

APR 18 2014

Office of the  
Dean of Liberal Arts and Sciences

**ACADEMIC PROGRAM REVIEW  
SELF-STUDY REPORT  
for  
Urban and Regional Studies**

**Department Chair:** Thomas Nessler

**Date Report Completed:** April 2014

**Last Program Review:** October 2005

**ACADEMIC PROGRAM REVIEW  
SELF-STUDY REPORT**

Name of Program: **Urban and Regional Studies**

Department Chair: **Thomas Nessler**

Date Report Completed: April 2014

Date of Last Program Review: October 2005

**OVERVIEW**

Urban and Regional Studies was founded in 1994 with the merger of faculty from Urban Studies and Regional Analysis, two of the original degree-granting interdisciplinary programs in the College of Community Sciences. Knowledge of the benefits and problems of cities and their regions is clearly growing in importance. Both the United States and the world are increasingly urbanized. Urbanization and economic development are tightly linked. Indeed, urbanization can be said to be the spatial manifestation of the Industrial Revolution. Over the last two centuries, the United States has moved from a rural, agricultural society, 5 percent urbanized, to an industrialized, high technology society which now is over 80 percent urbanized. At present, only four states (out of fifty) have a rural majority whereas several states are more than 90 percent urbanized. In addition, more than 50 U.S. urban areas now have populations of more than 1 million while 23 of these 50 have populations over 3 million. Moreover, rapid economic growth of the global economy over the last 30 years has led to more than 3 billion people (50% of the world's population) living in urban areas and in less than twenty years, more than 5 billion people will live in cities and urban regions. The rich countries of Europe and Japan now have more than 80 percent of their populations urbanized and even very poor countries are often more than 30 percent urbanized.

This Program Review is our third review since our inception. The first was made in 2000-2001, the second in October 2005. The URS faculty has reviewed and contributed to this report, including Ray Hutchison, who was chair from 1994 to 2012.

## Section A: Mission Statement and Program Description

1. Our **Program Mission** is (a) to provide an interdisciplinary, problem-focused program of study that emphasizes the growth and structure of cities and regions, the issues and challenges that arise within urban and regional systems, and governmental and societal efforts to address these issues and challenges; (b) to provide majors and minors with a liberal arts education which prepares them for careers in public service, private and not-for-profit organizations, and for graduate study; and (c) to provide an extensive program of outreach through the individual and collective efforts of departmental faculty and students with local public agencies, not-for-profit organizations, and businesses.

This mission is consistent with UW—Green Bay’s **Core Mission** to (a) serve the needs of citizens in its service area; (b) provide an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, and sponsored cultural and extra-curricular programs; and (c) encourage faculty to participate in outreach activity and support activities designed to promote the economic development of the state and region.

Our mission is consistent with the university **Select Mission** to (a) maintain a distinctive academic organization of interdisciplinary units and programs employing a problem focused approach, including an emphasis on regional, national, and global environmental issues—Indeed, Urban and Regional Studies is one of a handful of program majors that matches this Select Mission; foster the interchange of ideas and techniques between the University and the community, and serve as an intellectual and economic resource; (c) maintain a broad range of inter-institutional relationships in order to provide the maximum educational opportunities for its students and faculty; and (d) offer undergraduate professional and pre-professional programs, especially those responsive to metropolitan and regional needs.

Finally, our mission follows the **Guiding Principles of the University of Wisconsin—Green Bay** which call upon the university, its programs, and faculty to (a) establish and maintain programs and services that integrate both interdisciplinary and disciplinary perspectives, that focus on environmental issues and problems, and that serve the educational, cultural, and research needs of the region; (b) provide an experience that challenges students to think critically and solve problems, develop communication and quantitative skills, and prepare themselves as engaged and contributing citizens; (c) support a community devoted to inquiry, creativity, and scholarship; excellence and innovation; diversity of thought; and involvement, collegiality, cooperation, and caring; and (d) facilitate campus and community partnerships, prepare students as engaged and contributing citizens, and to serve the educational, cultural, and research needs of the region and the larger society.

## 2. Program Description

URS majors are required to take a common set of introductory courses (**Fundamentals of Public Address, Expository Writing, Introduction to Urban Studies**) a methods sequence (**Introductory Statistics, Displays of Geographic Information**), Upper-level core courses (**The City and its Regional Context, Community Politics, Urban Sociology**) and the **URS Senior Seminar (Ethics and Public Action)**. Students have the option of selecting an area of emphasis: **Community Development, Ethnic Studies, Land Surveying, Urban and Regional Planning**, or students may opt for the **Broad Program** requiring 15 credits of URS electives.

Student participation in one or more internships is strongly recommended. All URS faculty are involved in supervising internships, reflecting their academic expertise and their local and regional contacts. Students are placed on a regular basis at local and regional planning agencies and in a variety of public and not-for-profit organizations in the northeast Wisconsin region. A representative selection of these internship placements are listed in the list of accomplishments of this report. URS students are also encouraged to broaden their experiences by studying for some period outside the United States or at another university in the United States.

Urban and Regional Studies faculty support a number of disciplinary programs and interdisciplinary minors. Ray Hutchison teaches in Sociology. Marcelo Cruz teaches in Geography, two courses in the Global Studies minor as well as offering at least one international travel course each year. Kumar Kangayappan teaches in Economics and also teaches a course in support of the Adult Degree Program. Adam Parrillo teaches in Geography. Thomas Nesslein teaches in Economics and offers two courses per year in support of the Adult Degree Program. Tonmoy Islam teaches in Economics and in fall 2014 will be teaching a First-Year Seminar on Sustainability.

## 3. Changes in Program Mission and Requirements

The URS program mission has not changed since our inception in 1994. In brief, we seek to provide an interdisciplinary, problem-focused program of study. Our program's goal is to provide our graduates with the knowledge, analytical skills, and tools needed for careers in state and local government, the expanding nonprofit sector, and a variety of private consulting firms that increasingly work under contract for state and local governments.

Since our last program review in 2005, one major change in our curriculum has been the discontinuation after 2006-07 of our **Environmental Design** track due to faculty retirements. Added at that time, however, was our **Land Surveying** track under an articulation agreement with NWTC. Recently, URS has met with the Dean to discuss the future of the Land Surveying track the development of which has been inhibited by Wisconsin state requirements. In addition, upon the retirement of Professor Bill Laatsch six years ago we were able to add courses in the vital and rapidly expanding field of **Geographic Information Systems (GIS)** to our curriculum with the hiring of a geographer, Adam Parrillo, who specializes in this field.

With respect to course changes to our major requirements, since 2005 we have both added and deleted courses. With respect to additions, for five years now we have been able to offer a 300-level course in GIS (**GIS and the Urban World**). Just last year we were able to offer again UR RE ST 340 (**Economics of Land Use**) taught by Professor Kangayappan, an increasingly important course for urban and environmental policy. Finally, we have again begun to offer UR RE ST 342 (**Community Economic Development**) taught by our new hire, Tonmoy Islam.

However, over time the URS faculty began to recognize that we needed to adjust the number of **supporting course credits** that we were requiring of URS majors. In short, we felt that the number of supporting courses required was too large. By 2009-10, we were requiring 25 credits of supporting courses spread out over eight courses. In addition, we required 15 credits of upper-level core courses, plus a minimum of 15 credits of electives. This totaled to a minimum of 65 credits for a URS major. Consequently, URS decided to delete the following courses from the required supporting courses: GEOG 102 (**World Regions and Concepts**), POL SCI 101(**American Government and Politics**), SOC 202 (**Introduction to Sociology**). And we then deleted one course from the core courses, COMM SCI 301 (**Foundations for Social Research**). These changes have reduced the required credits for a URS major to 43 from 65.

## **Section B: Student Learning Outcomes Assessment**

### **Student Learning Outcomes**

**Learning Outcome #1.** Students who have completed the major in Urban and Regional Studies will have the ability to conceptualize, analytically define, and treat urban and regional places as meaningful entities, and will have developed an understanding of the interaction and relationship between population groups, economic activities, and the natural and built environments from an interdisciplinary perspective.

**Learning Outcome #2.** Students who have completed the major in Urban and Regional Studies will have developed an understanding of social science methodology, including the interpretation of both quantitative and qualitative data appropriate to the study of urban areas and regional places, and will have an understanding of and commitment to ethical standards for conducting research, for reporting findings, and implementing the results of those findings, including ethics in decision making for urban and regional planning and public action.

**Learning Outcome #3.** Students will have gained the technical knowledge, analytical tools, critical thinking and teamwork skills necessary to (a) qualify for entry level employment in positions in urban planning, economic development, and comparable areas in the private or public sector at local, regional, state, and national levels; (b) qualify for admission into graduate programs in Urban and Regional Studies, Urban and Regional Planning, Environmental and Behavior, Architecture, and related professional fields.

### Assessment Methods

The URS program has continued to focus on faculty embedded assessment of student learning, with an emphasis on 1) a variety of written, discussion, and presentations skills as demonstrated in the required URS core courses (**The City and its Regional Context, Community Politics, and Urban Sociology**) and the required Capstone course (**Senior Seminar: Ethnics and Public Action**). The URS Program has placed particular emphasis on the **Senior Seminar**. Instructors have assessed graduating seniors on the basis of writing ability, analytical skills, and spatial reasoning; this assessment is based upon classroom discussion, individual and group presentations, and written assignments, including a final portfolio project.

2. Student performance in Student Internships with public and private sector agencies; assessed by written evaluation from Internship Supervisor at participating public-and non-profit agencies.

3. Exit interviews with graduating seniors, conducted by the chair of the unit; survey of recent graduates of the program conducted by the department; results of UW-Green Bay Alumni Survey.

### Assessment Results

First, with respect to the URS curriculum in general, it should be noted urban studies students clearly evaluate URS courses as challenging. Specifically, an examination of the CCQ scores of all faculty since 2006 with respect to “**course difficulty**” indicate that 95% of the all URS courses taught have **median score 8.0 or higher**.

