4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A The institution ensures the quality of its educational offerings.

4. A. 1. The institution maintains a practice of regular program reviews and acts upon the findings.

UWGB has conducted regular program reviews of academic programs for over 20 years. [PROVOST_APRSOA]. Programs also are required to review the major's learning outcomes, assessment plans, and recent results from student learning outcomes assessments [PROVOST_Assessment]. Accredited programs also prepare self-studies in accordance with the guidelines and schedules required by their accrediting bodies. Work is being done to update the procedures for academic program review, but it is not ready to be approved yet.

Program reviews evaluate the effectiveness of programs and suggest appropriate modifications based on these findings. The process of academic program review begins with faculty members of the academic program writing a self-study that addresses core issues. All units have access to data dashboards [PROVOST_ISE_Academic Plans_2021-05-24] maintained by the Office of Institutional Strategy & Effectiveness (ISE) that provide regular enrollment updates by college and program. The Academic Affairs Council (AAC) or the graduate Academic Affairs Council (GAAC) and the program's academic Dean review the self-study. The self-study, the AAC's review, and Dean's review are available online under their respective program at a site maintained by the Assessment Coordinator PROVOST_Assessment_German]. The scope of academic program review has recently expanded to include several new majors, master's programs, and the addition of our locations in Manitowoc, Marinette, and Sheboygan. As the array of master's programs has grown, establishing regular routines and appropriate information resources has become more critical.

Our locations in Manitowoc, Marinette, and Sheboygan originally followed the program review cycle from the UW Colleges Office of Academic Affairs. However, since the conclusion of the UWCX Restructuring Project [UWS_UWCX Restructuring Project_2018] (Project Coastal [UWGB_Project Coastal_2018]), the faculty, staff, and students at the additional locations have been integrated into the regular operations of UW Green Bay [UWGB_HLC_Multi-locationVisit_InstReport_UWGB_Final], and all programs follow the same schedule of review. Each academic department was reviewed on a three-year cycle with all departments within a division

4. A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

UWGB complies with UW System Administrative Policy 135 UW System Undergraduate Transfer Policy [UWS_SYS 135_ Undergraduate Transfer Policy], which regulates the transfer of credit based on institutional and programmatic accreditation standards. UWGB works diligently to award credit for general education courses and to use those courses in a students' general education plan. In determining

equivalencies for incoming transfer courses, decisions are made both in the Registrar's Office and in conjunction with the faculty chair or designee of each academic department. All domestic transfer credit must come from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA). All degree-seeking students must meet UWGB's residency requirements for both the institution and academic program.

On July 1, 2018, the former UW Colleges locations in Manitowoc, Marinette, and Sheboygan officially became campuses of UW-Green Bay. During the subsequent academic year, UW-Green Bay converted the academic records of active students at these locations in the UW-Green Bay academic records. A certain number of students from the UW-Colleges Online were also assigned to UW-Green Bay and had academic records converted. To accomplish this task, UW-Green Bay used the existing transfer equivalencies for UW-Colleges courses post enrollment to UW-Green Bay records. Courses converted from UW Colleges count as UW-Green Bay resident credit and are included in G.P.A. calculations. Test and other credit that had initially been transferred to UW Colleges was re-evaluated using UW-Green Bay policies and procedures. In all cases, students were "held harmless", meaning that steps were taken to ensure no students lost any credits in the conversion process, and no students lost any credits towards their degrees.

UWGB awards graduate transfer credits according to institutional transfer standards. Graduate credits are transferred at the discretion of the graduate department and only credits applied directly to the student program are transferred. Generally, no more than 15 graduate transfer credits may be applied to a graduate program, with some programs accepting fewer.

UWGB allows students to earn credit for experiential learning, called Credit for Prior Learning [REGISTRAR_Testing_Credit for Prior Learning]. Students may earn credit for specific UWGB courses through institutional challenge exams and portfolios. Additionally, UWGB accepts passing scores on national exams (e.g., Advanced Placement (AP), CLEP, DSST, International Baccalaureate) for credit. All credit for prior learning is organized through the Coordinator of Testing Services based in the Registrar's Office, and the faculty of each department have authority over what credit is awarded based on completion of a particular option. Each option has specific principles that must be met to earn credit for prior learning. For example, students must achieve minimum scores on AP exams to receive credit and the amount of credit awarded can vary depending on the score achieved.

In addition, UWGB complies with the State of Wisconsin Act 59 [UWS_Act 59_Memo_01.11.19] and UW System guidance [UWS_Act 59_ACE Guide Guidance Memo] regarding acceptance of military credit, and therefore follows the American Council on Education (ACE) recommendations for accepting military credit. Meanwhile, credits earned outside the United States, unless earned at an institution that holds US regional accreditation, must be evaluated by a third-party evaluator that is a National Association of Credential Evaluation Services (NACES). Educational Credential Evaluators (ECE) and World Education Services (WES) are the most common examples. Where applicable, foreign credits transferred must come from an institution recognized by the Ministry of Education in that country.

The UW System maintains the Transfer Information System (TIS) [UWS_Transfer Credits_Transferology], through which UWGB complies with the state process for submitting transfer equivalency information. The TIS system is accessible online; through it, students can determine how credits taken at one institution will transfer to another. In 2020, the TIS system will be discontinued, and all UW System schools will be required to use Transferology, a CollegeSource product.

UWGB complies with UW System Policy 140 Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts [UWS_Articulation Agreements Between UW System Institutions And WTCS Districts] when creating inter-institution articulation agreements. The process for

developing an articulation agreement is described in the Curriculum Guide [PROVOST_Curriculum Guide_Establish an Articulation Agreement] maintained by the Provost's Office. Agreements are arranged and created by the faculty or department chair who then collaborates with the Provost's Office and the Registrar's Office. In addition to articulation agreements, UWGB has several Transfer Guides for the Wisconsin Technical College System schools that are accessed through the Admissions transfer website [ES_Admissions_Credit Transfer].

All courses taken on approved Study Abroad programs receive UWGB course numbers, UWGB credits, and UWGB grades which appear on students' transcripts. All grades are factored into students' GPA's.

- Coursework completed abroad will appear as graded credit on students' UWGB transcripts
- Grades issued by host universities will be converted to UWGB's U.S. credit and grade scale after the foreign transcript is received by the Office of the Registrar

Many study abroad courses are pre-approved and assigned UWGB course numbers and credits (example: all 299 and 499 course designations). Courses that have not been pre-approved must go through the course alignment process to be assigned equivalent UWGB course numbers and credits. This alignment process is completed prior to students' departure in partnership with faculty advisors, department chairs, the Office of International Education, and the Office of the Registrar. Once the alignment process is completed and transcripts are received from the host institution, courses and grades are recorded on the students UWGB transcript.

4. A.3. The institution has policies that ensure the quality of the credit it accepts in transfer.

As noted in 4.A.2, UWGB assures the quality of transfer credit by complying with UW System Administrative Policy 135 UW System Undergraduate Transfer Policy [UWS_SYS 135_ Undergraduate Transfer Policy]. These policies allow transfer of credit when work is completed at an U.S.-based institution that is accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA). Credit completed outside the U.S. A. must be completed at an institution recognized by the Ministry of Education in that country. Third-party evaluation by an organization recognized as a National Association of Credential Evaluation Services (NACES) member is required before credit will be posted to the UW-Green Bay record. Courses must be of similar nature and level to that of relevant UWGB courses. Program chairs and faculty experts review individual courses to ensure course equivalency before awarding credit.

4. A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

UWGB's Curriculum Planning and Procedures Guide describes the process for curriculum approval procedures, from developing new courses [PROVOST_Curriculum Guide_Develop a New Course Offering] to the establishment of new degrees [PROVOST_Curriculum Guide_Establish New Degree].

Course modifications and curriculum planning involve faculty and respective unit Executive Committees under the leadership of the unit chairperson.

