Comprehensive Program Review Committee
Final Report
October 15th, 2006

Background

The Comprehensive Program Review Committee (CPRC) is an eight-person Task Force appointed by the Provost and Vice Chancellor for Academic Affairs with advice from the University Committee and the Committee on Committees and Nominations. It was co-chaired by Dean of Liberal Arts and Sciences Fergus Hughes and Dean of Professional and Graduate Studies Fritz Erickson, and included five faculty members– one from each voting domain and one from the Senate Standing Committee on Planning and Budget. The faculty members on the committee were Joy Benson, Jeff Entwistle, Bob Howe, Ray Hutchison, and Anne Kok. Debbie Furlong, the Director of Institutional Research will also be asked to serve (*ex officio, non-voting)* on the Task Force.

The Committee met initially on March 14th of 2006 at which time the committee charge was presented by Provost and Vice Chancellor for Academic Affairs Sue Hammersmith. The charge of the committee was to:

1. Review all academic programs in terms of a common set of characteristics:

    a) History, development, and expectations of the program

    b) External demand for the program

    c) Internal demand for the program

    d) Quality of program inputs and processes

    e) Quality of program outcomes

    f) Size, scope, and productivity of the program

    g) Revenue and other resources generated by the program

    h) Costs and other expenses associated with the program

    i) Impact, justification, and overall essentiality of the program

    j) Opportunity analysis of the program

2. Prioritize existing academic programs (high/medium/low, or by quintiles).

3. Recommend an appropriate, prioritized array of academic programs, which may include possible new programs and/or programs to downsize or discontinue, and an appropriate level of resource

support for each program. The committee will make its recommendations on the basis of materials submitted by the programs, institutional data and resources, Academic Affairs planning priorities, external factors (e.g., emerging educational needs in Northeast Wisconsin), the professional expertise of task force members, and input from the campus community.

4. Include recommendations that allow strategic improvements *without* significant new resources as well as recommendations that would support the University of Wisconsin-Green Bay's growth initiative, *with* new resources and priorities to guide the allocation of resources.

5. Develop criteria and recommendations that can be used to prioritize and inform resource allocation across academic programs and services in light of all the above.

6. Provide a rich and robust array of opportunities for faculty, staff, students, and academic programs to provide input, to be kept informed, and to thoughtfully respond to Task Force questions, conclusions, and recommendations

The committee was charged to submit its final report to the Provost by **October 15, 2006.** The Provost will review and consider these recommendations, which will inform ongoing campus discussion. Ultimately, they will inform Academic Affairs planning and prioritization during 2006-07, in preparation for the 2007-09 biennium.

The committee met nine times between April 7th and October 2nd, 2006. In preparation for several of these meetings, information was acquired and summarized by Deb Furlong, and additional information was solicited from the budgetary Unit chairs.

Results

The first task of the Comprehensive Program Review Committee was to define the types of programs that are appropriate for campus-wide review and to identify specific programs that satisfy this definition. The committee decided that a review of only the budgetary units would be inadequate, and so we included disciplines as well as tracks within budgetary units. We then shared our plan with the Unit chairs and asked for clarifications, and suggestions for addition and deletion. The final list of programs under consideration is contained in Appendix # 1.

In the course of our planning we identified a number of variables that should be taken into account in an evaluation of academic programs. (See Table # 1: Comprehensive Program Review measures"). These variables fit into five general categories.

- ***Demand for the program*** is indicated by the number of program graduates each year, the number of declared majors, the number of declared minors, short and long term trends in the number of majors and minors, and occupational projections for graduates of the programs. Appendix # 2 contains information about the number of graduated majors in two time periods, 1992-1995 and 2002-2005, as well as information about relative size of the program and its change over time. The large and growing programs are identified, as are the small and declining ones. Appendix # 3 contains information about ethnic, age and geographical diversity of recent graduates in each program. Appendix # 4 contains information about declared majors over time

and Appendix # 5 lists declared minors over time, in both cases by emphasis when available. Appendix # 6 lists Wisconsin projections 2002-2012 for all occupations requiring a bachelor's degree or higher.

- ***Program Quality*** is a reflection of its relevance to the mission of the University of Wisconsin-Green Bay (interdisciplinarity, environmental focus, and problem-solving approach), the clarity of its learning outcomes and the appropriateness of their assessment, the scholarly activity of its faculty, external recognition in the form of citations, awards, and other honors, and evaluation of the program by graduating seniors and alumni both in terms of specific learning outcomes and in terms of overall satisfaction.

- ***Internal Contributions*** of the Program include its connections to other programs, the number of courses offered, the quality of its students, the diversity of its faculty, students, and curriculum, budgetary contributions through grants, contributions to the University of Wisconsin-Green Bay's general education program, and the number of individualized learning opportunities it makes available.

- ***External Contributions*** of the Program consist of activities in the category of community outreach (e.g., consultancies, board memberships, performances, talks, workshops) and institutional marketing.

- ***Cost Effectiveness*** of the Program is a measure of cost per credit hour of instruction for the students who major in the program. (See Appendix # 7.)

Our discussion of the variables to be considered made it clear that we currently do not have the information we need for a complete program analysis, or we have the information but not in a compatible form. For example, while we have fairly complete information about student demand, occupational projections, student satisfaction, student demographics, and cost per student credit hour, we do not have in aggregate form information about faculty scholarly activities, external program recognition, number of individualized learning opportunities, and community outreach activities. Faculty members provide annual updates on their activities in the categories of teaching, scholarship, and service, but Units do not provide aggregate information of this sort. Such aggregate information would be helpful in program evaluation.

Some of the variables under consideration easily lend themselves to value judgments. For example, a higher rate of faculty scholarly production clearly is better in an absolute sense than a lower rate, and that a high rate of student satisfaction is better than a low rate. However, cost effectiveness and student demand are not as easy to evaluate. The cost of instruction in some programs (e.g., Nursing, Music, Theatre) is higher than in others because of the need for small classes, tutorials, and individualized learning opportunities, while other programs can more easily accommodate a lecture format. In addition, we would be reluctant to conclude that a program is better in an absolute sense because there is greater demand for it among students. Universities require a balance of programs that range in their appeal to students but are necessary for a well-rounded education. On the other hand, we might conclude that high demand programs are in greater need of additional resources than are low demand programs, and if additional funding should become available the high demand

programs are more likely to receive new resources. We will discuss this issue in the next section of the report, dealing with our response to significant changes in our funding level.

Using the five broad categories described above, and using the admittedly limited information that is currently available, we ranked each program by quintiles, as shown in Table # 2 ("Composite Overview of Comprehensive Program Review Measures"). For each measure, the top quintile is displayed in (darker) blue, and the bottom quintile is displaced in (darker) red. Some of the information is displayed without the assigned numerical values so that we can direct attention across the broad set of measures in each category, and not focus on any individual measure for any particular program. Placement in the bottom quintile is not always problematic, and placement in the top quintile does not always indicate the value of a program. Although a lower than average rating one or more of the academic quality measures suggests that there is a problem that should be addressed, a low rating in student demand may not be indicative of a problem. As noted above, cost effectiveness must be considered in the context of the other variables; an expensive program that is very high in quality could be more desirable in our curriculum than an inexpensive but low quality program.

We must emphasize that the measures included in Table Two combine many different data sources, with many different metrics and with varying degrees of reliability. Notes on the data sources used in Table # 2 are contained in Appendix # 8. Data on senior and alumni evaluations, for example, are derived from surveys typically completed by relatively few of the persons receiving them (often half or less than half of the sample population) and the results often vary dramatically from one year to the next. (In the chart, we have included data from a three year period to account for some of these changes.) Some of the data are reported at the nominal level (projected increase in employment) while other data are reported at the ratio level. We return to our earlier note concerning the importance of developing a comprehensive program for collection and reporting data concerning program quality, program effectives, and similar measures and constructs.

It is important to note in examining the ratings that each of the variables must be examined in the context of all other variables. Ratings in the "low" category are not always problematic, and high ratings do not always indicate the value of a program. It is clear that a lower than average rating in quality suggests that there is a problem that should be addressed. However, a low rating in student demand may not be indicative of a problem. As noted above, cost effectiveness must be considered in the context of the other variables; an expensive program that is very high in quality could be more desirable in our curriculum than an inexpensive but low quality program.

The ratings on the five variables should be seen as guidance for program development, and information in the table can suggest approaches for capitalizing on program strengths or addressing program weaknesses. We feel strongly that information in the table may point to questions that should be asked but does not provide the final answers to those questions. For example, if a program is revealed to be expensive low in quality and low in student satisfaction, does this mean that the program should be reduced or eliminated or that it is need of strengthening if additional resources should become available. The answer would depend on the centrality of the program to a university education. A peripheral program might be targeted for reduction and even complete elimination, but a similarly unsuccessful program by objective standards program, but that is thought to be at the core of a liberal arts curriculum might be targeted to receive additional resources.

Input from the Budgetary Units

It was clear throughout the deliberative process of the Comprehensive Program Review Committee that much of the data gathered will have different meanings and impacts to different units. While the Comprehensive Program Review Committee was not charged with identifying opportunities for program improvement for each individual program, it was clear that providing this data to units for their analysis and interpretation would be very important. The Comprehensive Program Review Committee recommends that each unit evaluate the data provided in this report and offer to the Comprehensive Program Review Committee its own analysis and recommendation for improvement. The Comprehensive Program Review Committee believes there is strength in every program on our campus but also room for strategic improvement. The most appropriate group to identify the areas of improvement includes the faculty in each individual unit.

Our intention therefore is to provide the chairperson of each of the programs evaluated with the information contained in the tables and to solicit their reactions. We are interested in knowing from the chairs if there is additional information that would explain the ratings

Recommendations

An Evolutionary Approach to Program Reduction

The life of a university and its academic programs is evolutionary. At times there are programs that are in high demand - at other times that demand wanes. Our challenge is to hold to the ideals of the academy and provide a full array of stable, balanced, high quality academic programs. We must be cautious of quickly cutting programs or allowing select programs to dominate.

The stability of academic programming is supported by recognizing that within the full array of academic programming we allow for the natural rise and fall of individual programs. In short, we allow for new programs to emerge and for others to fade away. We do this not by cutting programs indiscriminately because it is expedient or selecting only a few to survive but by supporting the all of our academic offerings and following our normal review and evaluation processes.

The Comprehensive Program Review Committee believes that the University of Wisconsin-Green Bay is in a strong programmatic position and that UWGB provides an appropriate programmatic balance. High cost low enrollment programs are balanced by low cost, high enrollment programs. On factors such as demand, cost, internal and external contributions the Comprehensive Program Review Committee finds similar programmatic balance. This means that each program makes a significant contribution and is an integral part of a university education.

