ACADEMIC PROGRAM REVIEW
SELF-STUDY REPORT

Name of Program: Public and Environmental Affairs--majors in Environmental Policy and Planning and
Public Administration

Department Chair: John R. Stoll

Date Report Completed: Spring 2015

Date of Last Program Review: 2006-07

Date Report Completed: April 2015

Preliminary Remarks: At the present time …

Section A. Mission Statement and Program Description.
State your program's mission, describe its requirements and explain how they relate to UW-Green Bay's select mission and the institution's overall strategic plan. Note any changes that have been made to your program mission and requirements since the last review. Then provide a description of your program's curricular strengths and areas in need of improvement.

Note: As we did with our last review, both here and throughout the document, we will include material on each of the two majors sponsored by PEA: Public Administration and Environmental Policy and Planning. Although there are separate curricula, learning outcomes, achievements, and needs in each, they are offered by the same PEA faculty. Any changes in departmental resources will have an impact on both interdisciplinary majors.

Further, as perspective on our budgetary unit, the PEA department faculty is highly involved in the Economics and Political Science disciplinary majors, along with minors in Geography, Global Studies, and Sociology. There is one anthropologist, an instructor appointment in the PEA department, supporting courses in this area as well as First Year seminars for the general education curriculum. The majority of our faculty also serves on one or both of the graduate faculties for the MS in Environmental Science and Policy and the MS in Sustainable Management.

1. **Public Administration Mission Statement**: Public Administration is an interdisciplinary program that studies public and nonprofit organizations; their rules, functioning, decisionmaking processes, and outputs in various policy arenas; their managerial and leadership styles; and the social, economic, political, and cultural processes within which these organizations interact. The curriculum is much broader than the traditional public administration major. In particular, it covers public policy processes and politics substantially more. The core mission of the program is to educate students to become knowledgeable and to think critically about public affairs and to prepare them to participate both as community leaders and professionals in public and nonprofit organizations.

The Public Administration program is the only undergraduate major in this area within the UW-System. We have made efforts, and will continue, to gain approval for development of a Masters in Public Administration from UW-System and believe we are better suited for doing so than other campuses given our long undergraduate program history. We are also unique in our attention to environmental issues and nonprofit management, areas upon which we would seek to specialize and gain national accreditation.

As our mission above indicates, the major and minor in Public Administration are ideally suited to the University's distinctive interdisciplinary academic plan. The problem focus of the program is exemplified by a curriculum designed to provide students with a strong background in political, governmental, economic, and social institutions and processes, and the communication and analytical skills to address administrative and organizational problems required by management and to evaluate complex issues of public policy in areas such as environmental protection, health care, and transportation.

The program is fully consistent with the University's guiding principles. Those principles stress the building of student capacity for critical thinking, problem solving, communication, and use of quantitative analysis as well as preparing them as engaged and contributing citizens who are committed to lifelong

learning. The program is also designed to be flexible and responsive to student, community, and regional needs, and its faculty is committed to excellence in education and scholarship, seeking to maintain national prominence as a distinctive program. In addition, PEA faculty members are strongly devoted to community outreach, professional service, and graduate education.

2. **Environmental Policy and Planning Mission Statement**. Environmental Policy and Planning (EPP) is an interdisciplinary program that provides a solid curriculum in public policy and planning aspects of environmental studies. The major includes a strong component in environmental and other natural sciences. The EPP major, also unique in being the only such program in the UW System, provides students with a problem-focused and rigorous liberal arts education that also prepares them for a variety of challenging professions in environmental planning, Geographic Information Systems (GIS) work, environmental policy analysis, and administration of policies and programs dealing with the natural and human-made environment. The major also prepares students well for graduate studies in environmental policy, law, and planning.

As with Public Administration, the major and minor in Environmental Policy and Planning are ideally suited to the University's distinctive interdisciplinary academic plan. The problem focus of the program is exemplified by a curriculum in the major which is designed to provide students with a strong background in environmental and other natural sciences, economics, government and politics, planning, and public policy, and the communication, research, and analytical skills to address contemporary environmental problems. The program's formal course work, team-based projects, applied assignments, and internships provide students with excellent preparation to enter the workforce, graduate school, or professional studies.

The program is consistent with the University's guiding principles, as noted above for the PA major. Those principles stress the building of student capacity for critical thinking, problem solving, communication, and use of quantitative analysis as well as preparing them as engaged and contributing citizens who are committed to lifelong learning. The program is designed to be flexible and responsive to student, community, and regional needs, and its faculty is committed to excellence in education and scholarship and to seeking national prominence. As noted for the PA major, PEA faculty members are strongly devoted to community outreach, professional service, and graduate education.

Program Curriculum..

The basic curriculum for each of the two majors is set out in the 2014-15 Undergraduate Catalog. We continue to have the student organization, Public and Environmental Affairs Council (PEAC), represent students in the two programs.

Although the catalog descriptions for both majors are current, the new 2015-16 catalog will contain substantial changes as a result of the issues identified below. We hold annual day-long retreats and bi-weekly faculty meetings throughout the year at which curricular and others issues are continually discussed and evaluated. Faculty in the PEA budgetary unit participate in teaching improvement activities throughout the year, including peer mentoring, Faculty College, the Winterterm campus teaching workshop, online education training, and the Teaching Scholars programs. They have also been the recipient of campus and UW-System teaching awards.

Internship Program. The internship within PEA is integrated into both the PA and EPP majors. We administer the program through a departmental internship coordinator who receives a one-course reassignment from teaching and our Center for Public Affairs Associate Director, administering a Great Lakes Higher Education Corporation internship grant. In recent years we have had in excess of 50 interns per year. They are placed in a diverse array of positions within local and state government agencies, tribal governments, nonprofit organizations, and, more rarely, the private sector. Most internships are taken for 3 credits, with some occasionally for 6 credits. We screen the interns carefully before placement, and all must go through the departmental internship coordinators for advising and registration. This process helps to ensure that only qualified students are placed in an internship, which in turn helps to build a successful program. Our Web site (http://www.uwgb.edu/pea) includes a description of the

internship program as well as a list of previous internships and illustrations of how the program has served selected students.

We evaluate the internship program every year, and off-campus supervisors consistently report they are highly pleased with our student placements. So too are the students, many of whom find the experience to be a highlight of their major in PA or EPP. Internships provide students with a good opportunity to learn what a planner, manager, analyst or other professional actually does, and many make their career decisions based on this experience.

1. **Public Administration**:

Since the last program review, the major has undergone change in several iterations. Rather than recite history, below are indicated the findings of a subcommittee of our faculty who met and identified concerns and made recommendations to the faculty. After review, the subcommittee identified several concerns that could be addressed through making simple modifications to the major.

Strengths of the program were recognized as:
1. The numbers of majors are growing
2. Internship program (grant)
3. Research scholars CFPA
4. Collaborations with other units

The following areas of concern were identified:
1. The major offered too many elective options and could be tightened up and simplified.
2. Due to the growing overlap in functions of government and nonprofit organizations, there was no longer a need to have two areas of emphasis (public management and nonprofit management).
3. A course in Human Resources was needed, possibly replacing the course in Leadership.
4. A stronger course sequencing through the major could be offered, especially planning for students entering the major coming into lower level supporting courses. It seems as though there is a gap in course options for students coming out of 101 and 202, with only a fall option for a face to face course in 215, the next likely course in the sequence. While 215 is offered online in the spring with an adjunct faculty, this configuration does not facilitate students entering the PA major.
5. The Emergency Management Emphasis

The following goals were suggested for the PA major:
1. Re-focus the curriculum.
   - Streamline and focus the elective options under both the public and nonprofit management elective sections. Reduce the number of electives under public management by eliminating some courses that focus on areas more peripheral to public service. Add some business courses as elective options under the nonprofit elective options.
   - Eliminate the two areas of emphasis and offer one PA major that requires students to take courses from both the public and nonprofit management areas.
   - Add Human Resources course as a requirement. This course is required for Public Administration certification and also for nonprofit management national certification. This course would replace Leadership in Organizations, which has proven a challenge to staff, and may not be a central course for the major. Coverage of leadership could possibly be augmented within several existing courses or as a capstone course that includes ethics.
2. Recruit more majors.
   - Improve the course opportunities to move students from lower level courses into the major. Augment the Spring online PUEANF215 section of Public Administration with one face-to-face section and have Dr. Warner teach a section of that course. This would provide students with two face-to-face options for 215, with Dr. Helpap continuing to teach the course with emphasis on government, and Dr. Warner with emphasis on nonprofit. Ask Adult Degree to only offer section 1200 of PEA or have section 1800 restricted to 5 opennings as a maximum.
   - Continue to develop collaborative relationships with other majors on campus whose students tend to enter jobs in the public or nonprofit management field, attracting them into the PA minor and NP management certificate.
   - Improve visibility of PA major on campus.