All new course proposals must identify student learning outcomes, course description, credit hours, required and/or recommended pre-requisites, resource/facilities requirements, and supporting documents. Courses are vetted by the respective unit Executive Committees, Dean, the General Education Council (GEC), and the Academic Affairs Council (AAC) or the Graduate Academic Affairs Council (GAAC), as appropriate. Final approval of courses occurs at the provost level.

All new degrees go through an extensive process involving approval and/or recommendation from numerous university committees, including the Faculty Senate as well as UW System. This process also includes review of the degree proposal by two outside consultants who have experience with a degree program similar to the one being proposed.

The Registrar assigns course numbers according to the level of instruction: 100-200 numbers indicate lower-level support courses, 300-400 numbers indicate upper-level undergraduate courses, 500-700 numbers indicate master's level courses, and 800-900 numbers are reserved for doctoral level courses.

The Associate Provost for Academic Affairs has administrative leadership for programs and services that impact student learning and instruction, such as curriculum development processes and academic program review. The authority and assurance of expectations for student learning fall within his purview. Faculty governance also exercises leadership around curriculum. For example, the General Education Council (GEC) [SOFAS_GEC_Charge] was instrumental in developing and approving the revised General Education program [REGISTRAR_Catalog_general-education] implemented in fall 2014.

UWGB has expended significant effort and resources at improving the development and quality of student learning outcomes by academic programs since the 2007 HLC accreditation review. The position of Special Assistant to the Provost for Institutional Assessment was created in 2012 to assist in developing a repository of student learning outcomes for each program and enhance departmental efforts in development or refinement of program outcomes. Three different faculty members occupied this position between August 2012 and August 2015. Due to resource limitations and position description changes, the position was suspended in late 2015, and the Associate Provost oversaw assessment until summer of 2020. Starting in fall of 2020, an Assessment Coordinator position, occupied by a faculty member, was created to resume duties related to assessment.

All undergraduate courses have learning outcomes that are listed on course approval forms and in course syllabi. Learning outcomes for general education courses are listed in the Academic Catalog, and program outcomes for undergraduate majors [PROVOST_Assessment_UndergraduateLearningOutcomes] and graduate programs [PROVOST_Assessment_GraduateLearningOutcomes] are available on the Assessment website [PROVOST_Assessment]. Additionally, until 2018, each program had an annual Assessment Plan and Assessment Report. It should be noted that in 2018-2020, this processed was halted while Programs were asked to review their learning outcomes and create a map of curricular outcomes. A revised process for program learning outcomes assessment will be implemented in spring of 2021. All graduate and undergraduate courses have learning outcomes that are listed on course approval forms and in course syllabi. Programmatic Assessment Plans and Reports through 2017 are published on the Assessment website. UWGB has established syllabus guidelines [PROVOST_Syllabi Guidelines - Faculty Resources] that include a template for new courses as well as resources for faculty.

When our locations in Manitowoc, Marinette, and Sheboygan were part of the UW Colleges, they also reviewed student learning outcomes for programs and courses. Each academic department also engaged in discipline specific assessment. The data collection and those outcomes were all managed within the

department. The Office of Institutional Effectiveness, Assessment, and Research had access to the departmental reports and always included those in the Colleges-wide assessment reporting.

Faculty, staff, and students have access to the UWGB Libraries, with its four locations. The UWGB Libraries are managed by the Director of Libraries. Information Technology, which includes Academic Technology Services, IT Help Desk, information systems, network services, and information security, is managed by the Chief Information Officer.

Numerous science labs are taught each semester. The Dean and respective department chairs are responsible for their science labs. An institutional Safety Manager [SAFETY_Safety & Environmental Management] oversees safety related to science labs with assistance from two chemical hygiene officers and two laboratory managers. Examples of areas covered by the Safety Manager include annual review of lab safety practices, maintenance of chemical spill kits, and required laboratory safety training [UWGB_Laboratory Safety] for people using the labs.

The hiring authority for all positions at UWGB is the Chancellor, who has delegated authority to cabinet-level area leaders, including the Provost. Area leaders oversee the hiring process [HR_Policy-for-Recruitment-and-Hiring] and approve recommended hires and conditions of appointment. The Position Review Committee authorizes recruitment for all positions. In Academic Affairs, unit Executive Committees define the qualifications of the positions, subject to approval by the Dean and Provost. Recruitment committees, consisting of faculty, staff, and sometimes student and community members, recruit faculty and instructional academic staff and participate in all aspects of the recruitment process, with assistance from Human Resources.

Faculty appointments have the following titles: Professor, Associate Professor, Assistant Professor, and Instructor. UWGB complies with the Higher Learning Commission Faculty Qualifications [SOFAS_FacultySenate_FacultyQualifications_2016-02-24] requirements to ensure quality instruction. As an Affirmative Action and Equal Employment Opportunity Employer, UWGB is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. UWGB's hiring practices aim to provide diversity in applicant pool and ensure equal consideration for all applicants.

The performance of each faculty member is reviewed on a regular basis. The Faculty Handbook specifies review procedures and timelines for Tenure, Promotion, and Merit [SOFAS_Faculty Handbook_2020_Reviews]. The Provost and respective Dean oversee merit reviews, promotion, and renewal. The Provost, on the recommendation of the appropriate Dean and graduate program Executive Committee, appoints qualified faculty to graduate faculty status. In 2017, UWGB adopted an annual review policy for all faculty. UW System Board of Regents policy also requires UWGB to conduct periodic post-tenure reviews [SOFAS_Faculty Handbook_Post-Tenure-Review-Policy].

Dual Credit Courses

Dual credit - College Credit in High School (CCIHS) - courses are offered through UWGB for courses that follow all policies and approvals and are cataloged UWGB courses. In 2019-20, approximately 133 dual credit courses were offered. The Executive Director of K-12 and Community Relations, in the Division of Continuing Education and Community Engagement, oversees dual credit courses [CECE_College Credit in High School (CCIHS)]. UWGB has membership in the National Alliance for Concurrent Enrollment Programs (NACEP) and processes at UWGB are aligned with NACEP standards [CECE_CCIHS_Faculty-Liaison-Responsbilities-and-Best-Practices]. Such processes and procedures ensure the rigor and equivalency of all dual credit courses.

UWGB ensures that equivalent pre-requisites are used in dual credit courses. For example, students enrolling in campus-based Spanish 202 [CAHSS_SPANISH_202_SPRING2021] or German 202 [CAHSS_GERMAN_202_SPRING2021courses must have completed three years of high school courses in that language. CCIHS students are also required to have completed at least three years of high school language classes before enrolling in a 200-level language offering. All CCIHS course syllabi must include learning outcomes that match UWGB student learning outcomes. Credential documents are required of all dual credit instructors and are reviewed by the CCIHS Program Specialist and then vetted by the appropriate UWGB department chair or designee. Each high school instructor is assigned a UWGB faculty liaison, who works closely with the instructor and assures sufficient rigor of the dual credit course through a discipline specific orientation, evaluation of course assessments, and observation of instruction.

To meet HLC faculty qualifications outlines in Assumed Practice B.2., UWGB has completed a full audit of all CCIHS instructors, including transcript evaluation, review of academic presentations, and other non-institutional learning by department chairs. In fields where appropriate, such as Modern Languages, UWGB has employed a graduate field test to determine if instructors have the required knowledge and skills to teach their field. Instructors who need additional graduate level work received the results of their audit. UWGB is collaborating with other UW System institutions to provide access to graduate level coursework through Graduate Credit Quest [CECE_CCIHS_Earn Additional Graduate Credits]. All concurrent enrollment instructors and syllabi who were previously vetted by the former UW Colleges have gone through a complete evaluation by UWGB department chairs to ensure full compliance with Assumed Practice B.2. Instructors currently teaching under provisional approval will be required to become fully approved by September 1, 2022, as stated in the UWGB extension request.

CCIHS staff are involved in student registration and ensure that students enrolled in dual credit courses receive a university identification number, username, and password that allow access to resources such as the Cofrin Library, Student Information System (SIS), and department resources.