In some ways, the interdisciplinary nature of the University of Wisconsin-Green Bay faculty and curriculum provides flexibility for dealing with the ebbs and flows of student demand. On the long term, low demand programs might be appropriately reduced or even eliminated, but on the short term the institution may need to find ways for faculty in these programs to contribute more effectively to the “greater good.” These contributions might include increased involvement in the general education program, higher expectations for generating grant dollars, and perhaps even

teaching courses beyond the boundaries of the faculty member's academic home. Overcoming barriers to such measures will require cooperation and leadership, but success will likely have positive consequences at all levels – students, faculty/staff, and the institution as a whole.

Recommendation #1: *The process of identifying variables to consider in program evaluation, and evaluating individual programs on each variable should not in itself lead to the elimination of any existing program from the current curriculum.*

A rubric can inform but cannot substitute for the judgment of professionals who develop and maintain academic curricula. Such judgment is exercised on a case by case basis. Low student demand might be seen as a reason to reduce or eliminate a program, but could be seen as an impetus to find ways to increase that demand. Low student satisfaction could be seen as a reason to divert resources from a program, but also as a signal that we need to add to the program's resources. In every instance in which the rubric identifies problematic areas in our curriculum, we have to make a choice about the direction to follow. Do we strengthen a weak program or eliminate it? At what point do we determine that we do not have the resources to bring a weak program to full strength and so allow it to reach the end of its natural life cycle on our campus?

The data contained in this report clearly indicate that there is room for improvement in many of the academic programs at the University of Wisconsin-Green Bay. There is much variation in program quality, and some programs have seen regular and consistent declines in demand while others grow in their appeal to students. However, we view these trends as a natural process in the life cycles of academic programs and not as a cause for immediate action. There are in place a number of mechanisms to address these trends, as well as processes (e.g., program review, Deans' recommendations to the Provost, resource allocation in the budget process) to support necessary program changes. Many of these lie in the hands of the academic deans, who are professionals entrusted with the responsibility to monitor, evaluate, and, when appropriate, use the resource allocation process in dealing with programs in their areas.

In making judgments, the question of the appropriateness of a program to a University curriculum should be of paramount concern. What type of education should a university attempt to provide? John Henry Newman wrote in *The Idea of a University* (1854) that "a University is a place of concourse, whither students come from every quarter for every kind of knowledge." Even on a small campus such as ours, we should strive to maintain a balanced curriculum as our highest priority.

Recommendation #2: *The growth agenda is about both access and quality. As such, the Comprehensive Program Review Committee recommends a balanced approach to growth agenda funding that addresses three specific areas. We must weigh the need to fund programs that are directly impacted by increased enrollment; the need to invest in priority programs, and the need to support broad-based innovation, experimentation, and creativity as process to increase program quality and program array. The Comprehensive Program Review Committee recommends that a funding model be developed that targets selected programs for growth, provides funding that will encourage innovation and experimentation, and supports program quality enhancement initiatives.*

Our assessment of programs and the growth agenda more generally is about more than simply growing the status quo or providing increased funding to a select subset of programs that have been in high demand for the last decade. The growth agenda is about access to all programs for all students and improving quality. The Comprehensive Program Review Committee believes that the best approach to the growth agenda is to create a funding model that will

1. provide funding directly to programs that evidence increased student demand
2. allocate resources to those programs that support the General Education and other coursework (both majors and minors) generated by increased enrollment in select program
3. fund programs that are deemed as high priority for the university mission
4. fund programs that engage in innovative and experimental activities targeted at increasing quality

It is clear that a significant portion of growth agenda funding needs to flow to programs that are directly impacted by increased student demand – as noted in points 1 and 2 above, this includes not simply high enrollment programs, but those that provide General Education and other coursework that students in those programs must take as part of their university requirements.

The Comprehensive Program Review Committee also believes that a portion of the growth agenda funding should be targeted at specific high priority programs for growth. As noted earlier, we do not feel that the University of Wisconsin-Green Bay has sufficient high quality data necessary to make specific recommendation at this point as to which programs to recommend for this investment. We believe that the academic affairs planning process should provide insight and direction into the selection of these programs.

Finally, the Comprehensive Program Review Committee believes it imperative that growth agenda funding be directed at improving program quality for both existing and new programs through innovation, experimentation, and creativity. We encourage the development of innovative ideas through curricular reform as a process that will not only improve quality but will provide for greater student access.

Recommendation #3*: Each unit should provide the Comprehensive Program Review Committee with an analysis of the data provided in this report and recommendations for unit improvement.*

As was mentioned earlier in this report, the Comprehensive Program Review Committee believes that it is essential to provide the data collected for this report to units for analysis and interpretation. The Comprehensive Program Review Committee recommends that each unit evaluate the data provided in this report and offer to the Comprehensive Program Review Committee their own analysis and recommendation for improvement.

Recommendation #4: *We should develop a program to improve the quality of teaching across campus. This program should take the form of a Teaching and Learning Center, a facility in which instructional development can be supported and teaching effectiveness can be documented.*

The University's capital campaign for academic excellence will provide the funding necessary for the University of Wisconsin-Green Bay to create a named Teaching and Learning Center. At this time, the University of Wisconsin-Green Bay is one of the only comprehensive campuses in the University of Wisconsin System that does not have an institutionalized set of resources devoted to keeping faculty current with the best practices in teaching and assessment. Such a center was proposed in 1998 by the Faculty Development Council, now called the Instructional Development Council, but no action was taken on the proposal (See Appendix # 9). On-going improvement in teaching will require on-going assessment of teaching effectiveness. On-going data collection can confirm which approaches work best and indicate where more attention is needed. These efforts might include the following:

- A standardized campus-wide assessment tool to measure student perceptions of teaching and course quality (e.g. a "Course Comment Questionnaire"-type instrument that serves the needs of all units and can be universally adopted).

- A systematic and documented process of peer evaluation of teaching effectiveness.

- Multiple measures of teaching effectiveness collected in such a way that variance in the outcomes can be related to variance in teaching methods and practices.

The University currently does not collect any measures of teaching effectiveness that can be reliably and validly tied to overall unit performance. This is a long recognized problem at the University of Wisconsin-Green Bay, and a task force on teaching evaluation recommended in September of 1998 that our teaching evaluation procedures undergo a radical restructuring (See Appendix # 10 for the Task Force report.) . If the Comprehensive Program Review Committee asks "Which programs employ the most effective teachers?" the University would have to answer "We have no way of comparing." It is important to understand that the recommendation here is not simply to collect data about teaching effectiveness. It would not be useful to try to measure teaching effectiveness without providing programs with the resources needed to engage in continuous quality improvement in this aspect of faculty work. The goal is to improve teaching. Generating comparative program-level data such as what would have been useful in the Comprehensive Program Review Committee process will merely be a positive externality produced along the way.

Recommendation # 5: *Units should be required to submit a standardized unit update (similar to individual personnel updates) that identifies the full level of contribution by faculty, staff, and students for that unit. We further recommend that this information be made publicly available through an annual report compiled by the Provost's office that details the breadth and depth of the total university contribution.*

Better Data Collection

Much of the work of the Comprehensive Program Review Committee focuses on determining unit quality. However, it became increasingly clear that assessing quality is at best imprecise and at the University of Wisconsin-Green Bay we lack a well articulated means for assessing quality. In short,

at the University of Wisconsin-Green Bay there is little agreement as to what defines quality and even less agreement on how to assess that quality.

The Comprehensive Program Review Committee believes that sole source measures of quality are of limited value. For example, at the University of Wisconsin-Green Bay teaching effectiveness is synonymous with student ratings of teaching performance. Not only is one measure used but that measure is not used consistently. It is time for a change in how we assess teaching quality.

Program Quality

Related to the issue of better data collection is the need to establish a documented means for objectively considering factors that reflect program quality. It is difficulty to make program to program comparisons in a perfect world. However, at the University of Wisconsin-Green Bay we have no standardized means for even considering the overall quality of a unit other than through antidotal means.

The Comprehensive Program Review Committee believes that the quality of a unit is reflected in the total contribution of the faculty, staff, and students. We do not believe that all faculty need to make the same contributions. In fact, a unit that has a balance of faculty who excel in teaching and others who excel in scholarship and others who excel in service may reflect the most well-rounded and high quality unit. However, there is no current way of reporting the total quality contribution of a department.

Recommendation #6: *The academic deans should work with individual programs to decide on a schedule for a full and complete curricular re-examination of selected programs. The Comprehensive Program Review Committee believes the deans, in consultation with the program executive committees, should determine which programs are in the greatest need of curricular re-examination, and possible restructuring. The Comprehensive Program Review Committee further believes that this process cannot be complete without the fiscal support of the administration.*

One of our most difficult and ongoing challenges is to maintain high academic integrity of our programs and provide academic stability. However, we also must recognize that academic programs change. Our normal reaction to the need for change is typically limited to adding a new course, expanding a major, or even offering a reordering of our course sequence. Rarely do we take the time for a full curricular review. Many of the programs at the University of Wisconsin-Green Bay have not undertaken a full curricular review to determine if what is offered is the most current, if the size of the major is the best it can be, or even if the sequence matches the full array of faculty and student needs. As such, the Comprehensive Program Review Committee believes that it is time for a comprehensive curricular review of our academic programs. The Comprehensive Program Review Committee further believes this should be an administrative priority and resources be allocated to support a full and complete curricular review for appropriate programs.