Second, the **UW—Green Bay Alumni Survey (2008 – 2012)** in the appendix provides an indirect measure of student learning. Specifically, the survey indicates that URS students feel they are significantly better prepared relative to UWGB students in all the following areas:

- a) Understanding social, political, geographic, and economics structures
- b) Understanding the impact of social institutions and values
- c) Understanding the significance of major events in Western civilization
- d) Understanding contemporary global issues
- e) Understanding the causes and effects of stereotyping and racism
- f) Leadership and management skills.

The key area where URS students feel less well prepared is with respect to written communication skills. Other areas for future improvement include critical thinking, problem-solving skills, and presentation skills.

Finally, it should be noted that beginning in 2012, URS began the process of implementing a **more direct measures of student learning**. The background to this new initiative is as follows.

In early 2012, the chair was contacted by Angela Bauer, newly appointed as Special Assistant to the Provost for Institutional Assessment. Professor Bauer indicated that she would like to meet all program chairs to update them “about my new role in assisting our university in measuring student learning.” Consequently, URS set up a meeting with Professor Bauer in early October, 2012. At this meeting we learned that in addition to indirect measures of student learning, more direct measures of student learning (e.g. embedded assessment employing a rubric) would be required for the coming University Accreditation process in 2017. However, at the meeting there were few details on exactly what was expected in measuring student outcomes or how many measures each program was to undertake, and so on. She noted that an assessment expert would be coming in spring 2013. Professor Bauer did make one specific request which was for each program to assess directly one learning outcome and submit this by June, 2013. This URS did. The chair carried out an embedded assessment with respect to our course in Urban and Regional Economics. Specifically, we assessed the students’ ability to use and interpret graphical economic models (e.g. the supply and demand model in various contexts). This academic year a new Special Assistant for Institutional Assessment, Jennifer Mokren, was appointed and URS met with her in early December, 2013. She indicated that programs should again assess one student learning outcome and submit it to her in May 2014. In fall 2013 URS did this for our Senior Seminar and we will submit the results in May 2014 as requested. The URS Assessment Plan going forward is presented in the Appendix 4.

### **Section C: Program Accomplishments (2006 –2014)**

- Hiring of two new faculty members: Adam Parrillo (Geography) and Tonmoy Islam (Economics).
- Student Internships with area agencies and planning bodies, including: Bay-Lake Regional Planning Commission; Neighborhood Housing Services; Brown County Extension; Brown County Human Services; Brown County Planning Department; City of Manitowoc Planning Department; City of Racine Planning Department; Green Bay City Planning; Green Bay Police Department; Latinos Unidos; On Broadway, Inc.; United Way of Brown County. URS faculty members have supervised more than twenty-five internships since 2006.
- Ray Hutchison recently Chair-elect of the Community and Urban Sociology Section of the American Sociological Association (2014-2016).
- URS faculty members have taught twenty independent study courses since 2006.

- Marcelo Cruz has led at least travel course every year.
- For the past three summers, Marcelo Cruz and Adam Parrillo, have taken a small group of urban planning students to Tena, Ecuador where, for a month, they and the students give technical assistance to the Tena planners with respect to the development of a comprehensive urban plan.
- Book publications by Ray Hutchison: *The Ghetto* (Westview Press, 2012), and new edition of *The New Urban Sociology* (at press).
- Marcelo Cruz was part of a team that received a European Union grant to do a comparative study and publish a book on intermediate and small size cities in 2008.
- The URS Program is home to the Hmong Studies Center. Several Hmong students are working on a variety of research projects through the Hmong Studies Center and it is expected that the number will increase in the coming year. Students are working with faculty from other departments and with persons in NGOs in development of a survey of health needs for Hmong elderly.
- Tonmoy Islam published a major article (2013) in the journal, *Regional Science and Urban Economics*, the leading journal in this field which is edited at the University of California at Berkeley.
- In 2000 Ray Hutchison was an organizer, planning committee of six persons from Italy, Germany, Brazil, and Serbia, some six participants from four continents. Another conference will be held in Florence, Italy, in summer 2015.
- In spring 2014 Ray Hutchison was invited speaker at University of Florence and University of Bologna and in summer 2013 attended a conference at Cambridge University.
- In 2007 Marcelo Cruz submitted a Neighborhood Master Plan for Green Bay which won a state award.
- In fall 2012 the City of Oconto requested help from the URS Program with respect to their housing blight problem. Adam Parrillo and Marcelo Cruz along with students in URS courses worked with the City of Oconto over the course of a semester and the findings were presented by URS students to Oconto public officials in April 2013.
- Tom Nesselin represented UW—Green Bay at two *Wisconsin Economic Summits*, one in Appleton (August 2010, one in Milwaukee (fall 2010).



- In June 2010, Ray Hutchison and Karen Dalke submitted a 35-page report to Wisconsin Department of Natural Resources: *Thrill Killing in Wisconsin*.
- Since 2005 Tom Nessler has led an interdisciplinary reading group (six to 10 members) which meets once a week to discuss problem- focused books which range over politics, economic growth and development, the modern welfare state, and environmental problems, especially climate change.
- Faculty participation in UW –Green Bay governance committees, including Chair of the Personnel Council, Chair of General Education Council, Chancellor Search and Screen, Chancellor’s Council on Diversity and Inclusive Excellence, International Education Committee, Chancellor’s Graduate Studies Task Force, Facilities Planning Committee, Senate Committee on Planning and Budget, Center for Biodiversity Advisory Committee, Freshman FOCUS Registration and Resource Advisor.
- Publication of articles, book reviews and other material in professional journals, including *Regional Science and Urban Economics*, *Economic Letters*, *Journal of Latino/Latin America Studies*, *Espacialidades*, *Geographic Review*, *Geographic Bulletin*.
- Faculty participation in professional conferences at the state, national, and international level including invited lectures at the University of Bologna, Italy, as well as presentation of research papers at the American Sociological Association, Southern Economics Association, Midwest Economics Association, Wisconsin Economics Association, American Association of Geographers, Midwest/North Central Sociological Association, International Sociological Association International Conference, Glasgow, Scotland.

#### **Section D: Program Enrollment Trends and Analysis**

Over the twenty-one year period beginning in 1993, the number of **URS majors completed** has declined sharply. In the first seven-year period (1993-94 to 1999-00) **URS averaged 17 completed majors per year**. This figure fell to **11 per year** in the period (2000-01 to 2006-07), and then fell to **9 per year** in the period (2007-08 to 2013-14), approximately a **50% decline** from 1993. Concomitantly, the number of **declared majors** has declined. In the five-year period (2004 – 2008), URS declared majors averaged **38 per year**. This figure fell to **25 per year** in the period (2009 – 2013), a 35% decline over the last ten years. Clearly there has been a significant decline in URS majors, both declared and completed.

What factors can explain the secular decline in URS majors? As noted in the program description (Section A), while there have been changes over time in the URS faculty and curriculum, the URS program has not been fundamentally altered. Specifically, for two decades the core courses have hardly been changed and students have never been required to take a narrow set of upper-level electives to complete a URS major. They have always been able to complete a broad or general program by choosing from a large array of URS electives and related fields such as geography, economics, and political science. Moreover, a review of the Profile of Declared Majors found in Appendix I gives no indication that changes in the profile of majors in terms sex, age, race, and so on are related to the significant decrease in majors.

Consequently, it would appear that the secular decline in URS majors is being driven largely by **external factors**. The most important factor relates to the basic fact that the number of URS majors depends overwhelmingly on how many students are exposed to urban studies as **first or second-year students**. Clearly, high school students have no exposure to urban studies. In this regard, URS has only **two 100-level courses** where students can gain an exposure to urban studies, **Introduction to Urban Studies** and **World Regions and Concepts**. In contrast, faculty in Public and Environmental Affairs are able to teach five lower-level courses which tend to be popular with first and second-year students: **Environment and Society, Introduction to Public Policy, Introduction to Public Administration, Global Politics and Society, and American Government and Politics**. Likewise, Democracy and Justice Studies (DJS) faculty teach seven sections of lower-level courses spread over three popular courses: **Introduction to Democracy and Justice Studies, Freedom and Social Control, and Introduction to Women's and Gender Studies – cross-listed with the Women's Studies Program**.

A comparison of the number of sections offered and enrollment count for **2013 (spring, summer, fall)** indicates that URS offered **seven sections** of lower-level courses enrolling **178 students**. In contrast, the lower-level courses taught by PEA faculty comprised **35 sections** enrolling **1,222 students**. In addition, the lower-level courses taught by DJS faculty enrolled **322 students**.

**An additional factor** that seems likely to have reduced the ability of URS to compete for majors has been the increasing proportion of UW—Green Bay students in the last ten years who have **transferred in from the UW two-year colleges and the community colleges**. These students largely have their general education requirements fulfilled and therefore almost done of the transfer students are ever exposed to our lower-level urban studies courses.

