20 October 2017

TO: Sarah Mangelsdorf, Provost

FROM: John Karl Scholz, Dean

RE: Department of Geography, Request to Create New Named Option, MS-Cartography and Geographic Information Systems (MS 146L&S)

CC: Greg Downey, Associate Dean for Social Science, L&S
    Katy Duren, Associate Dean, DCS
    Marty Gustafson, Assistant Dean, Graduate School
    Elaine Klein, Assistant Dean for Academic Planning, L&S
    Sarah Kuba, Academic Planner, Academic Planning and Institutional Research
    Lisa Martin, Associate Dean, Graduate School
    Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research
    James Montgomery, Associate Dean for Fiscal Initiatives, L&S
    Lisa Naughton, Professor and Chair, Geography
    Parmesh Ramanathan, Associate Dean, Graduate School
    Nancy Westphal-Johnson, Associate Dean for Academic Administration

On October 17 2017, the L&S Academic Planning Council considered the attached request to create a new named option in the Department of Geography’s MS-Cartography and Geographic Information Systems program (MS 146L&S). The proposed “Accelerated / Non-Thesis” option is intended to create a pathway to a master’s degree for students who wish to continue their studies in this professional area, and has been designed to complement a new Capstone Certificate that has also been proposed (the Advanced GIS Capstone Certificate).

These programs are founded on the current 22-credit Capstone Certificate in Cartography/GIS, which will be retired after the new programs are approved for implementation. Like the existing capstone program, the new certificates and this non-thesis, professional master’s program will use the non-pooled (revenue generating) funding model, and will be supported by the revenue they generate. The Department of Geography has prior experience administering non-pooled tuition programs, and has staff and structures in place to administer these programs. The department has worked with the Division of Continuing Studies to develop these programs and market them.
The L&S Curriculum Committee reviewed this request and recommended that the L&S Academic Planning Council also support it. When the L&S APC considered it, members approved it with a unanimous vote, and expressed hope that it and the others in the suite of programs proposed will be successful.
1. **Summary/Overview**

1.1. Option name: Accelerated/ Non-Thesis

1.2. Home Department: Geography

1.3. Home School/College: Letters and Science, College of

1.4. Additional Department(s)/Academic unit(s) information, if relevant: NA

1.5. Faculty director of the Capstone certificate program (name, title email):

   The GISPP Oversight Committee consists of four rotating members: the Departmental Chair/GISPP Oversight Committee Chair, the Curriculum Committee Chair, the Financial Committee Chair, and a faculty representative from the Cart/GIS subgroup selected by the Departmental Chair. The GISPP Director and Manager are ex officio, non-voting members.
   
   - GISPP Oversight Committee:
     - Lisa Naughton, Geography Department Chair/ GISPP Oversight Committee Chair
     - Jack Williams, Finance Committee Chair
     - Joe Mason, Curriculum Committee Chair
     - Qunying Huang, GIS Faculty Representative
   
   - GISPP Staff
     - Ian Muehlenhaus, GISPP Director
     - Brittney Markle, GISPP Manager

1.6. Primary staff contact (name, title, email):

   Ian Muehlenhaus, GISPP Director, muehlenhaus@wisc.edu, and Brittney Markle, GISPP Manager bmarkle@wisc.edu

1.7. Primary school/college dean’s office contact (name, title, email): Greg Downey, Associate Dean for Social Sciences, greg.downey@wisc.edu

1.8. Date form completed: 9/11/2017

2. **Approval, Implementation, and Expectations for Review**
2.1. School/College Approval Date:

2.2. GFEC Approval Date:

2.3. UAPC Approval Date:

2.4. Expected first term of student enrollment (usually 2-3 terms after UAPC approval; typically the following Fall term): Fall 2018

2.5. Year of three year check-in to GFEC (3 years after first student enrollment): 2021

2.6. Year of first program review (5 years after first student enrollment): 2023

2.7. Are all academic programs in the home academic unit are up to date for program review? Yes □ If no, please provide an explanation:
   Type an explanation here. (1000 word limit)

Information to be completed by RO and APIR:

Plan Code (assigned by the Registrar’s Office):
CIP Code (assigned by Academic Planning and Institutional Research):
Primary Divisional Disciplinary Assignment (assigned by APIR for analysis purposes only):

3. Background/ Rationale

3.1. What is the purpose of the named option? How does the named option relate to the major and to other named options in the major, if relevant? How does it contribute to the mission of the sponsoring unit(s)?