These were discussed at faculty meetings in the current academic year, programmatic changes submitted through the approval process, and have been approved for Fall 2015 implementation. The final revised curriculum for the PA degree has removed the emphases, developed two transcriptable certificates to replace them, and added a new course in "Public and Nonprofit Human Resources and Risk Management". We are also beginning to work with the ADP Office to bring our undergraduate degree online.

2. Environmental Policy and Planning.

Since the last program review, this major has also undergone change in several iterations. Below are indicated the findings of a different faculty subcommittee that met and identified concerns. Their recommendations were made to the faculty this academic year. The subcommittee's findings are summarized below.

Strengths of the EPP's Environmental Planning emphasis were recognized as:
1. Applied component to courses
2. Diversity of faculty and scholarship with research and teaching interests
3. We are preparing students well to deal with contemporary environmental issues such as climate change and sustainability through coursework, department efforts such as the iPat movie/discussion series, TED Talks, and internship opportunities.

The following areas of concern for the Environmental Planning emphasis were identified:
1. Consider requiring an internship, field, work, GIS, etc. to better prepare students entering the work force or for graduate school.
2. Reduce the number of electives in the areas of emphasis to preserve core EPP classes and help with low course enrollments. Public and nonprofit and strategic philanthropy were discussed as options.
3. Reevaluate periodicity of courses, particularly whether we are offering more courses in the fall or on a 3-3 teaching load.
4. Improve communication to students to help understand potential job opportunities in the area related to planning. We discussed the growing pressures on students to pick a major quickly and get a job and discussed how well we are informing students about planning/EPP jobs.
5. Use the word "applied" in more of the department messaging and continue building in applied components to courses such as community presentations, campaigns, or simulations.

The following goals were suggested for the EPP major's Environmental Planning emphasis:
1. First Year Seminars.
   - Can we look at offering FYS that relate more closely to the major as a way to create a natural feed of students into EPP? Animals and the ever-changing environment (planning) and Animals and Society (sustainability) were examples given.
   - Can we offer a planning FYS?
   - Improve the consistency of FYS offerings to offer a planning/EPP FYS on a regular basis and possibly build this into a teaching rotation.
2. Special topics courses
   - Have we offered one of these in the last two years? With a decline in majors, there is the need to justify enough people for a class to run.
   - Is there potential to have additional January interims or summer classes that are special topics?
3. Cross-listed courses
   - Are we getting benefits of students in the major taking the cross-listed course? For example, are students taking cross-listed courses who are not majoring and hurting enrollment numbers in classes directly related to the major?

Strengths of the EPP's Environmental Policy emphasis were recognized as:
1. Highly responsive and accessible faculty who assist with advising, independent studies and research projects, teaching assistantships, and maintain strong connections with students.
2. New media and modern technology are being incorporated in the classroom, particularly with the GIS courses.

3. Community engagement efforts: iPat series, field trips, interviews with community public service leaders, research projects, invited guest speakers, New Leaf Market and University Avenue Redevelopment Connections, faculty participation in community speaker series (NAS, Dean's Lecture), Admissions events
4. Graduate advising: participation on theses, committee work, course offerings, advising for continuing undergraduate students pursuing a graduate degree at UWGB

The following areas of concern for the Environmental Policy emphasis were identified:
1. Reevaluate course periodicity and offerings. Similar concerns as planning with course rotation and periodicity.

The following goals were suggested for the EPP major's Environmental Policy emphasis:
1. Explore development of a GIS certificate program and the need for at least two additional GIS courses.

Section B. Student Learning Outcomes Assessment.
Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe what specific actions were taken as a result of the assessment of student outcomes learning.

The assessment methods that we employ are similar for the two majors. They have not been consistently used but include (1) a survey of all senior PA and EPP majors during their last semester; (2) an embedded assessment that has taken place within each of the upper-level core courses within each major; and (3) an analysis of internship evaluations for all PA and EPP majors completing an internship. The embedded assessments were conducted in the three core course, generally once a year. For the PA major these are Public Policy Analysis 408, Public and Nonprofit Management 315, Evaluating Programs in Public/Nonprofit Organizations and Public/Nonprofit Budgeting 415. For the EPP major these were Environmental Politics and Policy, Environmental Law, and Environmental Planning. As the units newly approved capstone, Seminar in Ethics and Public Action, for PA and EPP majors becomes institutionalized in the program, it will be subject to development of a stronger assessment plan for our majors.

Issues raised by faculty during this self-assessment process are listed below and will become part of our future activities in improving assessment.

1. General:
   - Available assessment measures and statistics provided do not capture double majors.
   - Statistics from Graduating Senior Survey
     o We need to improve our score for the time courses were offered. (3.0 =B)
     o While UWGB scores higher on in-class student-faculty interaction, EPP is lower than the campus average. This is an area to improve, but may also be the result of faculty changes in the last three years.
2. Methods of assessment
   - Consider giving a pre and post-test in future Environment and Society or other core classes for the major.
3. Peer classroom observations of PEA colleagues in addition to improved communication among the department regarding syllabi and connections between courses.
4. Capstone project: We discussed having a final project, pre and post test with answers remaining confidential until grades were submitted, evaluate the projected based on learning outcomes and build in qualitative measures to the course in addition to quantitative ones.
5. Look into other universities' methods of assessment.
6. Discuss our unit learning outcomes in relation to a tighter fit with an assessment plan for the future.

Student Learning Outcomes by Academic Program.

Learning Outcome #1. PA Major: Have the skills necessary to be an engaged citizen (PU EN AF 426).
Learning Outcome #2. PA Major: Demonstrate knowledge of American government institutions and political processes (POL SCI-101, 316, 410; PU EN AF-202, 215, 301, 306, 314, 408, 406).
Learning Outcome #3. PA Major: Express knowledge of the concepts, principles, and theories in public administration (PU EN AF-215, 315, 408, 415).
Learning Outcome #4. PA Major: Engage in ethical decision-making and critical thinking in public administration (PU EN AF 430).
Learning Outcome #5. PA Major: Communicate clearly and effectively within the field of public administration (all courses).
Learning Outcome #6. PA Major: Locate, analyze and create research reports in the field of public administration (PU EN AF-202, 215, 315, 408, among others).
Learning Outcome #7 for the PA Major: Qualify for graduate work in schools of public or nonprofit administration, public affairs, planning, policy, or related fields, or qualify for entry level professional employment in government and nonprofit organizations (all courses).

Learning Outcome #1. EPP Major: Exhibit an understanding and ability to implement sustainability as an engaged citizen (PU EN AF 102, 323, 324)
Learning Outcome #2. EPP Major: Demonstrate basic knowledge of environmental science and selected other areas of natural science (ENV SCI-102 and both lower- and upper-level environmental science, biology, geography, and geology courses).
Learning Outcome #3. EPP Major: Express knowledge of the concepts, principles, and theories of environmental policy, law, and planning (PU EN AF-202, 408, 301, 322, 350, and 378).
Learning Outcome #4. EPP Major: Engage in ethical decision making and critical thinking in environmental policy and planning (PU EN AF 430).
Learning Outcome #5. EPP Major: Communicate clearly and effectively about environmental policy and planning (all courses).
Learning Outcome #6. EPP Major: Use technical skills in environmental policy and planning (PU EN AF-301, 378, 322, and other upper-level courses).
Learning Outcome #7. EPP Major: Qualify for graduate work in schools of environmental studies, public policy, public affairs, planning, or related fields, or to qualify for entry level professional employment in environmental policy and planning (all courses).

Section C. Program Accomplishments and Student Successes.