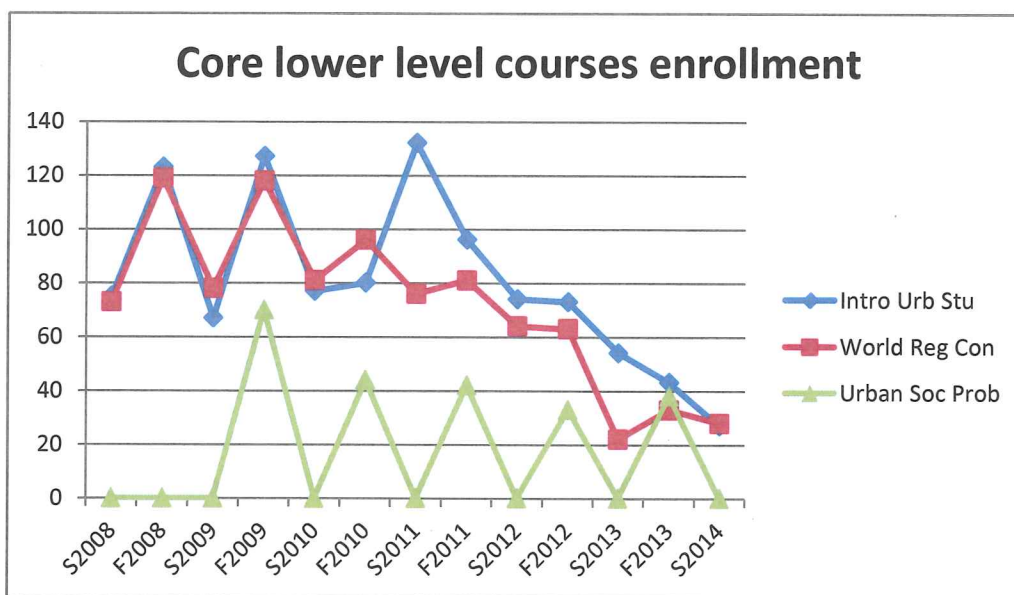
In summary, it seems clear that the two external factors noted above have put the URS Program for many years at a severe competitive disadvantage in attracting first and second-year students to the URS major.

Moreover, in addition to the **secular decline in URS majors** there has been a particularly sharp **short-run decline** in enrollments in our two key 100-level courses. Again, this decline can only be explained by an **additional external factor**, namely, the expansion of **online general education** courses in support of the Adult Degree Program. For several years, the Adult Degree

Program has been expanding the number of online course offerings. By 2010 almost all Adult Degree courses were offered online but were tightly restricted to Adult Degree students. Then beginning in fall 2011, traditional undergraduates were encouraged to enroll in online courses offered through the Adult Degree Program although the permission of the instructor was required. However, beginning in fall 2012, traditional students could enroll in Adult Degree courses without special permission until the course cap was met. The enrollment of traditional students in online course since fall 2011 has been dramatic.

The expansion of Adult Degree online courses, in particular, the large expansion of **online Gen Ed courses** has led to drastic declines in our two key URS general education courses which remain traditional lecture classes. **Specifically, by fall 2013, approximately 40 Gen ed classes were available online in support of the Adult Degree Program.** An unintended consequence of this (see Figure 1) is that enrollment has fallen steadily and drastically in **Introduction to Urban Studies** from 135 in spring 2011 to 25 by spring 2014 and in **World Regions and Concepts** from 78 to 25.

Figure 1.



### Section E. Program's Vision for Future Development

Based on the analysis of the previous section, the primary goal of the Urban and Regional Studies Program is to increase substantially the number of URS majors. Concomitantly, our goal is to upgrade our teaching and assessment methods focusing on raising the critical thinking, writing, and problem-solving skills of URS students.

First, let it be stated that the URS faculty strongly supports some limitation on the number of **general education courses** that students can take **online**. With more than **forty** general education courses now online each semester, traditional students can virtually never enter a general education classroom, except for the one required first-year seminar. As noted, enrollments in the two general education courses that are gateways to the URS major have been decimated.

The URS Program, however, will also act aggressively on its own to revive URS enrollments. First, one response is for URS faculty to be very active in offering **First-Year Seminars** as part of the new general education program. In this regard, in 2014-15 URS faculty will teach three First-Year Seminars, and more will be offered the future.

Second, the URS faculty will increase the **number and array of lower-level courses** taught by URS faculty as a means to increase the visibility of the URS major. Specifically, we will try to offer on a regular basis, perhaps each semester, Introduction to Urban Studies, World Regions, Introduction to Sociology, Urban Social Problems, Human Geography, and Cultural Geography.

Third, in order to increase the number and array of lower-level courses it will be necessary to schedule upper-level URS courses that have low enrollments on an alternate year basis. In addition, it is likely to be necessary to have URS faculty teach all required courses for the various tracks rather than *ad hoc* faculty.

Fourth, the URS Program needs to revisit decisions made in the last decade regarding the URS curriculum. One key decision made was to drop the requirement that students take COM SCI 301, Foundations of Social Research, planning instead that students would take a dedicated course in research methodology for urban and regional studies. But our course proposal for the new course was rejected by the AAC, and at present there is no such requirement for research methodology for URS students. Evaluation of student performance in recent Senior Seminar courses clearly show that students are not at all prepared in the methods of basic social science research. Consequently, we need to reinstate COMM SCI 301 as a required methods course for URS majors. Likewise the URS curriculum in general will be reviewed to place more emphasis on critical thinking, analytical, and writing skills.

Fifth, the Environmental Design program for many years was a track with the Urban and Regional Studies Program. Owing to retirements this program was removed from Urban and Regional Studies and we lost some majors on this account. In recent months some of our faculty members have been approached by the Chair of Urban Design concerning future collaboration with Urban and Regional Studies. Collaboration of this kind is certainly something that Urban and Regional Studies will pursue

Sixth, our program now has an urban geographer with skills in Geographic Information Systems (GIS). GIS has a multitude of real-world applications. One field where GIS is increasingly used is business. URS will make aggressively pursue links to the Business School.

Seventh, the URS Program will seek to provide more, and a broader array, of internships for our students. For example, we will shortly make a major effort to contact county and municipal officials in the Green Bay area and region to see if the URS Program and students can help in analyzing and researching the many policy problems facing these public officials. A recent prominent example is the ongoing controversy related to the proposed siting of Walmart in the Broadway District on the west side of Green Bay.

Eighth, the URS Program will make a major effort to better connect with our majors, and potential majors, and make a determined effort to see that they are receiving good advice with respect to their course choices and career options. Specifically, the Chair will try to meet with every URS major at least twice every semester and will also encourage them to interact with other URS faculty members.

Finally, it should be noted that the 28 existing undergraduate urban studies, urban policy and planning programs at American universities tend to offer tracks in community economic development, urban planning, and urban design. Our URS Program is unique in that in addition to community economic development and urban planning tracks, we offer an **Ethnic Studies track**. Given the increasing Hispanic, Hmong, and African-American population in the Green Bay region, this is clearly an important area of study for those students focusing on a career in urban policy. The URS faculty will take steps to expand course offerings in this tract.

## **Section F: Summary and Concluding Statement**

The fundamental goal of the **Urban and Regional Studies Program** is to provide our students with the knowledge, critical thinking, analytical, writing, and quantitative skills that will enable them to have successful careers in a wide range of employment opportunities, most directly in state and local government, in nonprofit organizations, and in the private consulting sector. The URS Program can best be described as an **interdisciplinary program in urban policy analysis**. Our curriculum addresses all the major policy issues that state, county, and municipal governments are faced with on a daily basis. These include community economic and social development, urban public finance, housing development, land-use regulations (e.g. zoning and growth controls), the urban environment, urban transportation, as well as ethnic and race relations in urban America.

Without a doubt, the related fields of urban and regional studies, urban policy analysis, and urban planning and design, are vibrant areas of study across a broad range of American universities. Presently, there are 28 universities offering either **B.A. or B.S. degrees** in various urban studies fields. Some of the most prominent include Cornell, California Polytechnic State University, University of Southern California, University of Illinois at Chicago, University of Illinois, Iowa State, MIT, New York University, Ohio State, Michigan State, University of Minnesota, University of Utah, University of Virginia, and the University of Washington.

Given the well-known economic, social, environmental and planning problems of cities, clearly there is a significant need for well-educated workers who understand urban problems, urban planning, and urban policy analysis to staff state and local government, community nonprofit organizations, and private consulting firms. A few employment statistics are instructive here. At the most general level, employment in the U.S. can be divided into three broad sectors. The service sector employs approximately 84 percent of the total labor force, the manufacturing sector accounts for some 15 percent, while the agricultural sector accounts for around 1 percent. The U.S. Department of Labor provides a more refined classification of employment into 14 industry sectors. The major sectors of employment in 2010 were state and local government with 15 percent of total employment, retail and wholesale trade with 15 percent, followed by health and social services at 13 percent.

Moreover, the Labor Department predicts that between 2010 and 2020, state and local employment will increase by 8 percent. In addition, there is a growing nonprofit sector offering a diverse range of services in terms of employment and worker training, health, family, and housing services, and more. Finally, increasingly private consulting firms provide a wide range of services under contract to state and local governments. For example, in Madison alone there are seven urban planning and consulting service firms.

In conclusion, the Urban Studies faculty strongly believes our program continues to have a vital role in a problem-focused interdisciplinary university.

## **Section G. Required Attachments**

**Graduating Senior Survey:  
2008, 2009, 2010, 2011 & 2012**

	Graduation Year	Urban & Reg Std	UWGB Overall
<b>Graduates:</b>	2008	9	980
	2009	13	1051
	2010	16	1106
	2011	7	1185
	2012	12	1293
<b>Response Rate*</b>	2008-2012	30/57 (53%)	2904/5615 (52%)

\* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Clarity of major requirements	URREST	30	2.7	17%	47%	30%	3%	3%
	UWGB	2897	3.5	56%	36%	7%	1%	<1%
Reasonableness of major requirements	URREST	30	3.0	27%	50%	17%	6%	0
	UWGB	2891	3.5	54%	38%	6%	1%	<1%
Variety of courses available in your major	URREST	29	2.7	21%	38%	35%	3%	3%
	UWGB	2875	3.0	30%	43%	21%	5%	1%
Frequency of course offerings in your major	URREST	30	1.8	0	23%	40%	30%	7%
	UWGB	2878	2.6	18%	40%	30%	9%	3%
Times courses were offered	URREST	30	2.6	17%	40%	30%	10%	3%
	UWGB	2828	2.8	24%	42%	26%	7%	1%
Quality of internship, practicum, or field experience	URREST	23	2.7	26%	39%	17%	9%	9%
	UWGB	1864	3.3	57%	27%	11%	3%	2%
Quality of teaching by faculty in your major	URREST	30	3.0	13%	73%	10%	3%	0
	UWGB	2880	3.4	52%	39%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	URREST	30	3.5	57%	40%	3%	0	0
	UWGB	2892	3.7	69%	28%	3%	<1%	<1%
Faculty encouragement of your educational goals	URREST	29	3.0	35%	34%	28%	3%	0
	UWGB	2857	3.4	54%	31%	11%	3%	<1%
Overall quality of advising received from the faculty in your major	URREST	29	2.4	21%	28%	27%	17%	7%
	UWGB	2747	3.2	52%	26%	12%	6%	4%
Availability of your major advisor for advising	URREST	30	2.2	13%	30%	33%	10%	13%
	UWGB	2741	3.3	58%	26%	10%	4%	2%
Ability of your advisor to answer university questions	URREST	29	3.2	45%	31%	21%	3%	0
	UWGB	2700	3.4	62%	23%	9%	4%	2%
Ability of your advisor to answer career questions	URREST	28	2.8	21%	46%	25%	7%	0
	UWGB	2480	3.2	51%	28%	13%	5%	3%
In-class faculty-student interaction	URREST	30	3.2	37%	47%	13%	3%	0
	UWGB	2789	3.4	54%	37%	8%	1%	<1%
Overall grade for your major (not an average of the above)	URREST	30	2.8	13%	57%	27%	3%	0
	UWGB	2847	3.4	46%	45%	8%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2008-2012 percent	URREST	30	17%	0	13%	13%	57%
	UWGB	2885	13%	<1%	34%	5%	48%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2008-2012 percent	URREST	30	47%	13%	23%	17%	0
	UWGB	2882	70%	12%	12%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2008-2012 percent	URREST	24	8%	13%	79%	0
	UWGB	2189	7%	13%	66%	14%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2008-2012 percent	URREST	30	20%	60%	0	3%	17%
	UWGB	2886	29%	52%	1%	5%	13%

**Table 6. General Education preparation**

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	URREST	26	62%	2.6	29	31%	2.3
	UWGB	2674	66%	2.7	2594	25%	2.0
Problem-solving skills.	URREST	26	58%	2.6	28	32%	2.2
	UWGB	2665	72%	2.7	2585	25%	2.0
Understanding biology and the physical sciences.	URREST	26	8%	1.8	25	24%	1.8
	UWGB	2655	25%	2.0	2481	26%	2.0
Understanding the impact of science and technology.	URREST	26	27%	2.2	27	33%	2.1
	UWGB	2645	34%	2.2	2490	24%	2.0
Understanding social, political, geographic, and economic structures.	URREST	26	77%	2.8	29	52%	2.5
	UWGB	2644	34%	2.2	2546	26%	2.1
Understanding the impact of social institutions and values.	URREST	26	65%	2.7	29	55%	2.5
	UWGB	2660	52%	2.5	2568	34%	2.2



**Table 6. General Education preparation**

**Current proficiency vs. Contribution of Gen Ed to current proficiency**  
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the significance of major events in Western civilization.	URREST	26	50%	2.5	29	45%	2.3
	UWGB	2648	33%	2.2	2528	31%	2.1
Understanding the role of the humanities in identifying and clarifying values.	URREST	26	31%	2.2	29	35%	2.2
	UWGB	2656	37%	2.2	2549	31%	2.1
Understanding at least one Fine Art.	URREST	26	39%	2.2	27	30%	2.0
	UWGB	2656	39%	2.2	2520	32%	2.1
Understanding contemporary global issues.	URREST	26	50%	2.5	29	28%	2.2
	UWGB	2651	34%	2.2	2525	23%	2.0
Understanding the causes and effects of stereotyping and racism.	URREST	26	73%	2.7	29	45%	2.3
	UWGB	2667	63%	2.6	2560	34%	2.1
Written communication skills	URREST	26	58%	2.5	28	43%	2.3
	UWGB	2667	67%	2.6	2600	38%	2.2
Public speaking and presentation skills	URREST	26	50%	2.4	26	31%	2.0
	UWGB	2660	45%	2.3	2536	27%	2.0
Computer skills	URREST	26	46%	2.4	27	22%	1.9
	UWGB	2650	57%	2.5	2476	23%	1.9

**Table 7. Educational experiences**  
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	URREST	30	90%	4.1
	UWGB	2813	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	URREST	30	43%	3.2
	UWGB	2726	42%	3.2
The UW-Green Bay educational experience encourages students to become involved in community affairs.	URREST	30	43%	3.2
	UWGB	2704	52%	3.4
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	URREST	30	87%	4.0
	UWGB	2809	81%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	URREST	29	76%	3.9
	UWGB	2674	62%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	URREST	30	80%	4.0
	UWGB	2775	73%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	URREST	30	77%	3.9
	UWGB	2799	70%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	URREST	30	73%	3.8
	UWGB	2806	83%	4.2
There is a strong commitment to racial harmony on this campus.	URREST	28	25%	3.1
	UWGB	2556	56%	3.6

**Table 7. Educational experiences**  
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
The faculty and staff of UWGB are committed to gender equity.	URREST	29	59%	3.5
	UWGB	2648	75%	4.0
This institution shows concern for students as individuals.	URREST	30	63%	3.4
	UWGB	2775	75%	3.9
The General Education requirements at UWGB were a valuable component of my education.	URREST	29	55%	3.3
	UWGB	2657	48%	3.3

**Table 8. Activities while at UW-Green Bay**

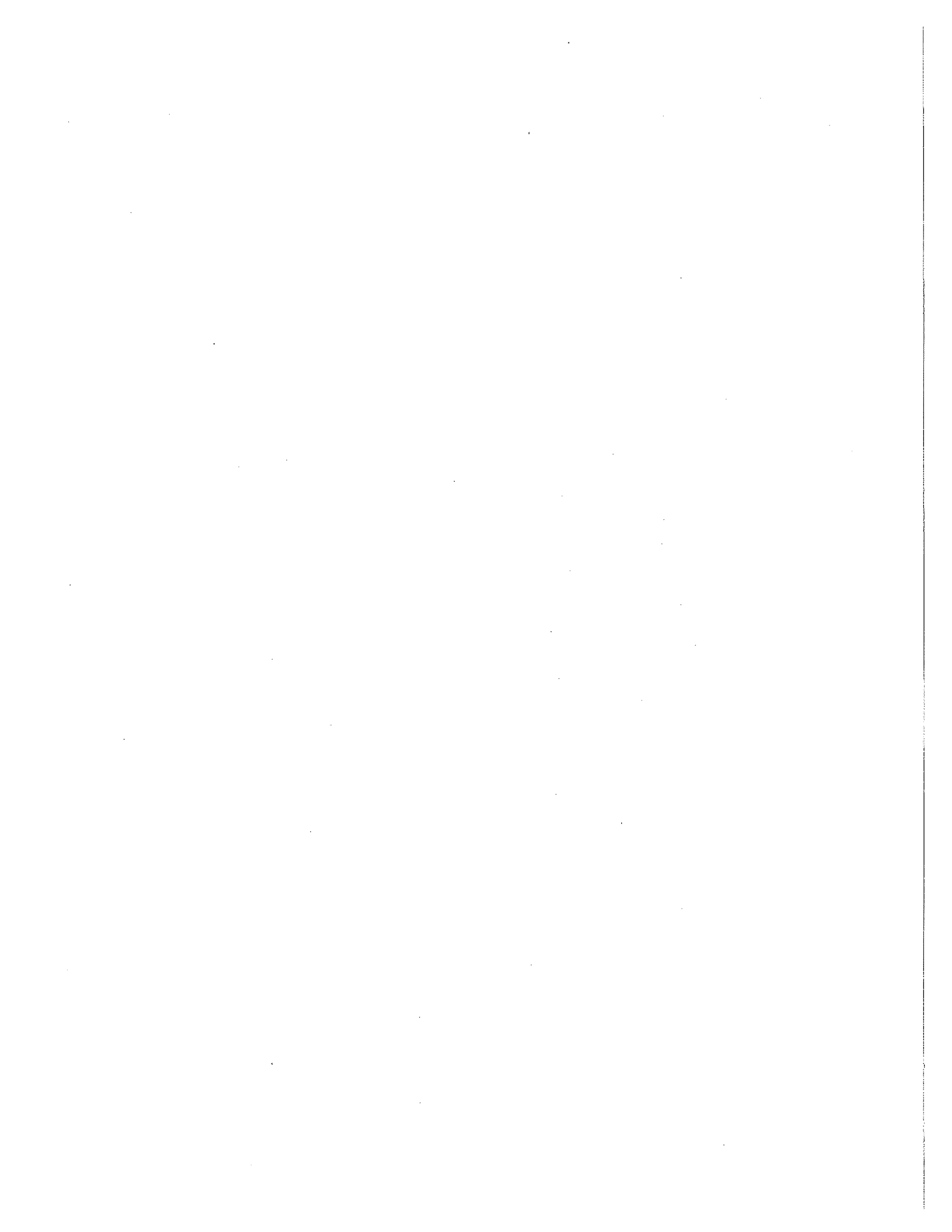
	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2008-2012 percent	URREST	30	33%	53%	73%	13%	63%	57%	70%	30%
	UWGB	2904	26%	48%	55%	20%	56%	22%	52%	13%

**Table 9. Rating services and resources**  
(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Library services (hours, staff, facilities)	URREST	29	90%	3.5
	UWGB	2468	91%	3.4
Library collection (books, online databases)	URREST	28	93%	3.3
	UWGB	2419	89%	3.3
Admission Office	URREST	27	96%	3.4
	UWGB	2321	92%	3.4
Financial Aid Office	URREST	26	92%	3.4
	UWGB	2120	87%	3.3
Bursar's Office	URREST	30	83%	3.3
	UWGB	2729	88%	3.3
Career Services	URREST	26	89%	3.4
	UWGB	1632	84%	3.3
Academic Advising Office	URREST	27	78%	3.0
	UWGB	2185	76%	3.1
Student Health Services	URREST	14	71%	3.1
	UWGB	1495	88%	3.4
Registrar's Office	URREST	29	93%	3.5
	UWGB	2502	92%	3.5