We are proposing the Accelerated/Non-Thesis Option in the M.S. in GIS/Cartography as a new non-pooled tuition revenue program for five reasons.

1. Our legacy GIS Capstone is 22 credits, only eight credits shy of a master’s degree. Moreover, this residential capstone is in stagnation and experience a slow decline in enrollment. This new option is part of a broader overhaul in which we are offering two online capstone certificate programs (12 credits each) and this proposed accelerated, non-thesis master’s degree option.

2. Many current capstone students intentionally take over 22 credits to learn as much as they can while enrolled as special students. They deserve the option to earn a master’s degree instead of a certificate.

3. Built-in onboarding. Many of our undergraduate geography students, and students graduating from other UW programs, would be interested in pursuing a master’s if it meant they only had to stay in Madison an additional year.

4. Most terminal-degree master’s students do not want to write a research thesis. They want to take classes that teach them applicable concepts and technology skills that help them secure high-paying jobs. This option is for these types of students.

5. Revenue generation. Adding an accelerated master’s option could help bolster our in-house enrollments, rejuvenate, and reinvent our residential offerings for professional students.
The Department of Geography has been involved in 131-based programs for well over a decade. Seventeen years ago we developed an in-residence GIS Capstone that has seen great success. In recent years, however, due to increased competition and the amount of credits in our capstone, enrollments have stagnated and slightly declined. Crucially for this proposal, we see a bifurcation of existing capstone students into two distinct camps.

In the first group, many students fail to graduate due to the oversized credit load (22 credits, which were grandfathered in) and the psychological hurdle of a large capstone project. In the other group, we have many students who purposefully delay Capstone completion to keep taking all the GIS classes offered by the department (e.g., well over 30 credits).

In a very real sense, we propose this new named option as a revamping and reinvention of the legacy capstone. The proposed Accelerated/ Non-Thesis Option of the existing M.S. Cartography/GIS would appeal to the second group of students above – those who take well over 30 credits anyway and are not daunted by a capstone project. For only eight (8) credits more, students will earn a bona fide master’s instead of a largely ceremonial capstone certificate. This new option to the Geography M.S. is named Accelerated/ Non-Thesis for good reason. Scheduled time to degree will be twice as short as our traditional master’s offering, which requires a thesis. In lieu of a thesis, students in this program will be required to take Geog 778: GIS Practicum. This is a project based, professional development course where students will be required to exemplify all program learning outcomes. Specifically, this new option will appeal to three additional groups beyond our traditional capstone students:

1. Recent undergraduates from other disciplines across campus who want to learn GIS to augment their disciplinary skills.
2. Current undergraduate students in Geography who have a 3.0 GPA or better. They could simply apply during their senior year to stay for a fifth-year as a Graduate student. Similar to our traditional residence MS program, accepted undergraduate students can only transfer up to seven (7) undergraduate credits into the program according to university guidelines, meaning Geography undergraduates with a Cart/GIS focus may be overqualified for this program. Current GIS Capstone students and alumni can transfer up to fifteen (15) credits taken as University Special Students into the program according to university guidelines.
3. It may attract many additional students from around the country who want to live in Madison and experience graduate life but are not interested in writing a thesis or spending two years in a program.

The current Capstone would remain in place, but it is shifting to being considered a “Legacy” degree by the Geography Department. At 22 credits, the current Capstone is too big to remain competitive nationally, where certificate programs are increasingly online and in the 10-16 credit range.

This will not be the first 131-fund option for the M.S. in Cartography/GIS. In 2015 the University approved our 100% online, GIS Development option for the M.S. We began offering this program online via rolling admissions in Fall 2016 and it currently has over 70 students enrolled (expected 110 by Fall 2017). This Accelerated/ Non-Thesis option would differ from the GIS Development option in two distinct ways:

1. First, the GIS Development option is entirely online, while the Accelerated / Non-Thesis option would be exclusively in-house and residential.
2. The Accelerated / Non-Thesis option curriculum would be more open to those interested in all facets of GIS, not just development. Whereas the GIS Development option curriculum is largely
set in stone, with no electives at this time, the Accelerated/ Non-Thesis option would allow students to pursue different or mixed avenues of learning, including courses from Visualization, Cartography, Spatial Analysis, Remote Sensing, and Development. In a way, the Accelerated/ Non-Thesis option reflects our traditional master’s elective scheme, but without the thesis requirement.

