



July 28, 2017

Dr. Gary Miller
Chancellor
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Chancellor Miller:

Attached is the Quality Initiative Report (QIR) Review evaluation information. University of Wisconsin-Green Bay's QIR showed genuine effort and has been accepted by the Commission. The attached reviewer evaluation contains a rationale for this outcome.

Peer reviewers evaluate all the QIRs based on the genuine effort of the institution, the seriousness of the undertaking, the significance of scope and impact of the work, the genuineness of the commitment to the initiative, and adequate resource provision.

If you have questions about the QIR reviewer information, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org).

Higher Learning Commission



FORM

Open Pathway Quality Initiative Report

Panel Review and Recommendation Form

The Quality Initiative panel review process confirms or questions the institution's effort in undertaking the Quality Initiative proposal approved by the Commission. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Name of Institution: University of Wisconsin - Green Bay

State: WI

Institutional ID: 2052

Reviewers (names, titles, institutions): Dr. Rodney Custer, Black Hills State University

Dr. Anne Drougas, Professor of Finance/Department Chair of Accounting & Finance, Dominican University

Date: 30 July 2017

I. Quality Initiative Review

- The institution demonstrated its seriousness of the undertaking.
- The institution demonstrated that the initiative had scope and impact.
- The institution demonstrated a commitment to and engagement in the initiative.
- The institution demonstrated adequate resource provision.

II. Recommendation

- The panel confirms genuine effort on the part of the institution.

The panel cannot confirm genuine effort on the part of the institution.

III. Rationale (required)

The institution adopted a Quality Matters (QM) project to improve the quality, consistency, and inclusivity of its online and hybrid courses. The institution demonstrated the seriousness of their initiative by partnering with a nonprofit organization with a proven track record for certifying and customizing quality assurance programs within these courses. In addition, to address concerns regarding diversity, inclusivity, and the needs of underrepresented minority (URM) students at the institutions, the initiative ambitiously attempted to customize an established equity scorecard, hoping to couple QM course certification with improving student achievement.

The institution also demonstrated commitment to and engagement in the project initiative. The Office of the Provost, the Office of Institutional Research and Advancement, and multiple task forces worked collaboratively to engage faculty and staff with pooling resources for pedagogical design and the development of common learning objectives. The initiative involved faculty via an application process, inviting faculty to serve in either a beginner's cohort ("starters") or advanced cohort, depending upon faculty skillset and online teaching experience. Despite severe budget cuts, the institution preserved institutional memory via the Starters-Advanced cohort model and by working with the Center for the Advancement of Teaching and Learning. A pre-test/post-test statistical study provided important feedback to all relevant offices and campus constituencies, for assessment and continual improvement.

The institution provided adequate resources for this project, despite academic restructuring, budget shortfalls and the loss of key personnel. Participation in HLC academies and seminars helped the institution develop its own "collaborative, collegial, continuous, and centered" assessment tools to continually assess equity gaps in online/hybrid courses and to preserve institutional knowledge.