4. A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

The following programs at UWGB are accredited and/or approved by specialized agencies:

- *Arts & Design* - The Bachelor of Art in Art and Bachelor of Art in Design Arts are accredited by the National Association of Schools of Art and Design (NASAD) [CAHSS_Art_NASAD Accreditation]. This voluntary accreditation is a measure of program quality. These programs were last reviewed for accreditation in 2013 and are due for a site visit in 2021.
- *Chemistry* - Two emphases within the Bachelor of Science in Chemistry program - Chemistry and Environmental Chemistry - are approved by the American Chemical Society (ACS) [CSET_Chemistry_ACS_APPROVEDLETTER_2017-07-5] Students graduating from this program are award a degree certified by ACS. This approval was last renewed in 2011.
- *Education* - The department has been approved by the Wisconsin Department of Public Instruction (DPI) to offer 27 different teacher licenses. This approval was renewed in 2015 for a five-year period. New requirements for teacher licensure in Wisconsin are the Foundations for Reading Test (FoRT) for education major and the Educator Teacher Performance Assessment (edTPA) for education major and minor. The department has implemented processes for students to successfully meet these mandates. The department is currently going through another education licensing accreditation process due to changes in Wisconsin's teaching licensing administrative codes.

- *Health Information Management and Technology* (HIMT) - The HIMT program is <u>accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) [CHESW_HIMT_CAHIIM Accreditation 2015Apr10 (2) (002)]</u> and submits annual reports (APAR) to CAHIIM. It was last reviewed for accreditation <u>in</u> 2015 and is due for a visit in 2025-2026.
- *Human Biology* - The Bachelor of Science in Human Biology emphasis in Nutritional Sciences and Dietetic Internship Program are <u>accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) [CSET_Nutrition_ACEND]</u>. This accreditation is necessary for students to be eligible for dietetic internships and to become a Registered Dietitian Nutritionist (RDN). The dietetic internship has a 98.3% first-time pass rate for the RDN exam. Accreditation was last received in 2011 and is due for a site visit in fall of 2020.
- *Music* - The Bachelor of Arts, Bachelor of Music, and Bachelor of Music Performance have <u>accreditation from the National Association of Schools of Music (NASM) [CAHSS_Music_NASM Letter of Approval 2014]</u>. This voluntary accreditation provides a way to demonstrate program quality. Accreditation must be reviewed every ten years and was last received in 2012.
- *Nursing* - The Bachelor of Science in Nursing and Master of Science in Nursing Leadership & Management are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the State Board of Nursing. The reaffirmation of <u>BSN</u> <u>program's accreditation</u> [CHESW_Nursing_CCNE Accreditation BSN official] and the <u>initial accreditation of MSN program</u> [CHESW_Nursing_CCNE Accreditation MSN] were earned in 2015.
- *Social Work* - The Bachelor of Social Work and Master of Social Work are accredited by the Council on Social Work Education (CSWE). This accreditation is required for certification and licensure as a social worker. The <u>BSW program was granted reaffirmation of accreditation in 2014 [CHESW_BSW_CSWE Accreditation Letter 2-2014 BSW]</u>. Prior to 2015, the MSW program held accreditation as a collaborative program with UW Oshkosh. UWGB launched an independent MSW program in 2015. It was reviewed for accreditation in that year, and <u>CSWE reaffirmed accreditation for the MSW [CHESW_MSW_CSWE Accreditation-OFFICIAL COA LETTER MSW]</u>, effective with the start date of 2015. The BSW & MSW Programs' self-study for reaccreditation by CSWE will be submitted by April 1, 2022.
- *Engineering Technology* – The Bachelor of Science in Engineering Technology is pursuing accreditation from the Accreditation Board for Engineering and Technology (ABET). The program will have a site visit in fall of 2020.
- *MS Athletic Training* - UW-Green Bay is currently seeking accreditation for their new Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2020. Submission of the self--study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.
- *MS Nutrition and Integrated Health* - Our future master's program is officially in the process of seeking full accreditation status through our national accrediting body, The Accreditation Council for Education in Nutrition and Dietetics (ACEND). We were successfully accepted into the Cohort 3 Future Education Model Demonstration Program. This program allows us to work closely with ACEND staff as we finalize our graduate program curriculum, complete our self-study, and host an ACEND site visit to obtain full accreditation status for our master's program.
- *The Austin E. Cofrin School of Business* - Is pursuing accreditation from the Association for the Advancement of Collegiate Schools of Business (AACSB) for its Bachelor of Business Administration (e.g., Accounting and Business Administration), its Master of Science degrees (i.e., Management), and its Master of Business Administration (i.e., executive Impact MBA).

UWGB has evaluated the success of its graduates for over 20 years. Three offices on campus collect and analyze employment and graduate-school outcomes. Since the Higher Learning Commission last reviewed UWGB, these offices have worked together to clarify their roles and avoid duplication.

The Office of Testing Services & Assessment surveys graduates [REGISTRAR_Testing_Comprehensive-Report-2020] just prior to their graduation and again after three years. Although these surveys collect employment and graduate school data, their central purpose is collecting indirect assessment data and satisfaction measures. For example, the Alumni Survey asks respondents to evaluate their educational experiences and achievement of learning outcomes. Academic programs reflect on these results through the program review process [PROVOST_APRSOA]; each program writing a self-study receives survey results from its majors from the Office of Testing Services & Assessment.

Career Services conducts a "first-destination" survey of students to record their placement during the first year after graduation. Campus-wide and major-specific reports [ES_Career Services_First Destination Report_2020] are available online for the most recent year and for each cohort extending back to 2007. UWGB's first-destination data reflect positive outcomes for recent graduates. Of the 862 respondents to the 2020 survey, 86.5% reported that they were either employed or continuing their education. Among the 862 respondents who indicated the geographic region in which they were employed, 88.3% were employed in Wisconsin. Of the 551 who responded to the question "My undergraduate experience at the University of Wisconsin – Green Bay prepared me for the next step in my career path," 81.5% selected Agree with 34.3% chose Strongly Agree, and 47.2% chose Agree.

The Alumni Office, under the direction of University Advancement, also maintains records of graduates' employment. Academic units can access contact information for alumni to conduct focused assessments, although most units tend to use the survey results described above.

The U.S. Department of Education has exerted pressure on universities to improve data collection relating to outcomes and has begun to provide additional tools for schools. In 2015, the Department implemented the College Scorecard [US_DOE_UWGB_College Scorecard]. The scorecard contains two items that measure long-term success. The average salary of graduates in the first year after graduating shows that students from UW-Green Bay earn between $24,000 and $66,000. Our graduation rate, students graduating within 8 years of entering UWGB, is 54%. The second measure of long-term success is the percent of students with federal loans who have begun to pay off that debt after leaving school or graduating. Forty-seven percent of undergraduate students borrowed federal loans to help pay for college. The median total debt after graduation for our students varies by field of study and ranges from $16,172 to $26,761.

4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

In 2017, UWGB adopted seven Institutional Learning Outcomes (ILOs) [PROVOST_ILOs_2017-03-30]. The University Accreditation and Assessment Committee (UAAC) developed these outcomes with the purpose of explicitly linking the new General Education program with the primary themes of UWGB's Select Mission as identified in the MLLO Project [PROVOST_MLLO]. The Faculty Senate approved the following Institutional Learning Outcomes in March 2017:

Upon completion of their education at the UWGB, students will have:

1. demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrated **broad and integrative knowledge** across a variety of fields of study.
3. developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
4. engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.
5. demonstrated **engaged citizenship** in the United States and the world.
6. developed an understanding of and appreciation for environmental and cultural **sustainability**.
7. demonstrated the ability to **identify and address problems** from an **interdisciplinary perspective**.

At the top level, the university's processes for assessment are guided by the University Assessment Plan [PROVOST_Assessment], which is broken into four areas: academic programs, general education, co-curricular programs and resources, and innovations in teaching and learning. Each area follows the same basic cyclical assessment process, which begins with identifying measurable outcomes and ends with making evidence-based improvements.

