosse Academic Review Process. <https://www.uwlax.edu/faculty-senate/committees/faculty-committees/program-planning-and-review/#tm-academic-program-review>

Diversity

The faculty of the IS Department are diverse in age, gender, and ethnicity and actively work to promote student diversity in academic programs housed in the department. In hiring for this position, the department will solicit applications from the PhD Project, whose mission is to increase PhDs from historically underrepresented backgrounds, in hopes to maintain the diversity within the department. The department supports the Achieving Excellence through Equity and Diversity objectives within the UW-La Crosse Strategic Plan.² The curriculum for the proposed Business Analytics program will maintain and continue the efforts of advancing Diversity, Equity, and Inclusion (DEI). High-Impact Practices (HIPs), like collaborative projects and service learning with community partners are integrated into the curriculum. For example, there are course projects that utilize administrative data from local companies like Kwik Trip, Fastenal, and Federated Insurance to generate real-world business insights. HIPs have been shown to be beneficial for college students across many backgrounds to create an inclusive learning environment. The department supports DEI efforts through a variety of outreach initiatives. Historically, the department working with the Information Systems Association student club at UW-La Crosse partners to attract and promote women in IS through workshop presentations—a group that has traditionally been under-represented in IS related programs. The Business Analytics program has the potential to attract a different demographic than the current IS program, thereby broadening diversity of the overall student demographic in the IS Department.

Furthermore, CBA has several programs and initiatives designed to support DEI efforts. The CBA strategic plan includes a vision statement with a goal to “increase the diversity of the UW-La Crosse CBA student population including age, gender, career, ethnicity and race and enhance diverse experiences for our CBA students.”² The CBA currently has a CBA Faculty Fellow for DEI to identify, support and direct the DEI initiatives and efforts with the CBA. The CBA launched a series catered to DEI conversation with local organizations, faculty, and students. The goal is to have local organizations talk about their efforts and challenges of ensuring DEI in their workplace. The CBA is aware that there are gender gaps in terms of enrollment as well as majors across the departments. The DEI fellow has been working with the Institutional Research unit to collect data that provides information of gender enrollment by majors as well as for CBA undeclared students. Based on existing research, the fellow is organizing discussions with departments that cater to interventions at the introductory level courses.

UW-La Crosse's current strategic plan includes a pillar of "Achieving Excellence through Equity and Diversity."³ As part of this pillar, the Equity Liaison Initiative has been developed. This is a strategic, institution-wide effort to engage and support members of all

² UW-La Crosse CBA Strategic Plan. <https://www.uwlax.edu/globalassets/academics/colleges-schools/cba/selected-documents/cba-strategic-plan-2018.pdf>

³ UW-La Crosse Strategic Plan. <https://www.uwlax.edu/info/strategic-plan/>

departments and units in identifying and measuring equity gaps in the rates of access, retention, and achievement for people of all demographic groups (including, but not limited to, race, gender, and disability), and implementing evidence-based strategies to remedy equity and inclusion issues in educational and work environments. The IS Department currently has a faculty member serving as an equity liaison. This individual's role is to identify equity issues in the department, determine appropriate strategies and resources to address any issues, and serve as an advocate for these efforts within the department. In fall 2017, UW-La Crosse added a Vice Chancellor for Diversity and Inclusion to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position plays a critical role in furthering campus efforts to attract and support a diverse campus community.

Collaborative Nature of the Program

The program will be a single institution program; however, UW-La Crosse will communicate and collaborate with other UW System institutions as is consistent with current practice. The program will require strong interdepartmental collaboration with all CBA departments at UW-La Crosse. This interdepartmental collaboration is already in place within CBA as college and departmental-level leadership meet weekly to discuss college initiatives, program needs, and curricular access for various programs. Furthermore, there will be strong collaboration with the Mathematics and Statistics and the Computer Science Departments, which offer key elective courses within the program curriculum.

Projected Time to Degree

It is anticipated that full-time students can complete the B.S. in Business Analytics with full-time study within four years. CBA students are strongly encouraged to complete 15 credits per semester. Students may also pursue the program on a part-time basis, completing their degree in a longer timeframe. Business Analytics core courses will be sequenced and offered on an annual basis with at least one course in each elective category available every semester.

