

University of Wisconsin-Green Bay - WI

HLC ID 2052

OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/9/2017

Dr. Gary L. Miller
President

Tom Bordenkircher
HLC Liaison

Joyce Hardy
Review Team Chair

Joaquin Villegas
Federal Compliance Reviewer

Deborah Bridges
Team Member

Randy Cagle
Team Member

Michelle Malott
Team Member

Context and Nature of Review

Visit Date

10/9/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

University of Wisconsin Green Bay (UWGB) is located in the city of Green Bay, situated on the southern head of Lake Michigan's Green Bay arm. The city of Green Bay is the third largest city in the state of Wisconsin and is located approximately 135 miles from the state's capital in Madison. The University was established in 1965 and currently serves approximately 7,000 students through 8 graduate, 41 undergraduate, 7 pre-professional non-degree, and 10 certificate programs. Approximately 67% of the student population are women, 11% of the population are U.S. students of color, and 56% of the undergraduates are first-generation.

UWGB's last comprehensive evaluation in 2008 resulted in a progress report on UWGB's Growth Agenda, which was accepted in 2011. In 2012 the Institution chose to pursue the Open Pathway for HLC Accreditation. A Quality Initiative Proposal focused on the online curriculum, developing mechanisms to support academic quality, student satisfaction, and diverse student (including underrepresented population) success. The institution's website reveals the Quality Initiative Report and HLC's acceptance, documenting that substantial progress was made in improving course organization and quality and student satisfaction. Reducing student success discrepancies was not seen, however, and thus the institution is seeking other solutions to support diverse student success at UWGB.

Throughout the years since the prior comprehensive review, UWGB has faced declining state support coupled with limits on tuition increase, state-mandated changes to tenure, etc. The region served by UWGB is also changing dramatically. Shifts toward automation in industry and business changing the workforce needs, increased

populations of diverse peoples (including increasingly individuals for whom English is not their first language), shifting demography toward an older population, and developing significant Health Care for a broad geographic region are a few regional changes. The Greater Green Bay Chamber completed an economic development strategic plan that recognized the importance of the University in helping meet the need for a highly-qualified workforce through accessible educational programming. Conversations with campus constituents reveal a broad and deep commitment to this region's sustainability, in environmental, human, and economic realms. A press release from the University of Wisconsin System as the team left campus revealed plans to merge four year and two year institutions, with UWGB becoming affiliated with the current community colleges at Manitowoc, Marinette, and Sheboygan. While disruptive changes are rapidly occurring in the State and in the local arena, the University of Wisconsin Green Bay is committed to providing high quality educational opportunities that meet the needs of its region. This institutional commitment, coupled with strong regional support, positions the institution for its future.

Interactions with Constituencies

CONVERSATIONS WITH CONSTITUENTS (unduplicated):

- President, University of Wisconsin System – Dr. Ray Cross
- University of Wisconsin Green Bay Chancellor – Dr. Gary Miller
- Academic Advisor (4)
- Academic Librarian
- Academic Librarian-Systems Librarian
- Academic Staff – Disabilities Services
- Academic Staff – Education
- Administrative Support Staff
- Admissions Advisor
- Advisor (2)
- Advisor-Financial Aid
- Applications Developer-IT
- Assistant Dean – Student Affairs & Campus Climate
- Assistant Dean of Students
- Assistant Director - Financial Aid
- Assistant Director - Research Services-Library
- Assistant Librarian
- Assistant to the Provost
- Assistant Vice Chancellor – Library IT
- Associate Athletic Director/Compliance Student Services/Senior Women's Administrator
- Associate Athletic Director/External Relations
- Associate Dean – College of Health, Education, and Social Welfare
- Associate Dean – College of Science & Technology
- Associate Dean of Students
- Associate Provost
- Associate Vice Chancellor for Academic Affairs/ Director Graduate Studies
- Bookstore Director
- Bookstore Marketing
- Budget Director
- Bursar
- Business Analyst
- Cataloger/Archives Assistant-Library
- Controller

- Coordinator - Cataloging-Library
- Coordinator - Learning Center-Tutoring Services
- Coordinator - Public Services-Library
- Coordinator - University Archives & Area Research Center-Library
- Council of Trustees – Chair
- Council of Trustees Members (5)
- Dean – Cofrin School of Business
- Dean – College of Health, Education & Social Welfare
- Dean – College of Science & Technology
- Director – Academic Advising
- Director - Academic Technology Services-IT
- Director - Admission
- Director – Center for the Advancement of Teaching & Learning
- Director – Cofrin Library/CIO
- Director - Computing
- Director - Continuing Education & Community Engagement
- Director - Counseling & Health
- Director - Disability Services
- Director – Donor Relations, University Advancement
- Director - Environmental Management Business Institute
- Director – Facilities
- Director - Financial Aid
- Director – Inclusive Excellence
- Director - K-12 Relations
- Director - Marketing & University Communications
- Director - Marketing Strategy & Advertising
- Director - Student Services Coordination
- Director - Student Success & Engagement
- Executive Director - Division of Continued Education & Community Engagement
- Faculty - Academic Affairs Council Chair
- Faculty - Secretary of the Faculty & Staff
- Faculty – Speaker of the Senate
- Faculty – (additional; includes chairs)
 - Art & Design (2)
 - Business (10)
 - Democracy & Justice Studies (7)
 - Education (3)
 - Human Biology (4)
 - Human Development & Psychology (14)
 - Humanities & History (5)
 - Integrative Leadership Studies (1)
 - Mathematics (10)
 - Music (2)
 - Natural & Applied Sciences (8)
 - Nursing & Health Studies (7)
 - Public & Environmental Affairs (2)
 - Social Work (5)
 - Theatre & Dance (1)
- Financial Aid Advisor
- Financial Aid Director

- Human Resources Assistant
- Human Resources Director
- Human Resources Manager IAA Officer
- Information Services
- Institutional Research
- Instructional Designer-Center for Teaching & Learning
- Instructional Technologist (3)
- Interim Dean - College of Arts, Humanities & Social Sciences
- Interim Manager - Infrastructure
- IS Business Automation Specialist
- IS Supervisor-Academic Technology Services
- IT Manager
- Lab Manager, Natural and Applied Sciences
- Librarian - Research & Instruction
- Library Technology Specialist
- Marketing - Photographer/Videographer
- Marketing Specialist - Business & Finance
- MIS Manager-IT
- Multicultural Advisor (2)
- Office Manager, Dean of Students
- Organization Finance Officer - Student Life
- Program Coordinator – Student Life (2)
- Program Specialist, Continuing Education & Community Engagement
- Provost
- Registrar
- Senior Network Administrator-IT
- Special Assistant – Business & Finance
- Student – Student Government Association leadership (8)
- Student Ambassadors (4)
- Student Athletes (5)
- Student Government Association Chair
- Students - 21 additional Students, all undergraduate
- Technical Trainer-IT
- Testing Coordinator
- Transfer Coordinator-Registrar's Office
- University Executive Staff Assistant/ Budget Coordinator
- University of Wisconsin Regents (3)
- University Services Associate (Dean of Students)
- University Services Associate
- University Services Associate-Student Life
- University Staff - Program Assistant (Provost)
- University Staff – Program Assistant (Associate Provost)
- Vice Chair, Council of Trustees
- Vice Chancellor – Business Finance
- Vice Chancellor - Advancement & Alumni
- Vice Chancellor - Student Affairs and Campus Climate