Describe your program's major accomplishments since the last Academic Program Review (e.g., internship program; enrollment increases; student achievement, awards, publications, and presentations; faculty scholarly activity; graduate school admission; diversification of students and faculty; program and faculty awards). Also describe faculty and staff professional development activities and how they impacted your program.

Students in the programs of the PEA department have been active in campus activities, engaged in internships, involved in their local community through civic engagement activities, typically employed upon graduation, and successful in graduate schools. The faculty are highly productive and students are engaged with them as evidenced by participation in the Phi Kappa Phi student research forum, Posters in the Rotunda, and presentations at professional conferences.

Section D. Program Enrollment Trends and Analysis.

Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. Pay close attention to the demographic information. What trends are present? Are their any imbalances in terms of gender, race, or ethnicity? Describe what specific actions, if any, were taken or are intended to be taken based on the conclusions drawn from the analysis.

Enrollment trends are a concern but not surprising. There has been a decrease in majors for the EPP degree with an increase in the PA major. Overtime these two majors have tended to cycle in opposite directions. More importantly in relation to these changes, the faculty retirements within the EPP program over the past 3-4 years have been most heavily involved with the environmental policy area of study. While they have been replaced with junior faculty, this has been a transition time. Recently, one of those junior replacements has also chosen to cease being a faculty member and, given current budget scenarios, is likely to be a loss to the program that will further exacerbate the trends for the short term in the EPP program.

As pertains demographic changes, the enrollment of females has trended to be more dominant, as has the campus in general. Faculty composition is more than 50% female and may also play a role in this occurrence. Although we have no evidence that this has affected program quality.

Since the prior review in 2006, the department has become much more active in offering online courses and has strove to maintain a balance that enables students to make a choice of which delivery mode they prefer. As a unit, PEA has chosen to ensure that students have an array of offerings and delivery modes that enable them to choose not only courses but method of delivery, without being forced to take an online class due to lack of alternatives.

Section E. Program's Vision for Future Development.

Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.

At the present time, the Urban and Regional Studies major and budgetary unit is being asked to reconsider its programs and existence. We have been informed by the Dean that he would like our budgetary unit to work with the URS budgetary unit and consider how to consolidate our programs and structures. This communication has been shared with higher administration and is expected to result in changes that will proceed through governance bodies in the coming fall as an informational item. Much of our immediate future will be directed at implementation of this change over the coming year. At present we expect (but are not certain) there will be three degrees under our budgetary unit. The discussion below is directed only at our two existing degrees that have recently undergone approved change. The items here are expected subsequent directions and actions.

The following goals are suggested to the PA major:
1. Re-focus the curriculum.
    a. Streamline and focus the elective options under both the public and nonprofit management elective sections. Reduce the number of electives under public management by eliminating some courses that focus on areas more peripheral to public service. Add some business courses as elective options under the nonprofit elective options.
    b. Eliminate the two areas of emphasis and offer one PA major that requires students to take courses from both the public and nonprofit management areas.
    c. Add Human Resources course as a requirement. This course is required for Public Administration certification and also for nonprofit management national certification. This course would replace Leadership in Organizations, which has proven a challenge to staff, and may not be a central course for the major. Coverage of leadership could possibly be augmented within several existing courses or as a capstone course that includes ethics.
2. Recruit more majors.
    a. Improve the course opportunities to move students from lower level courses into the major. Augment the Spring online PUEANF215 section of Public Administration with one face-to-

face section and have Dr. Warner teach a section of that course. This would provide students with two face-to-face options for 215, with Dr. Helpap continuing to teach the course with emphasis on government, and Dr. Warner with emphasis on nonprofit. Ask Adult Degree to only offer section 1200 of PEA or have section 1800 restricted to 5 openings as a maximum.

    b. Continue to develop collaborative relationships with other majors on campus whose students tend to enter jobs in the public or nonprofit management field, attracting them into the PA minor and NP management certificate.

    c. Improve visibility of PA major on campus.

3. Develop Emergency Management from a Certificate into a Major. This is a growing career field and is naturally aligned with PEA. Add a new faculty line.

4. Develop the area of Public Administration in global civil society (Katia – our potential new search process in Political Science might provide an opportunity to contribute to internationalizing our PA major).

5. Investigate options to offer an online program in PA (John)

6. Strengthen job placement network for PA students.

    a. Linked in network with alumni and recent grads (team with Alumni program)

    b. Find a way for community partners to learn about our program (project with Career services?)

The following goals are suggested to the EPP major:

1. Develop our opportunities in the area of planning, i.e., climate change planning, which is another growing area.

2. Refocus curriculum considering how we sequence courses to engage students into the EPP major.

3. Explore development of a GIS certificate program and the need for at least two additional GIS courses.

Section F. Summary and Concluding Statement.
Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.

It is anticipated that the next few years will be challenging ones. As resources are tight, development of new programs and maintenance of quality in existing degrees will be an issue to be confronted. At present we feel we have been responsive to changing needs and that our programs have been continually evaluated and evolved in response. We will be proactive to the extent that we are enabled to so do. Our efforts to mount some new programs have been frustrating administratively (e.g., seeking an entitlement to plan a Masters in Public Administration, developing a graduate certificate in Emergency Management), but the interest still exists.

Declining enrollment is the largest issue facing us in the short term and we have been making an effort to address this through involvement with campus recruitment, preview days, focus program, and engagement of students in research and internships. A looming concern, is that salary structures and budgets will lead to the loss of personnel that are critical to maintenance of quality programs. The third issue that is a concern to all is the upcoming absorption of the Urban and Regional Studies budgetary unit and its programs; all want to ensure that this is done in a manner that is comfortable and leads to an improved set of programs and faculty morale.

Section E. Required Attachments.

Four attachments (and only these four) should be included with the Self-Study Report:

1. A series of tables, prepared by the Office of Institutional Research and Assessment. A list of these tables is included in Appendix C;
2. The program's current official description and requirements as published in the most recent Undergraduate Catalog;
3. The Academic Affairs Council and Dean's conclusions and recommendations from the program's last review; and
4. The program's Assessment Plan and Annual Updates on Student Outcomes Assessment (see the descriptions below). These processes will be coordinated by the University Assessment Council, the UAC's Academic Program Assessment Subcommittee and are described in the University Assessment Plan.

Appendix A
DATA TABLES
Environmental Policy and Planning

Program Review Five-year Summary Files

Data Files can be found here for each major:
http://www.uwgb.edu/oira/reports/ProgramReviewFiles/

Alumni Survey: 2009, 2010, 2011, 2012 & 2013

	Survey year	Graduation Year	Env Pol & Plng	UWGB Overall
Graduates:	2009	2005-2006	16	1087
	2010	2006-2007	19	1148
	2011	2007-2008	20	1162
	2012	2008-2009	19	1133
	2013	2009-2010	24	1295
Response Rate*	2009-2013		7/98 (7%)	882/5825 (15%)

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

Table 1. Preparation & 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	2009-2013					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	EPP	1	100%	4.0	1	100%	4.0
	UWGB	702	67%	3.8	684	91%	4.5
Problem-solving skills.	EPP	1	100%	4.0	1	100%	5.0
	UWGB	704	69%	3.8	679	94%	4.7
Understanding biology and the physical sciences.	EPP	1	100%	5.0	1	100%	5.0
	UWGB	672	46%	3.4	671	30%	2.6
Understanding the impact of science and technology.	EPP	1	100%	5.0	1	100%	5.0
	UWGB	670	47%	3.4	675	43%	3.2
Understanding social, political, geographic, and economic structures.	EPP	1	0	3.0	1	0	1.0
	UWGB	689	60%	3.7	676	57%	3.5
Understanding the impact of social institutions and values.	EPP	1	100%	4.0	1	0	2.0
	UWGB	692	68%	3.9	676	63%	3.7
Understanding the significance of major events in Western civilization.	EPP	1	0	3.0	1	0	1.0
	UWGB	682	53%	3.5	673	28%	2.6
Understanding a range of literature.	EPP	1	0	2.0	1	0	1.0
	UWGB	678	50%	3.5	669	32%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	EPP	1	0	3.0	1	0	2.0
	UWGB	676	57%	3.6	663	39%	3.0
Understanding at least one Fine Art, including its nature and function(s).	EPP	1	0	2.0	1	0	1.0
	UWGB	682	60%	3.7	667	25%	2.5
Understanding contemporary global issues.	EPP	1	100%	4.0	1	0	2.0
	UWGB	680	54%	3.6	665	52%	3.4
Understanding the causes and effects of stereotyping and racism.	EPP	1	100%	4.0	1	0	1.0
	UWGB	682	63%	3.8	668	56%	3.5
Written communication skills.	EPP	1	100%	5.0	1	100%	5.0
	UWGB	694	80%	4.1	672	92%	4.7
Public speaking and presentation skills.	EPP	1	0	3.0	1	0	3.0
	UWGB	690	60%	3.7	676	85%	4.4
Reading skills.	EPP	1	100%	5.0	1	100%	4.0
	UWGB	689	73%	4.0	670	91%	4.6
Listening skills.	EPP	1	100%	5.0	1	100%	5.0
	UWGB	689	74%	4.0	672	96%	4.8
Leadership and management skills.	EPP	1	100%	4.0	1	100%	5.0
	UWGB	691	65%	3.8	668	94%	4.7