Program Review

The first internal review of the Business Analytics program will occur five years after program implementation. Thereafter, the program will be reviewed on a seven-year cycle. Reviews by external reviewers with AACSB accreditation, the Dean of the CBA, the UW-La Crosse Undergraduate Program Review Committee, the Faculty Senate, and the Provost will make up the program review. Evaluations of program curriculum, assessment of student learning, degree of program success, new initiatives, personnel, and program support are all included in these reviews. Based on the reviews, recommendations will be generated to facilitate continuous program improvement.

Accreditation

UW-La Crosse is accredited by the Higher Learning Commission (HLC), and thus the Business Analytics program will be reviewed by HLC evaluators on a routine basis, as part of the HLC Reaffirmation of Accreditation Process. As part of the CBA, the B.S. in Business Analytics will participate in the AACSB accreditation process.

JUSTIFICATION

Rationale and Relation to Mission

The new B.S. in Business Analytics will contribute to UW-La Crosse's mission to offer high-quality undergraduate degree programs that provide a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. The proposed Business Analytics program is fully supported by UW-La Crosse's mission and will enhance the existing programs in the CBA. The proposed program is also responsive to UW-La Crosse's Sustaining Excellence: Advancing Transformational Education strategic plan as it will provide students experiences in high-impact practices such as undergraduate research, internships, group collaboration, and exposure to real-world applications.⁴

University Program Array

The UW-La Crosse program array was reviewed at the onset of the planning process. The strong student interest in the Business Analytics minor, along with industry need in business analytics, prompted the development of this new program. The Business Analytics program will be developed by, and housed within, the IS Department. The department has a 25-year history of offering exceptional programs in IS. In addition to an undergraduate minor in Business Analytics, department currently offers both an undergraduate major and minor in IS. The addition of the Business Analytics major will provide students with a deeper understanding of analytics material while leveraging existing classes from IS along with other included programs. In addition, as new courses for the program are developed, more course options will also become available for the students in the IS major and minor. The Business Analytics major will emphasize skills that are part of the CBA baccalaureate learning outcomes, particularly those related to communication, critical thinking, and competency in the major.

Other Programs in the University of Wisconsin System

Few UW System institutions offer a bachelor-level degree in Business Analytics or Data Analytics. At the time of this authorization, UW-Milwaukee and UW-Stevens Point offer a B.S. degree in Data Analytics. UW-Milwaukee offers a B.S. in Data Analytics in the College of Letters and Science, and allows students to select a specialization in Business,

⁴ UW-La Crosse Strategic Plan. <https://www.uwlax.edu/info/strategic-plan/>

Information Science and Technology, Health, Natural Sciences, Social Sciences, or Geographic Information Science. UW-Stevens Point offers a B.S. in Data Analytics in the School of Business and Economics, which requires 15 credits of business courses and emphasizes the technical side of data science. A B.S. degree in Business Analytics is currently available at UW-Whitewater and UW-Superior. UW-Whitewater offers a B.S. in Business Analytics in its College of Business and Economics. UW-Superior offers a B.S. in Business Analytics in its School of Business and Economics.

The proposed Business Analytics program at UW-La Crosse will be unique among universities, both within the UW System as well as nationally in two main ways. First, the program was developed to leverage the expertise of the existing CBA and IS faculty. The IS faculty have an array of research areas, both within and adjacent to topics in Business Analytics, and have an established reputation within the UW System. Second, the proposed program has coursework that sets it apart from all other Business Analytics programs. These unique courses exist within both the required and elective coursework expected of students. One example of unique course work included in the program is a course that applies business analytics applications and tools to enterprise systems. Students completing the enterprise analytics course are eligible to sit for enterprise related analytics certifications. Relationships are in place with a leading software company to offer students the opportunity to complete these certifications for free after completing the required coursework.

UW-La Crosse Business Analytics students will also be able to select elective courses from a wide variety of programs to create a personalized business analytics program tailored to their unique interests. Elective options include courses from: Accounting; Computer Science; Geography; Information Systems; Finance; Management; Marketing; and Statistics. Furthermore, these courses have topics that are well-placed at the intersection of business and analytics and are topics that will stay relevant for the long-term future.

Need as Suggested by Current Student Demand

The IS Department has offered a successful and growing Business Analytics minor since Fall of 2020. Enrollment has grown to 60 students as of Spring 2022, in just over a year after its inaugural year. Given the increased interest in business analytics offerings, both within the UW-La Crosse campus and the broader business community, there is growing demand for a B.S. in Business Analytics by both current and new UW-La Crosse students. It is anticipated that some students will move from the B.S. in IS to the new program and that the B.S. in Business Analytics will be a popular second major for Marketing, Finance, and Accountancy students, among others.