Additional Documents

- University of Wisconsin System website, <https://www.wisconsin.edu/>
- University of Wisconsin - Green Bay website, <http://www.uwgb.edu/>
 - Catalog
 - Quick Facts
 - Coflin Library
 - Office of Institutional Research
 - HLC Accreditation
 - Office of Admissions
 - Students
 - Faculty & Staff
 - Office of Provost
 - Human Resources
 - Office of Chancellor UW Green Bay Mission Statement
 - Career Services - First Destination/Graduate Follow-up
 - College Credit in High School - Courses Currently Offered
- Greater Green Bay Chamber Economic Development Strategic Plan
- Chronicle of Higher Education online article: 'With an Ambitious Merger Proposal, Wisconsin Charts its Own Course for Change.' <http://www.chronicle.com/article/With-an-Ambitious-Merger/241440?cid=db&elqTrackId=998771140bc44b95adeabbfb05ba0342&elq=9f29f1449e3844adb1bd3fcc717f4446&elqaid=3ab1d94d8144.html>
- Wisconsin State Journal online article, 'UW System Campuses: UW System proposes to merge two- and four-year schools' http://host.madison.com/wsj/news/data/uw-system-campuses/article_b603ec83-01ca-5ee6-a026-3ab1d94d8144.html

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

1.A.1. The University of Wisconsin Green Bay (UWGB) adopted its institution-specific Select Mission Statement, developed from broad constituent input, in 2007. The University of Wisconsin System requested an expansion to the mission in 2014, to add a statement to list the major areas in which programs are offered and degrees conferred by the institution. Through a University Planning and Innovation Council, the institution adopted a vision in 2016 that sets the stage for the re-visit of the institution's mission statement, which will begin in late fall of 2017.

1.A.2. The University of Wisconsin System's Core Mission includes a commitment to diversity and serving the needs of the assigned region. Significant reform of UWGB's General Education program occurred for the fall of 2014, increasing the interdisciplinary, problem-focused learning experience with a commitment to sustainability, multicultural, and global issues. A review of the catalog's "Components of a Degree" verifies that students must complete an interdisciplinary major OR a disciplinary major plus an interdisciplinary minor or Professional Degree (nursing, social work, or music) to graduate from UWGB. The university's "Quick Facts" from their website reveals a diverse student profile with international students, first-generation students, residential/non-residential and traditionally-aged/adult students. Forty-three U.S. states are represented in the student body.

1.A.3. Declining state support and state-mandated limits on tuition increase have caused the institution to strategically deploy its increasingly-limited resources in alignment with its mission. UWGB has focused academic resources in key areas where enrollment growth would meet a demand and regional need (such as social work recruitment and the new graduate major in Athletic Training), and developed consortial arrangements for offering graduate programs such as Data Science and Sustainable Management. The Gateways to Phoenix Success program provides additional support for

student success, focusing on providing support for success with under-represented and under-prepared students. A new Director of Student Engagement was budgeted (and hired) to further facilitate student retention and ultimately graduation. Budgetary Alignment with mission is further addressed in Criterion 5.C.1.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

1.B.1. UWGB prominently displays its mission on the website, in print documents (such as *Insight* and the catalogs), and in the employee and faculty handbooks. Further, the print and advertising material align with the institution's mission, highlighting efforts for environmental sustainability, critical thinking, and diversity.

1.B.2. Faculty constituents talked about the value of the interdisciplinary curriculum focus in producing well-rounded critical thinkers who could approach business, industry, health care, and other professions from multiple perspectives with analytical reasoning. The addition of more traditional degrees in the 1980s was seen as a natural extension of aligning the unique institutional focus with regionally-needed professional education. Constituent discussions from all levels indicated a commitment to offering additional programs that will help the Greater Green Bay region grow and develop. These conversations revealed the connection seen between the undergirding interdisciplinary focus in developing integrative problem seekers that might pursue a more traditional program. The Institutional perception is that perhaps the mission as currently presented is not clear and direct as to the campus ethos, and thus it is time to revisit the wording of the mission to ensure that it appropriately conveys the alignment of the interdisciplinary focus with meeting regional and State-wide constituency needs for higher education.

1.B.3. Changing demography, significant shifts in business and industry practices, and regional health care needs are causing rapid changes in the region served by UWGB. As evidenced in conversations with campus personnel and the Board of Regents members/President of the University of Wisconsin System, the institution and its governance body recognize the need to continue evolving to serve their regional constituents. Members of the Council of Trustees (a regional group that directs the Foundation as well as advise the Chancellor) praised the critical thinking and problem-solving skills exhibited by UWGB's graduates. The significant and rapid automation shifts in manufacturing, industry, and health care and the desire to recruit new industry to the region have increased the demand for appropriately-trained baccalaureate-degreed personnel. Currently that

demand is being met by recruiting new employees from out-of-state institutions, as the Wisconsin schools are not providing sufficient graduates in key programs (such as engineering) needed in Green Bay. This situation led the Greater Green Bay Chamber and the Counsel of Trustees to encourage UWGB to develop an engineering program and other programs for skilled graduates. The Faculty of UWGB see this as a direct extension of their current programs and aligned with their mission of developing students with multiple perspectives and integrative problem solving abilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

1.C.1. UWGB's mission and vision statements address the role of the University in preparing students competent for a global society, as evidenced by the articulated outcomes involving diversity, interdisciplinarity, integrative knowledge, and intellectual skills that involve diverse views. Building upon their strengths in First Nation studies, a Doctorate of Education in First Nations is slated to be offered beginning next year.

1.C.2. As evidenced in the list of student clubs, centers such as the American Intercultural Center and the Pride Center, and self-analysis of campus climate and student application/success, the Institution is attuned to its role in facilitating the success of all students, and in providing opportunities for interactions among people with different views. The Office of International Education provides both support for individuals engaging in study abroad activities as well as support and resources for international students on campus.