**Table 9. Rating services and resources**  
(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Writing Center	URREST	13	62%	2.9
	UWGB	1033	82%	3.2
University Union	URREST	27	82%	3.1
	UWGB	2355	87%	3.3
Student Life	URREST	21	76%	3.0
	UWGB	1429	83%	3.2
Counseling Center	URREST	6	50%	2.5
	UWGB	573	78%	3.2
Computer Facilities (labs, hardware, software)	URREST	30	90%	3.3
	UWGB	2507	94%	3.5
Computer Services (hours, staff, training)	URREST	26	89%	3.4
	UWGB	2311	92%	3.5
Kress Events Center	URREST	22	96%	3.7
	UWGB	1933	95%	3.7
American Intercultural Center	URREST	5	100%	3.6
	UWGB	361	86%	3.3
International Office	URREST	6	67%	2.7
	UWGB	400	80%	3.1
Residence Life	URREST	15	80%	3.1
	UWGB	1223	76%	2.9
Dining Services	URREST	24	46%	2.3
	UWGB	2044	54%	2.5
Bookstore	URREST	30	83%	2.9
	UWGB	2779	79%	3.1



### Alumni Survey: 2008, 2009, 2010, 2011 & 2012

	Survey year	Graduation Year	Urban & Reg Std	UWGB Overall
<b>Graduates:</b>	2008	2004-2005	13	1086
	2009	2004-2006	4	1087
	2010	2006-2007	17	1148
	2011	2007-2008	5	1162
	2012	2008-2009	13	1133
<b>Response Rate*</b>	2008-2012		10/52 (19%)	957/5616 (17%)

\* Note: % response misses double-majors who chose to report on their other major.

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	URREST	7	57%	3.6	7	86%	4.4
	UWGB	751	67%	3.8	727	90%	4.5
Problem-solving skills.	URREST	7	57%	3.6	7	86%	4.4
	UWGB	755	69%	3.8	724	94%	4.7
Understanding biology and the physical sciences.	URREST	7	43%	3.6	7	0	1.6
	UWGB	720	48%	3.4	710	29%	2.6
Understanding the impact of science and technology.	URREST	7	43%	3.4	7	43%	3.1
	UWGB	720	48%	3.4	718	43%	3.2
Understanding social, political, geographic, and economic structures.	URREST	7	86%	4.1	7	86%	4.3
	UWGB	741	61%	3.7	721	55%	3.5
Understanding the impact of social institutions and values.	URREST	7	86%	4.4	7	72%	3.9
	UWGB	742	69%	3.9	720	63%	3.7
Understanding the significance of major events in Western civilization.	URREST	7	71%	3.6	7	29%	2.4
	UWGB	731	53%	3.5	716	28%	2.6
Understanding a range of literature.	URREST	7	29%	3.0	7	29%	2.6
	UWGB	726	50%	3.8	709	31%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	URREST	7	43%	3.1	6	17%	2.3
	UWGB	722	58%	3.7	700	38%	3.0
Understanding at least one Fine Art, including its nature and function(s).	URREST	7	57%	3.4	6	17%	2.0
	UWGB	734	63%	3.6	706	27%	2.6
Understanding contemporary global issues.	URREST	7	71%	3.6	6	67%	3.7
	UWGB	729	57%	3.8	706	51%	3.4
Understanding the causes and effects of stereotyping and racism.	URREST	7	72%	3.9	6	50%	3.7
	UWGB	730	64%	4.1	708	57%	3.6
Written communication skills.	URREST	7	57%	3.6	6	67%	4.0
	UWGB	742	81%	4.1	715	91%	4.6

Table 1. Preparation &amp; Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Public speaking and presentation skills.	URREST	7	57%	3.9	6	67%	4.0
	UWGB	736	61%	3.7	718	85%	4.4
Reading skills.	URREST	7	72%	4.0	6	67%	4.0
	UWGB	738	73%	4.0	709	91%	4.5
Listening skills.	URREST	7	72%	4.0	6	83%	4.5
	UWGB	736	73%	4.0	710	96%	4.7
Leadership and management skills.	URREST	7	71%	3.6	5	100%	4.8
	UWGB	737	65%	3.8	709	94%	4.7

Table 2. Educational experiences  
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	URREST	10	90%	4.1
	UWGB	953	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	URREST	10	30%	3.1
	UWGB	949	51%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	URREST	10	30%	3.4
	UWGB	935	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	URREST	10	90%	4.1
	UWGB	951	88%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	URREST	10	50%	3.5
	UWGB	944	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	URREST	9	78%	3.9
	UWGB	950	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	URREST	10	70%	3.6
	UWGB	944	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	URREST	10	80%	4.1
	UWGB	954	89%	4.4
The General Education requirements at UWGB were a valuable component of my education.	URREST	10	60%	3.4
	UWGB	903	59%	3.6
UWGB cares about its graduates.	URREST	10	50%	3.6
	UWGB	918	61%	3.7
I feel connected to UWGB.	URREST	10	60%	3.6
	UWGB	938	47%	3.3

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2008-2012 percent	URREST	10	40%	20%	30%	10%	0
	UWGB	949	64%	23%	7%	5%	1%

**Table 4. Rating the MAJOR**  
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012			
		n	A or B	C or D	mean
Quality of teaching.	URREST	10	80%	20%	3.0
	UWGB	955	95%	5%	3.5
Knowledge and expertise of the faculty.	URREST	10	90%	10%	3.3
	UWGB	953	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	URREST	9	78%	22%	3.2
	UWGB	952	91%	9%	3.5
Importance and relevance of courses to professional and academic goals.	URREST	10	70%	30%	3.0
	UWGB	942	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	URREST	10	50%	50%	2.7
	UWGB	937	87%	12%	3.3
Availability of faculty (e.g., during office hours).	URREST	10	90%	10%	3.1
	UWGB	936	94%	6%	3.6
Overall grade for the major (not a sum of the above).	URREST	10	60%	40%	2.8
	UWGB	942	94%	5%	3.5

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2008-2012 percent	URREST	10	40%	50%	0	10%	0
	UWGB	947	36%	46%	1%	5%	12%

**Table 6. Graduate/professional study plans**

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2008-2012 percent	URREST	7	14%	14%	0	14%	57%
	UWGB	632	20%	23%	4%	3%	49%

	<b>UR RE ST (n = 10)</b>	<b>UWGB (n = 950)</b>
Employed full-time (33 or more hours/week)	100%	80%
Employed part-time	0	12%
Unemployed, seeking work	0	3%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	3%

	<b>Unit of Analysis</b>	<b>n</b>	<b>Very satisfied or satisfied</b>	<b>mean</b>
2008-2012 percentage	URREST	10	60%	3.7
	UWGB	868	74%	4.0

	<b>UR RE ST (n = 10)</b>	<b>UWGB (n = 863)</b>
High school or less	30%	18%
Certificate	0	3%
Associate's degree	20%	15%
Bachelor's degree	50%	57%
Graduate degree	0	7%

	<b>UR RE ST (n = 10)</b>	<b>UWGB (n = 864)</b>
Very related	20%	52%
Somewhat related	20%	29%
Not at all related	60%	19%

	<b>UR RE ST (n = 10)</b>	<b>UWGB (n = 840)</b>
Under \$20,000	0	13%
\$20,000 to \$25,999	20%	11%
\$26,000 to \$29,999	10%	8%
\$30,000 to \$35,999	20%	23%
\$36,000 to \$39,999	30%	12%
\$40,000 to \$49,999	20%	16%
\$50,000 or more	0	17%



**Employers, Locations, and Job Titles**

Miller's Inc	St. Nazianz	Wisconsin	Design engineer
Fed Ex Ground	Green Bay	Wisconsin	P&D Manager
East Centron WI RPC	Menasha	Wisconsin	Planner
Vanguard Utility Partners Inc.	DeForest, but we work out of our home.	Wisconsin	Locator (underground utility locator)
Integrated Community Solutions	Green Bay	Wisconsin	Energy Specialist
Milwaukee Brewers Baseball Club	Milwaukee	Wisconsin	Telecom Administrator
Palermos Pizza	Milwaukee	Wisconsin	Food Technologist, Labeling Coordinator
The City of Green Bay	Green Bay	Wisconsin	Planner 1 - Physical Planner
US Cellular Inc.	Chicago	Illinois	Retail Wireless Consultant
Kohler Company	Kohler	Wisconsin	Gold Course Maintenance Crew Leader



# Academic Plan: Urban & Regional Studies

Institutional Research - Run date: 05FEB2014

	Fall Headcounts				
	2009	2010	2011	2012	2013
<b>Declared Majors, end of term</b>	30	26	27	22	18
<b>Declared Minors, end of term</b>	20	15	18	14	10

	Fall Declared Majors - Characteristics									
	2009		2010		2011		2012		2013	
<b>Female</b>	10	33%	10	38%	10	37%	9	41%	9	50%
<b>Minority</b>	4	13%	4	15%	6	22%	4	18%	4	22%
<b>Age 26 or older</b>	7	23%	5	19%	4	15%	2	9%	1	6%
<b>Location of HS: Brown County</b>	10	33%	6	23%	5	19%	7	32%	7	39%
<b>Location of HS: Wisconsin</b>	27	90%	23	88%	24	89%	18	82%	18	100%
<b>Attending Full Time</b>	27	90%	24	92%	24	89%	16	73%	17	94%
<b>Freshmen</b>	1	3%	0	0%	1	4%	2	9%	0	0%
<b>Sophomores</b>	5	17%	3	12%	5	19%	2	9%	4	22%
<b>Juniors</b>	8	27%	12	46%	6	22%	5	23%	8	44%
<b>Seniors</b>	16	53%	11	42%	15	56%	13	59%	6	33%