Academic Program Review

The academic program assessment cycle runs in tandem with that program's seven-year review cycle. Programs are required to submit an assessment plan every seven years, and an annual update each year within the cycle, including a status update report midway through the cycle. The program assessment plan must include student learning outcomes, defined assessment methods, evidence, and describe the use of results. The plan is described in the Procedures for Academic Program Review and Student Learning Outcomes Assessment [PROVOST_Assessment]

To ensure a comprehensive approach to program assessment, the university engages academic programs in assessment annually. Traditionally, academic programs assessed at least one program outcome each year. The plan identified persons responsible and student groups assessed as well as direct and indirect measures used to determine program outcome achievement. Results included the evidence/findings, and plan for how the data is used for ongoing curricular improvement. The results of this assessment are submitted to the department of Institutional Strategy and Development and are available for public review on the University Assessment Plan website. Assessment was on hold from 2018-2020 but will resume in spring of 2021. Between 2018 and 2020, the Associate provost for Academic Affairs asked programs to review their Student Learning Outcomes and to develop curricular maps. In addition, working groups reviewed and made recommendations on both Academic Program Review [PROVOST_Program Review Recommendations_2019] and Student Learning Outcome Assessment [PROVOST_Assessment Plan

Recommendation_2019]. In addition, the University Accreditation and assessment Committee (UAAC) made recommendations for the reform of assessment [PROVOST_UAAC_Assessment Proposal_Memo_Draft_2020-02-17]. In 2020, the provost appointed an Assessment Coordinator to develop and implement a new Assessment Plan [MARKETING_Inside_Valerie Murrenus Pilmaier named UW-Green Bay assessment coordinator_2020-09-15]. In 2021, the University completed a Comprehensive Program Review of all of its undergraduate programs [PROVOST_CPR Final Report_2021-05-07].

In addition to the annual academic program assessment, several programs receive accreditation from outside bodies that include additional assessment requirements. For example, the Social Work program is accredited by the Council on Social Work Education (CSWE), and the Nursing program is accredited by the American Association of Colleges of Nursing, Commission on Collegiate Education (CCNE). The Music program is accredited by the National Association of Schools of Music (NASM).

General Education Assessment

General education assessment follows a similar pattern to program assessment but focusing on General Education learning outcomes [PROVOST_OIRA_Bench Mark Assessment Results Sustainability Perspectives 2014-2016] rather than program-level learning outcomes. In the 2018-2019 and 2019-2020 academic years, no General Education assessment was carried out, due to the process needing to be revised after bringing in the additional locations. Prior to that, General Education areas were assessed on a rotating basis over two years [PROVOST_GeneralEducation-AssessmentTimelineWebsite]. Beginning in spring of 2021, all general education will be assessed for one of their learning outcomes on a three-year cycle each spring and assessed in regard to the Institutional Learning Outcomes each fall on a three-year cycle.

Academic Assessment at the Additional Locations

Prior to joining with the University of Wisconsin – Green Bay, additional locations at Marinette, Manitowoc, and Sheboygan followed the UW Colleges assessment plan, which was overseen by the Senate Assessment Committee (SAC) and was done in many ways. Institutional assessment focused on five main proficiencies: Analytical Skills, Quantitative Skills, Communication Skills, Aesthetic Skills, and Intercultural Skills. Each proficiency contained multiple sections and rubrics so each department could easily select an assessment tool that best fit their courses. Institutional assessment was completed yearly, and each proficiency was assessed on a 2–3-year cycle. Institutional assessment data from the UW Colleges is available up through Fall 2018 (reports include all former UW Colleges campuses, not just Manitowoc [MANITOWOC_Assessment_Fall 2018 Assessment Summary], Marinette [MARINETTE_Assessment_Fall 2018 Assessment Summary], and Sheboygan [SHEBOYGAN_Assessment_Fall 2018_Assessment Summary] campuses).

Departmental assessment was also completed yearly by each department. Topics, tools, and rubrics were selected by each department individually such that other useful assessment data could be collected outside of the institutional assessment data. Departmental assessment data is available up through Fall 2018 (reports include all former UW Colleges campuses, not just Manitowoc, Marinette, and Sheboygan campuses).

The Future of Program and General Education Assessment at UW-Green Bay Across Locations

During the 2018-19 academic year, the Associate Provost and Director of Institutional Strategy and Effectiveness convened a workgroup of faculty and staff to develop a new assessment process that would engage all four campuses. Historically the University's program assessment plan was primarily

centralized under the direction of the Provost's office. Each year programs would generate an assessment plan and subsequent annual report that, taken individually, lacked a more comprehensive programmatic view. While well intended, this approach was unwieldy and failed to realize its goal of a meaningful, efficient program assessment.

In addition, the HLC promoted the value of decentralized approaches to program assessment that placed greater responsibility for program assessment with the colleges and co-curricular divisions. The result was a proposal to shift the responsibility for program assessment to the colleges to develop more relevant interdisciplinary and/or disciplinary assessment procedures. The previous annual reporting procedures limited program's ability to plan a more holistic, multi-year approach that provided greater likelihood to "close the loop". The proposed decentralized assessment procedures provide greater flexibility, a multi-year approach to assessment with built in opportunities to recognize potential program and curricular improvements.

In addition to a more robust program assessment plan, a decentralized approach promotes shared responsibility for program improvement among faculty, staff, and the Dean. In the prior approach, the Associate Provost or Director of Institutional Strategy and Effectiveness would be responsible to review over 50 program assessment reports making it difficult to provide meaningful feedback. Using a decentralized approach places greater responsibility for meaningful program assessment among those most equipped to propose meaningful program improvements. This approach also recognizes the extensive nature of external accreditation procedures.

General support for the decentralized approach was noted at a UAAC meeting (9/30/2019) [PROVOST_UAAC Minutes_2019-09-30], and a draft of a detailed assessment proposal [PROVOST_UAAC_Assessment Proposal_Memo_Draft_2020-02-17] was endorsed by the UAAC at a meeting on 04/29/20. Several issues and recommendations were:

- Colleges develop an assessment committee that would oversee and coordinate assessment.
- Program assessment is a written expectation of program chairs.
- Support and professional development (e.g., best practices) for program assessment be provided.
- Appropriate records of program assessment be collected and published on the Assessment website.
- The current Assessment structure is not nimble nor effective.
- General Education Assessment would remain with the General Education Council (GEC).
- Programs with national accreditation may be allowed to use these reports to satisfy the university program assessment.
- A University Assessment Committee may review college or division level assessments, develop rubrics that may be used by programs, select annual assessment themes, and/or coordinate assessment resources. Such a committee would include representatives from CATL, ISE, GEC chair, 1-2 college level representatives and 1-2 co-curricular division representatives.

In fall of 2020, an Assessment Coordinator position was created to resume assessment activities. An informal University Assessment Committee will convene starting in spring of 2021, and they will help the Assessment Coordinator to oversee assessment activities in the programs and divisions. Each year, all courses will be assessed for programmatic learning outcomes as well as Institutional Learning Outcomes. The implementation of a three-year cycle of assessment enables longitudinal data to be collected, which will lead to the ability to "close the loop" more effectively.

Facilitation and Assessment of Innovations in Teaching and Learning

Although it is important to talk about assessment of academic programs and General Education distinctly, central to the UW-Green Bay academic experience is a commitment to innovation in teaching and learning. The Center for the Advancement of Teaching and Learning (CATL) has primary responsibility for supporting and assessing such innovation. That assessment is also carried out on the seven-year cycle described in earlier sections.