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

Statement	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.	EPP	7	86%	4.1
	UWGB	877	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	EPP	7	14%	3.1
	UWGB	870	51%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	EPP	7	43%	3.4
	UWGB	866	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	EPP	7	86%	4.0
	UWGB	877	87%	4.1
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.	EPP	7	57%	3.6
	UWGB	870	78%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	EPP	7	43%	3.4
	UWGB	877	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	EPP	7	29%	3.3
	UWGB	872	73%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	EPP	7	57%	3.9
	UWGB	879	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	EPP	6	67%	3.7
	UWGB	840	58%	3.5
UWGB cares about its graduates.	EPP	7	71%	3.7
	UWGB	846	61%	3.7
I feel connected to UWGB.	EPP	7	29%	3.4
	UWGB	866	45%	3.3

Table 3. "If you could start college over"

2009–2013 percent	Unit of Analysis	n	UW-Green Bay Same major	UW-Green Bay Different major	Another college Same major	Another college Different major	No bachelor's degree anywhere
	EPP	7	29%	29%	28%	14%	0
	UWGB	876	64%	24%	7%	4%	1%

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

	Unit of Analysis	2009–2013 n	A or B	C or D	mean
Quality of teaching.	EPP	7	61%	29%	2.9
	UWGB	880	95%	5%	3.5

Knowledge and expertise of the faculty.	EPP	7	100%	0	3.4
	UWGB	878	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	EPP	7	72%	29%	3.0
	UWGB	877	91%	9%	3.5
Importance and relevance of courses to professional and academic goals.	EPP	7	57%	43%	2.9
	UWGB	872	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	EPP	7	57%	43%	2.6
	UWGB	861	87%	12%	3.4
Availability of faculty (e.g., during office hours).	EPP	7	57%	43%	2.7
	UWGB	859	93%	7%	3.6
Overall grade for the major (not a sum of the above).	EPP	6	83%	17%	3.0
	UWGB	867	94%	6%	3.5

Table 5. Highest degree planned	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2009-2013 percent	EPP	7	43%	43%	0	0	14%
	UWGB	878	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
2009-2013 percent	EPP	4	0	0	0	0	100%
	UWGB	592	22%	23%	4%	3%	48%

Table 7. Current employment status	EPP (n = 7)	UWGB (n = 879)
Employed full-time (33 or more hours/week)	57%	78%
Employed part-time	29%	12%
Unemployed, seeking work	14%	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	3%

Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)	Unit of Analysis	n	Very satisfied or satisfied	mean
2009-2013 percentage	EPP	6	50%	3.8

UWGB	793	72%	3.9

Table 9. Minimum educational requirements for current job	EPP (n = 6)	UWGB (n = 788)
High school or less	17%	19%
Certificate	0	3%
Associate's degree	0	14%
Bachelor's degree	83%	57%
Graduate degree	0	8%

Table 10. Extent to which job relates to major	EPP (n = 6)	UWGB (n = 789)
Very related	33%	51%
Somewhat related	33%	30%
Not at all related	33%	20%

Table 11. Current income	EPP (n = 6)	UWGB (n = 766)
Under $20,000	33%	13%
$20,000 to $25,999	0	11%
$26,000 to $29,999	0	8%
$30,000 to $35,999	17%	22%
$36,000 to $39,999	0	13%
$40,000 to $49,999	0	15%
$50,000 or more	50%	18%

Employers, Locations, and Job Titles

U.S. Environmental Protection Agency, Region 7 Office	KANSAS CITY	Kansas	Environmental Protection Specialist
ChemTreat, Inc.	Richmond	Virginia	Technical Service Representative
Town of Gypsum	Gypsum	Colorado	Asst Town Planner
City of Verona Public Works	Verona	Wisconsin	GIS Technician
DePere Veterinary Service	DePere	Wisconsin	Office Assistant
Manitowoc Crane CARE	Manitowoc	Wisconsin	Buyer

Graduating Senior Survey:
2009, 2010, 2011, 2012 & 2013

	Graduation Year	Env Pol & Plng	UWGB Overall
Graduates:	2009	15	1051
	2010	17	1106
	2011	16	1185
	2012	24	1293
	2013	15	1229
Response Rate*	2009-2013	43/87 (49%)	2897/5864 (49%)

* 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	2009-2013						
		N	mean	A	B	C	D	F
Clarity of major requirements	ENV PP	43	4.0	51%	30%	12%	7%	0
	UWGB	2890	3.5	57%	35%	6%	2%	<1%
Reasonableness of major requirements	ENV PP	43	4.0	65%	23%	9%	2%	0
	UWGB	2885	3.5	55%	37%	6%	1%	<1%
Variety of courses available in your major	ENV PP	43	4.0	56%	25%	12%	5%	2%
	UWGB	2872	3.0	33%	42%	19%	5%	1%
Frequency of course offerings in your major	ENV PP	43	3.0	33%	30%	26%	9%	2%
	UWGB	2874	2.7	20%	40%	28%	9%	3%
Times courses were offered	ENV PP	43	3.0	30%	40%	23%	2%	5%
	UWGB	2823	2.9	26%	42%	24%	6%	2%
Quality of internship, practicum, or field experience	ENV PP	21	4.0	52%	33%	5%	5%	5%
	UWGB	1625	3.3	57%	27%	10%	4%	2%
Quality of teaching by faculty in your major	ENV PP	43	4.0	60%	33%	7%	0	0
	UWGB	2869	3.4	52%	38%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	ENV PP	43	4.0	74%	26%	0	0	0
	UWGB	2885	3.6	69%	27%	4%	<1%	<1%
Faculty encouragement of your educational goals	ENV PP	43	4.0	58%	21%	11%	5%	5%
	UWGB	2851	3.4	55%	30%	11%	3%	1%
Overall quality of advising received from the faculty in your major	ENV PP	38	4.0	58%	18%	13%	0	11%
	UWGB	2748	3.2	52%	26%	12%	6%	4%
Availability of your major advisor for advising	ENV PP	38	4.0	63%	16%	13%	5%	3%
	UWGB	2737	3.3	58%	25%	10%	4%	3%
Ability of your advisor to answer university questions	ENV PP	37	4.0	57%	24%	8%	3%	8%
	UWGB	2699	3.4	63%	22%	9%	4%	2%
Ability of your advisor to answer career questions	ENV PP	34	4.0	59%	20%	6%	6%	9%
	UWGB	2446	3.2	52%	27%	13%	5%	3%
In-class faculty-student interaction	ENV PP	42	3.0	45%	29%	9%	17%	0

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2009-2013						
		N	mean	A	B	C	D	F
	UWGB	2795	3.1	43%	30%	13%	12%	<1%
Overall grade for your major (**not** an average of the above)	ENV PP	43	4.0	54%	37%	9%	0	0
	UWGB	2848	3.4	47%	44%	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	
2009-2013 percent	ENV PP	42	10%0	0	19%	2%	69%
	UWGB	2879	14%	1%	33%	5%	47%

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	
2009-2013 percent	ENV PP	42	74%	17%	2%	5%	2%
	UWGB	2875	69%	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
2009-2013 percent	ENV PP	31	3%	16%	68%	13%
	UWGB	2206	8%	12%	65%	15%