UWGB recognizes that shifts in the manufacturing and industry of the region have increased the need for higher education for regional constituents. Coupled with increase in diversity, especially with increased Hispanic population, the importance of access and opportunity are important issues. An outreach program called Phuture Phoenix Program interacts with fifth graders to give them a collegiate introduction and support their consideration of college as a viable option. Scholarships for past participants has been substantial, with 137 scholarships of approximately \$860 (on average) awarded. Additional evidence of attention to ensure access and diversity is seen in the intrusive and intentional Gateways to Phoenix Success, which was initiated to provide additional support for under-represented students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

1.D.1. UWGB is actively engaged in fulfilling its educational role in serving its broader community, as evidenced by its diverse Centers for business, public affairs, biodiversity, and First Nations; volunteerism and civic participation through Make a Difference Day and other service/volunteerism; outreach and learning opportunities in K-12 schools and to the adult population; cultural presentations; and encouraging community membership in the Kress Events Center to increase wellness and recreation. Strengthened collaborations with regional community colleges have led to streamlined degree completions, including 2+2 degrees in business, a 1 + 2 + 1 degree in nursing, and others.

1.D.2. As an institution within the University of Wisconsin System, UWGB is charged with providing access to quality education, research, and public service, meeting the state's needs for collegiate education. A publicly-funded institution, UWGB is governed by the University of Wisconsin System Office and the overarching Board of Regents who are appointed by the Governor of Wisconsin (subject to confirmation by the Senate). The System articulated the core mission for the cluster of University of Wisconsin institutions with which UWGB is aligned. The core missions focus on academic offerings, teaching excellence, scholarly activity to support the institution's select mission, outreach through extension, inter-institutional collaboration, and economic development of the state.

1.D.3. UWGB fulfills its core mission to serve the public good as articulated in its Select Mission and Core Mission, as evidenced by the student volunteerism and engagement in community service-learning, the focus of the Environmental Management and Business Institute, Weidner Center performances, and Historical Perspectives Lecture Series. In addition, the annual Partnership Data Report for 2015-2016 states that students interned or co-opted with 398 institutions; the University partnered with 125 other institutions for cultural or arts events, and 336 organizations or businesses received business development assistance. The Greater Green Bay Commerce recognizes the importance of the institution to its future, and through its strategic planning has recommended specific initiatives to further strengthen the community. This call was issued in May, 2017; the Chancellor has charged the Schools to articulate their vision in consideration of the Chamber recommendations,

regional social and economic goals, changing nature of work, future of disciplines and programs, and changing nature of knowledge and learning in preparation for sharpening the institution's priorities and campus mission. Conversation with campus constituents reveal an eagerness to further strengthen their role in providing highly-educated individuals for professional careers that support the economic and personal well-being of the region while maintaining its traditional interdisciplinary focus. The interdependence of the institution and the region is evident not only in current programming and engagement but in the projected new programs being sought by the institution and demanded by their regional constituents.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

The University is deeply connected with its Greater Green Bay region, with constituents clearly articulating their recognition of the campus's role in enhancing the opportunities of the region and in providing quality employees to its regional manufacturing, industry, healthcare, and businesses. The University provides cultural programming to the region, and institutional constituents are engaged in community volunteerism, working with local schools and organizations. Conversations with constituents reveal multiple levels of alignment between the University's mission in serving its constituents and its programming and actions; the proposed revisiting of the mission is seen as a mechanism to reaffirm the commitment to interdisciplinary education coupled with traditional educational offerings for enhancing the economic and well-being of its region. The University of Wisconsin Green Bay is a partner in the Greater Green Bay area.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

UWGB exhibits a commitment to ethical and responsible actions. Expectations for ethical and responsible conduct are documented at the Board and University levels, as seen in University of Wisconsin and UWGB policies, personnel handbooks, and other publications. Outside Activities Report for all faculty, academic staff, and limited employers are filed annually. Governance meetings are communicated through the Campus Master Calendar, and guidance on records management are accessible through the website for Records Management.

UWGB's Human Resources website houses information regarding fair and ethical treatment of people. Policies at the system and campus level address equal employment opportunities, accommodations for individuals with disabilities, workplace environment and relationships, etc. An Institutional Review Board and an Institutional Animal Care and Use Committee review research involving human or animal participants, respectively, ensuring ethical and humane treatment of research participants. The Secretary of the Faculty and Staff is a designated University Ombudsperson for work-related complaints and mediation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

UWGB conveys appropriate information for prospective students, as evidenced on their website and through the catalogs. Student admissions policies, cost of attendance (with a Net Price Calculator for federal and state aid eligibility estimates), credit for prior learning, and academic program and graduation requirements are easily found on the UWGB website. Information for transfer students, veterans and military, graduate, and international admissions, can be found through the Admissions site on UWGB's front webpage. Academic programs, faculty biographies, academic and student policies, calendars, and learning support information is also easily found from the front webpage. The Office of Institutional Research and Assessment also presents graduation rates, enrollment profiles, factsheets, fact book, weekly enrollment reports, and common data sets.

HLC accreditation information is accessible through a link on the lower part of UWGB's front website. Departmental accreditation information is found within specific departments and in the college catalog. Students and the general public can access policies and reports on Title IX through the Students tab on the institutions front webpage. Also on the Title IX webpage are report forms, resources links, and campus offices responsible for various components of these reporting requirements. Additional evidence of transparency can be found in the University of Wisconsin Regents page, with board materials and past board minutes easily obtainable.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

2.C.1. A review of the 2017 minutes and meeting materials of the Board of Regents reveals a careful attention to budgetary matters, educational programming, finance and capital planning, and auditing and innovation.

2.C.2. Conversations with members of the Board of Regents revealed an understanding of the institution and the broader Green Bay region that UWGB serves. Campus constituents expressed that Board members were informed of, knew about, and supportive of the institution, although declining budgetary support remains a significant concern. Conversations with the University of Wisconsin System President substantiates the Board's understanding of UWGB's regional focus.

2.C.3. Members of the Board of Regents are bound by the Wisconsin State Statutes regarding open meetings and transparency, as well as Bylaws and Regent Policy Documents that ensure financial and conflict of interest disclosure. Board of Regents Policy 2.2 Statement of Expectations for Board Members articulates responsibilities and expectations for members of the Board of Regents, while the Bylaws outline the parameters of operation for each of the Board standing committees.