CATL supports many discrete and ongoing programming efforts designed to promote pedagogical innovation and its assessment. For example, they host one-time workshops (e.g., Learning Assessments in Large Classes) and short-term reading groups (e.g., leading new faculty in a discussion of *Small Teaching*), along with an annual Instructional Development Institute that features a keynote presentation and workshops on teaching and learning. The IDI typically hosts more than 100 participants, and many presenters are from our own campus, as can be seen in the 2020 IDI program [PROVOST_CATL_InstructionalDevelopmentInstitute2020Program]. In terms of longer-term professional development opportunities, CATL runs an Online Teaching Fellows [CATL_Online Teaching Fellows] program for instructors to learn and then demonstrate their ability to create high-quality instructional materials or experiences in an online environment. They also have year-long communities of practice around specific teaching and learning themes (e.g., Teaching with Transparency [CATL_Cowbell_"Teaching with Transparency" 2018-19 Community of Practice], First-Year Experience [CATL_FYECoP], Equity Gap [CATL_Cowbel_"Mitigating Equity Gaps" 2020-21 Community of Practice]), and a campus Teaching Scholars [CATL_UWGB Teaching Scholars] program in which chosen participants design and implement a Scholarship of Teaching and Learning (SoTL) project during the year (See Director Reports for additional details about programs and assessment results). The results of such initiatives provide compelling assessment evidence of instructional innovation [CATL_Report_18_19]. For example, a team of recipients of a CATL Online and Hybrid Program Development Grant created as a part of their project a rubric [CATL-WritingEmphasisRubric-Kain] for evaluating student writing in campus "Writing Emphasis" classes and other areas of the curriculum; its use was later endorsed by the Faculty Senate. Looking more specifically at student learning outcomes, research related to the Equity Gap Fellows Program showed a post-intervention decrease in course GPA gap [CATL_Report_17_18]. A CATL initiative related to ePortfolios resulted 74 students across 4 different classes and departments engaging in that high-impact practice [CATL_Report_18_19].

One initiative worthy of receive special attention around innovation in teaching and learning is the NASH T3 High Impact Practices (HIPs) grant [MARKETING_Inside_UW-Green Bay is one of five UW institutions to share NASH grant_2017-12-04]. With leadership from CATL and Academic and Student Affairs professionals, teams from across campus worked on the implementation and assessment of high-impact practices aimed at improving equity in the areas of undergraduate research and community-based learning. Preliminary results for History [UWGB_NASH Presentation_History_2020-03-02] and Psychology [UWGB_NASH Presentation_Psychology_2020-03-02] were shared at a UW System event in February 2020. One result of the NAS grant was the decision to appoint a HIPs Coordinator [MARKETING_Inside_Prof. Kuenzi named high-impact practices coordinator_2021-01-28].

Co-curricular Assessment

"Divisions that provide academic- and student-support services" are also asked to submit a division assessment plan that follows the same pattern as the above areas, however most assessment is carried out at the unit/departmental level below the divisional level. The Writing Center keeps records of each session with a student. The Learning Center, which provides academic tutoring, administers satisfaction surveys at the end of each semester. The UWGB Libraries collect evidence on an ongoing basis, which is reflected in their Annual Snapshot [PROVOST_Assessment_Library Annual Snapshot_2018]. The Office of Residence Life conducts a biennial Resident Satisfaction Survey [UISA_Residence Life_Overview of Assessment of Learning Outcomes], SkyFactor Benchworks, through a contract with SkyFactor

Macmillan New Ventures (formerly Educational Benchmarking Inc.) and have longitudinal data back to 2006. They also administer smaller surveys related to specific events/activities or procedures such as room selection. The Office of Student Life regularly performs assessments on the programs they offer, often in the form of surveys of participants.

4.B.2. The institution uses the information gained from assessment to improve student learning.

Academic Program Improvement

While we are unable to discuss all the ways academic programs have used information from assessments to improve student learning, we will provide a few examples here. The Education program's assessments have shown that the pass rate of UWGB pre-service teachers of the Foundations of Reading exam is below the state average. Efforts to improve the pass rate include using one-time funds to purchase literacy education materials specifically to help with the FoRT exam in 2017 [PROVOST_Assessment_Education_2017-2018], beginning a new partnership with area elementary schools for the literacy and language development field placement in Spring 2018, hiring a literacy specialist assistant professor in Fall 2018 [PROVOST_Assessment_Education_2018-2019], training for the literacy faculty member by a national expert on the FoRT exam, and participation on the UW System FoRT Initiative working group. In Spring 2018, the Economics program found that only 36% of students met the departmental standard for the assessed learning outcome in ECON 302 Intermediate Macroeconomic Theory [PROVOST_Assessment_Economics_2017-2018]. The instructor believes the poor result was due to students not keeping up with understanding concepts and models throughout the semester. To improve this outcome, the course will be redesigned to include more frequent but shorter assignments due by the next class period. In 2018-2019, based on results of previous assessments, working group in Humanities developed and recommended adoption of new rubric for evaluating student performance and assessing writing learning outcomes for online writing intensive courses. Another example includes recent curricular and programmatic reforms undertaken by Public and Environmental Affairs unit in response to gaps in HIPs access in various teaching modalities. As part of the NASH grant, PEA underwent a comprehensive course survey to identify where high impact practices (HIPs) were embedded within their course and to identify any equity in access gaps to high-impact practices [UWGB_NASH_PEA_Implementation Plan]. The results of this survey [UWGB_NASH_PEA_Final Report] demonstrated significant differences in the inclusion of HIPs in course design between online and in-person course, lower-level and upper-level courses, and courses taught by ad-hocs versus tenure/tenure-track instructors. Based on these findings [UWGB_NASH_PEA_Final Report_Presentation], the unit set goals of increasing and improving their delivery of HIPs in these areas. The unit also underwent significant online course design revision to ensure equivalency between different modalities including increasing the HIPs in their online course offerings. Assessment of these goals is in progress but has been slowed down due to pandemic and pivoting to mostly online delivery. The unit also now provides some credit in merit and retention policies for the inclusion of HIPs in course design.

Co-curricular Program Improvement

In 2019, based on feedback from their user populations that it was sometimes difficult for students to visit in person for help, the Learning Center (tutoring) and the Writing Center jointly implemented Brainfuse, an online tutoring platform. Initial feedback [PROVOST_Assessment_Learning-Writing

Center_Brainfuse Assessment] on this service has been very positive. Changes made based on feedback from the Writing Center's semester satisfaction surveys [PROVOST_Assessment_Writing Center_Examples of TLC Satisfaction Survey] include extending tutoring hours later into the evening, hiring additional staffing in specific content areas, and making the tutoring request form available online. Feedback related to specific tutors was shared with that person.

In the UWGB Libraries, evidence gathered [PROVOST_Assessment_Library Annual Snapshot_2018] is used to determine staffing patterns, materials added to the collection, and improved services for learners. For example, the library added online booking of study rooms in 2018 so students could have a reserved space waiting for them during busy times in the library. Assessment of library collections influences the purchase of both print materials (ex. diverse children's books in the Instructional Materials Collection) and digital materials (ex. new database subscriptions focused on sustainability, a university-wide priority, and sports, which supports new Athletic Training and Sport, Exercise, and Performance Psychology graduate programs.) To improve access to interlibrary loan articles, the UWGB Libraries began participating in RapidILL in 2018. Statistics showed patrons to receive articles 67% faster compared to the previous year, and 39% more requests were fulfilled.

The Office of Residence Life performed a multi-variant linear regression analysis on the results of their 2019 Resident Satisfaction Survey to sort the 21 factors assessed by the survey according to priority for action, creating a priority matrix [UISA_ResidenceLife_Satisfaction Survey_Priority Matrix_Fall 2019]. Factors with high impact on program effectiveness and low performance according to the 2019 survey will receive top priority over the next two years. Several factors relating to student learning fell into this category.

The Office of Student Life continuously makes changes and improvements to their programs based on student feedback. They always ask for suggestions for themes for the UWGB Nites program, and after numerous students suggested [UISA_Residence Life_GBNites_Analysis_Feb 2020] SpongeBob SquarePants, a SpongeBob program was planned for spring 2020. Students also recommended that the Speed Friending [UISA_Residence Life_Speed Friending Surveys] event happen more often, so an additional offering was planned for the following semester. The schedule for the Emerging Leadership Experience retreat weekend was revised from fall 2019 [UISA_Residence Life_ELE 2019_Schedule] to fall 2020 [UISA_Residence Life_ELE_Weekend Schedule_2020] based on feedback from the 2019 survey [UISA_Residence Life_ELE_2019_SurveyRESULTS]. Changes included more interpersonal connection, more time working with StrengthsQuest, and less time on experiential outdoor leadership activities. They also added more content to the pre-trip meeting to begin developing interpersonal connections and learning about Strengths sooner.