3.2. What is the evidence that there is a student demand for the named option?

Although many geography programs in the nation and around the world are moving to provide training in GIS, the Cartography/GIS programs in Geography at UW-Madison have distinct advantages in this competition. The Cart/GIS program at UW-Madison Department of Geography is world renowned and has a long tradition of excellence in the field. Our Geography Department is ranked 1st and 6th in the U.S., according to R-rank or S-rank criteria, respectively (NRC 2011). Our excellence in GIS is recognized beyond the U.S.; for example, we host an annual workshop for top graduate students from Beijing Normal University. We also have demonstrated experience in running a successful revenue-based professional program. Our current capstone certificate in GIS, developed based on the innovative idea of Chancellor Ward in 1999, has been running very successfully for over 10 years with an annual revenue of about $250,000. Through running the capstone program, we also have gained a good sense of the growing need for training in areas beyond what the current capstone certificate program offers. We also offer an online master’s in Cartography and GIS, which has exceeded our original enrollment expectations. Increasing popularity in GIS education and 5th Year Master’s programs across the country combined with our steady GIS Capstone Certificate Program enrollment numbers (approximately 22/semester) provide significant evidence that student demand for this named option exists. Again, our legacy capstone certificate program has remained remarkably successful for over 15 years. We expect this popularity to continue and increase once the option to receive a Master’s degree rather than a certificate is made available.

4. Curriculum

4.1. Delivery modality:
☑ Face-to-face
☐ Distance

*Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.*

4.2. Provide a complete list of requirements.

- **4 core courses:**
  - Geog 370: Introduction to Cartography
  - Geog 377: Introduction to GIS
  - Geog 378: Geocomputing
  - Geog 778: GIS Practicum
- **4 Electives:**
  - Geog 560: Advanced Quantitative Methods
  - Geog 572: Graphic Design in Cartography
  - Geog 574: Spatial Databases
- Chart student progression through the curriculum.

<table>
<thead>
<tr>
<th>Semester students will take the course</th>
<th>Department</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Semester &amp; year last taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st or 2nd semester</td>
<td>Geography</td>
<td>370</td>
<td>Introduction to Cartography</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>1st or 2nd semester</td>
<td>Geography</td>
<td>377</td>
<td>Introduction to GIS</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Summer 2017</td>
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<tr>
<td>1st or 2nd semester</td>
<td>Geography</td>
<td>378</td>
<td>Geocomputing</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>3rd or final semester</td>
<td>Geography</td>
<td>778</td>
<td>GIS Practicum</td>
<td>4</td>
<td>Ian Muehlenhaus</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>1st, 2nd, or 3rd semester</td>
<td>Geography</td>
<td>560</td>
<td>Advanced Quantitative Methods</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>2nd or 3rd semester</td>
<td>Geography</td>
<td>572</td>
<td>Graphic Design in Cartography</td>
<td>4</td>
<td>Ian Muehlenhaus</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>2nd or 3rd semester</td>
<td>Geography</td>
<td>574</td>
<td>Spatial Databases</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Spring 2017</td>
</tr>
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<td>2nd or 3rd semester</td>
<td>Geography</td>
<td>575</td>
<td>Interactive Cartography &amp; Geovisualization</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>2nd or 3rd semester</td>
<td>Geography</td>
<td>576</td>
<td>Spatial Web &amp; Mobile Programming</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>2nd or 3rd semester</td>
<td>Geography</td>
<td>578</td>
<td>GIS Applications</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>2nd or 3rd semester</td>
<td>Geography</td>
<td>579</td>
<td>GIS &amp; Spatial Analysis</td>
<td>4</td>
<td>Faculty Associate</td>
<td>Summer 2017</td>
</tr>
</tbody>
</table>

4.3. Total credits required: 32

4.4. Semesters to completion: 2-3

4.5. Describe the student progression (one-course per semester for several semesters, all courses taken in one intensive semester, other:

- Part-time (< 8 credits fall and spring semesters, < 4 credits summer term)
  Students can choose to take 1 course per semester for 7 consecutive semesters.
- Full-time, time-compressed, intensive
Students can take 12 credits for the first two consecutive semesters and 11 credits in the 3rd semester.

Other

Students can alternate fulltime semesters and part time semesters to program completion.