2.C.4. Faculty are designated for primary control over the educational interests/educational policies, including requirements for admissions and graduation, and degree titles to be conferred; establishment of Faculty committees; investigation of alleged infractions of rules and administration of student discipline; regulation of intercollegiate athletics; and commencement exercises and honors convocations. Conversations reveal a strong understanding of faculty roles and responsibilities, and commitment to engagement through initiatives designed to enhance the sustainability and impact of UWGB.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Freedom of expression and the pursuit of truth permeates the documents guiding UWGB. The "Idea of an Educated Person" within the ceremonial mace, the core and specific mission statements, the vision, and statements within Colleges provide evidence of the pervasiveness of this commitment. In addition, the institution's strategic plan include a commitment to internationalizing and diversity, and fostering inclusive excellence in the strategic themes for academic programs and meeting students' needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

2.E.1. The evidence supports UWGB's integrity in acquisition, discovery, and application of knowledge by its constituents. For example, UWGB's Institutional Research Office provides training in safety and ethical research, and for principal and student investigators using animal or human participants in research, as seen on the website. An Institutional Review Board and an Institutional Animal Care and Use Committee review proposals to ensure to ethical treatment of research participants. A University Safety Manager provides an orientation course for all new employees, and laboratory training as appropriate.

2.E.2 Through the Cofrin Library and the Writing Center and within writing emphasis courses students are taught copyright and plagiarism compliance. The library's webpage offers a "Cite Your Source" page with highlighted style guides and assistance for citing in various professional styles. Turnitin is available for faculty use to screen for plagiarism and/or teach plagiarism avoidance.

2.E.3. UWGB has policies on a variety of ethical areas, including academic freedom, civility, harassment, etc. The Dean of Students' website reveals a mandatory student training (Campus Clarity) regarding sexual harassment, as well as articulated expectations for behavior and mechanisms to report violation of ethical and behavioral expectations. Syllabi often contain statements regarding expectations to avoid plagiarism and academic dishonesty; the catalogs also convey these expectations to students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

UWGB provides evidence of its commitment to integrity and to ethical and responsible conduct through its posted documents, functionings within the campus, and trainings offered to students and academic personnel. State Statutes, System policies, and University policies address the expectation for ethical and integral actions on the part of University constituents.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met With Concerns

Evidence

3.A.1. UWGB ensures the quality of its academic programs through select accreditation, as well as comprehensive, well-publicized processes and procedures consistent with its mission and commitment to shared governance. The documents delineating its curriculum approval, program review, and learning outcomes assessment processes are up-to-date, detailed, and clear. Results of assessment and program review are published on the website. Review of select syllabi mostly indicate appropriate content and learning for classes and programs (see below for details of discrepancies).

3.A.2. Learning goals are articulated and openly presented for all current academic programs at UWGB, in undergraduate, graduate, and certificate offerings. These outcomes are assessed regularly and evaluated in program reviews. Outcomes of the General Education program are also explicitly identified. Program and general education outcomes are thematically unified under the University's "Institutional Learning Outcomes," which are further unified under the five outcomes articulated in the Select Mission itself: Interdisciplinarity, Problem-focused Education, Critical Thinking, Diversity, Environmental Sustainability, and Citizenship. Outcomes for any new courses or programs must be articulated in the curriculum approval process.

3.A.3. UWGB has a clearly explicated and comprehensive curriculum approval process that is applied to all programs regardless of location (on- or off-site) or mode of delivery (face-to-face, online, or blended), except that online courses are subject to additional review using the Quality Matters standards. Dual credit offerings are also subject to this approval process. Conversations with faculty in consortial programs establish that they are adequately coordinated, articulate clear outcomes, and are consistently reviewed.

A review of sample syllabi offered through multiple modalities and sections reveals inconsistency in course descriptions and articulated learning outcomes. The use of core terms such as outcomes, objectives, and goals is not always standard. Not all syllabi provided students with key information such as faculty contact information, office hours, credit of the course, course modality, learning outcomes, attendance policy, reasonable accommodation policy, plagiarism and academic integrity expectations, etc. The lack of consistency in course learning outcomes made cross-walking course alignment with the well-developed program and institution learning outcomes more difficult. While UWGB evidences a high quality program across modalities and student levels, the additional attention to the documentation of consistent core expectations will facilitate a more effective program assessment and improvement process.

Interim Monitoring (if applicable)

Course syllabi convey to the student core information of the specific course - including grading procedures and policies, attendance expectations, learning resources, expectation of learning and effort for that learning, etc. This communication is also used to convey core institutional policies and processes, including requests for accommodations, academic honesty expectations, etc. Institutions often use a common template of content to ensure that students are consistently receiving these core pieces of information. Although most syllabi had most information, UWGB could improve in this area.

Syllabi also document that courses transcribed as the same are providing learning experiences to develop the same knowledge and skills, regardless of modality, instructor, or section. A review of syllabi indicate that the courses are aligned with the credit hour assignment, and for the most part are meeting appropriate learning expectations. Some syllabi use the terms outcomes, objectives, and goals apparently interchangeably. The actual course learning outcomes are often mostly similar but yet inconsistent between faculty, modality, and section. A comparison of dual-level courses (undergraduate/graduate) revealed inconsistency in articulating differentiated learning outcomes for the two student populations.

While UWGB evidenced quality undergraduate and graduate education, the team believes that consistently documenting course descriptions, student learning outcomes, core course information, and key institutional policies would benefit both the students and the University. We request an interim report that provides evidence of campus conversations and decisions that ensure that courses transcribed as identical are providing the same learning outcomes, and that undergraduate and graduate coursework, learning outcomes, and assessment of learning are consistently differentiated and appropriate.

Interim Report Due Date: May 31, 2019

3.A Interim Report: Syllabus Consistency and Program Alignment:

The team believes that focusing on the following key areas will strengthen UWGB's intentionality in facilitating student acquisition of knowledge, skills, and abilities, while documenting consistent alignment with and stratification toward program outcomes:

1. Institutionally define and consistently use terms such as objectives, outcomes, goals, student learning, course objectives, etc.

2. Identify the core information that should be communicated to students in the course syllabus, and standard presentation language for key information, to ensure consistent communication with students. (Note: this does not have to limit individual faculty from adding additional details as appropriate for the specific course section, but should ensure that all students consistently receive essential course information and expectations for academic behavior through the course syllabus.)
3. Ensure that the syllabus description for a given course is consistent across sections and modalities and that it aligns with the course catalog.
4. Ensure that course learning outcomes/objectives are consistent across sections and modalities, to reflect that a transcribed course indicates a common level of knowledge, skills, and performance regardless of the modality, instructor, location, or term in which it is offered.
5. Articulate the deliberate alignment of course learning outcomes with program learning outcomes/objectives (for required courses in the major or the General Education program) or with the program's or universities' learning goals (for electives), as appropriate.
6. Articulate differentiated student learning expectations for undergraduate and graduate students enrolled in dual-level courses, and ensure that the assessment of graduate-level knowledge is evident within the course syllabi.