Table One: Comprehensive Program Review Measures

DEMAND	Demand for the program
	Number of graduates Long term trend Short term trend Number of majors Long term trend Short term trend Number of minors Long term trend Short term trend Occupational projections Community and regional needs
QUALITY	Quality and tradition of the program
	Assessment Learning outcomes well articulated Learning outcomes assessed. Student Scholarship Conferences, exhibitions, etc Publications Curriculum development Recent change and revision to curriculum Student satisfaction Graduating Seniors: Grade your program Graduating Seniors: Same major again? Alumni evaluation Skills data Quality of program
INTERNAL	Internal contribution of the program
	Relevance to mission Interdisciplinary Environmental Problem solving Connection to other programs Major – minor frequency Credit hours in other programs Contribution to General Education Number of courses offered Credit hours Student demographics Diversity of students Commitment to Diversity Diversity of faculty and curriculum

	BASE results - Student Quality Individualized curriculum Number of independent study (standardized) Number of internships (standardized) Grants and other extramural funds
EXTERNAL	External contributions of the program
	Educational niche Niche in UW System Niche in other regional institutions External engagement in community Student/faculty participation in organizations Contributions to regional economy Contributions to regional infrastructure Faculty scholarship
EFFECTIVESS	Cost effectiveness of the program
	Cost per credit hour lower level Cost per credit hour upper level Productivity: graduates per Junior and Senior Majors

Table 2: Composite Overview of Program Review Measures

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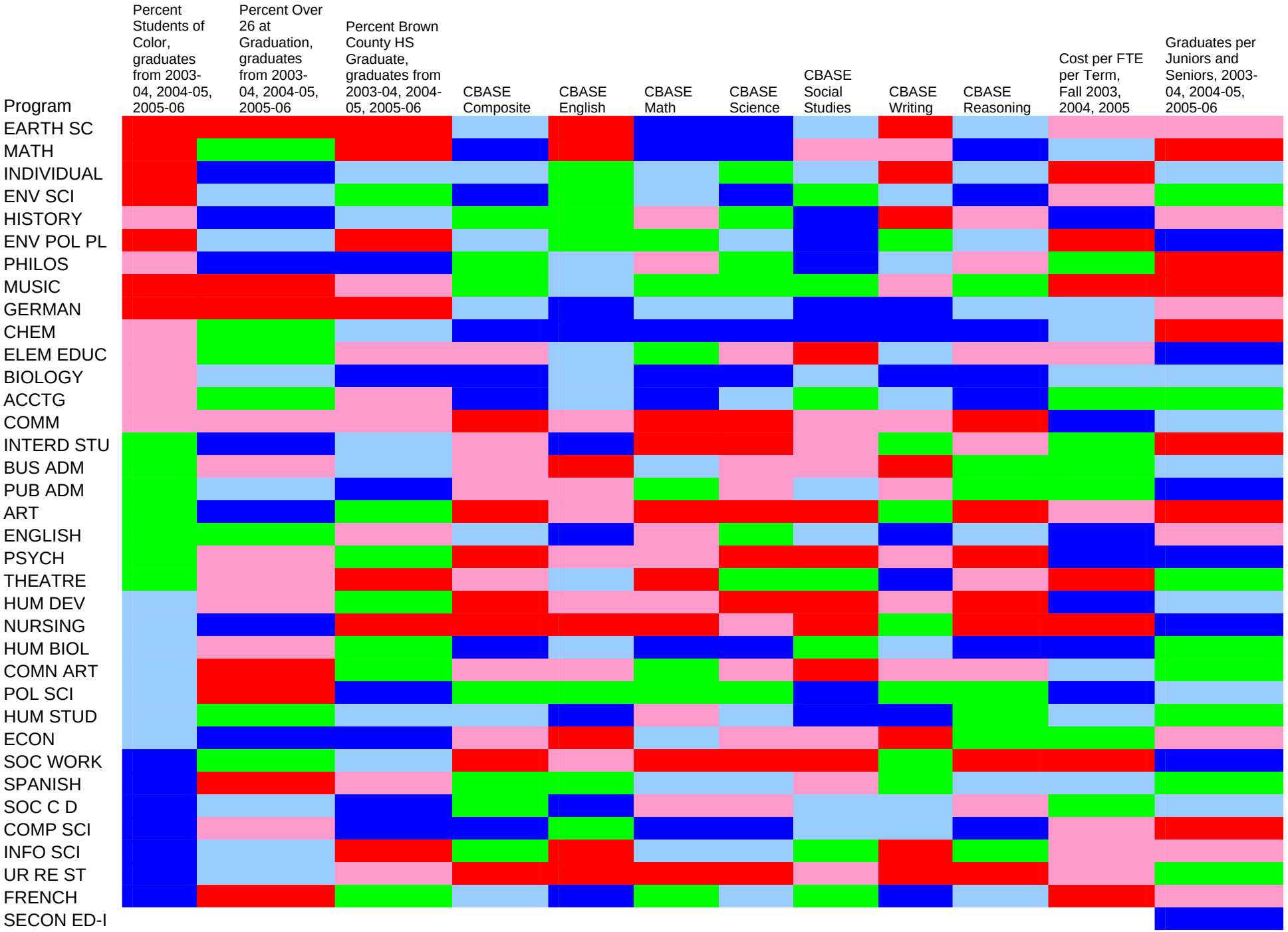
Program	Majors Graduated: Early (1996-97, 1997-98, 1998-99)	Majors Graduated: Recent (2003-04, 2004-05, 2005-06)	Majors Graduated: Ten Years (1996-97 through 2005-06)	Minors Graduated: Early (1996-97, 1997-98, 1998-99)	Minors Graduated: Recent (2003-04, 2004-05, 2005-06)	Minors Graduated: Ten Years (1996-97 through 2005-06)	Average Fall Declared Majors: Early (1996, 1997, 1998)	Average Fall Declared Majors: Recent (2003, 2004, 2005)	Average Fall Declared Majors: Ten Years (1996 through 2005)	Average Fall Declared Minors: Early (1996, 1997, 1998)	Average Fall Declared Minors: Recent (2003, 2004, 2005)	Average Fall Declared Minors: Ten Years (1996 through 2005)
EARTH SC	6	10	29	12	7	28	16	18	16	8	4	6
MATH	30	40	110	8	14	31	67	99	76	10	11	12
INDIVIDUAL	13	9	46	NA	NA	NA	6	8	7	NA	NA	NA
ENV SCI	121	48	278	49	57	187	180	68	121	60	59	60
HISTORY	67	101	283	11	51	90	94	161	129	13	56	28
ENV POL PL	63	37	164	22	7	50	53	31	39	16	7	13
PHILOS	16	8	45	3	4	14	21	19	20	8	6	8
MUSIC	34	27	109	9	9	33	103	95	92	20	16	16
GERMAN	22	19	57	10	15	42	28	34	28	21	15	17
CHEM	22	22	71	56	54	142	46	54	46	35	39	32
ELEM EDUC	330	360	1160	NA	NA	NA	148	198	179	NA	NA	NA
BIOLOGY	83	106	321	6	4	11	162	172	168	10	6	7
ACCTG	77	113	305	63	144	301	121	122	118	49	99	68
COMM	145	206	589	57	34	156	153	165	162	53	34	45
INTERD STU	84	57	226	NA	NA	NA	169	155	189	NA	NA	NA
BUS ADM	406	567	1595	194	223	704	411	456	439	200	220	208
PUB ADM	69	50	215	40	23	85	70	49	56	39	21	28
ART	54	70	197	20	31	92	115	147	127	24	28	29
ENGLISH	83	89	282	14	25	53	127	142	134	15	34	21
PSYCH	193	300	779	61	100	264	157	378	260	47	100	71
THEATRE	25	35	91	11	8	34	48	78	65	15	18	17
HUM DEV	238	286	910	150	293	666	170	249	216	123	240	166
NURSING	81	130	332	NA	NA	NA	103	155	143	NA	NA	NA
HUM BIOL	177	215	604	44	47	143	280	313	282	60	52	50
COMN ART	45	71	183	136	105	381	108	117	112	166	165	155
POL SCI	45	71	194	24	42	120	59	96	74	25	34	31
HUM STUD	56	41	192	104	108	335	78	55	67	96	120	98
ECON	34	27	101	129	123	438	39	29	33	101	94	97
SOC WORK	77	97	278	NA	NA	NA	64	79	70	NA	NA	NA
SPANISH	33	63	139	42	70	169	58	80	66	59	73	58
SOC C D	60	59	196	23	12	48	75	81	70	18	18	15
COMP SCI	26	48	145	3	4	16	98	117	133	13	6	13
INFO SCI	12	23	59	66	28	172	36	33	34	67	37	55
UR RE ST	58	26	133	18	18	59	49	35	38	14	15	15
FRENCH	6	11	29	12	9	44	15	16	16	23	21	23
SECON ED-I	NA	NA	NA	419	288	1086	NA	NA	NA	98	143	131

Program	Graduating Senior Percent who would redo same major, same school, Long	Graduating Senior Percent who would redo same major, same school, Recent	Graduating Senior Mission, Long	Graduating Senior Mission, Recent	Graduating Senior Liberal Arts, Long	Graduating Senior Liberal Arts, Recent	Graduating Senior Science, Long	Graduating Senior Science, Recent	Graduating Senior Skills, Long	Graduating Senior Skills, Recent	Alumni Overall Grade for Major, 1998 - 2005	Alumni Overall Grade for Major, 2003 - 2005
EARTH SC	33%	67%	3.10	3.37	2.23	2.12	2.69	2.75	2.25	2.42	3.63	3.50
MATH	66%	71%	3.50	3.74	2.18	2.15	2.25	2.33	2.61	2.63	3.17	3.14
INDIVIDUAL	42%	17%	3.64	3.87	2.40	2.14	2.50	2.42	2.63	2.54	3.36	3.60
ENV SCI	64%	71%	3.60	3.67	2.16	2.12	2.76	2.75	2.50	2.50	3.29	3.33
HISTORY	61%	65%	3.51	3.51	2.63	2.62	1.92	1.91	2.56	2.55	3.11	3.27
ENV POL PL	50%	37%	3.57	3.63	2.42	2.42	2.41	2.32	2.55	2.52	3.39	3.45
PHILOS	72%	80%	3.54	3.92	2.50	2.44	2.00	1.80	2.92	3.00	3.86	3.67
MUSIC	38%	35%	3.25	3.26	2.48	2.49	1.94	1.90	2.65	2.68	3.15	3.20
GERMAN	77%	100%	3.69	3.68	2.48	2.55	2.00	2.00	2.68	2.74	3.90	4.00
CHEM	59%	61%	3.33	3.16	2.14	2.20	2.87	2.89	2.56	2.60	3.41	3.75
ELEM EDUC	57%	61%	3.60	3.68	2.26	2.26	2.01	1.98	2.67	2.66	3.04	3.09
BIOLOGY	56%	61%	3.44	3.53	2.07	2.04	2.80	2.80	2.50	2.56	3.37	3.15
ACCTG	70%	74%	3.54	3.64	2.00	1.96	1.82	1.77	2.41	2.41	3.48	3.37
COMM	64%	67%	3.76	3.83	2.17	2.17	1.77	1.75	2.76	2.75	3.31	3.37
INTERD STU	67%	72%	4.03	4.20	2.33	2.32	2.01	2.03	2.48	2.44	3.51	3.50
BUS ADM	62%	64%	3.56	3.57	2.11	2.11	1.81	1.78	2.51	2.49	3.43	3.34
PUB ADM	55%	55%	3.57	3.67	2.49	2.62	1.93	2.04	2.66	2.71	3.39	3.46
ART	45%	52%	3.46	3.45	2.36	2.34	1.97	1.99	2.47	2.44	3.13	3.13
ENGLISH	57%	62%	3.39	3.54	2.43	2.49	1.82	1.80	2.66	2.68	3.54	3.23
PSYCH	62%	65%	3.66	3.77	2.24	2.22	1.97	1.97	2.50	2.48	3.46	3.25
THEATRE	63%	71%	3.43	3.45	2.48	2.51	2.03	2.06	2.61	2.61	3.71	3.82
HUM DEV	63%	66%	3.69	3.74	2.22	2.21	1.90	1.89	2.47	2.47	3.24	3.00
NURSING	80%	81%	4.01	4.10	2.39	2.39	2.64	2.60	2.66	2.66	3.64	3.58
HUM BIOL	59%	67%	3.56	3.67	2.07	2.09	2.83	2.85	2.54	2.55	3.40	3.51
COMN ART	43%	36%	3.59	3.54	2.25	2.25	1.86	1.85	2.39	2.41	3.18	3.00
POL SCI	65%	67%	3.53	3.49	2.60	2.57	1.93	1.99	2.70	2.71	3.38	3.34
HUM STUD	53%	53%	3.65	3.60	2.72	2.72	1.82	1.82	2.55	2.62	3.54	3.50
ECON	56%	65%	3.46	3.42	2.37	2.33	2.02	1.97	2.58	2.66	3.07	3.11
SOC WORK	82%	89%	3.84	3.91	2.30	2.31	1.82	1.75	2.59	2.55	3.31	4.00
SPANISH	51%	60%	3.68	3.80	2.41	2.43	1.88	1.89	2.59	2.64	3.68	3.10
SOC C D	67%	81%	3.84	4.03	2.67	2.70	1.86	1.84	2.62	2.63	3.42	4.00
COMP SCI	60%	55%	3.36	3.38	2.03	2.03	2.35	2.38	2.49	2.43	3.28	3.23
INFO SCI	54%	50%	3.66	3.83	2.10	2.07	2.20	2.18	2.54	2.51	3.00	3.00
UR RE ST	50%	59%	3.56	3.49	2.49	2.53	1.94	1.90	2.42	2.39	3.43	3.33
FRENCH	31%	38%	3.55	3.47	2.21	2.27	1.90	2.21	2.48	2.61	3.75	4.00
SECON-ED-1												