Table 5. Highest degree planned	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2009-2013 percent	ENV PP	42	33%	45%	2%	0	19%
	UWGB	2879	30%	51%	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.	ENV PP	37	76%	3.0	35	51%	3.0
	UWGB	2674	64%	2.6	2600	29%	2.1
Problem-solving skills.	ENV PP	37	89%	3.0	35	46%	2.0
	UWGB	2667	70%	2.7	2590	29%	2.1

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 biology and the physical sciences.	ENV PP	37	46%	2.0	35	49%	2.0
	UWGB	2623	26%	2.0	2478	26%	2.0
Understanding the impact of science and technology.	ENV PP	37	70%	3.0	35	57%	3.0
	UWGB	2620	34%	2.2	2489	25%	2.0
Understanding social, political, geographic, and economic structures.	ENV PP	37	87%	3.0	36	75%	3.0
	UWGB	2629	34%	2.2	2549	28%	2.1
Understanding the impact of social institutions and values.	ENV PP	37	81%	3.0	36	61%	3.0
	UWGB	2647	50%	2.4	2560	36%	2.2
Understanding the significance of major events in Western civilization.	ENV PP	37	54%	3.0	36	50%	2.5
	UWGB	2629	33%	2.2	2530	32%	2.1
Understanding the role of the humanities in identifying and clarifying values.	ENV PP	37	49%	2.0	36	47%	2.0
	UWGB	2639	38%	2.2	2551	33%	2.1
Understanding at least one Fine Art.	ENV PP	36	36%	2.0	33	49%	2.0
	UWGB	2631	39%	2.2	2520	33%	2.1
Understanding contemporary global issues.	ENV PP	37	84%	3.0	36	58%	3.0
	UWGB	2633	34%	2.2	2528	25%	2.0
Understanding the causes and effects of stereotyping and racism.	ENV PP	37	68%	3.0	36	42%	2.0
	UWGB	2644	62%	2.6	2560	38%	2.2
Written communication skills	ENV PP	37	81%	3.0	36	50%	2.5
	UWGB	2654	66%	2.6	2595	41%	2.3
Public speaking and presentation skills	ENV PP	37	49%	2.0	36	47%	2.0
	UWGB	2632	44%	2.3	2517	28%	2.0
Computer skills	ENV PP	37	60%	3.0	34	27%	2.0
	UWGB	2634	55%	2.5	2490	26%	1.9

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

	Unit of Analysis	2009-2013		
		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.	ENV PP	40	95%	5.0
	UWGB	2789	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	ENV PP	39	49%	3.0
	UWGB	2694	44%	3.2
The UW-Green Bay educational experience encourages students to become involved in community affairs.	ENV PP	37	57%	4.0
	UWGB	2677	55%	3.5
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	ENV PP	40	85%	4.0
	UWGB	2785	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	ENV PP	39	85%	4.0
	UWGB	2672	63%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	ENV PP	40	90%	4.0
	UWGB	2759	74%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	ENV PP	40	65%	4.0
	UWGB	2782	71%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	ENV PP	40	80%	4.0
	UWGB	2782	83%	4.2
There is a strong commitment to racial harmony on this campus.	ENV PP	40	50%	3.5
	UWGB	2503	56%	3.7
The faculty and staff of UWGB are committed to gender equity.	ENV PP	39	69%	4.0
	UWGB	2608	75%	4.0
This institution shows concern for students as individuals.	ENV PP	40	78%	4.0
	UWGB	2743	74%	3.9
The General Education requirements at UWGB were a valuable component of my education.	ENV PP	36	67%	4.0
	UWGB	2641	49%	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
2009-2013 percent	ENV PP	43	16%	57%	54%	16%	61%	21%	72%	19%
	UWGB	2894	26%	47%	55%	21%	57%	22%	53%	14%

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

	Unit of Analysis	2009-2013		
		n	A or B	mean
Library services (hours, staff, facilities)	ENV PP	39	97%	4.0
	UWGB	2436	91%	3.4

Table 9. Rating services and resources (A = 4, B = 3, etc.)	Unit of Analysis	2009-2013		
		n	A or B	mean
Library collection (books, online databases)	ENV PP	36	83%	4.0
	UWGB	2372	90%	3.4
Admission Office	ENV PP	30	100%	4.0
	UWGB	2294	92%	3.4
Financial Aid Office	ENV PP	35	77%	4.0
	UWGB	2144	87%	3.3
Bursar's Office	ENV PP	40	95%	4.0
	UWGB	2687	87%	3.3
Career Services	ENV PP	26	85%	4.0
	UWGB	1595	84%	3.3
Academic Advising Office	ENV PP	29	69%	4.0
	UWGB	2237	76%	3.1
Student Health Services	ENV PP	25	88%	4.0
	UWGB	1429	88%	3.4
Registrar's Office	ENV PP	31	100%	4.0
	UWGB	2402	92%	3.5
Writing Center	ENV PP	17	76%	4.0
	UWGB	995	83%	3.2
University Union	ENV PP	37	84%	3.0
	UWGB	2333	88%	3.3
Student Life	ENV PP	21	76%	3.0
	UWGB	1382	83%	3.2
Counseling Center	ENV PP	12	83%	4.0
	UWGB	554	78%	3.2
Computer Facilities (labs, hardware, software)	ENV PP	40	95%	4.0
	UWGB	2450	95%	3.5
Computer Services (hours, staff, training)	ENV PP	35	92%	4.0
	UWGB	2229	92%	3.5
Kress Events Center	ENV PP	33	97%	4.0
	UWGB	1940	96%	3.7
Dining Services	ENV PP	36	61%	3.0
	UWGB	1989	56%	2.6
American Intercultural Center	ENV PP	9	78%	4.0
	UWGB	358	86%	3.3
International Office	ENV PP	5	100%	4.0
	UWGB	381	80%	3.1
Residence Life	ENV PP	16	75%	3.0
	UWGB	1159	76%	3.0
Bookstore	ENV PP	41	73%	3.0
	UWGB	2758	79%	3.1

Appendix B
DATA TABLES
Public Administration

Program Review Five-year Summary Files

Data Files can be found here for each major:
http://www.uwgb.edu/oira/reports/ProgramReviewFiles/

Alumni Survey: 2009, 2010, 2011, 2012 & 2013

	Survey year	Graduation Year	Public Admin	UWGB Overall
Graduates:	2009	2005-2006	22	1087
	2010	2006-2007	26	1148
	2011	2007-2008	30	1162
	2012	2008-2009	24	1133
	2013	2009-2010	34	1295
Response Rate*	2009-2013		20/136 (15%)	882/5825 (15%)