The discussions that lead toward this report will help program faculty articulate how the individual courses align and stratify to construct the total program learning outcomes, and the role of each course in introducing, developing, or assessing student knowledge and skills.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

3.B.1. The purpose of UWGB's General Education (GE) program is explicitly supportive of its Select Mission. The curriculum of the GE program is characterized as the foundation of students' major areas of study. The current program originated from a multi-year effort of the General Education Task Force culminating in 2012. The Task Force's final report demonstrates, in keeping with its charge, that much attention was paid to current research and established practice in designing the program, with deliberate guidance taken from the American Association of Colleges and Universities Liberal Education and America's Promise (LEAP) initiative.

3.B.2. The General Education program's organizational categories and requirements are unified under the University's longstanding "idea of an educated person." Its four organizational categories are lucidly identified and learning outcomes are clearly stated at every level, not just for the disciplinary/breadth and perspective areas but for the capstone and First-Year Seminar as well. The General Education Council oversees assessment of these outcomes, with coordination from the Office of Institutional Research and Assessment.

3.B.3. Each degree program at UWGB has research and methodology requirements as appropriate to the discipline. These are reflected in program learning outcomes and thus subject to assessment. The University cites as examples its field experience courses for Nursing as well as its thesis/culminating project requirement for every graduate program. A review of select majors within the web-based college catalog (art management, economics, environmental science, German, psychology, and urban

and regional studies) evidence the expectation for discipline-appropriate information analysis and communication, mastering inquiry or creative work, and developing critical thinking skills adaptable to multiple situations.

3.B.4. Curricular and co-curricular offerings at UWGB reflect its mission-based commitment to preparing students for a diverse world. The GE program entails Ethnic Studies and Global Culture requirements. Additionally, the University offers diversity-related programs such as the Linguistics/ESL and Global Studies minors and First Nations Studies major, as well as study abroad opportunities. Complementing its curricular commitments is an array of offices promoting diversity, such as the Pride Center, American Intercultural Center, and Disability Services. The University's "Common Theme" program has been put into the service of diversity as well, with recent themes including celebrating differences, creating community, and global citizenship. The campus' Inclusive Excellence Committee has faculty, staff, and student representatives. The Inclusive Excellence Initiative includes efforts to police hate crimes and bias incidents, as well as the Inclusivity and Equity Certificate Program for the professional enhancement of faculty and staff. A cluster of support services and awareness campaigns for veterans, including a Veterans Affairs Office and veteran student lounge, rightly secure the University's status as a recognized Military-Friendly school, an accomplishment it justifiably touts.

3.B.5. UWGB involves faculty and students meaningfully in research and creative activity. Scholarly and/or creative activity is required of probationary and tenured faculty and is considered as part of yearly evaluations, including post-tenure reviews. Students conduct and present research in their degree programs and are afforded additional opportunities with such functions as the Academic Excellence Symposium, the Cofrin Biodiversity Center Research Day, and Posters in the Rotunda. Faculty and students in the arts showcase their work in gallery exhibits and public theatrical and musical performances. The team observed numerous art works by students displayed across the campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

3.C.1. UWGB openly recognizes its challenges in recent years of recruiting and retaining faculty. Nevertheless, the University appears to have the number and proper distribution of faculty to sustain its present academic program inventory and provide for characteristic out-of classroom faculty duties. Faculty oversight of the curriculum is exerted in part through representation in Academic Affairs Council, which is charged with curriculum approval. Faculty members play demonstrably central roles in setting expectations for student performance, from the university level to the program level. They determine appropriate specific credentials for instructional hires in recruitment committees; they participate in required ongoing programmatic assessment and are represented on the University Accreditation and Assessment Council.

3.C.2. Clear policies and procedures guide faculty/instructional hiring. In accordance with HLC requirements, the Faculty Senate approved a general set of qualifications in 2016. Faculty teaching undergraduate courses are expected to have either a graduate degree in or relevant to their teaching area or a graduate degree in some other subject plus 18 graduate-level credits in or relevant to the teaching area. Faculty who teach graduate courses must be granted graduate status and membership through the established process: They must have an appropriate graduate degree, with teachers at doctoral-level also required to have records of scholarly achievement. The Senate document clearly specifies how any exceptions must be made on the grounds of equivalent experience, etc. These standards are consistently applied to all instructors, including in continuing education and the University's College Credit in the High School program. Upon request, UWGB provided a list of

faculty, teaching assignments, and credentials. An arbitrary selection of 20 faculty credential files showed alignment with this list.

3.C.3. Faculty are evaluated regularly at UWGB and in accordance with established institutional policies and procedures. The 2016 update of the Faculty Handbook contains clear direction on the evaluation of tenure track faculty and promotion. That same year, the Faculty Senate adopted guidelines for post-tenure review. Specific criteria are established at the program level by faculty in consultation with deans and provost. As is standard at universities, faculty submit yearly reports with supporting documentation on their accomplishments. Teaching effectiveness is measured in part by regular administration of standardized and customized student course evaluations.

3.C.4. UWGB supports the professional development of its faculty. The Instructional Development Council is devoted to supporting faculty development and support of scholarship on teaching and learning, and faculty are well represented on the committee. Faculty also partake in offerings of the UW System's Office of Professional Instructional Development. Recent budgetary restrictions have seriously reduced allocations of funds for faculty development. Over time this will have measurable negative effect on faculty accomplishment and morale. The University should carefully consider these impacts when developing and implementing new strategic budgeting planning.

3.C.5. The Assurance Argument states that faculty list office hours and contact information on their syllabi. UWGB has a policy requiring faculty to schedule regular office hours, though it does not specify how many office hours are required of each instructor and is vague as to how office hours are to be publicized for students. The policy does stipulate that instructors must be "available to students for appointments at other mutually convenient times, and for informing students when office hours or appointments cannot be kept." Some departments compile and make their faculty office hours each semester available online. The institution may want to clarify its expectations of faculty regarding office hours, both live and virtual, and how these are communicated to students.