4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

UWGB recognizes that to effectively measure student learning, well-defined student learning outcomes are crucial. Since our last accreditation, we have ensured that every program has a set of Program-level Learning Outcomes, and made them public on the Assessment website for Undergraduate Programs [PROVOST_Assessment_Undergraduate Programs] and Graduate Programs [PROVOST_Assessment_Graduate_Programs]. We have also made progress on making sure this information is provided to students through course syllabi, along with other important information such as course learning objectives and basic course details. As detailed in our May 2019 Progress Report [UWGB_HLC Interim Report_Syllabus Consistency_2019], we have developed a syllabus checklist and

template, which makes clear the required and recommended information to be included on each syllabus. We are in the process of making sure all faculty have updated their syllabi to meet the checklist standard. HLC has certified [UWGB_HLC Interim Report_Syllabus Consistency_Confirmation Letter2019] that we are making adequate progress on this goal. Add updates about progress after 2019-2020 academic year.

For the 2017-2018 academic year, 72.5% of undergraduate programs (29 of 40) and 62.5% of graduate programs (5 of 8) submitted their required annual assessment reports. The number of faculty and staff who participate in any given year may vary, depending on how the assessment plan applies to their work. Programs and departments are given authority to choose which learning outcomes they will be assessing. Until 2018, the university's assessment program was overseen by the University Accreditation and Assessment Council and the University Program Assessment Subcommittee. As of fall of 2020, the assessment program is overseen by the Assessment Coordinator and the University Assessment Committee [SOFAS_UAC_Charge].

In the 2017-2018 academic year, the Engineering Technology program assessed [PROVOST_Assessment_Elect-Engr-Tech_Report_2017-2018] four ABET Student Learning Outcomes through rubrics applied to term papers and oral presentations of all students completing their Engineering Technology Internship (ET 400), which gave quite a detailed picture of students' level of professional preparedness. Also in the 2017-2018 academic year, the English Composition program conducted a thorough assessment [PROVOST_Assessment_Eng-Comp_Report_2017-2018] of students' ability to write "concise, vigorously worded texts." This project included an unbiased way to select student essays from every section of English Composition (n=50), developing criteria for coding the essays, an assessor norming session, and suggestions for instructors to improve future results. The Nursing program conducts surveys of graduates [PROVOST_Assessment_BS-Nursing_Plan_2017-2018], employers and alumni about their perceptions of success on the AACN Learning Outcomes, which the program must meet to remain accredited. Survey results showed Outcome 5 on finance and policy scored the lowest, so for several years the program has assessed [PROVOST_Assessment_BS-Nursing_Report_2017-2018] all instances of learning on that outcome in four 400-level classes, including exam questions, papers, and projects. Based on the assessment, program curriculum was changed to increase instruction on this topic and results are showing improvement.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious, attainable and appropriate to its mission, student populations, and educational offerings.

Since 1993, UW-Green Bay has collaborated with UW System to produce annual accountability reports. UW System utilizes the Accountability Dashboard to track retention rates, graduation rates, and degrees conferred in an interactive platform, allowing users to compare to institutional peers and nationwide rates. In addition, UWGB's Office of Institutional Strategy and Effectiveness maintains several dashboards and a Factbook [PROVOST_ISE_Retention & Graduation] to track data.

Table 1. Retention Rates at UW-Green Bay

Cohort Year	Fall Cohort	Retention in 2nd Fall	Retention in 3rd Fall	Retention in 4th Fall	Retention in 5th Fall
2019	971	74.4%	0.00	0.00	0.00
2018	881	73.3%	61.4%	0.00	0.00
2017	911	72.6%	63.3%	55.4%	0.00
2016	824	72.9%	61.8%	55.5%	19.8%
2015	760	75.1%	62.1%	55.1%	19.5%
2014	756	75.3%	63.4%	58.9%	20.2%
2013	782	78.1%	62.7%	55.9%	22.6%
2012	894	72.1%	61.2%	54.6%	24.2%

Table 2: Graduation Rates at UW-Green Bay

Cohort Year	Fall Cohort	4yr Grad Rate	5yr Grad Rate	6yr Grad Rate
2019	971	0.0%	0.0%	0.0%
2018	881	0.0%	0.0%	0.0%
2017	911	3.7%	3.7%	3.7%
2016	824	36.7%	36.7%	36.7%
2015	760	37.8%	52.2%	52.2%
2014	756	39.8%	54.5%	56.6%
2013	782	33.2%	50.0%	52.8%
2012	894	31.1%	49.7%	52.2%

UW-Green Bay's retention rates for new freshmen have been largely consistent over the last decade, at an average of 74% since 2012. UW-Green Bay has generally received retention rates on par with other UW Comprehensive institutions, such as UW-Oshkosh and UW-Stevens Point. In terms of graduation rates for new freshmen, UW-Green Bay has averaged around 35% for 4-year graduation rates and around 50% for 6-year graduation rates over the past five years, which is similar to UW-Oshkosh and UW-Platteville.

In terms of retention and completion goals, UW-Green Bay created Academic Affairs Strategic Goals and Priorities [PROVOST_Academic Affairs Strategic Priorities] in 2017. While UW-Green Bay does not set specific numerical goals around retention and completion, it has pledged to "make student success our highest priority" in this document. UW-Green Bay seeks to improve achievement in terms of retention, graduation, and time to degree with two specific means. First, UW-Green Bay cites expanding the Gateways to Phoenix Success (GPS) program [PROVOST_GPS]. The GPS program has grown since 2017. For example, all first-year seminars offered at the additional locations are GPS. The second means mentioned to improving retention and graduation is by increasing high-impact practices. UW-Green Bay was part of the National Association for System Heads (NASH) Taking Student Success to Scale grant in 2019 [UWGB_NASH_Grant]. This grant allowed UW-Green Bay and four other UW System schools to increase the number of students engaging in high-impact practices in an equitable way. UW-Green Bay incorporated a departmental approach to this project whereby six curricular and co-curricular programs developed and implemented plans to increase access to undergraduate research and scholarly activity (URSCA) and community-based learning (CBL). This project was found to narrow the equity gap for underrepresented minority students.

More recently (February 2020), UW-Green Bay has formed a Student Success Council [PROVOST_Student Success Council_Charge]. The goal of this body is to coordinate efforts in student

success across the university. This group is co-led by the Assistant Vice Chancellor for Enrollment Services and the Associate Provost for Academic Affairs and includes faculty and staff from Academic Affairs and Student Affairs (e.g., Director of Financial Aid, Director of Disability Services, Deans, CEOs). The Student Success Council seeks to break down the silos of how the university is structured and rally the campus around a common objective to help our students attain their educational goals. The Student Success Council will help solve problems, disseminate information, prevent duplication of efforts across the university structure, and highlight our commitment to student success as an institution. This Council would be able to help craft future goals around retention, persistence, and completion.