Program	Alumni, 2003 -- 2005: Percent who would redo same major, same school	Alumni, 1998 - 2005: Mission	Alumni, 2003 - 2005: Mission	Alumni, 1998 - 2005: Liberal Arts	Alumni, 2003 - 2005: Liberal Arts	Alumni, 1998 - 2005: Science	Alumni, 2003 - 2005: Science	Alumni, 1998 - 2005: Skills	Alumni, 2003 - 2005: Skills	Percent of Credits in Field Experience or Lab	Percent of Credits in Individualized Instruction	Percent of Classes NOT in Lecture Format	Average number of Majors and Minors completed by graduates, 2003-04, 2004-05, 2005-06
EARTH SC	0%	3.49	3.75	2.93	4.00	4.25							
MATH	86%	3.50	3.82	3.00									
INDIVIDUAL	20%	4.07	4.35	3.79	4.29								
ENV SCI	81%	3.64	3.86	3.06		4.12	4.33						
HISTORY	27%	3.65	3.77										
ENV POL PL	40%	3.68	3.66	3.50									
PHILOS	100%	3.59	3.67	3.48	3.67								
MUSIC	40%	3.48	3.73	3.64		2.88							
GERMAN	67%	3.93	4.50	3.79			2.33						
CHEM	75%	3.65	4.00	3.01									
ELEM EDUC	77%	3.63	3.82	3.46	3.58								
BIOLOGY	38%	3.62	3.65	3.30		3.94	3.97						
ACCTG	69%	3.63	3.64	2.97									
COMM	50%	3.75	3.89	3.33	3.47	2.58	2.39						
INTERD STU	43%	3.97	4.11	3.78									
BUS ADM	69%	3.71	3.79	3.23									
PUB ADM	36%	3.62	3.76	3.30									
ART	33%	3.68	3.67	3.61			2.38						
ENGLISH	43%	3.71	3.60	3.84		2.48		3.96					
PSYCH	49%	3.69	3.77	3.40									
THEATRE	100%	3.78	3.63										
HUM DEV	40%	3.77	3.75	3.38									
NURSING	73%	3.95	4.03	3.56									
HUM BIOL	67%	3.72	3.88	3.17	3.49								
COMN ART	25%	3.68	3.84	3.52	3.50								
POL SCI	50%	3.67	3.94	3.85									
HUM STUD	50%	3.83	3.78	4.07	3.88			3.99					
ECON	33%	3.58	3.58	3.10									
SOC WORK	50%	3.90	3.72	3.60	3.64								
SPANISH	100%	3.95	4.13				2.33	4.05					
SOC C D	54%	3.90	4.19	3.81	3.79								
COMP SCI	46%	3.44	3.28	3.09									
INFO SCI	20%	3.77	3.63	3.34	3.41								
UR RE ST	55%	3.75	3.65	3.62									
FRENCH	50%	4.14	4.00	3.24									
SECON ED-I													


Program
Percent Students of Color, graduates from 2003-04, 2004-05, 2005-06
Percent Over 26 at Graduation, graduates from 2003-04, 2004-05, 2005-06
Percent Brown County HS Graduate, graduates from 2003-04, 2004-05, 2005-06
CBASE Composite
CBASE English
CBASE Math
CBASE Science
CBASE Social Studies
CBASE Writing
CBASE Reasoning
Cost per FTE per Term, Fall 2003, 2004, 2005
Graduates per Juniors and Seniors, 2003-04, 2004-05, 2005-06
EARTH SC
MATH
INDIVIDUAL
ENV SCI
HISTORY
ENV POL PL
PHILOS
MUSIC
GERMAN
CHEM
ELEM EDUC
BIOLOGY
ACCTG
COMM
INTERD STU
BUS ADM
PUB ADM
ART
ENGLISH
PSYCH
THEATRE
HUM DEV
NURSING
HUM BIOL
COMN ART
POL SCI
HUM STUD
ECON
SOC WORK
SPANISH
SOC C D
COMP SCI
INFO SCI
UR RE ST
FRENCH
SECON ED-I

Appendices

Appendix # 1: Final List of Programs under Consideration

Appendix # 2: Information about the Number of Graduated Majors in Two Time Periods, 1992-1995 and 2002-2005

Appendix # 3: Information about Ethnic, Age and Geographical Diversity of Recent Graduates in Each Program

Appendix # 4: Information about Declared Majors over Time

Appendix # 5: Information about Declared Minors over Time

Appendix # 6: Wisconsin Projections 2002-2012 For All Occupations Requiring A Bachelor's Degree Or Higher.

Appendix # 7: Cost Effectiveness of the Program (Measure of Cost per Credit Hour of Instruction for the Students Who Major In The Program)

Appendix # 8: Notes on the Data Sources Used In Table # 2

Appendix # 9: Faculty (Instructional) Development Council Proposal for A Teaching and Learning Center

Appendix #10: September 1998 Task Force Report On Teaching Evaluation at the University Of Wisconsin-Green Bay

Appendix One: Final List of Programs Under Consideration

Program	Type	Budget Unit(s)
Accounting	Major/Minor	BUA
Anthropology	Minor	SCD
Applied Leadership for Teaching and Learning (Education)	Graduate	EDU
Art: Studio Art	Emphasis: Major	COA
Art: Gallery/Museum Practices	Emphasis: Major	COA
Art: Education	Emphasis: Major	COA
Biology	Major/Minor	HUB/NAS
Business Administration: Management	Emphasis: Major	BUA
Business Administration: Finance	Emphasis: Major	BUA
Business Administration: Marketing	Emphasis: Major	BUA
Business Administration: Human Resource Management	Emphasis Track: Major	BUA
Chemistry	Major/Minor	NAS
Communication: Electronic Media	Emphasis: Major	ICS
Communication: Organizational Communication	Emphasis: Major	ICS
Communication: Photography	Emphasis: Major	ICS
Communication: Journalism	Emphasis: Major	ICS
Communication: Public Relations	Emphasis: Major	ICS
Communication and The Arts: Communication Arts	Emphasis: Major	COA
Communication and The Arts: Environmental Design	Emphasis: Major	COA & URS
Communication and The Arts: Arts Management	Emphasis: Minor	COA
Computer Science	Major/Minor	ICS
Corporate Communications	Minor	ICS
Earth Science	Major/Minor	NAS
Economics	Major/Minor	URS
Education	Major/Minor	EDU
Engineering	Cooperative program	NAS
English	Major/Minor	HUS
English Composition	General	HUS
Environmental Policy & Planning	Major/Minor	PEA
Environmental Science & Policy	Graduate	GRAD
Environmental Sciences	Major/Minor	NAS
First Nations Studies	Minor	None
French	Major/Minor	HUS
Geography	Minor	URS/PEA
German	Major/Minor	HUS
History	Major/Minor	HUS/SCD

Human Biology	Major/Minor	HUB
Human Biology: Nutritional Sciences	Emphasis: Major	HUB
Human Development	Major/Minor	HUD
Humanistic Studies	Major/Minor	HUS
Humanistic Studies: Linguistics/ESL	Emphasis: Major and Minor	HUS
Humanistic Studies: Religious Studies	Emphasis: Major	HUS
Information Sciences	Major/Minor	ICS
Interdisciplinary Studies	Major	OUTREACH
Masters of Management	Graduate	BUA
Mathematics	Major/Minor	NAS
Bachelor of Music: Music Education	Emphasis: Major	COA
Bachelor of Music: Performance	Emphasis: Major	COA
Bachelor of Arts: Applied Music	Emphasis: Major	COA
Bachelor of Arts: Jazz Studies	Emphasis: Major	COA
Bachelor of Arts: Music History and Literature	Emphasis: Major	COA
Nursing: Campus	Track: Major	NUR
Nursing: Collaborative (Internet for Wisconsin)	Track: Major	NUR
Nursing: National (Internet for non-residents)	Track: Major	NUR
Philosophy	Major/Minor	HUS
Physical Education	General	None
Physics	Minor	NAS
Political Science	Major/Minor	PEA
Psychology	Major/Minor	HUD
Public Administration	Major/Minor	PEA
Social Change and Development: American Studies	Emphasis: Major	SCD
Social Change and Development: Global Studies	Emphasis: Major	SCD
Social Change and Development: Law and Justice Studies	Emphasis: Major	SCD
Social Change and Development: Women's Studies	Emphasis: Major	SCD
Social Change and Development: Individualized	Emphasis: Major	SCD
Social Work	Major	SWK
Social Work	Graduate	SWK
Sociology	Minor	SCD/URS
Spanish	Major/Minor	HUS
Theatre: Performance	Emphasis: Major	COA
Theatre: Design/Technical Theatre	Emphasis: Major	COA
Theatre: Musical Theatre	Emphasis: Major	COA
Theatre: Theatre Studies	Emphasis: Major and Minor	COA
Theatre: Dance	Emphasis: Minor	COA
Urban and Regional Studies	Major/Minor	URS
Women's Studies	Minor	None