3.C.6. Professional Development for academic staff is supported by the Professional Development Allocation Committee. Search procedures ensure the hiring of professionals with the proper qualifications and regular performance evaluations drive efforts toward continual improvement. Campus communications and a review of student comments reveal that individuals in student support services are appropriately trained and knowledgeable.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

3.D.1. Student Affairs and Enrollment Management are integrated at UWGB and have a single mission statement supportive of the University's Select Mission. Offices are staffed and operations are regularly assessed, with assessment results made public. The Office of Institutional Research and Assessment's purpose is explicitly linked to quality student learning, and various characteristic offices and services suitable to the institutional profile are provided (examples include a writing center, the Tutoring and Learning Center, Transfer Services, Veterans Services, American Intercultural Center and the Office of International Education). A program for new entering freshmen, First-Year Opportunities and Connections (FOCUS) is in place to assist students in transitioning to college, perform well academically, and enjoy college life.

3.D.2. Since 1990 UWGB has hosted Upward Bound, a well-known federal TRiO grant program for first-generation and socioeconomically disadvantaged new entering students. The program is supplemented with Turbocharge, a collaborative effort with Northeast Wisconsin Technical College and the area school district to prepare high school students for college by encouraging college enrollment and offering courses for college credit. The Gateways to Phoenix Success (GPS) program has been assessed and shown higher performance and retention for participating students. The University has an inventory of preparatory/developmental programs and courses, including an accelerated, seven-week developmental math course, and identifies STEM, social science, and humanities "pathways" for math competency, thus customizing math education to student interest. Developmental writing courses are available, including a credit-bearing course for students for whom English is their second language. First-Year seminar is geared toward student acclimation and academic success of entering students. The Tutoring and Learning Center offers peer and professional tutoring, study group sessions, and other kinds of academic support suited to student needs. Students spoke positively about general academic support services. (It is worth noting here that at the student

open session the University took steps to ensure that off-campus and distance student voices were represented. The session was streamed and students were enabled to submit questions or comments via email. The team commends UWGB on this important effort.)

3.D.3. UWGB employs a common "split" model of advising: The Academic Advising Office handles first-year, new transfer, and undecided students while departmental faculty advise the remaining students. This ensures that more advanced students and those advanced in their majors are advised by the most qualified professionals. The Academic Advising Office appears to be appropriately staffed, has a well-defined mission, and utilizes a developmental model of advising in which student welfare is defined holistically instead of solely in terms of academic performance. Faculty who advise in their departments meet as members of a working group dedicated to effective advising. Conversations with students evinced overall satisfaction with advising. However, faculty expressed concerns about equity in their advising loads and lack of training and resources to advise effectively. The University is encouraged to structure advising more intentionally.

3.D.4. Teaching and learning at UWGB is supported by resources and infrastructure. An advisory group to Information Services, the Technology Council, is composed of faculty and academic administrators to ensure that technology serves academic needs. Academic Technology Services provides supporting classroom technology. Instructional designers and technologists train and assist faculty in designing and delivering online courses. The campus has a sizable network of appropriately resourced computer labs with generous availability to students. The Cofrin Library maintains its general collection with faculty input. The Library has study spaces and offers access to a variety of equipment on circulation, from laptops to cameras and recorders. Programs such as Education, Nursing, and Social Work provide students with and assign students to numerous teaching and clinical practice sites. STEM programs are supported by several suitably furnished teaching and research labs, an arboretum, herbarium, and the Richter Museum of Natural History. Performing arts programs utilize the Weidner Center as well as many other performance spaces and studios. Student and faculty artwork is displayed in the Lawton Gallery and elsewhere on campus.

3.D.5. UWGB demonstrates its commitment to information literacy and research skills. Several outcomes of its General Education program are related to these goals, which collectively articulate one's ability to obtain accurate information and use it effectively and appropriately, i.e. legally and ethically. As stated earlier, all programs have research and methodology requirements. The Cofrin Library staff offer live instruction and online guidance for students in information literacy and research activity as well.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

3.E.1. UWGB's co-curricular programs in Academic Affairs, Student Affairs, and Athletics and Recreation collectively embody and advance values specified in its Select Mission, including diversity and sustainability. All the colleges contain discipline- and theme-related centers, clubs, honor societies, organizations and events to enhance student learning and prospects for post-graduation success. Among other opportunities to showcase their work to the campus and community, students may contribute to the publication of *Voyageur* magazine and publish in the *Shakespeare Review*. Diversity and Inclusion programs and events are promoted in *Human Mosiac*. Student groups, in which campus-wide participation is high, appropriately reflect the diversity of the student body, such as the Black and Multiracial Student Unions, Intertribal Student Council, and Feminists 4 Action. Safe learning communities and spaces, such as the Pride Center, further advance the University's commitments, as does its offerings of leadership training and leadership certificates. The Alliance for Animals and the Environment and the Sustainable Local Organic, which operates a food garden, are among the groups that advance the ideal of environmental sustainability, along with student participation in events such as Food Day. Finally, athletics make contributions to the educational attainment. The University has a robust intramural program. The intramural program was recently moved to Student Affairs to improve access and service to all students. The campus is home to a state-of-the-art and nationally renowned Kress Center. Athletes are held to high academic standards, and the University demonstrates excellent academic performance among players. UWGB boasts an NCAA Division I athletics program which has averaged over a 3.0 GPA among its participants over the past 35 semesters. Collaboration between academic and athletics is structured with the men's cross-country coach serving as the academic liaison. Constituents report that this structure is highly effective and appreciated from both the faculty and the other athletic coaches.

3.E.2. UWGB's educational environment is further enriched with organizations and activities that realize engaged citizenship and community service. The "Common Theme" for 2015-2016 was "Engaging in Public Life." Many organizations are oriented around community service and/or charitable causes, including the Red Cross Club and Habitat for Humanity. The University demonstrates high participation in such groups as well as in service events like Make A Difference Day. The campus hosts events such as the annual Jingle Bell Walk/Run and Community Fair. Thus the University follows through on its mission-based commitments to leadership and citizenship; it

makes itself central to a vibrant community and region.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

The University of Wisconsin Green Bay delivers a high-quality education. Learning outcomes of its general education program as well as its academic and co-curricular programs are well articulated and in keeping with the Select Mission. The University's staff and infrastructure are sufficient to support its academics. Co-curricular offerings contribute positively to students' overall college experience.

Like many higher education institutions today, UWGB confronts a challenge in documenting consistent learning quality across delivery modes and locations of courses, including dual credit offerings. A review of syllabi (including those from courses in the College Credit in High School program) shows inconsistency in descriptions and learning outcomes of common courses. Further, course syllabi for courses taught across different sections or modalities are not well aligned, offering different course descriptions, learning outcomes, etc. Dual-level courses (those with an undergraduate and graduate population of students co-enrolled) do not consistently discern differentiated learning outcomes or assessments to align with the two different levels of credit being awarded. The University is encouraged to focus on the matter (see Criterion 3.A.).