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4. C. 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

UWGB (both main campus and additional locations) collects and analyzes student success data at both the university and program levels. The primary source for this data is the Office of Institutional Strategy and Effectiveness (ISE) which disseminates results on the UWGB website across all commonly reported data elements. The collection and analysis of retention data at the institutional level tends to be more advanced than it is at the programmatic level. Beginning in 2018, after the conclusion of the UWCX Restructuring Project [UWS_UWCX Restructuring Project_2018] (Project Coastal [UWGB_Project Coastal_2018]), UWGB's ISE started to collect institutional data across all four campuses [PROVOST_ISE_Factbook_Fall 2020] (example). ()

The OISE [PROVOST_ISE] is UWGB's primary data collection warehouse. The Director of Institutional Strategy and Effectiveness, who reports to the Associate Provost for Academic Affairs, manages the office. The office provides information and services to support campus planning and data-driven decision-making, program assessment, and the assessment of student learning. The ISE is "the source of meaningful metrics that, developed in collaboration with the Cabinet, tell the University of Wisconsin-Green Bay story of student success. It connects mission and goals with resources, assesses the effectiveness of initiatives, and facilitates data informed decision-making, enabling the University of Wisconsin-Green Bay to be a place of perpetual distinction and innovation." The University Academic Program Review plan [PROVOST_APRSOA] consistently monitors academic programs via annual and periodic (7-year cycle) program reviews. The University Assessment Plan [PROVOST_Assessment] consistently monitors academic programs via annual program assessments of learning outcomes on undergraduate, graduate, general education, and co-curricular levels. Of particular importance in the category of data collection on student retention is the assessment of programmatic learning outcomes (identifying percentage of students not fulfilling the learning outcomes and thus at risk of dropping out) and program reviews documenting changing enrollments and persistence [PROVOST_ISE_Academic Plans_2021-05-24] within majors. The ISE also maintains a Factbook [PROVOST_ISE_Factbook_Fall 2020], Common Data Sets [UWGB-CommonDataSet-2019-2020_1], and IPEDS Data Feedback Reports [UWGB_IPEDS_2020] that includes data on enrollment evolution, broken down by gender, race/ethnicity, place of residence, financial need, veteran status, etc. Specific dashboards tracking graduates by program [PROVOST_ISE_Graduates] and retention and graduation rates [PROVOST_ISE_Retention & Graduation] are also maintained by ISE.

In 2014, UW System launched its Accountability Dashboard [UWS_Accountability Dashboard] , which tracks student progress and completion by campus [UWS_Accountability Dashboard_Educational Performance] , among other benchmarks. Based on national and peer median comparisons, available on Accountability Dashboard website, UWGB is following national trends. The dashboard website disaggregates UWGB retention rates by race and ethnicity [UWS_Accountability_Progress and Completion by Campus] (starting with 2012 cohorts).

Other data sources for student retention and persistence include the Dean of Students Office, the Office of Student Life, Office of Residence Life and Admissions. All Student Affairs Directors submit annual reports detailing relevant retention and persistence information. The Academic Advising Office has tracked suspension appeals since 2009 and this data is shared with the Assistant Vice-Chancellor of enrollment services, a newly created position reporting directly to Provost. As of Spring 2020, this tracking includes similar data from additional locations in Manitowoc, Sheboygan, and Marinette [PROVOST_ISE_Retention & Graduation]. In 2017, Academic Advising, in collaboration with the Director for Student Success and Engagement and several faculty members, developed an Early Alert System [PROVOST_Early-Alert-Project_2017], a campus-wide initiative to identify at-risk students and give them additional academic support. Early Alert has helped increase retention rates by 13-18% when piloted as part of UWGB's Gateway to Phoenix Success Program (GPS) [PROVOST_GPS]. The Early Alert Program has since been integrated into UWGB's implementation of EAB's Navigate [UWGB_EAB_Navigate], a student success management software that supports the advising workflow and student planning by incorporating the best practices into student success and advising programs. The spring 2021 campaign [PROVOST_Navigate_Progress Report Campaign_Spring 2021] was quite successful, returning 26,993 progress reports received from 160 faculty in 858 course sections (40% faculty participation). 5,382 students received at least 1 report (80% of those requested), and 1,805 alerts issued on 1135 students, 96% of which came from Progress Report [EAB_UWGB AY20-21 Navigate Utilization Assessment].

Since 2017, UWGB adopted a set of Academic Affairs Strategic Priorities [PROVOST_Academic Affairs Strategic Priorities] that lists Student Success and Access, including retention, among its top objectives. Specifically, UWGB now has concrete plans for Improving Achievement in Terms of Retention, Graduation, and Time to Degree by Understanding Our Student Body [UWGB_Strategic_Priorities_Understanding Our Student Body], Expanding Gateways to Phoenix Success (GPS) Program [UWGB_Strategic_Priorities_Improve_Achieveent_In_terms_of_retention_graduation_and_time_to_degree], Implementing EAB Navigate Student-Success Management Environment [UWGB_Strategic_Priorities_Implement EAB Navigate Student Success Environment], Growing the Learning Center [UWGB_Strategic_Priorities_Grow the Learning Center], Increasing High-Impact Practices (HIPs) [UWGB_Strategic_Priorities_Increase High Impact Practices (HIPs)], Launching the Center for Civic Engagement to Promote Community-Based Learning Experiences for Students and Faculty [UWGB_Strategic_Priorities_Launch the Center for Civic Engagement to Promote Community-Based Learning Experiences for Students and Faculty], Reconsidering Course Schedules, Sequencing, and Delivery Methods [UWGB_Strategic_Priorities_Reconsider Course Schedules, Sequencing, and Delivery Methods] and Using Best Practices to Recruit and Retain Students and Use Yield-Rate Measures to Assess Tactics [UWGB_Strategic_Priorities_Recruitment and Retention Yield Rates. UWGB is also committed to creating a more diverse university [UWGB_Strategic_Priorities_Diverse_University], an initiative which is bound to yield better retention and graduation rates for traditionally underrepresented groups (no data is yet available for these new initiatives). One area where retention initiatives can benefit from better reporting and analysis is the online component of UWGB education. While there is data on the programmatic level (via program reviews conducted every 7 years and which incorporate OSE data on student persistence retention, and graduation by major and minor), there is no separation by on-line and traditional delivery of course content. Starting in spring of 2021, all assessments of programmatic and institutional learning outcomes conducted by the University Assessment Program will include a question regarding teaching modality of course instruction (e.g., "Is this an online course? Is this a hybrid course? Is this a traditional course?") This will enable the tracking of how effectively students meet learning outcomes across modalities.

In keeping with new strategic priorities, including retention, in 2018, UWGB was awarded the grant from National Association of System Heads (NASH) (UWGB_NASH_Grant) designed to make high-impact educational practices (HIPs) available to underrepresented minority, low-income, and first-generation students on our campus.

UWGB's Director for Student Success and Engagement works in collaboration with the Office of Institutional Strategy and Effectiveness in collecting and analyzing retention and persistence data as well as implementing programming and best practices to foster an equitable learning environment for diverse students, including first year student cohorts, especially for Gateways to Phoenix Success students [PROVOST_GPS]. Before the UWCX Restructuring Project [UWS_UWCX Restructuring Project_2018] (Project Coastal [UWGB_Project Coastal_2018]),, data collected from First-Year Seminar classes offered by UW Colleges showed educational improvements for students enrolled and could be reasonably assumed to contribute to better retention and persistence rates. UWGB recently hired an Assistant Director of Advising and Retention. Another new position, the High Impact Learning Experiences (HIPs) Coordinator, was appointed in Spring 2021 [MARKETING_Inside_Prof. Kuenzi named high-impact practices coordinator_2021-01-28].

As a Division I institution, UWGB must collect and report on additional data to comply with the NCAA and Horizon League regulations [ATHLETICS_NCAA and Horizon League Compliance]. UWGB is committed to high academic standards for student-athletes and shares data with the public about athletes' progress toward degree.

Student satisfaction and engagement, key elements in successful retention, are measured through the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE). UWGB demonstrates its commitment to student access and success through programming in the first year, including the GPS Program [PROVOST_GPS], First Year Seminar Program [REGISTRAR_Gen Ed_FYS], and Multiethnic Student Affairs [UISA_MESA_Mission] events, Academic Advising [PROVOST_ES_Advising], Writing Center [PROVOST_Writing_Center], and the Learning Center [PROVOST_TLC]. Other offices, including Veteran's Services [UISA_Veteran's Services], the Pride Center [UISA_Pride Center], the Office of Student Life [UISA_Office_of_Student_life], and Athletics   also help to achieve higher retention and persistence rates. Relevant offices at additional campus locations also exist and contribute to these efforts, including Learning Centers at Manitowoc (Manitowoc_Learning_Center), Marinette (Marinette_Learning_Center), and Sheboygan (Sheboygan_Learning_Center) campus locations, as well as Athletics at Marinette (Marinette_Athletics), Sheboygan (Sheboygan_Athletics), and Manitowoc (Manitowoc_Athletics). Among the new updates, UWGB Learning Center also recently launched online tutoring and writing services via BrainFuse (PROVOST_TLC_BrainFuse), enabling academic success for more students, at all four locations, and thus improving persistence, retention, and graduation rates. (See Section 3.D.1.) Since 2019, Brainfuse usage at UWGB has been good with 1202 unique users. In spring 2021, there were 164 unique users who attended 222 live sessions and submitted 400 writing lab and task assignments [PROVOST_TLC_Brainfuse_Usage Report_1.25.2021-5.16.2021].