	<b>Fall Declared Majors - Characteristics</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Average HS Cumulative G.P.A.</b>	3.06	3.02	2.96	2.98	3.05
<b>Average ACT Composite Score</b>	21.7	21.2	21.5	22.0	22.5
<b>Average ACT Reading Score</b>	22.0	21.1	21.3	21.7	22.3
<b>Average ACT English Score</b>	21.4	21.6	21.5	22.4	21.9
<b>Average ACT Math Score</b>	20.7	20.2	21.3	21.9	22.5
<b>Average ACT Science Score</b>	22.5	22.1	22.3	22.0	22.8

# Academic Plan: Urban & Regional Studies

Institutional Research - Run date: 05FEB2014

	Fall Declared Majors - Characteristics				
	2009	2010	2011	2012	2013
Percent started as Freshmen	50%	54%	63%	64%	50%
Percent started as Transfers	50%	46%	37%	36%	50%
Percent with prior AA degree	17%	0%	0%	5%	11%
Percent with prior BA degree	7%	8%	4%	0%	0%

	Calendar Year Headcounts				
	2009	2010	2011	2012	2013
<b>Graduated Majors (May, Aug. &amp; Dec.)</b>	14	16	7	13	4
<b>Graduated Minors (May, Aug. &amp; Dec.)</b>	5	5	8	1	5

	Characteristics of Graduated Majors									
	2009		2010		2011		2012		2013	
<b>Graduates who are... Women</b>	8	57%	6	38%	3	43%	5	38%	2	50%
<b>... Students of Color</b>	4	29%	2	13%	3	43%	1	8%	2	50%
<b>... Over 26 Years Old</b>	3	21%	5	31%	1	14%	6	46%	0	0%
<b>Graduates earning Degree Honors</b>	1	7%	1	6%	1	14%	2	15%	0	0%



	<b>Characteristics of Graduated Majors</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Average Credits Completed Anywhere</b>	136	129	127	129	134
<b>Average Credits Completed at UWGB</b>	105	107	115	114	128
<b>Average Cum GPA for Graduates</b>	2.97	2.92	2.84	2.95	2.72

# Academic Subject: UR RE ST

Institutional Research - Run date: 05FEB2014

			Headcount Enrollments, Credit-bearing Activities				
			2009	2010	2011	2012	2013
Lectures	1-Lower	1-Spring	170	188	234	138	105
		2-Summer	13	6	15	17	14
		3-Fall	315	242	244	191	136
		All	498	436	493	346	255
	2-Upper	1-Spring	96	115	105	115	82
		2-Summer	19	13	11	4	8
		3-Fall	105	80	93	55	54
		All	220	208	209	174	144
	All		718	644	702	520	399
	IST/FEX	1-Lower	1-Spring	.	.	.	.
2-Summer			.	.	.	.	.
3-Fall			.	.	.	.	.
All			.	.	.	.	.
2-Upper		1-Spring	11	7	3	5	.
		2-Summer	.	1	.	.	.
		3-Fall	5	4	5	2	5
		All	16	12	8	7	5
All		16	12	8	7	5	
All		734	656	710	527	404	

# Academic Subject: UR RE ST

Institutional Research - Run date: 05FEB2014

			Student Credit Hours, Credit-bearing Activities				
			2009	2010	2011	2012	2013
Lectures	1-Lower	1-Spring	510	564	702	414	315
		2-Summer	39	18	45	51	42
		3-Fall	945	726	732	573	408
		All	1494	1308	1479	1038	765
	2-Upper	1-Spring	288	345	315	345	246
		2-Summer	57	39	33	12	24
		3-Fall	315	240	279	165	162
		All	660	624	627	522	432
	All		2154	1932	2106	1560	1197
	IST/FEX	1-Lower	1-Spring	.	.	.	.
2-Summer			.	.	.	.	.
3-Fall			.	.	.	.	.
All			.	.	.	.	.
2-Upper		1-Spring	34	19	5	15	.
		2-Summer	.	3	.	.	.
		3-Fall	13	10	15	6	14
		All	47	32	20	21	14
All			47	32	20	21	14

# Academic Subject: UR RE ST

Institutional Research - Run date: 05FEB2014

			Lectures and Lab/Discussion Sections (#)				
			2009	2010	2011	2012	2013
Lectures	1-Lower	1-Spring	3	3	4	2	4
		2-Summer	1	1	1	1	1
		3-Fall	4	6	6	5	5
		All	8	10	11	8	10
	2-Upper	1-Spring	7	7	8	6	7
		2-Summer	2	2	2	1	1
		3-Fall	4	6	4	4	4
		All	13	15	14	11	12
	All		21	25	25	19	22
	All			21	25	25	19

# Academic Subject: UR RE ST

Institutional Research - Run date: 05FEB2014

			Average Section Size of Lectures				
			2009	2010	2011	2012	2013
Lectures	1-Lower	1-Spring	56.7	62.7	58.5	69.0	26.3
		2-Summer	13.0	6.0	15.0	17.0	14.0
		3-Fall	78.8	40.3	40.7	38.2	27.2
		All	62.3	43.6	44.8	43.3	25.5
	2-Upper	1-Spring	13.7	16.4	13.1	19.2	11.7
		2-Summer	9.5	6.5	5.5	4.0	8.0
		3-Fall	26.3	13.3	23.3	13.8	13.5
		All	16.9	13.9	14.9	15.8	12.0
	All		34.2	25.8	28.1	27.4	18.1

	Unique Lecture Courses Delivered in Past Four Years				
	2009	2010	2011	2012	2013
<b>1-Lower</b>	6	6	5	5	5
<b>2-Upper</b>	24	26	23	21	23

	General Education as a Percent of all Credits in Lectures				
	2009	2010	2011	2012	2013
1-Lower	100%	100%	100%	100%	100%
2-Upper	5%	12%	12%	2%	10%

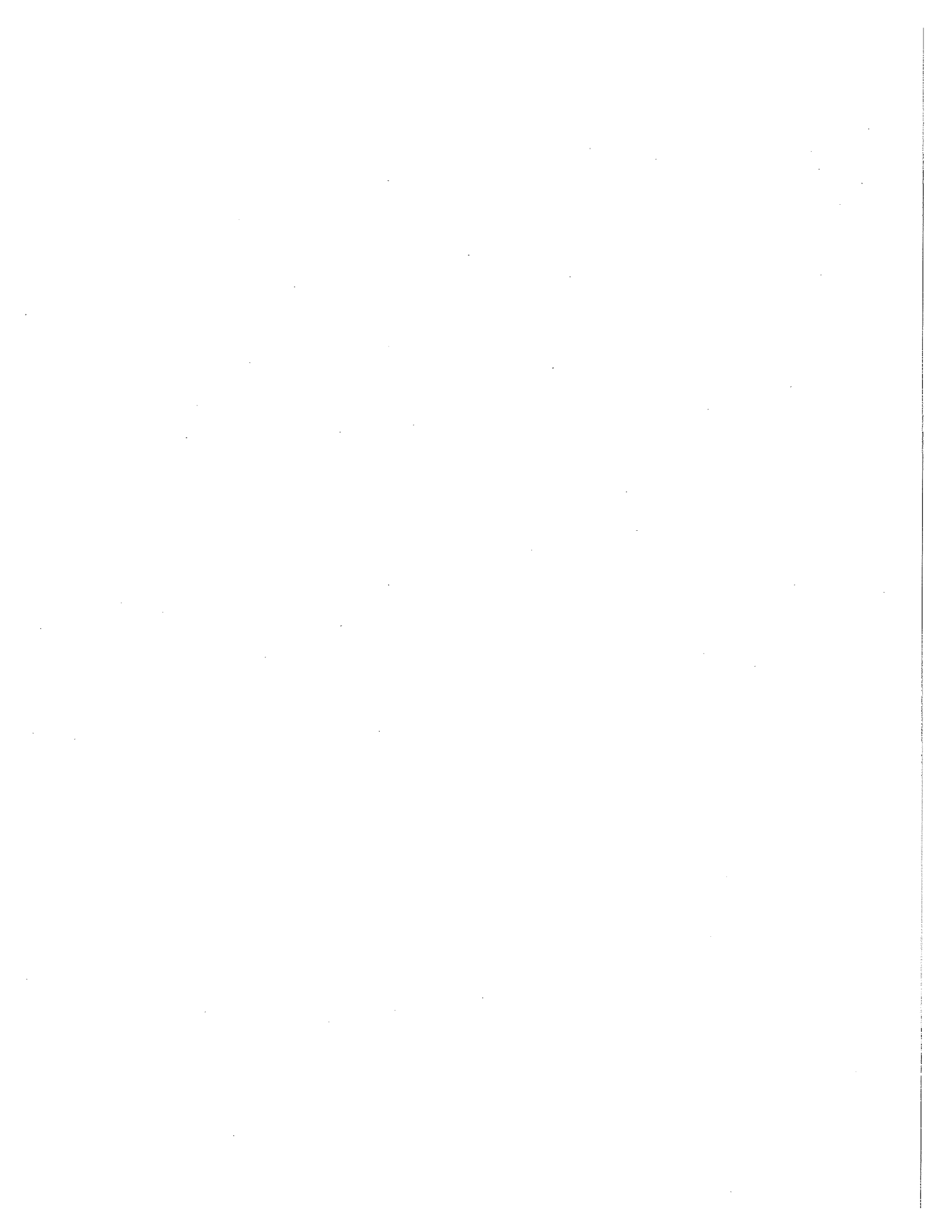
## Budgetary Unit: URS

Institutional Research - Run date: 05FEB2014

	Instructional Staff Headcounts and FTEs				
	2009	2010	2011	2012	2013
<b>Full Professors (FT)</b>	3	3	2	2	2
<b>Associate Professors (FT)</b>	2	2	2	2	2
<b>Assistant Professors (FT)</b>	1	1	1	2	2
<b>Instructors and Lecturers (FT)</b>	0	0	0	0	0
<b>Total Full-time Instructional Staff</b>	6	6	5	6	6
<b>Part-time Instructional Staff</b>	0	2	2	.	.
<b>FTE of Part-time Faculty</b>	0.0	0.3	0.4	.	.
<b>Total Instructional FTE</b>	6.0	6.3	5.4	.	.