5. Assessment

5.1. Attach an assessment plan when submitting this proposal.

5.2. Provide a summary of the assessment plan, including learning goals, key methods and assessment approaches, and how assessment information will be reviewed and acted on. Type summary here. (1000 word limit)

In addition to the existing learning goals of the Master's in Cart/GIS, we would add two comprehensive student learning goals for this option. First, students will use GIS and visualization tools to identify and help solve real-world spatial problems. Second, students will use proprietary, open-source, and scripted tools to achieve two of the following: a) Conduct spatial analysis; b) Manage large spatial datasets; c) Create compelling visualizations; d) Develop web-based GIS tools. Learning goals will be assessed directly every semester from Geog 778 final projects using a course-specific rubric that incorporates program-level criteria and performance evaluations from project supervisors that are required for all students enrolled in the final practicum course before completing the program. Learning goals will be assessed indirectly through: 1) course evaluation surveys (deployed for all courses to gain insight into the student’s experience in the course, perceptions of instruction, and improvements that could be incorporated into the curriculum) and 2) program exit surveys deployed to completing students by DCS to gain insight into the student perceptions of learning, career expectations, and improvements that could be incorporated into the curriculum and program. Direct and indirect methods will be assessed on an annual basis in addition to a 3-year review cycle for effectiveness.

6. Overlap and Related Programs

This would compete with and directly replace our own, existing 131-capstone certificate program within geography. It would not directly compete with any other program that we're aware of on campus. In the interest of transparency, however, we notified Nelson Institute of our plans. We received an email from Janet Silbernagel noting that this in no way overlaps with what they are doing (see Appendix C).

7. Admissions and Enrollment

7.1. Does the proposed named option have limits on admission? If yes, explain the admissions criteria and process.

- Applicants must have completed their sixth semester in a four-year Bachelor’s degree from an accredited institution of higher learning and have a minimum GPA of 3.0 by the time they graduate with their four-year Bachelor’s degree.
- Applicants must have one course in quantitative methods or statistics.
- Applicants may not be enrolled in other UW-Madison graduate coursework or programs concurrently while in our program.
- Non-native English speakers must take either the TOEFL exam or the IELTS exam and submit scores during the application process. Minimum acceptable scores must meet the UW Graduate School requirements:
  - TOEFL - 92 for internet based test (IBT) and 580 for paper test.
  - IELTS - 7.0

7.2. Projected annual enrollment:
- Year 1: 25 students
- Year 2: 35 students

7.3. Maximum enrollment that can be supported with existing instructional and student services resources: 25 students

7.4. Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Should enrollment exceed our expectations, we plan to hire additional qualified lectures to assist faculty associates in course instruction. We are currently compiling a list of qualified professionals that have expressed interest in teaching some of our courses. This would undoubtedly increase student exposure to professional experiences and contacts.

Should enrollment fall below our expectations, faculty associates will be expected to allocate additional time towards curriculum updates. The GIS industry is rapidly evolving and it is crucial that we keep up with (and hopefully surpass) our competitors. We already intend to allocate time for course updates; however, in the case of lower enrollments, we would take advantage of the opportunity by increasing our efforts in this mission.

7.5. Prior coursework requirements will adhere to the policy outlined by the Graduate School. Special consideration will be taken for admission of our original GIS Certificate Program alumni, such that previous coursework will be transferable (up to 15 credits); however, they will still need to meet the 16 graduate credit minimum requirement.

8. Student Services & Advising

8.1. List the names of program advisor(s) with title and departmental affiliation(s).
  Ian Muehlenhaus, GISPP Director
  Brittney Markle, GISPP Manager
  Joel Gruley, GISPP Administrative Assistant

8.2. How will the resource load of the additional student services support and advising be met?

     The Department of Geography has hired an administrative assistant fully dedicated to GISPP to assist with day-to-day support on a half time appointment. This hire will take on many administrative duties and some student service duties that would have otherwise prevented the other GISPP staff from increasing student support. Student service responsibilities will be divided amongst all GISPP staff. As GISPP grows, we intend to hire more support staff as needed.
Confirm that program advisor(s) have been consulted and reviewed this proposal.

9. Governance & Faculty

9.1. The named option is governed by:
- Existing department and school/college governance committees
- New governance committees
  - If the named option is governed by a new committee, define and outline governance structures and procedures for the certificate program. Define and outline governance structures and procedures here. (1000 word limit)
  - Provide information on how program faculty are identified and provisions for transition in the faculty program director. Who will appoint the director and to whom will the director report?