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

4. A.1. UWGB maintains a regular cycle of reviewing its academic programs and co-curricular programs every seven years. As verified in the “Procedures for APR and Student Learning Outcomes Assessment” document, the procedures and expectations for programs undergoing an APR are well articulated. The APR process uses standardized data sets which are maintained and published on the Office of Institutional Research and Assessment website. APR reports are evaluated on campus by the Academic Affairs Council (AAC), and the program’s academic dean, both of which provide review and feedback to the program. Further, efforts to align program review with outside accreditors are present and the assessment of student learning outcomes plays an integral role in the review process. Input from external sources is an important element in maintaining currency in the curriculum. The

Green Bay area is facing a changing employment outlook as automation in the manufacturing sector has impacted the types of jobs available and skills required. Conversations with campus constituents assured us that the institution understands the region's needs; however, incorporating input from community and business leaders within the program assessments and reviews would provide documentation of how those needs are influencing curricular changes and program development.

4.A.2. UWGB maintains clear standards for evaluating and awarding credit for its own courses, transfer courses, and credit awarded for experiential or other forms of prior learning. As evidenced in the Curriculum Planning and Procedures Guide, curricular changes follow an established review/approval process. UWGB uses the criteria for awarding credit for coursework completed at other institutions (including those within UW system) articulated in the UW System Undergraduate Transfer Policy. [Policy is consistent with or informed by the Joint Statement on the Transfer and Award of Credit developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA).] A review of the Office of Institutional Research and Assessment's website verifies that UWGB has established standards and processes for awarding credit for a broad array of prior learning, including military training and experience.

4.A.3. UWGB uses the criteria outlined in the UW System Undergraduate Transfer Policy to ensure the quality of the credit it accepts in transfer. In evaluating and awarding credit, UWGB considers institutional accreditation, programmatic accreditation and comparability/equivalency of individual courses. UWGB faculty, program chairs and the Registrar have input in the process. UWGB's articulation agreements with other institutions also provide assurance of the quality of transfer credit; articulation agreements and transfer credit information is available through the Office of Admissions website. The online Transfer Information System enables students and advisors to identify transfer course equivalencies.

UWGB has an established process to review/approve curricular changes as evidenced in the Curriculum Planning and Procedures Guide (January 2017). As indicated on the Office of the Provost's website, the curriculum approval procedures comply with existing UWGB and UW System policies and have been approved by the University Committee and Faculty Senate. Proposed curricular changes are required to include identified student learning outcomes. During the approval process, faculty, unit Executive Committees, deans and/or directors, and the appropriate university committees such as the General Education Council (GEC), Academic Affairs Council (AAC) and/or the Graduate Academic Affairs Council (GAAC) review and make their recommendations on proposed curricular changes.

UWGB follows an established procedure in recruiting and hiring qualified faculty. As verified on the Office of Human Resources' website, UWGB is an Equal Employment Opportunity employer and seeks diversity in applicant pools. UWGB's Policy for Recruitment and Hiring, which is available online, details the roles and responsibilities of those involved in the search process and outlines the steps in the hiring process. A review of selected faculty files indicates compliance with Faculty Senate Document #15-09 Qualifications for Faculty and Instructional Academic Staff.

4.A.4. A review of the catalog indicates appropriate course levels and sequencing of courses across a program of study. UWGB maintains a dual credit program – College Credit in High School (CCIHS) - that allows high school students to obtain college credit for approved courses. UWGB recently received an extended deadline (until September 1, 2022) from the HLC to bring CCIHS instructor's qualifications in line with HLC's Assumed Practice B.2. According to UWGB's Application for Extension, there are 50 dual credit faculty in 34 high schools serving 1,152 students generating 3,398 credit hours on an annual basis. Of the 50 dual credit faculty, 13 need no additional credits to meet

HLC's instructor qualifications; 5 faculty need 7 – 12 credits, 32 faculty need 13 – 18 credits and 1 needs more than 19 credits to be in compliance. Review of the CCIH website verifies that selected course syllabi are available online. Review of selected syllabi verified inclusion of stated learning outcomes; however, a lack of consistency across syllabi is noted. (Please see Criterion 3A.)

4.A.5. UWGB maintains specialized accreditation for a select number of programs. Accrediting bodies include the National Association of Schools of Art and design (NASAD); the Commission on Accreditation for Health Informatics and Information Management (CAHIIM); the Accreditation Council for Education in Nutrition and Dietetics (ACEND); National Association of Schools of Music (NASM); the Commission on Collegiate Nursing Education (CCNE); and the Council on Social Work Education (CSWE). Further, two emphasis areas within Chemistry are approved by the American Chemical Society (ACS), and the Wisconsin Department of Public Instruction (DPI) has approved the Education department to offer 31 different teaching licenses.

4.A.6 UWGB consistently tracks and evaluates the success of its graduates using surveys conducted by the Office of Institutional Research and Assessment and Career Services. These surveys collect employment and graduate school data, as well as measures of student satisfaction with their learning experience at UWGB; survey results by program are also available for programs to use in the APR process. Review of the Career Services website verifies that current survey results show favorable employment and salary outcomes for UWGB graduates. The Office of Institutional Research and Assessment conducts three surveys – new freshmen, graduating senior, and alumni – each year and maintains an archive of the reports summarizing the results. Beginning in 2015, UWGB began using the College Scorecard provided by the U.S. Department of Education as another measure of evaluate student success. Review of the most recent score card verifies consistency with the surveys conducted by UWGB.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

4.B.1 The institution undertook a concerted effort to develop student learning outcomes consistent with UWGB's mission in 2008; the result of that effort is a set of nested learning outcomes that aligns expected student learning at the program level with the institution's Select Mission. UWGB implemented a revised General Education program in 2014; the revised program includes clear student learning outcomes that are aligned with and support the primary themes of UWGB's Select Mission and also support program level learning outcomes. Institutional learning outcomes, adopted in 2017, are consistent with UWGB's Select Mission and reflect the institution's commitment to student learning. A review of the catalogs' learning outcomes verify that graduate program learning outcomes are differentiated and reflect a higher-level attainment (e.g., integration, synthesis) than those for undergraduate programs. Several of the dual-level courses did not have differentiated learning outcomes or assessment and showed inconsistency in language and inclusion, as revealed across course section syllabi. The institution is asked in Criterion 3A to review all syllabi for consistency and content to ensure appropriate learning outcomes are articulated and the learning assessments are documented.

Based on a review of UWGB's University Assessment Plan, UWGB's assessment process is systematic. Each year, units identify which learning outcomes will be assessed, how achievement of those learning outcomes will be measured, analyze their collected data, share their results and use those results to inform changes as needed. Academic units receive feedback on their annual reports and recommendations for next steps from the Academic Program Assessment Subcommittee (APAS). Unit assessment plans and annual reports are available on UWGB's website (Office of Institutional Research and Assessment under "Assessment" or "Program Assessment" tabs).