Table 3. Business Analytics Minor Enrollment at UW-La Crosse

Spring Academic Semesters	Spring 2021	Spring 2022
Business Analytics Minor	20	60

Need as Suggested by Market Demand

Establishing a B.S. in Business Analytics will help better serve the rising demand and need for business analytics professionals. The demand for the Business Analytics program aligns with the need for business analytics skills at the national, regional, state, and local jurisdictions. According to The Bureau of Labor Statistics (BLS) Handbook, nationally between 2020 and 2030, growth is expected to be in three related occupations: Operational Research Analysts (25%)⁵, Market Research Analysts (22%)⁶ and Management Analysts (14%).⁷ The BLS does not track the demand for business data analysts, but these occupations are similar in nature. In Wisconsin, for the period of 2014-2024 comparable growth is anticipated in these same job categories: Operational Research Analysts (33%), Market Research Analysts (22%) and Management Analysts (14.2%).⁸ Business Analytics professionals have a higher earning potential with 2020 BLS salary estimates for the before mentioned related occupations reported at: Operational Research Analysts (\$86,200),⁹ Market Research Analysts (\$65,810)¹⁰ and Management Analysts (\$87,660).¹¹ These occupation categories have salaries far above the national median, and growth rates that are much faster than average. Thus, the demonstrated student enrollment and business analytics professional demand supports the need for the major.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Operations Research Analysts, on the Internet at <https://www.bls.gov/ooh/math/operations-research-analysts.htm> (visited January 26, 2022).

⁶ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Market Research Analysts, on the Internet at <https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm> (visited January 26, 2022).

⁷ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Management Analysts, on the Internet at <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm> (visited January 26, 2022).

⁸ State of Wisconsin, Department of Workforce Development, Occupational Employment Projections: Long Term 2018-2028 Statewide, on the Internet at <https://jobcenterofwisconsin.com/wisconomy/pub/occupation> (visited January 26, 2022).



⁹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Operations Research Analysts, on the Internet at <https://www.bls.gov/ooh/math/operations-research-analysts.htm> (visited January 26, 2022).

¹⁰ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Market Research Analysts, on the Internet at <https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm> (visited January 26, 2022).

¹¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Management Analysts, on the Internet at <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm> (visited January 26, 2022).

The IS Department sees increased interest from employers for graduates with experience in business analytics. Both local and national employers have indicated to UW-La Crosse an interest in students with a B.S. in Business Analytics. These employers include local manufacturers, such as: 1) Trane U.S. Inc, a manufacturer and marketer of heating and air ventilation equipment based in La Crosse, WI; 2) Kwik Trip, a leader in the convenience store industry based in La Crosse, WI; 3) Fastenal, a Fortune 500 company and distributor of industrial and construction products, headquartered in Winona, MN; and 4) Gundersen Health System, a physician-led, not-for profit healthcare system across 22 counties in western Wisconsin, northeastern Iowa and southeastern Minnesota. Early discussions are in progress with all these organizations to support in-class projects, sponsorship of case competitions and partnership relationships to connect UW-La Crosse Business Analytics students with these industry leading organizations.

Overall, this proposed Business Analytics program reflects the strategic needs of Wisconsin, the UW System, and UW-La Crosse.

University of Wisconsin - La Crosse						
Cost and Revenue Projections For Newly Proposed Program: Bachelor of Science in Business Analytics						
	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	12	14	17	20
	Enrollment (Continuing Student) Headcount	10	18	28	31	36
	Enrollment (New Student) FTE	10	12	14	17	20
	Enrollment (Continuing Student) FTE	10	18	28	31	36
II	Total New Credit Hours	0	3	0	0	0
	Existing Credit Hours	54	54	57	57	57
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1	1.25	1.5	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	Revenues					
	<i>From Tuition</i>	\$75,847	\$159,279	\$250,296	\$364,067	\$424,744
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
	Total New Revenue	\$75,847	\$159,279	\$250,296	\$364,067	\$424,744
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>					
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other (please list)</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$0	\$0	\$0	\$0	\$0
VI	Net Revenue	\$75,847	\$159,279	\$250,296	\$364,067	\$424,744
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 8/23/2022		
Chief Business Officer's Signature: 				Date: 8/23/2022		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-LA CROSSE BACHELOR OF SCIENCE IN BUSINESS ANALYTICS

Introduction

The B.S. in Business Analytics program is designed for full-time students completing face-to-face courses, with all required courses being available in a face-to-face format. The program requirements are comprised of 120 credits including: 26 unique credits in General Education program coursework; 50-51 credits of College of Business Administration core; 24 credits in the Business Analytics major; and 19-20 credits of electives. A total of 1.5 current faculty FTE will be required to deliver the program.

