



UNIVERSITY of WISCONSIN
GREEN BAY

Sustainable Management | 2016-2017 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

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Steve Dunn	UW Oshkosh
John Skalbeck	UW Parkside
John Katers	UW Green Bay
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Combined results for Fall 2016, Spring and Summer 2017. Example for SMGT 785 Assessment below.

Assessments Completed	17/27	63% of courses were assessed
Course Evaluations	301/586	51% response rate from students
Enrollments	606	At 20 business days
Revisions	4/14	29% courses revised
Student Count	142	As of Spring 2017
Retention	69%	Fall 2016
Retention	80%	Spring 2017
Graduates	21 (note that some are incompletes that need to finish)	Fall, Spring and Summer

2. How will you use what you've learned from the data that was collected?

Goals for next year:

- 1) This year we revised our assessment process and reporting and hope to have more robust reporting next year at this time. We've asked faculty to report mastery numerically which will translate in the report next year. We had about 56% participation by faculty in the assessment process. Next year's goal to increase that participation rate.
- 2) As stated above, we have revised the course evaluation questions down to 10, and changed the scale to be identical for all questions. This is in recognition that students are reluctant to spend time on this at the end of the semester. Our hope is that an easier survey might

gain participation. Our response rate is about 51% so we are not looking for a large increase, only a small improvement and to ease our students work load.

- 3) The UW Green Bay Chile travel trip has been very popular with our students who may use this course as an elective in our program. There will be another opportunity for this trip over Summer 2017. We would like to continue to consider these opportunities and discover if there are some additional travel opportunities that would benefit our students.
- 4) Along with an additional travel course, the Academic Director group would like to consider if additional electives are needed and if so, which ones. Is our student population and scheduling able to support an additional elective?
- 5) A goal this year to increase the size of the Advisory Board. This is a goal for the entire group. We'd also like to encourage this advisory board to utilize our students for a capstone project.
- 6) Implement a new model for faculty development retreats, joining this group with the larger CEOEL collaborative faculty group for enhanced training and development opportunities. CEOEL also has created a course for online instruction with the collaborative programs. We will implement this in our program during the upcoming year.
- 7) Continue to tweak and adapt courses in response to evaluations, assessments and student feedback during our regular two year revision cycle.
- 8) Grow enrollments in the program while maintaining quality instruction and careful scheduling to allow for revenue sharing with the program partners.

Assessment Report Outline

Course Number and Title:

SMGT 785 Waste Management and Resource Recovery

Semester and Year:

Fall 2017

Number/Competency Assessed:

9) Students will be able to identify relevant evidence and apply appropriate analytical techniques to develop sustainable strategies.

Two-three sentence assessment description of assignment(s) or activity(s) used to assess competency:

Students are required to complete a 12-15 page research paper on a topic closely related to waste management and resource recovery. The evaluation of the project includes assessment of the paper and associated presentation by the instructor, as well as a peer-review of the presentation.

Results:

Number of students who mastered competency: 28

Number of students who did not master competency: 2

Number of students who did not participate in assignment: 0

Possible Improvements for future semesters:

During the semester, students are required to submit a summary of their research topic, an outline and preliminary list of references, a final research paper, and a Powerpoint presentation.

Instructor Comments:

For this semester, all students completed the project/presentation, with the vast majority of the projects being at an acceptable level. The two projects that fell below an acceptable level both lacked detail in the paper and presentation, which resulted in an overall grade that was below a B, which is what is considered to be an acceptable/passing grade for a graduate course.

Many of the topics selected were related to the current jobs/careers of the students in the class. There were a large number of projects on food waste and composting this semester. However, the range of the research topics covered by the students adds greatly to the content and diversity of the course, while also allowing them to explore a subject of interest to them. Similar to previous semesters, several of the projects completed this semester would be suitable for the larger capstone project required to complete the MSMGT program.