	Student Credit Hours per Faculty FTE				
	2009	2010	2011	2012	2013
<b>SCH per Full-time Faculty FTE</b>	468	326	359	.	.
<b>SCH per Part-time Faculty FTE</b>	.	450	1314	.	.
<b>SCH per Faculty FTE</b>	468	332	419	.	.





# 2013 - 2014 UNDERGRADUATE CATALOG

## Urban and Regional Studies

Interdisciplinary Major or Minor  
(Bachelor of Arts)

**Professors** – Ray Hutchison, Kumar Kangayappan

**Associate Professors** – Marcelo Cruz, Thomas Nesselin (chair)

**Assistant Professors** – TM Tonmoy Islam, Adam Parrillo

Urban and Regional Studies develops individuals who want to make a difference in their community: a difference in what happens to older neighborhoods in transition, a difference in what happens as new suburban communities are planned and built, a difference in the lives and well-being of persons across metropolitan and rural regions. It offers undergraduates an opportunity to become familiar with concepts that will be useful whether they become community organizers, lawyers, city or regional planners, architects, teachers, economic development specialists, journalists, city managers, or enter careers in business and real estate.

Urban and Regional Studies offers students an opportunity to develop the insight, knowledge, and technical skills needed to deal effectively with the far-reaching challenges of contemporary urban society. It prepares students to become educated world citizens through a solid foundation of core courses emphasizing skills and tool subjects, broad introductory courses at the freshman and sophomore level, and more demanding courses at the junior and senior level which explore topics at a greater depth.

Faculty bring together urban and regional perspectives from a variety of disciplines, including economics, ethnic studies, physical and human geography, political science, and sociology. Urban and Regional Studies faculty have traveled widely and have lived and conducted research in many countries outside of the United States. In addition to teaching in the program, faculty are active in applied work in Northeast Wisconsin, working with community and grass-roots organizations, participating in city and county task forces and planning committees, and consulting for government and international agencies.

Students should meet with the faculty adviser in Urban and Regional Studies to discuss their academic and career interests. Students are encouraged to select courses which emphasize particular areas within the program, including community economic development, ethnic studies, and urban and regional planning. Internships in this program are especially encouraged, as are applied research projects in the Urban and Regional Studies laboratory and in independent study courses, as well. Internship experiences have proven to be an important enhancement to graduate school applications, and they also increase opportunities for employment after graduation.

This interdisciplinary major also provides excellent preparation for graduate study in master's and doctoral programs such as architecture, geography, political science, public administration, public policy, sociology, urban and regional planning, urban studies, economic development and related fields.

Urban and Regional Studies majors are encouraged to enroll in travel and study abroad programs. The department offers travel courses to Italy, the Ecuadorean Andes and Amazon, and the Galapagos Islands. These travel courses are developed with Urban and Regional Studies students in mind. For more information, please contact Urban and Regional Studies faculty directly, and or see the Urban and Regional Studies website. Students may study abroad (for semester or year long) or at other campuses in the United States through UW-Green Bay's participation in international exchange programs and the National Student Exchange. For more information on these programs contact the Office of International Education at (920) 465-2190 or see <http://www.uwgb.edu/international/>.



# 2013 - 2014 UNDERGRADUATE CATALOG

## Urban and Regional Studies: Requirements for the Major

### Interdisciplinary Major

#### Supporting Courses (16 credits)

Required courses:

- [COMM 133](#): Fundamentals of Public Address (3 credits)
- [ENG COMP 105](#): Expository Writing (3 credits)
- [GEOG 250](#): Displays of Geographic Information (3 credits)
- [MATH 260](#): Introductory Statistics (4 credits)
- [UR RE ST 100](#): Introduction to Urban Studies (3 credits)

#### Upper-Level Requirements (27 credits)

Urban and Regional Studies Core (9 credits)

- [UR RE ST 310](#): Urban Sociology (3 credits)
- [UR RE ST 312](#): Community Politics (3 credits)
- [UR RE ST 341](#): The City and its Regional Context (3 credits)

Urban and Regional Studies Senior Seminar, (3 credits)

- [UR RE ST 431](#): Seminar in Ethics and Public Action (3 credits)

### Area of Emphasis

Complete requirements in one of the following areas of emphasis:

- Broad Program
- Community Development
- Ethnic Studies
- Land Surveying
- Urban and Regional Planning

### Broad Program

Choose 15 credits

- [GEOG 370](#): Geography of South America (3 credits)
- [PSYCH 390](#): Environmental Psychology (3 credits)
- [UR RE ST 305](#): Urban Politics and Policy (3 credits)

- [UR RE ST 309](#): Urban and Regional Economics (3 credits)
- [UR RE ST 313](#): The City Through Time and Space (3 credits)
- [UR RE ST 315](#): Street Gangs in America (3 credits)
- [UR RE ST 320](#): Cities in Cinema (3 credits)
- [UR RE ST 323](#): Asian American Communities in the United States (3 credits)
- [UR RE ST 324](#): Latino Communities in the United States (3 credits)
- [UR RE ST 340](#): Economics of Land Use (3 credits)
- [UR RE ST 342](#): Community Economic Development (3 credits)
- [UR RE ST 351](#): Transportation and the City (3 credits)
- [UR RE ST 360](#): GIS and the Urban World (3 credits)
- [UR RE ST 392](#): Analysis of South Asia (3 credits)
- [UR RE ST 412](#): Urban and Regional Planning (3 credits)
- [UR RE ST 461](#): Special Topics in Urban and Regional Studies (3 credits)
- [UR RE ST 497](#): Internship (1-12 credits)
- [UR RE ST 498](#): Independent Study (1-4 credits)
- [UR RE ST 499](#): Travel Course (1-6 credits)

Internship or lab course credit may be substituted for one of the courses with approval of adviser.

## Community Development

### Supporting Courses (4 credits)

- [ECON 203](#): Micro Economic Analysis (3 credits)
- [ECON 207](#): Micro Economics Laboratory (1 credit)

### Community Development Curriculum (18 credits)

- [ECON 303](#): Intermediate Micro Economic Theory (3 credits)
- [ECON 409](#): Public Finance and Fiscal Policy (3 credits)
- [UR RE ST 309](#): Urban and Regional Economics (3 credits)
- [UR RE ST 340](#): Economics of Land Use (3 credits)
- [UR RE ST 342](#): Community Economic Development (3 credits)
- [UR RE ST 412](#): Urban and Regional Planning (3 credits)

Internship or lab course credit may be substituted for one of the courses with approval of adviser.

## Ethnic Studies

### Supporting Courses (6 credits)

Required:

- [HISTORY 309](#): United States Immigration History (3 credits)
- [SOCIOLOG 203](#): Ethnic and Racial Identities (3 credits)

### Ethnic Studies emphasis (15 credits)

- [SOCIOLOG 303](#): Race and Ethnic Relations (3 credits)
- [HISTORY 340](#): Topics in African American History (3 credits)
- [HUM STUD 385](#): Perspectives on Human Values: First Nations (3 credits)

[UR RE ST 323](#): Asian American Communities in the United States (3 credits)

[UR RE ST 324](#): Latino Communities in the United States (3 credits)

Internship or lab course credit may be substituted for one of the courses with approval of adviser.

## Land Surveying

### Land Surveying curriculum (15 credits)

[GEOG 350](#): GIS in Public and Environmental Policy (2 credits)

[GEOG 351](#): Elements of Cartography (3 credits)

[GEOG 450](#): Advanced Geographic Information Systems (3 credits)

[UR RE ST 412](#): Urban and Regional Planning (3 credits)

[UR RE ST 497](#): Internship (1-12 credits)

Internship or lab course credit may be substituted for one of the courses with approval of adviser.

## Urban and Regional Planning

### Urban and Regional Planning curriculum (17 credits)

[GEOG 350](#): GIS in Public and Environmental Policy (2 credits)

[UR RE ST 309](#): Urban and Regional Economics (3 credits)

[UR RE ST 313](#): The City Through Time and Space (3 credits)

[UR RE ST 360](#): GIS and the Urban World (3 credits)

[UR RE ST 412](#): Urban and Regional Planning (3 credits)


[UR RE ST 452](#): Planning Theory and Methods (3 credits)

Internship or lab course credit may be substituted for one of the courses with approval of adviser.

Registrar's Office, SS

UW-Green Bay, 2420 Nicolet Dr

Green Bay, WI 54311-7001

 (920) 465-2657

 registrar@uwgb.edu

About UW-Green Bay

General Information

Planning an Academic Program

Undergraduate Programs

Preprofessional Programs and Certificates

Course Descriptions

University of Wisconsin-Green Bay



2420 Nicolet Dr

Green Bay, WI 54311, USA

UW-Green Bay Mission

College Portrait

General Contact:

 (920) 465-2000 or  uwgb@uwgb.edu



# 2013 - 2014 UNDERGRADUATE CATALOG

## Urban and Regional Studies: Requirements for the Minor

### Interdisciplinary Minor

#### Supporting Courses (10 credits)

[UR RE ST 100](#): Introduction to Urban Studies (3 credits)

[GEOG 250](#): Displays of Geographic Information (3 credits)

[MATH 260](#): Introductory Statistics (4 credits)

#### Upper-Level Courses (15 credits)

Urban and Regional Studies core (choose two of these)

[UR RE ST 310](#): Urban Sociology (3 credits)

[UR RE ST 312](#): Community Politics (3 credits)

[UR RE ST 341](#): The City and its Regional Context (3 credits)

Electives (choose three of these)

[UR RE ST 305](#): Urban Politics and Policy (3 credits)

[UR RE ST 309](#): Urban and Regional Economics (3 credits)

[UR RE ST 313](#): The City Through Time and Space (3 credits)

[UR RE ST 315](#): Street Gangs in America (3 credits)

[UR RE ST 323](#): Asian American Communities in the United States (3 credits)

[UR RE ST 324](#): Latino Communities in the United States (3 credits)