Section I – Enrollment

Program enrollment projection is based on anticipated interest by students who will enroll at UW-La Crosse to pursue the program along with interest from current UW-La Crosse students who are expected to change their major to pursue the Business Analytics program. It is anticipated that 10 additional new students will enroll the first year, with moderate, 20% growth in new student enrollment over the next four years. An 85% annual retention rate in the major is assumed based on the main campus retention rates across all majors. In Year 1, 10 new students are expected to enroll in the Business Analytics program, along with 10 current UW-La Crosse students. In Year 2, 12 new students are expected to enroll in the program, and in Year 3, 14 new students, with the number of new students increasing to 17 in Year 4 and 20 in Year 5.

At the end of Year 2, two students who switched into the Business Analytics program in Year 1 will graduate with a B.S. in Business Analytics. By the end of Year 5, it is expected that 83 students will have enrolled in the program and that 30 students will have graduated with a B.S. in Business Analytics.

Section II – Credit Hours

The proposed B.S. in Business Analytics requires 74 credits in business foundation, major core, and major elective courses, along with additional courses needed to fulfill UW-La Crosse's general education program. In Year 1 all current business foundation and major core courses, totaling 54 credits, that are needed to support the Business Analytics program will be offered. These courses are routinely offered at least once per year to support other business programs at UW-La Crosse. During Year 2, one new Business Analytics core course, totaling three new credit hours, will be phased into the curriculum. All other business foundation, major core, and major elective courses are routinely offered at least once a year.

Section III – Faculty and Staff Appointments

Current UW-La Crosse instructional resources will be utilized to deliver the necessary courses for the proposed Business Analytics program. Delivery of major core business analytics courses will be provided by 1.5 current faculty members within the Information Systems Department and other supporting departments within the College of Business Administration. Current staff within the existing Information Systems Department will be sufficient to absorb the additional administration needs.

Section IV – Program Revenues

Shown below are new revenues that will be generated because of the new B.S. in Business Analytics. No new additional UW System funding will be requested for this major.

Tuition Revenues

Tuition revenue assumes that all students will be enrolled full time during the academic year and pay the undergraduate tuition rate of \$7,584.72 per year. The five-year projection assumes no change in tuition. There are no special course fees or technology fees related to this program. Since this is an on-campus program, students will incur segregated fees, but those have been excluded from the tuition revenue since those fees go towards supporting traditional student services and/or activities.

In Year 1, it is assumed that 10 new students (freshman) will enroll at the university to pursue the B.S. in Business Analytics and that 10 existing students (sophomores) will move into the program, so the tuition revenue is based on 10 FTE x \$7,584.72.

In Year 2, it is assumed that nine of the above-mentioned existing students will continue with the program in junior status, nine freshmen will continue to sophomore status, and 12 new students will enroll. Tuition revenue for the freshmen and sophomores is based on 21 FTE x \$7,584.72. Since the nine students in junior status were existing UW-La Crosse student, no new tuition revenue is included.

In Year 3, it is assumed that the nine existing UW-La Crosse students will continue to senior status and graduate at the end of Year 3. Since these were existing UWL students, no new tuition revenue is factored in. It is assumed that 10 of the Year 2 freshmen will continue to sophomore status, nine students will move to junior status, and 14 new students will enroll. There will be a total of 33 students in sophomore, junior and freshman status. Tuition revenue is therefore based on 33 FTE x \$7,584.72.

By Years 4 and 5, it is assumed that all students in the program have enrolled at the university to pursue a B.S. in Business Analytics. In Year 4, tuition is based on 48 FTE x \$7,584.72. In Year 5, tuition is based on 56 FTE x \$7,584.72.

Section V – Program Expenses

As this program utilizes existing campus resources, there are no new program expenses associated with implementing or sustaining the proposed Business Analytics program.