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

Table 1. Preparation & Importance ▫ Preparation by UWGB (5-pt. scale; 5 = excellent) ▫ Importance to current job or graduate program (5-pt. scale; 5 = very important)	2009-2013						
		Preparation			Importance		
	Unit of Analysis	n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	PUA	17	65%	3.7	18	89%	4.6
	UWGB	702	67%	3.8	684	91%	4.5
Problem-solving skills.	PUA	17	71%	3.8	18	89%	4.8
	UWGB	704	69%	3.8	679	94%	4.7
Understanding biology and the physical sciences.	PUA	16	25%	2.9	17	12%	2.3
	UWGB	672	46%	3.4	671	30%	2.6
Understanding the impact of science and technology.	PUA	16	31%	3.0	18	39%	3.1
	UWGB	670	47%	3.4	675	43%	3.2
Understanding social, political, geographic, and economic structures.	PUA	17	82%	4.2	18	56%	3.6
	UWGB	689	60%	3.7	676	57%	3.5
Understanding the impact of social institutions and values.	PUA	17	76%	4.0	18	61%	3.5
	UWGB	692	68%	3.9	676	63%	3.7
Understanding the significance of major events in Western civilization.	PUA	17	53%	3.6	18	28%	2.6
	UWGB	682	53%	3.5	673	28%	2.6
Understanding a range of literature.	PUA	15	47%	3.3	17	24%	2.4
	UWGB	678	50%	3.5	669	32%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	PUA	16	56%	3.6	16	31%	2.7
	UWGB	676	57%	3.6	663	39%	3.0
Understanding at least one Fine Art, including its nature and function(s).	PUA	17	53%	3.7	16	13%	2.0
	UWGB	682	60%	3.7	667	25%	2.5
Understanding contemporary global issues.	PUA	17	59%	3.8	17	59%	3.5
	UWGB	680	54%	3.6	665	52%	3.4
Understanding the causes and effects of stereotyping and racism.	PUA	17	47%	3.5	17	65%	3.4
	UWGB	682	63%	3.8	668	56%	3.5
Written communication skills.	PUA	17	77%	4.1	17	94%	4.7
	UWGB	694	80%	4.1	672	92%	4.7
Public speaking and presentation skills.	PUA	17	65%	3.8	17	94%	4.4
	UWGB	690	60%	3.7	676	85%	4.4
Reading skills.	PUA	17	65%	3.8	16	88%	4.4
	UWGB	689	73%	4.0	670	91%	4.6
Listening skills.	PUA	17	65%	3.8	17	94%	4.7
	UWGB	689	74%	4.0	672	96%	4.8
Leadership and management skills.	PUA	17	77%	4.1	16	94%	4.8
	UWGB	691	65%	3.8	668	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.	PUA	20	95%	4.4
	UWGB	877	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	PUA	20	45%	3.3
	UWGB	870	51%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	PUA	20	70%	3.7
	UWGB	866	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	PUA	20	90%	4.3
	UWGB	877	87%	4.1
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.	PUA	20	80%	4.2
	UWGB	870	78%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	PUA	20	80%	4.2
	UWGB	877	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	PUA	20	80%	4.0
	UWGB	872	73%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	PUA	20	100%	4.5
	UWGB	879	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	PUA	19	42%	3.2
	UWGB	840	58%	3.5
UWGB cares about its graduates.	PUA	18	56%	3.5
	UWGB	846	61%	3.7
I feel connected to UWGB.	PUA	20	45%	3.4
	UWGB	866	45%	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	
2009–2013 percent	PUA	20	75%	25%	0	0	0
	UWGB	876	64%	24%	7%	4%	1%

Table 4. Rating the MAJOR (Scale: A = 4, B = 3, etc.)	Unit of Analysis	2009–2013			
		n	A or B	C or D	mean
Quality of teaching.	PUA	20	100%	0	3.7
	UWGB	880	95%	5%	3.5
Knowledge and expertise of the faculty.	PUA	20	100%	0	3.8
	UWGB	878	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	PUA	20	90%	10%	3.7
	UWGB	877	91%	9%	3.5
Importance and relevance of courses to professional and academic goals.	PUA	20	95%	5%	3.4
	UWGB	872	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	PUA	19	84%	16%	3.4
	UWGB	861	87%	12%	3.4
Availability of faculty (e.g., during office hours).	PUA	20	90%	10%	3.5
	UWGB	859	93%	7%	3.6
Overall grade for the major (not a sum of the above).	PUA	19	100%	0	3.7
	UWGB	867	94%	6%	3.5

Table 5. Highest degree planned	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2009-2013 percent	PUA	19	26%	53%	0	11%	10%
	UWGB	878	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
2009-2013 percent	PUA	16	38%	6%	0	0	56%
	UWGB	592	22%	23%	4%	3%	48%

Table 7. Current employment status	PUA (n = 19)	UWGB (n = 879)
Employed full-time (33 or more hours/week)	84%	78%
Employed part-time	11%	12%
Unemployed, seeking work	5%	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	0	3%

Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)	Unit of Analysis	n	Very satisfied or satisfied	mean
2009-2013 percentage	PUA	18	67%	3.8
	UWGB	793	72%	3.9

Table 9. Minimum educational requirements for current job	PUA (n = 17)	UWGB (n = 788)
High school or less	23%	19%
Certificate	6%	3%
Associate's degree	18%	14%
Bachelor's degree	47%	57%
Graduate degree	6%	8%

Table 10. Extent to which job relates to major	PUA (n = 18)	UWGB (n = 789)
Very related	39%	51%
Somewhat related	44%	30%
Not at all related	17%	20%

Table 11. Current income	PUA (n = 17)	UWGB (n = 766)
Under $20,000	18%	13%
$20,000 to $25,999	0	11%
$26,000 to $29,999	12%	8%
$30,000 to $35,999	6%	22%
$36,000 to $39,999	29%	13%
$40,000 to $49,999	12%	15%
$50,000 or more	23%	18%

Employers, Locations, and Job Titles

Nonprofit Organization		Wisconsin	Executive Director
Shipwrecked Brew Pub & Inn	Egg Harbor	Wisconsin	Asst General Manager
		Wisconsin	
UW Green Bay	Green Bay	Wisconsin	
		Wisconsin	
Oneida Tribe of Indians of WI	Green Bay	Wisconsin	Child Support Director
Festival Foods	Green Bay	Wisconsin	Cake Decorator
U.S. Department of Homeland Security	Washington DC (no option for the state)	Maryland	Immigration Officer
Executive Director Inc.	Milwaukee	Wisconsin	Education Coordinator
Search Institute	Minneapolis	Minnesota	Survey Services Coordinator
M-B Companies, Inc.	New Holstein	Wisconsin	Inside Sales
Markel American Insurance Company	Pewaukee	Wisconsin	Customer Service Representative
UW-Green Bay - Center for Public Affairs	Green Bay	Wisconsin	Research Associate
Ryerson	Milwaukee	Wisconsin	Service Administrator
Green Bay Area Chamber of Commerce	Green Bay	Wisconsin	Incubation Program Manager
		Wisconsin	
University of Wisconsin-Oshkosh	Oshkosh	Wisconsin	Program Assistant
State of WI Dept. of Transportation	Green Bay	Wisconsin	DOT Supervisor
Katz Law Firm	Molin	Illinois	Associate Attorney
St. John's Fire Dept	Charleston	South Carolina	Firefighter/Public Relations

Graduating Senior Survey:
2009, 2010, 2011, 2012 & 2013

	Graduation Year	Public Admin	UWGB Overall
Graduates:	2009	19	1051
	2010	20	1106
	2011	16	1185
	2012	22	1293
	2013	21	1229
Response Rate*	2009-2013	50/98 (51%)	2897/5864 (49%)

* 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	2009-2013						
		N	mean	A	B	C	D	F
Clarity of major requirements	PUA	50	4.0	64%	28%	4%	2%	2%
	UWGB	2890	3.5	57%	35%	6%	2%	<1%
Reasonableness of major requirements	PUA	50	4.0	64%	24%	10%	0	2%
	UWGB	2885	3.5	55%	37%	6%	1%	<1%
Variety of courses available in your major	PUA	50	3.0	32%	38%	22%	6%	2%
	UWGB	2872	3.0	33%	42%	19%	5%	1%
Frequency of course offerings in your major	PUA	50	3.0	16%	40%	38%	6%	0
	UWGB	2874	2.7	20%	40%	28%	9%	3%
Times courses were offered	PUA	49	3.0	29%	47%	25%	0	0
	UWGB	2823	2.9	26%	42%	24%	6%	2%
Quality of internship, practicum, or field experience	PUA	34	4.0	68%	15%	6%	12%	0
	UWGB	1625	3.3	57%	27%	10%	4%	2%
Quality of teaching by faculty in your major	PUA	50	3.0	42%	42%	12%	2%	2%
	UWGB	2869	3.4	52%	38%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	PUA	50	4.0	68%	24%	8%	0	0
	UWGB	2885	3.6	69%	27%	4%	<1%	<1%
Faculty encouragement of your educational goals	PUA	49	4.0	55%	31%	8%	6%	0
	UWGB	2851	3.4	55%	30%	11%	3%	1%
Overall quality of advising received from the faculty in your major	PUA	45	4.0	64%	20%	11%	2%	2%
	UWGB	2748	3.2	52%	26%	12%	6%	4%
Availability of your major advisor for advising	PUA	46	4.0	70%	20%	6%	2%	2%
	UWGB	2737	3.3	58%	25%	10%	4%	3%
Ability of your advisor to answer university questions	PUA	48	4.0	73%	10%	15%	0	2%
	UWGB	2699	3.4	63%	22%	9%	4%	2%
Ability of your advisor to answer career questions	PUA	43	4.0	53%	26%	14%	5%	2%
	UWGB	2446	3.2	52%	27%	13%	5%	3%
In-class faculty-student interaction	PUA	49	3.0	41%	33%	18%	8%	0
	UWGB	2795	3.1	43%	30%	13%	12%	<1%
Overall grade for your major (**not** an average of the above)	PUA	49	3.0	47%	45%	6%	2%	0
	UWGB	2848	3.4	47%	44%	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	
2009-2013 percent	PUA	50	10%	0	18%	10%	62%
	UWGB	2879	14%	1%	33%	5%	47%