Moving to the Library Commons site has increased visibility (PROVOST_TLC_Total Contacts) and usage of the content/subject area tutors and services. Expanded online offerings initiated in spring 2019 has contributed to the decrease of in-person services but has met the request for alternate service models. Since 2017, the Writing Center component of the Learning Center has expanded its offerings to include online tutoring that is available to students at all four UWGB campuses. We have continued to offer in-person tutoring at UWGB, and the alternate campuses also offer a limited number of hours of in-person tutoring each week.

4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

UWGB uses data to develop, expand, and revise programs that support student retention, persistence, and completion.

The First Year Seminar Program:

Started in 2006 as a pilot program, First Year Seminars (REGISTRAR_FYS_CATALOG) initially were designed to address the relatively low academic engagement levels of UWGB's first-year students, as indicated by results from the National Survey of Student Engagement. We have now extended first-year seminars to the additional locations, starting in the Fall 2019 semester.

These engaging, academic courses support the development of skills critical to college success in a small class setting. Data from the first four years of the program found that students who took the courses were more likely to be engaged and retained. These results supported the addition of required First Year Seminars to the General Education program when it was revised and launched in 2014Approximately 60-75% of the courses include a trained peer who facilitates skill development, encourages student engagement with university activities, and acts as a role model. Retention and engagement tend to be higher in First Year Seminars with Peer Mentors than in those without Peer Mentors. The Peer Mentor program is also correlated with significant increases in retention for underrepresented students through the fourth year.

The GPS Program:

The Gateways to Phoenix Success (GPS) Program [PROVOST_GPS] is designed to improve retention, graduation, and engagement of underrepresented students. The GPS Program takes a strengths-based, enrichment-focused approach, placing students into small cohorts with mentors who work with them for the entire first year [PROVOST_GPS_Intensive Mentoring]. Central elements of the program include: (1) providing challenging learning experiences and (2) scaffolds to support student success, coupled with (3) strong mentoring relationships and (4) opportunities to make a meaningful impact on their campus and in their communities [PROVOST_GPS_Spring Service Project]. The new Strategic Mission also seeks to expand the Gateways to Phoenix Success Program to improve retention, graduation, and time to degree (UWGB_Strategic_Priorities_Improve_Achieveent_In_terms_of_retention_graduation_and_time_to_degree).

Advising Initiatives:

In 2014, the Director of Academic Advising developed several initiatives to improve advising experiences. First, an Advising Task Force was created as a cross-campus team of faculty, staff, and students working to improve the quality of the undergraduate advising experience. Initiatives thus far have included clarifying faculty advising responsibilities, revising the Advising website to serve a student audience, and improving campus collaboration on advising initiatives.
In response to the addition of the new locations, the Advising office has added advisors to serve the Sheboygan campus and have assigned staff to ensure that Advising programming extends to all locations.

In 2021, the Advising Office put forward a proposal for a new advising model [ES_Advising_Advising Model Proposal_2021] to be implemented in 2021-2022. Considered a dual model of advising, it is

guided by clear and distinct roles of the professional advisors and faculty mentors. In the proposed model, professional advisors work with students, alongside faculty mentors, in a dual capacity. A student moves through the advising model with two individuals, an advisor, and a mentor, supporting them. Upon matriculation, all students will be required to meet with their assigned professional advisor. Upon declaration students will be assigned a faculty mentor. Each have delineated yet partnered roles in the advising process. The professional advisor will support the student from matriculation to graduation. For students, the dual model holds more potential for equitable advising experiences, comprehensive advisor training, and more personalized support.

Residence Life:

As noted above in 4.B.1. and 4.B.2., Residence Life conducts large-scale bi-annual assessment [UISA_Residence Life_Overview of Assessment of Learning Outcomes] to examine progress in meeting its programmatic outcomes on the Green Bay campus. The administered residential satisfaction tool [UISA_ResidenceLife_Satisfaction Survey_Priority Matrix_Fall 2019] allows comparison between like housing programs at other institutions. Collected data informs the revision of programs, activities, and sponsored learning communities to allow for maximum impact on student outcomes.

Multi-Ethnic Student Affairs (MESA):

Founded in 1971, the Multi-Ethnic Student Affairs (MESA) [UISA_MESA_Mission] has worked to increase utilization of its services and participation in its diversity recruitment, retention, and educational programs, which include an orientation program for first-year domestic, multi-ethnic students called Jump Start [UISA_MESA_Jump Start], an intrusive grade progress program called Monitoring Academic Progress (M.A.P) [UISA_MESA_M.A.P.], financial literary workshops paired with the Lawton Grant [UISA_MESA_Lawton Grant], in addition to annual cultural heritage educational workshops, diversity celebrations, and advocacy awareness campaigns [UISA_MESA_Human Mosaic_2020]. MESA has assessed both student attendance and perceptions of its services and programs, all of which have been developed with a focus on student engagement, retention, and success. MESA has expanded its offerings to serve all four of UW-Green Bay campuses by providing and engaging in diversity workshops, advising sessions, and student leadership opportunities.

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4. C. 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

As noted above in 4.A1., 4.C.1., and 4.C.2., the Office of Institutional Strategies and Effectiveness [PROVOST_ISE] maintains a Fact Book [PROVOST_ISE_Factbook_Fall 2020] tracking enrollment, new students, academics, and student services broken down by various demographics, including gender, race/ethnicity, and age. The OISE maintains data for all four campus locations. OISE also maintains dashboards on relevant statistics such as enrollment history by program [PROVOST_ISE_Academic Plans_2021-05-24], degrees granted [PROVOST_ISE_Graduates], and retention and graduation rates [PROVOST_ISE_Retention & Graduation],. UWGB also uses IPEDS Data Feedback reports [UWGB_IPEDS_2020] on a regular basis and participates in the NSSE survey [NSSE_UWGB_2020 Snapshot].

Because UWGB serves many transfer students, the IPEDS' focus on new full-time fall freshmen excludes a majority of the institution's student body. In recent years, over half of the new students came to UWGB as transfer students. Over a third of the transfer students begin in the spring, not the fall, and over 40% of them begin as part-time students. Programs that serve a high percent of transfer students, such as Nursing and Integrative Leadership Studies, need a more robust approach to tracking retention and graduation. In those cases, the Office of Institutional Strategies and Effectiveness works with program faculty to define an appropriate performance indicator and regularly update the outcome. These program-specific ad hoc reporting processes are conducted mainly in conjunction with the program's self-study review or accreditation visits.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

UWGB is committed to the quality of its programs from the initial program proposals to program implementation to tracking student success. The University has a set of nested learning outcomes that reach from individual courses to programs to the institution itself. The institution has adopted several policies and practices to ensure that curricular and programmatic quality remains high, including a set of procedures for proposing and developing new courses, programs, and degrees, a systematic system of assessing curricular learning outcomes, and a cycle of programmatic evaluation. Several offices on campus monitor student retention and graduation rates and use the data to improve student success and engagement.

The data gathered to date has highlighted areas for improvement, specifically in improving the recruitment, retention, and success of underrepresented minority students. At the same time, the data suggests that the programs we have in place - First Year Seminars, Gateways to Phoenix Success (GPS) - have been successful in improving the success of our students. Further work is necessary to improve our processes of assessment, but the institution is moving in the right direction. In particular, the University needs to do a better job of "closing the loop". While our processes of assessing student, learning has improved significantly in the past five years, more action needs to be taken on the results and conclusions of that assessment.