Salary and Fringe Expenses

The proposed program represents the elevation of a minor to a major. All courses, except one, that comprise the proposed program curriculum are in place currently and are taught by existing faculty and instructional academic staff at UW-La Crosse. Therefore, no additional faculty or staff positions are required to implement and sustain this major. Administrative support will be provided by current staff.

Other Expenses

Program costs include standard supplies and expenses, as well as marketing expenses for program promotion. These expenses are covered via a general allocation to the college and department, and thus are not a direct expense of the program. Additionally, all fixed costs needed for this new program are already covered by existing business programs within the college. No additional equipment or facilities are needed to implement or sustain the proposed Business Analytics program.

Section VI – Net Revenue

By Year 5, with a full cohort of 20 new students enrolling each year, it is estimated that the program will generate net revenues of \$424,744. The institution will reinvest a portion of these funds, if needed, to program enhancements in the future. Most of the funds will be reinvested at the institution to support new program development, student support services to further strengthen the retention and success of current students and offset unforeseen enrollment shortfalls in other programs on campus.

**Academic Affairs**

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July 27, 2022

Jay O. Rothman, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Rothman,

I am writing to express my support for the University of Wisconsin-La Crosse's proposed Bachelor of Science in Business Analytics. The College of Business Administration has a 50-year history of offering exceptional programs in business that meet the workforce needs of industry. Based on feedback from employers and alumni, the Information Systems Department recently began offering a Business Analytics minor that has experienced tremendous student enrollment growth. This new B.S. in Business Analytics is the logical next step as the CBA expands its offerings to meet the needs of employers.

This program aligns with the strategic efforts of the CBA to increase the level of quantitative and analytical skills of our students as we prepare them for the modern workforce. The proposed program is also responsive to UW-La Crosse's mission and strategic plan. UW-La Crosse's strategic plan "Sustaining Excellence" contains a pillar associated with "Advancing Transformational Education" that focuses on providing students experiences in high-impact practices such as a capstone experience, undergraduate research, internships, group collaboration, and exposure to real-world applications. UW-La Crosse's proposed Business Analytics program has been designed to capitalize on providing students with hands-on experiences. The program also reflects themes from another pillar within the UW-La Crosse strategic plan "Enhancing Community Engagement" as local employers have indicated a strong interest in business analytics programs offered by UW-La Crosse. The Information Systems Department and the CBA already have external connections in the community, including relationships with Kwik Trip and Fastenal. Partnering our Business Analytics students with entities in the community to work on projects within the industries will positively expand our university's community connections and engagement.

There is university-wide support for the Bachelor of Science in Business Analytics. The program has received approval by the Information Systems Department, the College of Business Administration, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. UW-La Crosse has the necessary financial and human resources in place to implement and sustain the program in the form of a well-established Information Systems Department consisting of strong faculty with a long history of improving and refining the curriculum and responding to trends within the field.

As part of the College of Business Administration, the B.S. in Business Analytics will participate in the AACSB accreditation process. The program will also undergo regular program evaluation through both college and university-wide review. These internal reviews will include evaluations by the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Betsy Morgan', with a long horizontal flourish extending to the right.

Betsy Morgan
UW-La Crosse Provost and Vice Chancellor for Academic Affairs

CC:

Tracy Davidson, Associate Vice President of Academic Programs & Faculty Advancement
Peter Haried, Chair of Information Systems
TJ Brooks, Dean of the College of Business Administration
Sandy Grunwald, Associate Vice Chancellor for Academic Affairs

September 29, 2022

**HOST CAMPUS PRESENTATION BY UW-EAU CLAIRE: STRATEGIES TO
EXPAND ACCESS TO HIGH-IMPACT EXPERIENCES FOR LGBTQA+
STUDENTS**

REQUESTED ACTION

For information and discussion only.

SUMMARY

UW-Eau Claire's commitment to high-impact student experiences spans the past 60 years, beginning with undergraduate research. That commitment will culminate in the National Conference on Undergraduate Research in April 2023, an opportunity for student participation System-wide. We will explore one innovative research effort, QFest, in addition to other innovative and inclusive strategies that support LGBTQA+ students at UW-Eau Claire.