APPENDIX TWO: Number of Graduated Majors in Two Time Periods

Program	Majors Graduated: Early (1996-97, 1997-98, 1998-99)	Majors Graduated: Recent (2003-04, 2004-05, 2005-06)	Current Size Category	Percent Change	Growth Category	Assessment Group
ACCTG	77	113	2. Large	47%	2. High Growth	A: Large/Very Large and Growing
BUS ADM	406	567	1. Very Large	40%	2. High Growth	A: Large/Very Large and Growing
COMM	145	206	1. Very Large	42%	2. High Growth	A: Large/Very Large and Growing
HISTORY	67	101	2. Large	51%	2. High Growth	A: Large/Very Large and Growing
NURSING	81	130	2. Large	60%	2. High Growth	A: Large/Very Large and Growing
PSYCH	193	300	1. Very Large	55%	2. High Growth	A: Large/Very Large and Growing
ART	54	70	3. Medium	30%	3. Stable	B: Core Group
BIOLOGY	83	106	2. Large	28%	3. Stable	B: Core Group
CHEM	22	22	4. Small	0%	3. Stable	B: Core Group
COMN ART	45	71	3. Medium	58%	2. High Growth	B: Core Group
COMP SCI	26	48	3. Medium	85%	1. Very High	B: Core Group
EARTH SC	6	10	4. Small	67%	2. High Growth	B: Core Group
ELEM EDUC	330	360	1. Very Large	9%	3. Stable	B: Core Group
ENGLISH	83	89	2. Large	7%	3. Stable	B: Core Group
FRENCH	6	11	4. Small	83%	1. Very High	B: Core Group
HUM BIOL	177	215	1. Very Large	21%	3. Stable	B: Core Group
HUM DEV	238	286	1. Very Large	20%	3. Stable	B: Core Group
INFO SCI	12	23	4. Small	92%	1. Very High	B: Core Group
MATH	30	40	3. Medium	33%	3. Stable	B: Core Group
POL SCI	45	71	3. Medium	58%	2. High Growth	B: Core Group
SOC WORK	77	97	2. Large	26%	3. Stable	B: Core Group
SPANISH	33	63	3. Medium	91%	1. Very High	B: Core Group
THEATRE	25	35	4. Small	40%	2. High Growth	B: Core Group
ECON	34	27	4. Small	-21%	4. Declining	C: Medium/Small and Declining
ENV POL PL	63	37	4. Small	-41%	4. Declining	C: Medium/Small and Declining
ENV SCI	121	48	3. Medium	-60%	4. Declining	C: Medium/Small and Declining
GERMAN	22	19	4. Small	-14%	4. Declining	C: Medium/Small and Declining
HUM STUD	56	41	3. Medium	-27%	4. Declining	C: Medium/Small and Declining
INDIVIDUAL	13	9	4. Small	-31%	4. Declining	C: Medium/Small and Declining
INTERD STU	84	57	3. Medium	-32%	4. Declining	C: Medium/Small and Declining
MUSIC	34	27	4. Small	-21%	4. Declining	C: Medium/Small and Declining
PHILOS	16	8	4. Small	-50%	4. Declining	C: Medium/Small and Declining
PUB ADM	69	50	3. Medium	-28%	4. Declining	C: Medium/Small and Declining
SOC C D	60	59	3. Medium	-2%	4. Declining	C: Medium/Small and Declining
UR RE ST	58	26	4. Small	-55%	4. Declining	C: Medium/Small and Declining

This analysis categorizes majors by two dimensions: size in the recent period and growth or decline between the early period and the recent period. Data come from "Master" worksheet. Within three large groupings noted in the right hand column, majors are listed alphabetically. Categories of Small, Medium, etc. are based on what appear to be natural breakpoints in the data. In this case, small programs graduated under 40, medium between 40 and 75, large between 76 and 150, and very large over 150. Programs with growth over 80% are "Very High" growth; those with 40%-80% growth are high, those with 0%-39% are stable and the rest have declined.

APPENDIX THREE: Ethnic, Age, and Geographical Diversity of Recent Graduates

Program	Majors Graduated: Recent (2003-04, 2004-05, 2005-06)	Male		Students of Color		Over 26 at Graduation		Brown County HS Graduate	
		Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
SOC C D	59	36%	2. Medium	10%	1. High	25%	1. High	39%	1. High
ECON	27	70%	1. High	7%	2. Medium	33%	1. High	37%	1. High
PUB ADM	50	48%	1. High	4%	3. Low	28%	1. High	35%	1. High
COMP SCI	48	96%	1. High	10%	1. High	15%	3. Low	40%	1. High
UR RE ST	26	62%	1. High	15%	1. High	23%	2. Medium	17%	2. Medium
INFO SCI	23	70%	1. High	13%	1. High	26%	1. High	14%	3. Low
HISTORY	101	58%	1. High	0%	4. NONE	32%	1. High	26%	1. High
SOC WORK	97	4%	3. Low	9%	1. High	23%	2. Medium	24%	1. High
INDIVIDUAL	9	56%	1. High	0%	4. NONE	33%	1. High	25%	1. High
PHILOS	8	63%	1. High	0%	4. NONE	38%	1. High	29%	1. High
BIOLOGY	106	30%	2. Medium	2%	3. Low	24%	2. Medium	27%	1. High
POL SCI	71	46%	2. Medium	7%	2. Medium	10%	3. Low	29%	1. High
INTERD STU	57	21%	3. Low	4%	3. Low	98%	1. High	25%	1. High
HUM STUD	41	37%	2. Medium	7%	2. Medium	20%	2. Medium	21%	2. Medium
CHEM	22	64%	1. High	0%	4. NONE	18%	2. Medium	24%	1. High
NURSING	130	8%	3. Low	6%	2. Medium	98%	1. High	9%	3. Low
ENGLISH	89	28%	2. Medium	4%	3. Low	19%	2. Medium	16%	2. Medium
ART	70	16%	3. Low	4%	3. Low	29%	1. High	18%	2. Medium
ENV SCI	48	46%	2. Medium	0%	4. NONE	27%	1. High	20%	2. Medium
THEATRE	35	51%	1. High	6%	2. Medium	11%	3. Low	9%	3. Low
BUS ADM	567	47%	2. Medium	4%	3. Low	15%	3. Low	22%	2. Medium
PSYCH	300	15%	3. Low	5%	2. Medium	12%	3. Low	20%	2. Medium
HUM DEV	286	8%	3. Low	6%	2. Medium	13%	3. Low	19%	2. Medium
HUM BIOL	215	27%	3. Low	7%	2. Medium	15%	3. Low	21%	2. Medium
ACCTG	113	37%	2. Medium	3%	3. Low	20%	2. Medium	14%	3. Low
COMN ART	71	27%	3. Low	7%	2. Medium	8%	3. Low	21%	2. Medium
SPANISH	63	13%	3. Low	10%	1. High	8%	3. Low	15%	3. Low
ENV POL PL	37	51%	1. High	0%	4. NONE	24%	2. Medium	11%	3. Low
FRENCH	11	9%	3. Low	18%	1. High	0%	4. None	18%	2. Medium
ELEM EDUC	360	10%	3. Low	2%	3. Low	22%	2. Medium	15%	3. Low
COMM	206	29%	2. Medium	3%	3. Low	15%	3. Low	14%	3. Low
MATH	40	43%	2. Medium	0%	4. NONE	20%	2. Medium	13%	3. Low
MUSIC	27	37%	2. Medium	0%	4. NONE	7%	3. Low	16%	2. Medium
EARTH SC	10	50%	1. High	0%	4. NONE	10%	3. Low	11%	3. Low
GERMAN	19	16%	3. Low	0%	4. NONE	11%	3. Low	12%	3. Low

Four dimensions of diversity are grouped into triads of high, medium and low. Ethnic diversity has a fourth group diverse programs across these four dimensions listed first and the least listed last. For example, Soc C D and Econ received five total rank points (2+1+1+1 for SCD and 1+2+1+1 for Econ), while German received 13 points (3+4+3+3). These are only four concepts of diversity and are not always uniformly "values" the University is pursuing and may be things (such as male graduates) that we are not pursuing at all. The data, (from Master) are duplicated here to encourage people to consider other groupings and arrangements

Appendix Four: Information About Declared Majors Over Time

Details: Declarations from the end of the Fall term, including students at all levels. "Change" is the slope of the line between declared majors and year, divided by the average of declared majors (to isolate change from program size).

		Fall				
Plan	**Emphasis**	**2002**	**2003**	**2004**	**2005**	**Change**
ACCTG Total		112	119	120	127	4%
ART	ART-ED	21	23	18	13	
	GALLERY	7	11	10	10	
	STUDIO	53	73	94	100	
	None	41	31	32	32	
	ART Total	122	138	154	155	8%
BIOLOGY	BIOL-ED	7	11	10	11	
	BIOLOGY	75	82	93	93	
	None	78	70	72	74	
	BIOLOGY Total	160	163	175	178	4%
BUS ADM	FINANCE	132	156	155	139	
	MANAGEMENT	183	182	185	182	
	MARKETING	127	132	140	123	
	None	30	12	3	2	
	BUS ADM Total	472	482	483	446	-2%
CHEM	ACS	5	6	9	10	
	CHEM-ED	3	1		2	
	CHEM-GEN	14	15	22	17	
	ENVR-ACS	1	1	1	3	
	None	22	29	22	24	
	CHEM Total	45	52	54	56	7%
COMM	ELEC MEDIA	47	45	48	43	
	EL-MEDIA				1	
	JOURNALISM	18	19	25	20	
	LINGUISTIC	1	6	6	1	
	ORG COM	25	15	22	34	
	ORG-COMUN	2	1			
	PHOTO	1				
	PHOTOG	8	10	10	7	
	PUBLIC REL	57	63	81	70	
	None	29	7	1	5	
	COMM Total	188	166	193	181	0%
COMN ART	AEST AWARE	1				
	COMN ARTS	67	61	79	88	
	ENV DESIGN	17	10	9	9	
	None	50	37	35	23	
	COMN ART Total	135	108	123	120	-2%
COMP SCI Total		156	121	117	114	-10%
EARTH SC	EARTH SC	5	11	13	13	
	EARTH-ED	1			2	
	None	5	5	4	5	
	EARTH SC Total	11	16	17	20	18%
ECON Total		28	33	33	22	-6%
ELEM EDUC	EED 0-8		32	54	57	