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	
2009-2013 percent	PUA	49	69%	14%	10%	6%	0
	UWGB	2875	69%	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
2009-2013 percent	PUA	38	16%	8%	58%	18%
	UWGB	2206	8%	12%	65%	15%

Table 5. Highest degree planned	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2009-2013 percent	PUA	50	36%	42%	0	16%	6%
	UWGB	2879	30%	51%	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.	PUA	47	68%	3.0	46	28%	2.0
	UWGB	2674	64%	2.6	2600	29%	2.1
Problem-solving skills.	PUA	47	75%	3.0	46	26%	2.0
	UWGB	2667	70%	2.7	2590	29%	2.1
Understanding biology and the physical sciences.	PUA	47	15%	2.0	44	36%	2.0
	UWGB	2623	26%	2.0	2478	26%	2.0
Understanding the impact of science and technology.	PUA	47	30%	2.0	46	33%	2.0
	UWGB	2620	34%	2.2	2489	25%	2.0
Understanding social, political, geographic, and economic structures.	PUA	47	72%	3.0	46	39%	2.0
	UWGB	2629	34%	2.2	2549	28%	2.1
Understanding the impact of social institutions and values.	PUA	47	72%	3.0	46	37%	2.0
	UWGB	2647	50%	2.4	2560	36%	2.2
Understanding the significance of major events in Western civilization.	PUA	47	57%	3.0	46	35%	2.0
	UWGB	2629	33%	2.2	2530	32%	2.1
Understanding the role of the humanities in identifying and clarifying values.	PUA	47	49%	2.0	46	33%	2.0
	UWGB	2639	38%	2.2	2551	33%	2.1
Understanding at least one Fine Art.	PUA	47	36%	2.0	46	37%	2.0
	UWGB	2631	39%	2.2	2520	33%	2.1
Understanding contemporary global issues.	PUA	47	64%	3.0	46	30%	2.0
	UWGB	2633	34%	2.2	2528	25%	2.0
Understanding the causes and effects of stereotyping and racism.	PUA	45	64%	3.0	45	27%	2.0
	UWGB	2644	62%	2.6	2560	38%	2.2
Written communication skills	PUA	47	64%	3.0	45	36%	2.0
	UWGB	2654	66%	2.6	2595	41%	2.3
Public speaking and presentation skills	PUA	46	52%	3.0	45	16%	2.0
	UWGB	2632	44%	2.3	2517	28%	2.0
Computer skills	PUA	47	53%	3.0	42	14%	2.0
	UWGB	2634	55%	2.5	2490	26%	1.9

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

	Unit of Analysis	2009-2013		
		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.	PUA	48	90%	5.0
	UWGB	2789	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	PUA	48	38%	3.0
	UWGB	2694	44%	3.2
The UW-Green Bay educational experience encourages students to become involved in community affairs.	PUA	47	60%	4.0
	UWGB	2677	55%	3.5
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	PUA	48	88%	4.0
	UWGB	2785	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	PUA	46	59%	4.0
	UWGB	2672	63%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	PUA	47	70%	4.0
	UWGB	2759	74%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	PUA	48	71%	4.0
	UWGB	2782	71%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	PUA	48	83%	4.0
	UWGB	2782	83%	4.2
There is a strong commitment to racial harmony on this campus.	PUA	44	34%	3.0
	UWGB	2503	56%	3.7
The faculty and staff of UWGB are committed to gender equity.	PUA	45	64%	4.0
	UWGB	2608	75%	4.0
This institution shows concern for students as individuals.	PUA	46	81%	4.0
	UWGB	2743	74%	3.9
The General Education requirements at UWGB were a valuable component of my education.	PUA	46	52%	4.0
	UWGB	2641	49%	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
2009-2013 percent	PUA	50	30%	60%	62%	20%	68%	22%	48%	12%
	UWGB	2894	26%	47%	55%	21%	57%	22%	53%	14%

Table 9. Rating services and resources (A = 4, B = 3, etc.)	Unit of Analysis	2009-2013		
		n	A or B	mean
Library services (hours, staff, facilities)	PUA	47	96%	4.0
	UWGB	2436	91%	3.4
Library collection (books, online databases)	PUA	46	91%	4.0
	UWGB	2372	90%	3.4
Admission Office	PUA	39	90%	4.0
	UWGB	2294	92%	3.4
Financial Aid Office	PUA	40	90%	4.0
	UWGB	2144	87%	3.3
Bursar's Office	PUA	47	89%	3.0
	UWGB	2687	87%	3.3
Career Services	PUA	33	88%	4.0
	UWGB	1595	84%	3.3
Academic Advising Office	PUA	35	77%	4.0
	UWGB	2237	76%	3.1
Student Health Services	PUA	25	84%	4.0
	UWGB	1429	88%	3.4
Registrar's Office	PUA	46	96%	4.0
	UWGB	2402	92%	3.5
Writing Center	PUA	19	74%	3.0
	UWGB	995	83%	3.2
University Union	PUA	46	89%	3.0
	UWGB	2333	88%	3.3
Student Life	PUA	30	87%	3.0
	UWGB	1382	83%	3.2
Counseling Center	PUA	12	92%	4.0
	UWGB	554	78%	3.2
Computer Facilities (labs, hardware, software)	PUA	44	93%	4.0
	UWGB	2450	95%	3.5
Computer Services (hours, staff, training)	PUA	39	98%	4.0
	UWGB	2229	92%	3.5
Kress Events Center	PUA	36	92%	4.0
	UWGB	1940	96%	3.7
Dining Services	PUA	41	49%	2.0
	UWGB	1989	56%	2.6
American Intercultural Center	PUA	4	100%	4.0
	UWGB	358	86%	3.3
International Office	PUA	6	100%	3.5
	UWGB	381	80%	3.1
Residence Life	PUA	24	63%	3.0

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

	Unit of Analysis	2009-2013		
		n	A or B	mean
	UWGB	1159	76%	3.0
Bookstore	PUA	48	75%	3.0
	UWGB	2758	79%	3.1

APPENDIX C
2015-16 Catalog PA Major and Minor

Public Administration Major
(33-34 upper-level credits)

Common Core Requirements

Supporting courses, 18 credits

Required, 15 credits

Complete all courses, 12 credits

□ ECON 203 Micro Economic Analysis	3
□ POL SCI 101 American Government and Politics	3
□ PU EN AF 202 Introduction to Public Administration	3
□ PU EN AF 215 Introduction to Public Administration	3

Choose one Statistics course, 3-4 credits

□ BUS ADM 216 Business Statistics	4
□ COMM SCI 205 Social Science Statistics	3
□ MATH 206 Introductory Statistics	3

Upper-Level CORE Courses, 18 credits

Required, 15 credits:

□ PU EN AF 315 Public and Nonprofit Management	3
□ PU EN AF 345 Public and Nonprofit Human Resource and Risk Management	3
□ PU EN AF 408 Public Policy Analysis	3
□ PU EN AF 415 Public and Nonprofit Budgeting	3
□ PU EN AF 428 Public and Nonprofit Program Evaluation	3

Capstone Experience Requirement, 3 credits

Choose one course

□ POL SCI 480 Capstone in Political Science	3
□ PU EN AF 430 Seminar in Ethics and Public Action	3

Upper Level Electives

Analytic Methods, 3-4 credits

Complete one of the following:

□ POL SCI 318 Political Behavior	3
□ PU EN AF 350 GIS in Public and Environmental Affairs (PU EN AF (PU EN AF 250 is prerequisite)	4
□ POL SCI 453 Cost-Benefit Analysis	3

Public Policy/Administration, 6 credits

Complete two of the following:

□ POL SCI 305 Urban Politics and Policy	3
□ POL SCI 316 Congress: Politics and Policy	3
□ POL SCI 370 Foreign and Defense Policies	3
□ PU EN AF 301 Environmental Politics and Policy	3
□ PU EN AF 305 Natural Resources Economic Policy	3
□ PU EN AF 306 Regulatory Policy and Administration	3
□ PU EN AF 314 Administrative Law	3
□ PU EN AF 378 Environmental Law	3
□ PU EN AF 379 Natural Resources Policy, Law and Administration	3
□ PU EN AF 380 Global Environmental Politics and Policy	3
□ PU EN AF 406 State and Local Government	3
□ PU EN AF 497 Internship	3
□ PU EN AF 498 Independent Study	3

Note: PU EN AF 497 and 498 can only be taken once each (3 credits) to count for PA major. A 2.75 cumulative GPA is required for internships.