Presenters

- Dr. Patricia Kleine, Provost and Vice Chancellor for Academic Affairs, UW-Eau Claire
- Dr. Christopher Jorgenson, Interim Executive Director of Diversity, Inclusion and Leadership, UW-Eau Claire

CAREGIVING TASK FORCE UPDATE

REQUESTED ACTION

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

SUMMARY

In August of 2020, the Office of the Women's and Gender Studies Consortium and the UW System Alliance for Inclusion, Diversity, Equity, and Advancement in STEM¹ collaboratively formed a systemwide caregiving task force. The task force arose in response to the immediate impacts of the COVID-19 pandemic, but also seeks to address ongoing equity issues related to caregiving and family status across UW System. The task force has identified: 1) key issues and concerns of faculty, staff, and student caregivers across the UW System, especially those at the center of multiple marginalized identities; and 2) the impact of gender equity and COVID-19 on career progression.

This discussion will focus on the work of the systemwide caregiving task force, paying particular attention to data-to-policy recommendations at the campus and systemwide levels.

Presenters

- Dr. Jennifer Schuttlefield Christus, Director, UW System Alliance for Inclusion, Diversity, Equity and Advancement in STEM, Interim Associate Director of the UWO University Studies Program, and Associate Professor of Chemistry, UW Oshkosh
- Dr. Stephanie Rytlahti, Director, UW System Gender and Women's Studies Consortium, UW-Madison

BACKGROUND

The caregiving task force includes representatives from each UW institution and different job positions. Progress reports were provided to all campus administrations during the fall and spring semesters over the last 2 years.

¹ Formerly the UW System Women and Science Program.

In the fall of 2020, the task force offered a guiding document for employees of all classification levels to document how COVID and its potential overlap with caregiving impacted career performance, evaluation, and tenure. The guidelines offer review committees the chance to reconsider tenure requirements, understanding the impact of COVID-related caregiving duties on academic work. Additional documents for Instructional Academic Staff and Academic Staff similarly bring COVID to the forefront of performance reviews.

In the summer of 2021, a small research team (led by caregiving task force members) collaborated and published the results of an extensive [systemwide caregiving survey](#). The report includes data analysis on survey responses and [detailed recommendations](#) for future support and retention of caregivers (paying particular attention to gender and racial equity). In the fall of 2021, the task force added a subcommittee focused on the needs of student caregivers. Task force members presented data and recommendations to stakeholders across UW System throughout the 2021-22 academic year. The task force also hosted two systemwide forums to discuss the results and contextualize the recommendations within the work and experiences of national experts.

Now in its third year, the task force is supporting surveys for campuses to collect specific data related to caregiving and the needs of student caregivers. Campus-level work also continues to address issues specific to caregiving and work-life balance concerns. This includes trainings for employees relating to needs of caregiving students, and spatial evaluations are increasing the availability of family spaces, lactation rooms, and gathering spaces for student parents. Other parent advocacy and caregiving groups across the country seek collaboration and models for advancing similar work on their own campuses.

Related Reports and References

- Systemwide Caregiving Task Force: <https://consortium.gws.wisc.edu/caregiving-task-force/>
- Progress Reports Detailing Work at the Campus Level: <https://consortium.gws.wisc.edu/caregiving-task-force/caregiving-task-force-progress-reports/>
- Systemwide Caregiving Survey Report: <https://consortium.gws.wisc.edu/impact-of-covid-19-on-uw-system-caregivers-2021-survey-results/>
- Student Caregiving Resources: <https://consortium.gws.wisc.edu/caregiving-task-force/student-caregiver-resources/>

Recommendations and Discussion Questions

The impacts of COVID-19 on caregivers are ongoing and impact the retention of women and other institutionally marginalized groups across UW System (faculty, staff, and students). To comprehensively support caregivers, campuses can monitor employee and student retention, career advancement, and research roadblocks and delays due to disrupted professional development, and research and publication. Strategic planning initiatives might include a focus on caregiving and family status as an ongoing EDI and equity issue alongside data collection focusing on the retention and career advancement of caregivers.

- What does it look like for caregiving and family advocacy to be a central focus in campus-level strategic planning and EDI work?
- Which systemwide offices or committees currently include a focus on caregiving or family advocacy? Is there a place to include this work as a permanent office or as part of existing EDI work?
- What mechanisms are in place to collect data on the number of caregivers across UW System and the impacts of the pandemic on retention, graduation rates, research, and career advancement?
- There is a strong overlap between the cost of childcare, wage compression, and the retention of employees. How can UW System enhance existing childcare services and subsidies while also address the need to adjust compensation?
- What changes could be made to sick leave, vacation, and emergency leave to support caregivers beyond the current FMLA structure?
- Is there an opportunity to advocate for a UW System representative to serve on the state insurance board to support increased family benefits?