	EED6-12/13	4	76	145	132	
	EED-ADP ED	20	8			
	EED-ENS		1			
	EED-ESL	11	10	3	1	
	EED-FREN	1	1			
	EED-GERM	2				
	EED-LANBRD		1			
	EED-LANLIT	14	7			
	EED-MATH	19	10			
	EED-PK6	49	27			
	EED-PK9	17	2			
	EED-SCI	24	12			
	EED-SOC	29	15			
	EED-SPAN	5	2			
	None	36	10	3	1	
	ELEM EDUC Total	231	214	205	191	-6%
ENGLISH	ENGL-ED	23	22	21	28	
	LIT2	3	1			
	LITERATURE	38	41	44	44	
	WRITING	26	29	31	26	
	None	49	46	44	51	
	ENGLISH Total	139	139	140	149	2%
ENV POL PL	PLANNING	19	17	14	21	
	POLICY	5	11	14	12	
	None	5	1	1	1	
	ENV POL PL Total	29	29	29	34	5%
ENV SCI	ECOLOGY	44	36	35	29	
	PHY SYSTEM	18	15	11	13	
	None	36	23	20	21	
	ENV SCI Total	98	74	66	63	-15%
FRENCH	FRENCH	12	13	14	10	
	FRENCH-ED		1	1	1	
	None	3	4	2	3	
	FRENCH Total	15	18	17	14	-3%
GEOG Total		2	1			
GERMAN	GERMAN	21	23	23	35	
	GERMAN-ED	2	1	3	2	
	None	5	4	5	5	
	GERMAN Total	28	28	31	42	14%
HISTORY	HISTORY	65	70	107	122	
	HISTORY-ED	38	36	24	22	
	None	50	45	33	24	
	HISTORY Total	153	151	164	168	4%
HUM BIOL	CYTOTECH	2	5	5	7	
	EXERCISE	37	44	48	54	
	HEALTH SCI	87	94	106	115	
	HUB-GEN	24	34	51	41	
	NUT SCI	25	38	68	68	
	None	77	44	47	84	
	HUM BIOL Total	252	259	325	369	14%
HUM DEV	EARLY CHLD		1			
	FAMILY	1				
	HUD-GEN	10	8	4	1	

	PRE-CLINIC	1				
	None	270	219	265	249	
	HUM DEV Total	282	228	269	250	-2%
HUM STUD	AMER IND	1	1	4	2	
	CULTURAL	4			1	
	ESL				13	
	HUS-COL	4	3			
	HUS-HS	31	8	3	1	
	RELIGIOUS	10	12	17	16	
	WEST CULT	6	18	25	32	
	None	5	4	2	2	
	HUM STUD Total	61	46	51	67	4%
INDIVIDUAL Total		5	6	10	9	21%
INFO SCI Total		39	37	37	26	-11%
INTERD STU	BUS-ECON	53	57	41	42	
	IST-GEN	104	99	92	88	
	None	34	14	13	18	
	INTERD STU Total	191	170	146	148	-9%
MATH	MATH-ED	13	20	24	12	
	MATHEMATIC	19	23	19	28	
	STATISTICS	7	14	21	14	
	None	31	29	38	57	
	MATH Total	70	86	102	111	15%
MUSIC	BA APP	14	6	24	37	
	BA HIST		2		1	
	BA JAZZ	3	4	3	2	
	BM EDCH	2	7	8	5	
	BM EDGN	1	1	3	7	
	BM EDIN	4	3	2	6	
	BM INST	2	3	4	5	
	BM VOIC	3	6	3	3	
	None	45	47	53	50	
	MUSIC Total	74	79	100	116	16%
NURS COL Total		75	79	75	61	-6%
NURS NAT Total		66	46	36	26	-30%
NURSING	CAMPUS				13	
	COLL				22	
	NAT				20	
	None	54	34	27	25	-27%
	NURSING Total	54	34	27	80	
NUT SCI Total		1				
PHILOS Total		16	24	18	15	-5%
POL SCI	POL SCI	49	58	75	67	
	POLS-ED	5	1	1	2	
	None	29	30	22	33	
	POL SCI Total	83	89	98	102	7%
PSYCH	PSYCH-ED	6	5	3	4	
	PSYCHOLOGY	201	210	269	228	
	None	105	119	125	172	
	PSYCH Total	312	334	397	404	9%
PUB ADM	NONPROF	1	1	1	4	
	POLICY-PUA	1	2		7	
	None	44	28	45	58	

	PUB ADM Total	46	31	46	69	18%
SOC C D	AMERICAN	11	12	24	20	
	GLOBAL	9	10	9	8	
	INDIVIDUAL	1	1	4	5	
	LAW	20	7	2	1	
	LAW J S	3	21	35	40	
	WOMEN	2	1	2	4	
	None	8	8	12	18	
	SOC C D Total	54	60	88	96	21%
SOC WORK Total		78	81	79	78	0%
SPANISH	SPANISH	39	49	63	45	
	SPANISH-ED	8	11	9	12	
	None	24	16	14	20	
	SPANISH Total	71	76	86	77	4%
THEATRE	DESIGN-TEC	16	15	16	19	
	MUSICAL	8	6	8	8	
	PERFORM	11	14	21	22	
	STUDIES	16	9	7	6	
	None	35	37	27	21	
	THEATRE Total	86	81	79	76	-4%
UR RE ST	AREA	1	1	1	1	
	DESIGN	6	9	9	11	
	ECON	1				
	MINORITY			1	1	
	PLAN	4	4	5	10	
	URE-GEN	12	18	18	10	
	None	4	2	1	2	
	UR RE ST Total	28	34	35	35	7%

Appendix Five: Information About Declared Minors Over Time

Details: Declarations from the end of the Fall term, including students at all levels.
"Change" is the slope of the line between declared majors and year, divided by the average of declared majors (to isolate change from program size).

		Fall				
Plan	**Emphasis**	**2002**	**2003**	**2004**	**2005**	**Change**
ACCTG-I Total		72	100	110	87	6%
AM IN ST-I Total		9	16	15	20	21%
ANTHRO-I Total		14	6	10	11	-5%
ART-I	ART HIST	1	5	4	2	
	THREE-D	5	5	5	5	
	TWO-D	27	16	14	27	
	None		1			
	ART-I Total	33	27	23	34	0%
BIOLOGY-I Total		4	4	6	7	21%
BUS ADM-I Total		218	210	232	219	1%
CHEM-I Total		24	31	35	50	23%
COMM-I	ELECMED-I	4				
	ORG-COM-I	2				
	PUB REL-I	2	1			
	None	30	33	40	29	
	COMM-I Total	38	34	40	29	-6%
COMN ART-I	AESAWARE-I	2	2	1		
	ARTS MANAG	24	29	62	70	
	ARTS SOC	35	17	6	1	
	BRFIELD-I				1	
	GRAPHICS	71	85	106	97	
	None	2	7	7	7	
	COMN ART-I Total	134	140	182	176	11%
COMP SCI-I Total		16	6	6	5	-40%
CORP COM-I Total		3	11	25	32	57%
EARTH SC-I	GENERAL		2	3	4	
	None	3	2	1		
	EARTH SC-I Total	3	4	4	4	8%
ECON-I Total		98	96	99	86	-3%
ENGLISH-I	LIT1	3				
	LIT-2	1	2	1	1	
	None	7	18	36	43	
	ENGLISH-I Total	11	20	37	44	41%
ENV POL-I Total		13	8	7	6	-26%
ENV SCI-I Total		53	55	60	63	6%
FRENCH-I	EDUC LICEN				2	
	GENERAL		1	9	15	
	None	23	24	10	3	
	FRENCH-I Total	23	25	19	20	-7%
GEOG-I Total		10	28	27	25	20%
GERMAN-I	EDUC LICEN		1	2	1	
	GENERAL	1	8	10	11	
	None	14	8	3	1	

	GERMAN-I Total	15	17	15	13	-5%
HISTORY-I Total		22	46	61	60	27%
HUM BIOL-I	APPLIED	14	15	15	22	
	HUB-GEN-I	25	25	37	34	
	None		1	2	5	
	HUM BIOL-I Total	39	41	54	61	16%
HUM DEV-I Total		177	216	245	259	12%
HUM STUD-I	CULTRL				38	
	LING/ESL				12	
	None	77	95	128	88	
	HUM STUD-I Total	77	95	128	138	20%
INFO SCI-I Total		38	32	44	34	0%
MATH-I	COMPUTER	1				
	MATH-GEN	9	9	9	11	
	STATS	1	1	1	2	
	None	1	1			
	MATH-I Total	12	11	10	13	2%
MUSIC-I Total		9	13	21	15	18%
PHILOS-I Total		7	7	6	5	-11%
PHYSICS-I Total		10	12	10	10	-2%
POL SCI-I Total		24	28	34	39	16%
PSYCH-I Total		78	79	105	116	15%
PUB ADM-I Total		21	21	18	25	4%
SECON ED-I	AGES 10-21	16	61	101	83	
	ALL AGES	3	29	48	38	
	None	142	66	1	3	
	SECON ED-I Total	161	156	150	124	-8%
SOC C D-I Total		7	16	16	22	30%
SOCIOL-I Total		26	32	24	29	0%
SPANISH-I	EDUC LICEN		2	5	5	
	GENERAL		8	37	64	
	None	38	57	33	8	
	SPANISH-I Total	38	67	75	77	19%
THEATRE-I	DANCE	6	5	5	10	
	THEATRE	7	5	11	7	
	None	2	2	3	7	
	THEATRE-I Total	15	12	19	24	19%
UR RE ST-I Total		10	15	16	14	9%
WOM STDY-I Total		26	25	24	30	4%

Appendix Six: Wisconsin Projections 2002-2012 for all occupations that require a bachelor's or higher degree