9.2. List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in delivery and oversight of the Capstone certificate.

- GISPP Oversight Committee:
  - Lisa Naughton, Geography Department Chair/ GISPP Oversight Committee Chair
  - Jack Williams, Finance Committee Chair
  - Joe Mason, Curriculum Committee Chair
  - Quanying Huang, GIS Faculty Representative

- GISPP Staff
  - Ian Muehlenhaus, GISPP Director
  - Brittney Markle, GISPP Manager
  - Joel Gruley, GISPP Administrative Assistant

- GIS Faculty:
  - Quanying Huang, Assistant Professor in Geography
  - A-Xing Zhu, Professor of Geography
  - Robert Roth, Associate Professor of Geography
  - Song Gao, Assistant Professor in Geography

10. Fiscal Structure and Ongoing Commitment

Proposals need to provide an overview of plans for funding the named option including but not limited to program administration, instructional/curricular delivery, technology needs, and program assessment. What impacts will the named option have on staffing needs beyond the immediate program? How are those needs being met?

10.1. The named option will be supported using non-pooled tuition

10.2. For programs supported using non-pooled tuition, what resources are allocated to the Accelerated Master's certificate program? The GIS Professional Programs will provide administrative coverage of the new Master's, as well as student advising. The program will be supported using current revenue from our online Master's and Capstone programs.
10.3. For programs supported using non-pooled tuition, planned enrollment is expected to generate enough paid tuition to cover instructional costs, direct student support costs, and any other fixed or required costs. Although detailed fiscal plans are not required in the academic program proposal, it is helpful to provide the following summary taken from the non-pooled tuition budget:

Fiscal Annual Summary
*Please refer to Appendix D: GISPP 5 Year Budget Plan

Required attachments

☒ Supporting letters/memos

Provide letters or memos from other academic units that will have overlapping interest. This will include departments/schools/colleges that provide courses for the certificate, share a student audience, represent a closely related area of study, have overlapping faculty, or have program names that are similar.

☐ Cover Letter from Dean of the school/college that will be the home of the named option—When a proposal for a new named option is forwarded for approval, it will have a cover letter to the provost from the supporting dean.

☒ Assessment plan

See the Basic Assessment Plan and Template for Capstone Certificates for detail. The Basic Assessment Plan for Capstone Certificates and the Template are posted at http://apir.wisc.edu/certificates.htm

Programs supported using non-pooled tuition must attach:

☒ Core Criteria Checklist
☒ Additional Requirements Checklist

See the current “Non-pooled Program Requirements Process” document posted at http://apir.wisc.edu/academicplanning.htm
ASSESSMENT PLAN
New Named Option within the M.S. Cartography/GIS

Identifying Information

School/College: Letters and Sciences
Graduate Degree/Major Program Name: Cartography/GIS (Option Name: Accelerated/Non-Thesis)
Graduate Degree Level: MS
Faculty Director Contact/Title:

Program oversight has been delegated to an oversight committee, rather than an individual faculty director. The GIS Professional Programs Oversight Committee consists of four rotating members and 2 ex-officio members (GISPP Director and Manager).

Current Oversight Committee Members:
- Lisa Naughton, Geography Department Chair/ GISPP Oversight Committee Chair
- Joe Mason, Curriculum Committee Chair
- Jack Williams, Finance Committee Chair
- Qunying Huang, GIS Faculty Representative

GISPP Staff:
- Ian Muehlenhaus, GISPP Director
- Brittney Markle, GISPP Manager

Primary Program Contact Name, Contact information, Title:
Ian Muehlenhaus, muehlenhaus@wisc.edu, GISPP Director
Brittney Markle, bmarkle@wisc.edu, GISPP Manager

Date this Assessment Plan was adopted by the program faculty: 9/11/2017

Student Learning Goals (What)
1. Use GIS and visualization tools to identify and help solve real-world spatial problems.
2. Use proprietary, open-source, and scripted tools to achieve two of the following:
   a) Conduct spatial analysis
   b) Manage large spatial datasets
   c) Create compelling visualizations
   d) Develop web-based GIS tools
## Graduate Degree Program Curriculum Mapping Worksheet (Where)