[UR RE ST 340](#): Economics of Land Use (3 credits)

[UR RE ST 342](#): Community Economic Development (3 credits)

[UR RE ST 351](#): Transportation and the City (3 credits)

[UR RE ST 360](#): GIS and the Urban World (3 credits)

[UR RE ST 370](#): Geography of South America (3 credits)

[UR RE ST 392](#): Analysis of South Asia (3 credits)

[UR RE ST 412](#): Urban and Regional Planning (3 credits)

Registrar's Office, SS  
UW-Green Bay, 2420 Nicolet Dr  
Green Bay, WI 54311-7001

(920) 465-2657  
 registrar@uwgb.edu

[About UW-Green Bay](#)





UNIVERSITY of WISCONSIN  
**GREEN BAY**

Date: August 21, 2006

To: Ray Hutchison  
Chairperson of Urban and Regional Studies

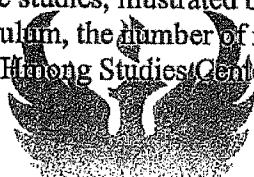
From: Fergus Hughes  
Interim Dean of Liberal Arts and Sciences

Re: Urban and Regional Studies Program Review

Urban and Regional Studies is an excellent example of an interdisciplinary problem-focused program of the type that the University of Wisconsin-Green Bay has promoted since its inception. The faculty represent a variety of social science disciplines, and the courses themselves appear to be inherently interdisciplinary. Furthermore, the interdisciplinarity in the curriculum does not come from the combination of an array of disciplinary courses – a model that I would describe as multidisciplinary rather than interdisciplinary. Consistent with the University of Wisconsin-Green Bay's core mission, the program is also problem-focused, and since the problems addressed are usually community-based, the program represents an excellent example of "connecting learning to life".

The faculty are actively involved in faculty governance and in scholarly work, and they have compiled an exceptional record of service to the community. The number of declared majors and minors has been holding steady at approximately 35 and 15 respectively. While the number is not high, Urban and Regional Studies has an excellent record of graduating its declared majors, as well as an excellent placement record in graduate schools and appropriate careers.

The availability of four separate areas of emphasis seems unnecessarily cumbersome in a Unit that has a total of approximately 35 declared majors. One would have to guess that each track attracts only a handful of students. On the other hand, the tracks in community development and ethnic studies are highly desirable offerings when one considers the community emphasis of the University of Wisconsin-Green Bay's curriculum and our growing commitment to ethnic studies. In fact, the contribution of the Urban and Regional Studies program to ethnic studies, illustrated by the track itself, the number of ethnic studies courses in the curriculum, the number of minority students who take the courses, and the development of a ~~Hmong~~ Studies Center in the Fall of 2006, is highly commendable.



CONNECTING LEARNING TO LIFE

I assume that the "general" track is provided for students whose interests in Urban and Regional Studies are not specific and who are using the major to further their liberal arts education. While I believe strongly in the value of general education, I question whether the general track is necessary. It would seem a reasonable course of action for the faculty in Urban and Regional Studies to focus their energies on the tracks in Community Development, Ethic Studies, and Urban and Regional Planning.

The emphasis in Environmental Design represented a joint collaboration with Communication and the Arts, and was often hailed as a model of interdisciplinary education. This track represented perhaps the most successful interdisciplinary collaboration ever undertaken at this University. However, it is currently staffed by only 1.33 FTE faculty members, and both are closer to the end of their academic careers than to the beginning. The number of students with an interest in the track was dwindling. Therefore, a decision was made by the Urban and Regional Studies faculty in August of 2006 to eliminate the Environmental Design emphasis and to advise pre-architecture students to instead select the Environmental Design major in Communication and the Arts. This is a regrettable but realistic course of action.

The faculty in Urban and Regional Studies are to be commended for undertaking an extensive review of other university-level programs throughout the country that treat issues of urban and regional studies. This type of program assessment is an extremely valuable experience, and is done rarely. While it does not provide a measure of internal quality, it affords an opportunity to review the overall curriculum and to measure the educational experiences that we provide to those provided in other undergraduate programs.

The review of other programs has been used extensively to inform curriculum discussions. It was discovered that there are fewer than 30 such programs in the United States, that few have dedicated faculty and budget lines, that most have a broader array of coursework than our program, which emphasizes the social sciences, and that we are the only program that offers an emphasis in Environmental Design.

I agree with the Academic Affairs Council that internal assessment measures need to be more carefully refined, and that student performance in individual courses is a less than perfect measure of program success in achieving its learning outcomes. In the self study report it is stated that Urban and Regional Studies students "demonstrate a wide range of critical thinking and analytical skills", as evidenced by the average GPA's of Urban and Regional Studies and other social science students taking particular courses. The assertion is correct only if course performance is truly reflective of "critical thinking and analytical skills", and it is not clear how a global measure such as a course grade is reflective of a wide range of specific skills. In addition, using student performance in individual classes is a circular form of assessment that lacks the objectivity of independent external evaluation. It is difficult to make an argument that a program is successful by objective standards if the measure of the program's success is performance in individual courses on measures developed by individual instructors. This is equivalent

to making the argument that one is an excellent instructor because all of his or her students earned grades of A based on examinations that he or she created.

Performance in the capstone course is a more meaningful measure, because all members of the Urban and Regional Studies Executive Committee evaluate the performance of individual students across a series of courses. Success in internships as measured by the evaluations of Internship Supervisors is also a meaningful measure, as are the student responses to the Senior and the Alumni Surveys.

In summary, I see Urban and Regional Studies as a program that is particularly representative of the both the core and the select mission of the University of Wisconsin-Green Bay. It embodies the interdisciplinary spirit of our formative years and yet is increasingly contemporary in its emphases. There are challenges ahead with impending retirements but with challenges come opportunities for growth and change. The faculty in the Unit have done an admirable job of continually evaluating their curriculum and making realistic decisions about curricular change. In that sense, Urban and Regional Studies displays vitality and openness to change that is not often found in the academic world.

cc: Academic Affairs Council  
Associate Provost Tim Sewall



## APPENDIX 4

### URBAN AND REGIONAL STUDIES PROGRAM ASSESSMENT PLAN

As noted previously, in both 2012-13 and 2013-14, programs were asked by the Provost's Special Assistant for Institutional Assessment to assess one program learning goal and submit the results. URS did carry this out in spring 2013 and will do so again in spring 2014.

Now with respect to the future, URS will follow the general assessment guidelines provided by the assessment consultant, Professor Barbara Walvoord, who visited the campus in spring 2013 and, again, in January 2014. The Chair met with Professor Walvoord on both occasions to discuss program assessment. To begin, on page 6 of Professor Walvoord's report: "Assessment in Higher Education: Useful, Sensible, Feasible, and Acceptable to Accreditors," she presents the "**Basic, No Frills Department/Program Assessment System.**" The first two steps are as follows:

1. Specific the program learning goals (at the end of the program, students will be able to .....)
2. Two measures of student learning
  - a. One **direct** measure (direct means student performance is directly evaluated (e.g. tests, exams, projects, interactions with clients, etc.) Specifically, required is some evaluation of end-point senior work by faculty. Grades will not suffice as a measure. It is necessary to describe the student work analyzed and the criteria that were used.
  - b. One **indirect** measure (indirect means an intervening step, such as asking students what they thought they learned, or tracking their career or their acceptance into further education).
    - i) Student survey or interviews
    - ii) Alumni surveys

The URS Assessment Plan will go beyond the "No Frills Assessment Plan" sketch above.

## **URS Program Learning Goals**

Goal 1: Students who have completed the major in Urban and Regional Studies will have the ability to conceptualize, analytically define, and treat urban and regional places as meaningful entities, and will have developed an understanding of the interaction and relationship between populations groups, economic activities, and the natural and built environments from an interdisciplinary perspective.

Goal 2: Students who have completed the major in Urban and Regional Studies will have developed an understanding of social science methodology, including the analysis and interpretation of both quantitative and qualitative data appropriate to the study of urban areas and regional places, and will have an understanding of and commitment to ethical standards for conducting research, for reporting findings, and implementing the results of those findings, including ethnics in decision making for urban and regional planning and public action.

Goal 3: Students will have gained the technical knowledge, analytical tools, critical thinking and teamwork skills necessary to (a) qualify for entry level employment in positions in urban planning, economic development, and comparable areas in the private or public sector at local, regional, state, and national level; (b) qualify for admission into graduate programs in Urban and Regional Studies, Urban and Regional Planning, Environmental and Behavior, Architecture, and related professional fields.

## **URS ASSESSMENT PLAN (2014 -2015 Forward)**

### **Direct Assessment Measures**

The focal point of the URS Assessment Plan is the **URS Senior Seminar** that is required of all URS majors. Students in this seminar develop a course portfolio consisting of a variety of written assignments and also make classroom presentations. Students' achievement with respect to the broad learning goals established for URS students as well as their critical thinking and presentation skills will be evaluated by the course instructor(s) as well as URS faculty using embedded assessment employing a quantitative rubric.

In addition, the specific learning goals set forth in Program goals 2 and 3 will be evaluated by embedded assessment using a quantitative rubric in a range of URS courses.

### **Quantitative Skills**

Assessed in UR RE ST 309: Urban and Regional Economics

UR RE ST 340: Economics of Land Use

UR RE ST 342: Community Economic Development

### Technical Knowledge, Analytical Tools, and Critical Thinking Skills

Assessed in UR RE ST 309: Urban and Regional Economics

UR RE ST 310: Urban Sociology

UR RE ST 360: GIS and the Urban World

UR RE ST 412: Urban and Regional Planning

### **Indirect Assessment Measures**

1. Student Survey of students in URS Senior Seminar regarding what knowledge and technical skills they have acquired as URS majors.

### **Timeline**

The Urban and Regional Studies Program plans to implement this assessment plan beginning in the 2014-2015 academic year. The instructors in the courses listed above will be responsible for the collection and analysis of the assessment data.