SOC Code	Occupational Title	2002 to 2012 % Change	Est. Avg Annual Openings	SOC Code	Occupational Title	2002 to 2012 % Change	Est. Avg Annual Openings
11-2011	Advertising/Promotions Mgrs	19%	60	17-1011	Architects/Ex Landscape/Naval	16%	50
11-2021	Marketing Mgrs	17%	80	17-1012	Landscape Architects	20%	20
11-2022	Sales Mgrs	28%	250	17-1021	Cartographers/Photogrammetrists	13%	10
11-2031	Public Relations Mgrs	17%	40	17-1022	Surveyors	7%	40
11-3011	Administrative Services Mgrs	15%	140	17-2011	Aerospace Engineers	6%	0
11-3021	Computer/Information Systems Mgrs	32%	220	17-2021	Agricultural Engineers	0%	0
11-3031	Financial Mgrs	17%	230	17-2031	Biomedical Engineers	37%	10
11-3040	Human Resources Mgrs	18%	110	17-2041	Chemical Engineers	2%	20
11-3051	Industrial Production Mgrs	10%	150	17-2051	Civil Engineers	6%	80
11-3061	Purchasing Mgrs	4%	50	17-2061	Computer Hardware Engineers	4%	10
11-9011	Farm/Ranch/Other Ag Mgrs	43%	0	17-2071	Electrical Engineers	1%	80
11-9021	Construction Mgrs	18%	160	17-2072	Electronics Engineers/Ex Computer	11%	50
11-9031	Educ Admin, Preschool/Child Care	27%	100	17-2081	Environmental Engineers	37%	60
11-9032	Educ Admin, Elem/Sec School	16%	200	17-2111	Health/Safety Engineers/Ex Mining	8%	30
11-9033	Educ Admin, Postsecondary	21%	160	17-2112	Industrial Engineers	9%	140
11-9039	Educ Admin, All Other	16%	20	17-2121	Marine Engineers/Naval Architects	0%	0
11-9041	Engineering Mgrs	9%	100	17-2131	Materials Engineers	7%	50
11-9111	Medical/Health Services Mgrs	34%	240	17-2141	Mechanical Engineers	4%	240
11-9121	Natural Sciences Mgrs	8%	10	17-2151	Mining/Geological Engineers	0%	0
11-9141	Prop/RE/Community Assoc Mgrs	14%	70	17-2161	Nuclear Engineers	0%	0
11-9151	Social/Community Service Mgrs	20%	100	17-2171	Petroleum Engineers	0%	0
11-1011	Chief Executives	14%	180	17-2199	Engineers/All Other	10%	90
11-1021	General and Operations Mgrs	15%	1020				
11-1031	Legislators	-4%	70	19-1010	Agricultural and Food Scientists	9%	30
				19-1021	Biochemists and Biophysicists	17%	20
13-1011	Agents/Bus Mgrs Artsts/Prfrmrs/Ath	22%	0	19-1022	Microbiologists	12%	20
13-1022	Whole/Retail Buyers Ex Farm Prod	5%	100	19-1023	Zoologists and Wildlife Biologists	3%	10
13-1023	Purch Agents Ex Whole/Retail/Farm	12%	220	19-1031	Conservation Scientists	1%	30
13-1051	Cost Estimators	21%	190	19-1032	Foresters	0%	20
13-1071	Empl/Recruit/Placement Specialists	24%	150	19-1041	Epidemiologists	50%	0
13-1072	Compen/Benefits/Job Specialists	26%	80	19-1042	Med Scientists Ex Epidemiologists	23%	90
13-1073	Training/Development Specialists	25%	160	19-1099	Life Scientists/All Other	15%	20
13-1111	Management Analysts	19%	200	19-2011	Astronomers	0%	0
13-1121	Meeting and Convention Planners	14%	30	19-2012	Physicists	13%	20
13-1199	Business Oper Specialists/All Other	25%	750	19-2021	Atmospheric and Space Scientists	16%	10
13-2011	Accountants and Auditors	19%	760	19-2031	Chemists	7%	90
13-2031	Budget Analysts	10%	20	19-2032	Materials Scientists	-3%	10
13-2041	Credit Analysts	20%	40	19-2041	Environ Sci/Specialists/Incl Health	22%	40
13-2051	Financial Analysts	19%	60	19-2042	Geoscien Ex Hydrolog/Geograph	12%	0
13-2052	Personal Financial Advisors	40%	120	19-2043	Hydrologists	17%	20
13-2053	Insurance Underwriters	13%	100	19-2099	Physical Scientists/All Other	6%	10
13-2061	Financial Examiners	12%	20	19-3011	Economists	26%	20
13-2071	Loan Counselors	18%	20	19-3021	Market Research Analysts	25%	190
13-2072	Loan Officers	20%	200	19-3022	Survey Researchers	36%	10

13-2081	Tax Exam/Collctrs/Revenue Agents	0%	20	19-3031	Clinical/Counseling/School Psych	21%	160
13-2099	Financial Specialists/All Other	16%	40	19-3032	Industrial-Organizational Psych	100%	0
				19-3041	Sociologists	7%	10
15-1011	Computer/Info Scientists/Research	23%	0	19-3051	Urban and Regional Planners	5%	20
15-1021	Computer Programmers	8%	230	19-3091	Anthropologists/Archeologists	0%	0
15-1031	Computer Software Engnrs Apps	43%	260	19-3092	Geographers	0%	0
15-1032	Computer Soft Engnrs Systms Soft	51%	130	19-3093	Historians	0%	0
15-1051	Computer Systems Analysts	38%	650	19-3094	Political Scientists	0%	0
15-1061	Database Administrators	35%	80	19-3099	Social Scientists/Related Wrkrs AO	11%	80
15-1071	Network/Computer Systems Admin	32%	200				
15-1081	Network Systms/Data Comm Analyst	56%	210	23-1011	Lawyers	18%	310
15-2011	Actuaries	15%	30	23-1021	Admin Law Jdgs/Adjudic/Hrng Offcr	-13%	0
15-2021	Mathematicians	0%	0	23-1022	Arbitrators/Mediators/Conciliators	5%	0
15-2031	Operations Research Analysts	0%	20	23-1023	Jdgs/Magistrate Jdgs/Magistrates	6%	0
15-2041	Statisticians	9%	10	23-2092	Law Clerks	7%	10
15-2099	Math Science Occs/All Other	100%	0				
21-1011	Sub Abuse/Behavior Disordr Cnslrs	24%	50	23-9099	Legal & Related Wrkrs, All Other	1%	10
21-1012	Ed/Vocational/School Counselors	11%	140	25-1011	Business Teachers, Postsecondary	35%	100
21-1013	Marriage/Family Therapists	21%	20	25-1021	Computer Science Teachers Ps	34%	30
21-1014	Mental Health Counselors	27%	60	25-1022	Mathematical Science Teachers Ps	31%	50
21-1015	Rehabilitation Counselors	33%	150	25-1031	Architecture Teachers/Postsec	50%	0
21-1021	Child/Family/School Social Wrkrs	20%	240	25-1032	Engineering Teachers/Postsec	33%	30
21-1022	Medical/Public Health Social Wrkrs	27%	100	25-1041	Ag Sciences Teachers/Postsec	32%	20
21-1023	Mental Hlth/Sub Abuse Social Wrkrs	33%	90	25-1042	Biological Science Teachers Ps	33%	50
21-1091	Health Educators	18%	20	25-1043	Forestry/Cons Sci Teachers Ps	20%	0
21-1092	Prob Offcrs/Correctnl Treat Spclsts	11%	60	25-1051	Atmos/Erth/Marin/Space Sci Tch Ps	31%	0
21-2011	Clergy	3%	260	25-1052	Chemistry Teachers/Postsec	30%	20
21-2021	Directors/Religious Activities/Ed	10%	70	25-1053	Environmental Sci TeachersPs	50%	0
21-9099	Counsel/Social/Religious Wrkrs AO	22%	200	25-1054	Physics Teachers/Postsec	33%	20
				25-1061	Anthropology/Archeology Tchrs Ps	29%	0
27-1011	Art Directors	11%	30	25-1062	Area/Ethnic/Cultur Studies Tchrs Ps	35%	10
27-1014	Multi-Media Artists/Animators	8%	30	25-1063	Economics Teachers/Postsec	32%	20
27-1021	Commercial/Industrial Designers	16%	40	25-1064	Geography Teachers/Postsec	27%	10
27-1022	Fashion Designers	0%	0	25-1065	Political Science Teachers/Postsec	33%	20
27-1024	Graphic Designers	20%	180	25-1066	Psychology Teachers/Postsec	35%	30
27-1025	Interior Designers	24%	50	25-1067	Sociology Teachers/Postsec	34%	20
27-1027	Set/Exhibit Designers	14%	0	25-1071	Health Specialties Teachers Ps	34%	250
27-1099	Art & Design Wrkrs, All Other	8%	50	25-1072	Nursing Instructors/Teachers Ps	32%	50
27-2012	Producers/Directors	3%	20	25-1081	Ed Teachers/Postsec	35%	80
27-2041	Music Directors/Composers	3%	40	25-1082	Library Science Teachers/Postsec	33%	0
27-3020	News Analysts/Reprtrs/Correspond	-1%	30	25-1111	Crim Jus/Law Enforce Tchrs Ps	29%	0
27-3031	Public Relations Specialists	26%	190	25-1112	Law Teachers/Postsec	40%	0
27-3041	Editors	6%	60	25-1113	Social Work Teachers/Postsec	32%	10
27-3042	Technical Writers	22%	50	25-1121	Art/Drama/Music Teachers/Postsec	35%	100
27-3043	Writers/Authors	14%	70	25-1122	Communications Teachers Ps	35%	50

27-4021	Photographers	12%	80	25-1123	English Language/Lit Teachers/Ps	32%	70
27-4032	Film/Video Editors	17%	0	25-1124	Foreign Language/Lit Teachers/Ps	36%	30
				25-1125	History Teachers/Postsec	36%	20
29-1011	Chiropractors	26%	70	25-1126	Philosophy/Religion Teachers/Ps	36%	20
29-1020	Dentists	3%	80	25-1191	Graduate Teaching Assts	30%	120
29-1031	Dietitians/Nutritionists	17%	50	25-1192	Home Economics Teachers/Postsec	31%	0
29-1041	Optometrists	20%	20	25-1193	Rec/Fitness Studies Teachers/Ps	32%	20
29-1051	Pharmacists	27%	190	25-1199	Postsec Teachers/All Other	32%	170
29-1061	Anesthesiologists	23%	20	25-2011	Preschool Teachers/Ex Special Ed	29%	450
29-1062	Family/General Practitioners	24%	90	25-2012	Kindergarten Tchrs Ex Special Ed	22%	140
29-1063	Internists, General	24%	110	25-2021	Elemen Schl Tchrs Ex Special Ed	11%	970
29-1064	Obstetricians/Gynecologists	27%	10	25-2022	Middle School Tchrs/Ex Sp./Voc Ed	5%	490
29-1065	Pediatricians, General	24%	10	25-2023	Vocational Ed Tchrs/Middle School	4%	10
29-1066	Psychiatrists	17%	20	25-2031	Secondary Schl Tchrs Ex Sp/Voc Ed	14%	1040
29-1067	Surgeons	25%	50	25-2032	Voc Ed Teachers/Secondary Schl	5%	80
29-1069	Physicians/Surgeons, All Other	14%	80	25-2041	Sp Ed Tchrs/Presch/Kind/Elem Schl	25%	200
29-1071	Physician Assistants	52%	80	25-2042	Special Ed Teachers/Middle School	26%	100
29-1081	Podiatrists	18%	0	25-2043	Special Ed Teachers/Sec School	25%	120
29-1111	Registered Nurses	31%	2430	25-3011	Adult Liter/Rem Ed/GED Tchrs/Inst	10%	30
29-1121	Audiologists	14%	20	25-3999	Tchrs/Prim/Sec/Adult/All Other	31%	420
29-1122	Occupational Therapists	34%	140	25-4010	Archivists/Curators/Museum Techs	8%	10
29-1123	Physical Therapists	35%	140	25-4021	Librarians	4%	100
29-1125	Recreational Therapists	10%	30	25-9021	Farm/Home Management Advisors	0%	0
29-1127	Speech-Language Pathologists	23%	120	25-9031	Instructional Coordinators	22%	50
29-1131	Veterinarians	25%	90	25-9199	Libr/Mus/Trng/Other Ed Wrkrs/AO	20%	100
29-1199	Hlth Diagnsng/Treatng Practtnrs/AO	27%	40				
29-2011	Medical/Clinical Lab Technologists	25%	160	41-3021	Insurance Sales Agents	14%	290
29-2091	Orthotists/Prosthetists	10%	0	41-3031	Sec/Comm/Fin Serv Sales Agents	18%	100
29-9010	Occ Health/Safety Spec/Techs	18%	30	41-9031	Sales Engineers	14%	70
29-9091	Athletic Trainers	31%	20				
39-9032	Recreation Wrkrs	14%	260	53-2011	Airline Pilots/Copilots/Flight Enginrs	17%	30
				53-2021	Air Traffic Controllers	9%	10