<table>
<thead>
<tr>
<th>Fifth Year Master’s Program Courses</th>
<th>Use GIS and visualization tools to identify and help solve real-world spatial problems.</th>
<th>Use proprietary, open-source, and scripted tools to achieve two of the following: a) Conduct spatial analysis b) Manage large spatial datasets c) Create compelling visualizations d) Develop web-based GIS tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 377: Intro to GIS</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 370: Intro to Cartography</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 378: Geocomputing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 778: GIS Practicum</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 371: Environmental Intro to Remote Sensing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 560: Advanced Quantitative Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 572: Graphic Design in Cartography</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>GEOG 576: Spatial Web &amp; Mobile Programming</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 578: GIS Applications</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GEOG 579: GIS &amp; Spatial Analysis</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Plan for Assessing Each Student Learning Goal

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Use GIS and visualization tools to identify and help solve real-world spatial problems.</th>
<th>Use proprietary, open-source, and scripted tools to achieve two of the following: a) Conduct spatial analysis b) Manage large spatial datasets c) Create compelling visualizations d) Develop web-based GIS tools</th>
</tr>
</thead>
</table>
| Method for assessing learning (at least one direct method required) | **Direct**  
Final projects from Geog 778 will be assessed every semester using a course-specific rubric that incorporates program-level criteria and performance evaluations from project supervisors that are required for all students enrolled in the final practicum course before completing the program.  
**Indirect**  
1) Every semester a course evaluation survey will be deployed for each course taken to gain insight into the students experience in the course, perceptions of the instructor, and improvements that could be incorporated into the curriculum.  
2) Every year an exit survey will be deployed to completing students (following the completion of Geog 778) to gain insight into the student perceptions of learning, career expectations, and improvements that could be incorporated into the curriculum. |
| Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle) | Direct and indirect methods will be assessed on an annual basis and reviewed in a three-year cycle for effectiveness. |

**Assessment Review and Reporting (So What)**
1. **Who is responsible for assessment?**

GISPP staff is responsible for direct and indirect assessment.

2. **What is the plan for review of the assessment information?**

Direct assessment will be completed every year by reviewing the results of student performance evaluations from their final 602 Capstone project. Indirect assessment will be evaluated yearly via student evaluations. DCS will also conduct a program exit survey and these results will be assessed annually. All of these assessments will be reviewed in a three-year cycle for effectiveness.

3. **What is the plan for production of an annual summary report?**

A report will be comprised of relevant data (described above), charts/graphs with explanations, and recommendations for future changes.

It will be presented in PDF format with an executive summary listing:
- The strengths of the program,
- Possible curriculum changes, and
- Recommended changes/action items to implement over the next year.

4. **How will recommendations be implemented?**

The GISPP Oversight Committee will agree by consensus, or if a vote is called, by simple majority, regarding the changes to implement. The Oversight Committee will meet at least twice per year, or more often as necessary.
APPENDIX A. CORE CRITERIA CHECKLIST
FOR ACADEMIC PROGRAMS WITH NON-POOLED TUITION

1. New and Additional Student Enrollments to Support Program Costs
   ☒ The program must bring in NEW and ADDITIONAL students. Overall enrollment in all other school/college programs must not be eroded. The program cannot compete with or draw students away from existing programs that support the central tuition pool.
   ☒ Faculty/staff must plan for sufficient enrollments to have enough tuition to cover instructional, direct student support costs, and any other fixed or required costs. Experience shows that enrollments of at least 30 students are necessary to have enough tuition to meet direct program costs.
   ☒ School/college Budget Officers must be involved in planning and must approve plans and budgets for these programs before the program is submitted to the school/college APC for academic approval.

2. Designed for Non-Traditional Students
   ☒ Has an applied, practice-oriented curriculum, or integrates practice with theory
   ☒ Is offered in a modality that allows non-traditional audiences to attend (evening, weekend, online, intensive, or some combination)
   ☒ Has demonstrated a workforce demand for the program graduates
   ☒ Has defined learning goals that are oriented to market considerations
   ☒ Has a clearly defined curriculum that is “self-contained”, meaning that program students are confined only to courses from the approved, prescribed curriculum
   ☒ Has a clearly defined (often lockstep) curriculum with few options or electives that follows a predictable timeline for offerings and completion