**SERVING STUDENTS WITH DISABILITIES: A PANEL
DISCUSSION WITH SENIOR STUDENT AFFAIRS OFFICERS,
DISABILITY SERVICE DIRECTORS, AND STUDENTS**

REQUESTED ACTION

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

SUMMARY

Two Senior Student Affairs Officers (SSAOs) will facilitate a discussion with three Directors of Disability/Accessibility Services regarding the increasing number of students seeking accommodations on our campuses and the complexities associated with providing these students with the access and support they need to be successful. Data from the recently completed 2021-22 Services for Students with Disabilities Annual Report will be shared focusing on the increasing numbers of students with psychological disabilities and those with autism, and their unique needs. The discussion seeks to: 1) build an understanding of this growing population of students; 2) draw connections between students with disabilities and the behavioral health agenda; and 3) highlight both challenges and opportunities to enhance services going forward.

Presenters

- Corey King, Vice Chancellor for University Inclusivity and Student Affairs, UW-Green Bay
- Linda Mulroy-Bowden, Executive Director of Student Life and Development, UW-Platteville
- Ann Murphy, Director of Disability Services, UW-Stout
- Lynn Niemi, Director of Student Accessibility Services, UW-Green Bay
- Alicia Reinke-Tuthill, Director of Disability Resource Center, UW-River Falls
- Amanda Kelly, Student, UW-River Falls
- Wesley Kratz-Gullickson, Student, UW-Superior

BACKGROUND

At its October 7, 2021 meeting, the Education Committee was presented with a summary of the annual [UW Counseling Impact Assessment Report](#), which reaffirmed the importance of providing quality behavioral health services to address the growing number of students seeking help to address their mental health. The December 9, 2021 meeting included both: 1) a discussion of emerging campus strategies to address mental health issues “upstream” by promoting resilience and overall campus well-being; and 2) a brief presentation of the [Services for Students with Disabilities Annual Report](#), which highlighted the numbers of students with disabilities, primary disability categories, and types of accommodations to ensure equitable access.¹ The report also demonstrated the unique challenges experienced during the COVID-19 pandemic that added complexity to the roles of disability services professionals as they strove to provide appropriate accommodations to achieve equitable access and comply with federal and state laws.

This discussion will build from the data and current trends to highlight shifts in the types of disabilities seen on our campuses and the increasing complexity of accommodations being requested. Specific focus will be given to the increase in psychological disabilities and the growing number of college students on the autism spectrum. Two students will share their lived experiences navigating college with disabilities, and how they have worked with their disability/accessibility services offices to address barriers to access. The presentation will continue with a discussion of how accessibility issues touch all areas of campus, and conclude with resource considerations to better meet the needs of today's students.

Related Reports and References

- UW System Disability Resources: <https://www.wisconsin.edu/disability-resources/>
- UW System Services for Students with Disabilities Annual Report: <https://www.wisconsin.edu/disability-resources/ccsd/>

Related Policies

- Regent Policy Document 14-10: “[Nondiscrimination on Basis of Disability](#)”
- Regent Policy Document 4-1: “[Copying and Recording of Instructional Materials or Lectures](#)”

¹ See the December 9, 2021 Education Committee meeting book items J & K, available at [https://www.wisconsin.edu/regents/download/meeting_materials/2021_meeting_materials/Meeting-Book-Education-Committee-\(December-9,-2021\).pdf](https://www.wisconsin.edu/regents/download/meeting_materials/2021_meeting_materials/Meeting-Book-Education-Committee-(December-9,-2021).pdf)

Discussion Questions

- What are some of the biggest misconceptions about students with disabilities? How can Regents and others explain the realities on campuses and effectively advocate for students?
- What are some of the hiring or staffing challenges that impact a campus's ability to serve all students?
- How have discussions of accommodations changed or what themes arise in conversations for: 1) admissions and enrollment with prospective students and their families; and 2) instructional faculty?
- What can UW institutions do to help ensure a seamless transition and support for students with disabilities from K-12 education to college? What are some key differences between the two educational settings regarding accommodations?
- What lessons from employment sectors and organizations that focus on supporting or employing people with disabilities might apply to students?

**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 updates regarding: 1) strategic online growth planning; 2) the direct admissions task force; 3) dual enrollment discussions; and 4) external partnerships.

Presenter

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