Appendix Seven: Cost per Credit for Major by Curricular Area (Fall 2005)

	Student Level I		Student Level II (or III for graduate program)	
Major	Cost per Credit	Cost/ FTE-Term	Cost per Credit	Cost/ FTE-Term
Teaching & Learning		(GRAD)--->	436.10	5234.97
ES & P		(GRAD)--->	435.16	5221.91
Management		(GRAD)--->	404.69	4857.54
Social Work-MS		(GRAD)--->	207.15	2485.32
Nursing (Campus)			233.95	**3508.82**
Music	131.07	1965.75	230.42	**3456.79**
Computer Science	74.47	1116.71	210.76	**3161.29**
Theatre	100.98	1514.60	182.98	**2743.74**
French	*70.00*	*1048.61*	*154.73*	***2323.78***
Information Science	*78.18*	*1170.42*	147.89	**2216.98**
Individual Major	*27.42*	*411.30*	138.69	**2079.18**
Biology	57.32	859.72	137.02	**2055.26**
Env Pol & Pl	*47.90*	*715.45*	135.84	**2038.92**
Environ Science	61.69	924.72	129.89	**1949.23**
Art	73.42	1100.95	128.28	**1924.04**
Earth Science	*35.30*	*529.55*	126.63	**1897.88**
Economics	*41.68*	*625.22*	123.86	1857.53
German	67.61	1014.50	122.87	1843.09
Math	55.44	831.43	121.13	1816.70
Chemistry	60.40	905.38	119.78	1796.19
Social Work	*44.05*	*660.12*	118.39	1775.88
Education	*82.59*	*1243.29*	118.18	1772.44
Philosophy	*35.64*	*534.63*	116.25	1741.87
Business Admin	*44.85*	*672.58*	114.05	**1710.77**
Interdiscipl. Studies	*59.09*	*886.34*	114.12	**1708.52**
Comm & the Arts	63.50	952.19	113.41	**1701.07**
Public Admin	49.02	735.07	111.40	**1670.47**
Accounting	*48.68*	*729.39*	110.37	**1655.45**
Undeclared	49.08	736.13	110.30	**1654.48**
Urban & Regional	*49.10*	735.40	109.07	**1636.83**
Social Change	42.03	630.30	107.67	**1614.76**
Humanistic Studies	*73.32*	*1100.83*	104.56	**1568.32**
Psychology	40.60	608.96	101.92	**1538.61**
Political Science	44.93	673.89	101.05	**1515.46**
History	47.69	715.18	100.93	**1513.74**
Spanish	60.62	909.27	100.84	**1511.62**
English	49.66	744.78	99.86	**1497.67**
Human Biology	61.56	923.48	97.20	**1457.95**
Communications	*47.92*	*716.94*	89.94	**1349.03**
Human Development	44.13	661.57	85.97	**1289.53**
Nursing (Collab)			36.80	**551.88**

Mean of undergraduate programs	1867.72
Median of undergraduate programs	1741.87

This report is based on budget figures and fall term enrollments. The budget is only the instructional budget (which is about 35-40% of the total campus budget I think).

I used italics to show areas where costs are based on under 10 FTE (150 credits) of fall enrollment activity.

Appendix Eight: Notes on data sources

Majors and Minors graduated.

These data come from the SIS and were extracted in Fall 2006. Commencements up through August 2006 are included. For these tables, a "year" includes graduates from December of one year and May and August from the following year. All majors and minors are counted as one student. Students who double or triple major will be represented multiple times -- these are "duplicated head counts".

Work done through Brio with Acad_Degr, Acad_Degr_Plan, Acad_Plan_Tbl

Some programs were recoded or collapsed: COMN PRO and COPR are considered to be the same as COMM (major and minor); EED-PP is considered to be the same as SECOND ED-I; MS ADM SCI is considered to be the same as MS MGMT; NURS COL, NURS NAT and NURSING are all considered to be the same as NURSING; NUT SCI and NUT SCI-I are considered to be human biology plans, where that curriculum is now located; REG ANAL majors and minors are coded with UR RE ST; SOGE is coded as HUM DEV-I.

NA indicates that a major or minor in that field was not an option during the time covered by that column.

Majors and Minors declared.

Students' movement through majors and minors prior to the implementation of SIS is not available on a student-by-student basis. Records of fall declared majors and minors for the periods before Fall 2002 come from static tables kept by Institutional Research. Some of those records are "end of the semester" records while others are based on the middle of the semester. For the 2002 - 2006 period, data always represent the numbers at the end of the fall semester (as of December 31).

Programs were 'recoded' as indicated above for graduated majors and minors.

Majors 1996-2000: http://www.uwgb.edu/iresearch/factbook/TVA1_2000.htm
Minors 1996 - 2000: http://www.uwgb.edu/iresearch/factbook/TVA2_2000.htm
Majors 2001: http://www.uwgb.edu/iresearch/factbook/TVA1_2001.htm
Minors 2001: http://www.uwgb.edu/iresearch/factbook/TVA2_2001.htm

Occupational Projection (separate worksheet).

Information on the Occupational Projection worksheet come from the Wisconsin Department of Workforce Development's Office of Economic Advisors. "SOC" codes group occupations into loose industrial groups, which may or may not relate to particular majors and minors students can complete at UW-Green Bay.

Graduating Senior Survey.

General Notes.

Data were summarized for two different time periods, a long time period and the three most recent years. The three most recent years represent data collected in 2003, 2004 and 2005. Data for 2006 will not be available until the end of the year. Ideally the long time frame would capture ten years. Unfortunately the University has not collected

these data in a uniform manner that long. The Graduating Senior "Long" time period includes respondents from 1997 through 2005. The Graduating Senior Survey is a local instrument which has not been seriously evaluated, in a psychometric sense. It is not clear how reliable or valid the measures presented here are. Many times, the score for a major is based on a very small number of respondents.

Specific items.

Overall Grade for Major is measured on an A-F scale. Values range from 0 to 4.

Percent who would redo same major, same school comes from a question where respondents can select from the following answers: they would return to UW-Green Bay and complete the same major; they would return to UW-Green Bay but complete a different major; they would keep their major but complete it at a different university; they would do a different major at a different school; or they would not complete a bachelor's degree anywhere.

Mission. The survey asks students to rate the following eight items on a 5-point agreement scale for how well their UW-Green Bay education promoted the item: seeing learning is a lifelong process, working with people from different backgrounds, getting involved in community affairs, thinking creatively and innovatively, having an advantage getting into graduate school or employment, receiving a strong, inter-disciplinary, problem-focused background, having in-class opportunities to apply what they learned and feeling like they would recommend UWGB to a friend. I took each students mean score across those eight items as his or her "mission" score. A high value shows a strong agreement that UWGB developed core mission values in that student. The table contains the mean mission scores for the students in that major.

Liberal Arts. Students rated their proficiency as low, medium or high in the following seven dimensions: understanding the social sciences, understanding how institutions impact society, Western Civilization, Humanistic Studies values, Fine Arts, Global understanding and understanding racism. Each student's score is the mean across these seven items and will range from low of 1 to high of 3. A major's score is the mean across the students' scores.

Science. As with the Liberal Arts area, the science score represents students' average responses for the science-related areas of proficiency. There are two areas: the impact of science and understanding the environment. Scores range from 1 to 3.

Skills. The survey includes self-assessment for proficiency in four areas of skills. They are critical thinking, problem solving, writing and speaking. Students scores are the mean across the four items and range from 1 to 3.

Alumni Survey.

General Notes.
See the notes for the Graduating Senior Survey. The "Long" time period for the Alumni Survey includes respondents from 1998 through 2005.

Specific items included on the Composite Overview

Overall Grade for Major. See Graduating Senior Survey.

Percent who would redo same major, same school. See Graduating Senior Survey.

Mission. See Graduating Senior Survey.

Liberal Arts. Students rated their proficiency on a five-point scale. See Graduating Senior Survey.

Science. Students rated their proficiency on a five-point scale. See Graduating Senior Survey.

Skills. The survey includes self-assessment for proficiency in seven areas of skills: critical thinking, problem solving, writing, speaking, listening, reading, and leadership. Ratings are on a five-point scale. See Graduating Senior Survey for other details.

Percent of Credits.

General Notes.
For graduates from the past three years (since summer 2003) all credits completed since Fall 2002 (since we converted to PeopleSoft) were coded as Lab/Field Experience, Individualized Instruction or Lecture. All classes were coded the same way, treating a "lab" and "dis" as a separate class from the lecture component. All credits were also coded for whether they were completed in general education class. General Education excludes consideration of writing emphasis and competency in this situation.

Through BRIO using Academic Degree, Academic Degree Plan, Academic Plan Table, and Class Roster View

Percent of Credits in Field Experience or Lab.
The plan's students' average percent of credits in lab or field experience. (Credit-bearing labs are pretty limited.)

Percent of Credits in Individualized Instruction.
The plan's students' average percent of credits in individualized instruction.

Percent of Classes NOT in Lecture Format.
The percent of all the *classes* that were not coded as LEC or SEM format. (There are very few SEM type classes; it's a code we have not been using.)

Graduates' percent of credits in Gen Ed.
For graduates from the past three years (since summer 2003), all credits completed since Fall 2002, when we converted to PeopleSoft were extracted and coded as either eligible to earn general education credit (excluding writing emphasis) or not related to general education areas. Each student has a percent, and the score for the major is the average across all the students completing that major.

College BASE Test of General Education skills.
CBASE scores are averaged for all graduates from the past five years for whom we have scores. Transfer students do not typically take the College BASE test, reducing the number of possible cases by about 40%, so the "recent" time span was extended from three years to five in order to bolster the number of cases included in the average for some of the smaller programs. CBASE scores indicate the general level of skills of

students as then come into their major programs -- e.g. they indicate something about inputs, not outcomes, for the academic plans.

Cost per FTE per term.

These data come from the University of Wisconsin System Instructional Analysis Information System (IAIS). Figures are calculated in the fall. The figure shown here is a weighted fall average (e.g. based on three falls but took the variance in the number of students included each year into account).

Additional details are provided in this workbook, on the Cost per Credit worksheet.

Graduates per Juniors and Seniors.

The number of Junior and Senior declared majors and minors as of the end of fall was averaged over the past three falls (2003, 2004, and 2005). Graduates by major and minor were averaged over the past three years (2003-04,2004-05,2005-06). The measure is the number of graduates divided into the number of juniors and seniors.