3. Distinctly Identifiable Program (Code) With Governance Approval
   ☒ The program must be distinctly identifiable in the student record system, either as a degree/major or as an option of a degree/major, or as a Capstone certificate.
   ☒ The program must develop a proposal for the academic approval process, during which it must demonstrate that the school/college Dean and Budget Officer are aware and supportive of the program being run on a non-pooled tuition model.
APPENDIX B. ADDITIONAL REQUIREMENTS CHECKLIST
FOR ACADEMIC PROGRAMS WITH NON-POOLED TUITION

Use this checklist in conjunction with the Core Criteria Checklist

If core criteria are met, the program must adhere to the additional requirements below.
Note: Not all new programs are suited for the non-pooled program requirements. New programs that seek to take advantage of a wide range of course and curricular/program offerings on campus and are not market-oriented should be developed under traditional (101) pooled tuition funding models.

1. Fiscal Requirements:

☐ School/college budget officer has approved the budget and fiscal plan.

☐ School/college dean and budget officer are committed to assuming fiscal responsibility for costs not covered by non-pooled tuition to the program. The school/college will back up the budget with a commitment to cover any costs not met from tuition from other sources.

☒ The program structure fits within standard academic administrative structures and allocates expenses of the program so that the program does not create additional burdens on traditional/101 program resources or student services such as advising, ESL, Registrar’s Office, Bursar’s Office, Graduate School and other support services.

☒ Programs have two options for tuition. One option is to charge standard graduate tuition according to the UW-Madison tuition schedule. This includes standard rates for WI resident, MN, and non-resident students and any compulsory fees that apply. Or, for fully online programs, they have the option of charging all students one of tuition tiers (Appendix D). Although not currently allowed, it is potentially possible in the future the tiered tuition may be available to face-to-face programs.

Because students who have graduate assistantships receive tuition waivers, some non-pooled tuition graduate degree programs choose to prohibit students from accepting a graduate assistantship (RA/TA/PA). If a program allows their students to take graduate assistantships they it must forgo the tuition revenue. To ensure full receipt of non-pooled tuition and to counter challenges from students, the program must adhere to the following:

☒ The program faculty/staff must disclose this program policy to students in the recommendation of admission letter, program website, program handbook, and program orientation.

☒ Please see Appendix E for links and Appendix F for a sample of a specific non-pooled program template for a recommendation of admission letter and a general template for a program handbook. The program faculty/staff must provide details on this and any other program policies the program handbook in at least the following areas: satisfactory
progress (good standing) requirements, any ways to return to good standing, and a program grievance process if done does not already exist.

2. Requirements for International Students:

☒ Programs may not admit students who need ESL services without building sufficient ESL support into their fiscal model, and having an explicit MOU with the ESL provider about funding to support the ESL services.

☒ Graduate degree/major programs must use Graduate School standards for English Proficiency. Capstone certificates should be designed so that admission requirements ensure that ESL support is not needed.

☒ If the program is NOT completely online and admits international students, the program is responsible for honoring federal visa regulations related but not limited to: length of stay requirements for visa requests, online course restrictions for visa holders, and waiting for federal program approval (up to a year) if the program represents a new degree type or capstone certificate previously not offered at UW-Madison.

3. Requirements for Program/Course Enrollment:

☒ Non-pooled tuition program students can only be enrolled in one program at a time; enrollment in a second major, named option, certificate program, or courses beyond the prescribed program curriculum is not permitted. Non-compliance with this requirement will jeopardize the receipt of tuition for a non-pooled program. Regular audits will be conducted to ensure these requirements are met.

☒ To ensure full receipt of non-pooled program tuition and to counter challenges from students who want to be dually enrolled, the program must adhere to the following:

☐ The program must provide information to students about prohibitions on concurrent program enrollment and out-of-program course enrollment. Programs must note this in recruiting materials, in recommendations of admission, on the program website, program handbook, and program orientation.

☐ Please see Appendix E for links and Appendix F for language for a specific non-pooled program template for a recommendation of admission letter and a general template for a program handbook. The program faculty/staff must provide details on this and any other program policies in the program handbook in in at least following areas: satisfactory
progress (good standing) requirements, ways to return to good standing, and a program grievance process if one does not already exist.

☒ The program communicates to students each semester prior to course enrollment the expectation that students can enroll only in program courses and not in courses outside the approved, prescribed curriculum.

☒ For students who enroll in the non-pooled program and then decide they want to pursue traditional/101 programs that allow dual enrollment, the program must help the student transfer to a different program(s) that allow such activity.