Nonprofit Management, 6 credits

Complete two of the following:

□ ARTS MGT 354 Managing Arts and Cultural Organizations	3
□ BUS ADM 322 Introduction to Marketing	3
□ BUS ADM 382 Introductory Management	3
□ BUS ADM 389 Organizational Behavior	3
□ PU EN AF 324 Transitioning to Sustainable Communities	3
□ PU EN AF 425 Fundraising and Marketing for Nonprofits	3
□ PU EN AF 426 Strategic Philanthropy: Civic Engagement Through Giving	3
□ PU EN AF 497 Internship	3
□ PU EN AF 498 Independent Study	3

Note: PU EN AF 497 and 498 can only be taken once each (3 credits) to count for PA major. A 2.75 cumulative GPA is required for internships.

Public Administration Minor

Supporting Courses, 9 Credits
◻ POL SCI 101 American Government and Politics 　　　　　　　　3
◻ PU EN AF 202 Introduction to Public Policy 　　　　　　　　　　3
◻ PU EN AF 215 Introduction to Public Administration 　　　　　　3

Upper Level Requirements, 15 credits:

Required, 9 credits:
◻ PU EN AF 315 Public and Nonprofit Management 　　　　　　　　3

Complete two of following:
◻ PU EN AF 408 Public Policy Analysis 　　　　　　　　　　　　　3
◻ PU EN AF 415 Public and Nonprofit Budgeting 　　　　　　　　　3
◻ PU EN AF 428 Public and Nonprofit Program Evaluation 　　　　　3

Electives, 6 credits
Complete two of following:
◻ POL SCI 305 Urban Politics and Policy 　　　　　　　　　　　　3
◻ PU EN AF 301 Environmental Politics and Policy 　　　　　　　　3
◻ PU EN AF 306 Regulatory Policy and Administration 　　　　　　3
◻ PU EN AF 314 Administrative Law 　　　　　　　　　　　　　　3
◻ PU EN AF 345 Public and Nonprofit Human Resource and Risk Management 　3
◻ PU EN AF 406 State and Local Government 　　　　　　　　　　3
◻ PU EN AF 408 Public Policy Analysis 　　　　　　　　　　　　　3
◻ PU EN AF 415 Public and Nonprofit Budgeting 　　　　　　　　　3
◻ PU EN AF 425 Fundraising and Marketing for Nonprofits 　　　　3
◻ PU EN AF 428 Public and Nonprofit Program Evaluation 　　　　　3
◻ PU EN AF 453 Cost-Benefit Analysis 　　　　　　　　　　　　　3
◻ PU EN AF 497 Internship 　　　　　　　　　　　　　　　　　　3
　Note: A 2.75 cumulative GPA is required for internships

APPENDIX D
2015-16 Catalog EPP Major and Minor

Environmental Policy and Planning Major
(33-35 upper-level credits)

Common Core Requirements

Supporting courses, 18 credits

Required, 18 credits

Complete all courses, 8 credits

☐ ECON 203 Micro Economic Analysis	3
☐ PU EN AF 102 Environment and Society	3
☐ PU EN AF 250 Introduction to GIS	2

Complete one Public Policy course, 3 credits

☐ POL SCI 101 American Government and Politics	3
☐ PU EN AF 202 Introduction to Public Policy	3

Complete one Statistics course, 4 credits

☐ BUS ADM 216 Business Statistics	4
☐ COMM SCI 205 Social Science Statistics	4
☐ MATH 260 Introductory Statistics	4

Complete one Environ. Sci. course, 3 credits

☐ GEO SCI 102 Natural Hazards	3
☐ ENV SCI 260 Energy and Society	3
☐ GEO SCI 222 Ocean of Air: Weather and Climate	3

Upper-Level CORE Courses, 21 credits

Required, 12 credits:

☐ PU EN AF 301 Environmental Politics and Policy	3
☐ PU EN AF 322 Environmental Planning	3
☐ PU EN AF 378 Environmental Law	3
☐ PU EN AF 380 Global Environmental Politics and Policy	3

Electives, 6 credits

Choose two upper-level ENV SCI courses

☐ ENV SCI 3XX or 4XX _____	3
☐ ENV SCI 3XX or 4XX _____	3

Capstone Experience Requirement, 3 credits

Choose one course

☐ POL SCI 480 Capstone in Political Science	3
☐ PU EN AF 430 Seminar in Ethics and Public Action	3

Areas of Emphasis (must choose one)

Public Policy, 12 credits

Required, 3 credits:

☐ PU EN AF 408 Public Policy Analysis	3

Electives, 9 credits

Complete three of following:

☐ PU EN AF 305 Natural Resources Economic Policy	3
☐ PU EN AF 306 Regulatory Policy and Administration	3
☐ PU EN AF 314 Administrative Law	3
☐ PU EN AF 315 Public and Nonprofit Management	3
☐ PU EN AF 321 Coastal Resources Policy and Management	3
☐ PU EN AF 324 Transitioning to Sustainable Communities	3
☐ PU EN AF 351 Water Resources Policy and Management	3
☐ PU EN AF 379 Natural Resources Policy, Law, and Administration	3
☐ PU EN AF 402 Environmental and Resource Economics	3
☐ PU EN AF 406 State and Local Government	3
☐ PU EN AF 428 Public and Nonprofit Program Evaluation	3
☐ PU EN AF 453 Cost Benefit Analysis	3
☐ PU EN AF 497 Internship	3

Environmental Planning, 14 credits

Required, 5 credits:

☐ PU EN AF 350 GIS in Public and Environmental Policy	2
☐ PU EN AF 450 Advanced Geographic Information Systems	3

Electives, 9 credits:

Complete one of following:

☐ PU EN AF 321 Coastal Resources Policy and Management	3
☐ PU EN AF 351 Water Resources Policy and Management	3

Complete two of following:

☐ GEOG 353 Air Photo Interpretation	3
☐ PU EN AF 321 Coastal Resources Policy and Management	3
☐ PU EN AF 323 Sustainable Land Use	3
☐ PU EN AF 324 Transitioning to Sustainable Communities	3
☐ PU EN AF 351 Water Resources Policy and Management	3
☐ PU EN AF 453 Cost Benefit Analysis	3
☐ PU EN AF 497 Internship	3

Environmental Policy and Planning Minor

Supporting Courses, 15 Credits
Required, 6 credits:

☐ ENV SCI 102 Introduction to Environmental Science	3
☐ PU EN AF 250 Introduction to GIS	3

Electives, 9 credits
Complete three of following:

☐ ECON 203 Micro Economic Analysis	3
☐ POL SCI 101 American Government and Politics	3
☐ PU EN AF 102 Environment and Society	3
☐ PU EN AF 202 Introduction to Public Policy	3
☐ PU EN AF 215 Introduction to Public Administration	3

Upper Level Requirements, 15 credits:
Required, 6 credits:

☐ PU EN AF 301 Environmental Politics and Policy	3
☐ PU EN AF 322 Environmental Planning	3

Electives, 9 credits
Complete three of following:

☐ PU EN AF 305 Natural Resources Economic Policy	3
☐ PU EN AF 306 Regulatory Policy and Administration	3
☐ PU EN AF 321 Coastal Resources Policy and Management	3
☐ PU EN AF 323 Sustainable Land Use	3
☐ PU EN AF 324 Transitioning to Sustainable Communities	3
☐ PU EN AF 350 GIS in Public and Environmental Policy	3
☐ PU EN AF 351 Water Resources Policy, Law and Management	3
☐ PU EN AF 378 Environmental Law	3
☐ PU EN AF 379 Natural Resources Policy, Law and Administration	3
☐ PU EN AF 408 Public Policy Analysis	3
☐ PU EN AF 497 Internship	3