4.B.2 UWGB engages in regular assessment of identified student learning outcomes for both curricular and co-curricular programs each year (University Assessment Plan). Assessment plans and results for both academic programs and co-curricular programs are available on UWGB's website. Review of selected assessment reports verify that achievement of student learning outcomes for

General Education, academic programs, and co-curricular programs are being assessed regularly. The institution is encouraged to be more deliberate with the specific question that is being queried, and to seek specific data that would provide evidence to answer these questions. The current program assessment reports posted on the Institutional Research and Assessment webpage do not provide clear alignment between the learning outcome being assessed and the evidence collected to assess that learning outcome.

4.B.3 UWGB's University Assessment Plan expressly states the expectation that assessment results will be used in making positive changes to improve student learning. Beginning in 2015, UWGB tasked units to identify how they will use the previous year's assessment results in future programmatic planning. In 2016, the General Education Council clarified and simplified the student learning outcomes for General Education courses.

Conversations with campus constituents revealed that faculty feed-back was the impetus for revising the General Education student learning outcomes in 2016. The General Education Council prepared the revisions and submitted them to Faculty Senate; Faculty Senate collected input from campus prior to approving the changes at their December 2016 meeting (Faculty Senate New Business 5d 12/14/2016).

Conversations with campus constituents provided examples of changes made in response to assessment data (i.e., expansion of First Year Seminars and inclusion in the General Education program; identifying the need to improve academic advising; providing financial emergency loans to students; and the opening of a food/clothing cupboard to assist students dealing with food insecurities). The Student Affairs and Campus climate unit is encouraged to build upon and strengthen their current co-curricular assessment processes and procedures to document how the results are used in continuous improvement.

Assessment should drive curricular change in order to achieve desired student learning. Conversations with campus constituents verified an understanding of the assessment procedures that were expected to be followed; however, specific examples of how those results are being used was limited.

4.B.4 UWGB's assessment process is consistent with good practice; however, the data collected and evaluation process may be problematic (see below). All units are expected to plan, collect and analyze data, report, and use those results in making changes. The assessment process makes use of both direct (course embedded assignments) and indirect (surveys) measures. Faculty members serve on both the University Accreditation and Assessment Council (which is responsible for integrating assessment activities carried out on campus), and the Academic Program Assessment Subcommittee (which is responsible for providing feedback and recommendations to chairs of academic programs). Review of selected annual assessment reports verify that faculty are involved in the collection of assessment data. Assessment reports and Assessment results are available on the UWGB's web site.

Conversations with campus constituents assured the team that intentionality is evident in the assessment data collection process with wide-spread faculty involvement. Within the programs, faculty decide which student learning outcome will be assessed and the instrument to be used.

Assessment of General Education courses is coordinated through the Office of Instructional Research and Assessment; each year the Office identifies which GE courses will be assessed and those instructors are asked to participate. Participating instructors choose the instrument (e.g., course final grade, paper, project, performance, exhibition, or other) used to measure the student learning outcome and then complete an Assessment Inventory. The results of the Assessment Inventory are aggregated and reported by the Office of Instructional Research and Assessment.

The significant challenges and opportunities that UWGB is facing necessitate that their programs are responsive to regional demand and constituent need. The current assessment program does not appear to provide timely and specific data that are comparable across multiple courses and sections, which hinder the assessment results interpretation and application of the conclusions for course and program improvement. The team believes that additional focus in the area of assessment will provide usable information for program improvement and identify areas of excellence. Best practices (as described by AAC&U) indicate that common instruments should be used for measuring student learning outcomes across multiple courses, sections, and/or modalities to ensure data validity and comparability over-time; that a standard evaluation rubric should be used in evaluating student work to obtain results that are valid; that grades do not reflect student learning achievement and should not be used in the assessment process; and that individuals evaluating student work should be cross-trained to ensure inter-rater reliability. Conversations around these best practices, and application of these practices coupled with faculty intentionality on program quality, will move the campus forward as it addresses changing demography and regional demand for its graduates.

Interim Monitoring (if applicable)

The University is trying to balance collecting appropriate data without causing an onerous burden for the faculty. Asking the right questions, collecting the right data to answer those questions, and having the data in comparable formats so that analysis can occur is essential. The institution is encouraged to ensure that faculty agree on what is being assessed, consider what data are available within a course that could be used to analyze learning for specific course outcomes (which may include select questions from an exam, a project or presentation that focuses on that learning outcome, a student performance, etc.), and develop mechanisms to collect meaningful data through efficient mechanisms.

We recommend that the institution first focus on assessment within the general education program, which will support campus-wide conversations, develop agreement on how to assess student skills and knowledge, articulate common understanding of what constitutes exemplary/good/fair/poor meeting of those outcomes, and selection of appropriate assessment data to align with assessment questions. The final result should be a consistent understanding of what students should know and be able to do when they leave the courses and the programs, and what role each course has in developing those skills and knowledge/learning abilities. Ensuring that those skills, knowledge, and abilities align with regional demand and need will form a solid bases from which UWGB can continue to partner with its regional constituents.

Report Embedded in 4-year Assurance Review:

While the team believes that these conversations are occurring, we also believe that the institution would strengthen its regional synergy by developing solid assessment processes that provide specific identification of areas of strength and areas that could be strengthened within the academic programs. We request a report to be embedded within the 4-year review which provides evidence of these conversations and implementation of a more mature assessment process, with data-driven changes at the course and program level. The team believes that the following processes would make UWGB's general studies assessment more robust:

1. Revisit the student learning outcomes for General Education to ensure a goal of achieving common faculty understanding of what the outcome means and how those outcomes are achieved within individual courses.
2. Articulate common agreement on the types of evidence required to specifically support or demonstrate achievement of the learning outcomes.

3. Determine benchmarks of expected achievement for each student outcome.
4. Develop and apply consistent instruments that demonstrate student learning that are capable of being used across multiple courses, sections and/or modalities.
5. Develop and apply consistent rubrics that differentiate levels of student learning and are consistently applied by the evaluators.
6. Document evidence regarding how the assessment process provided information that resulted in curricular (course and program) changes to improve student learning.

While this process will be beneficial for all academic programs, we recommend that the effort initially be focused on the general studies program to support the campus-wide discussions.

4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

4.C.1. UWGB's previous initiatives to set enrollment/retention goals consistent with UW System wide goals – Growth Agenda for Wisconsin (2009) and More Graduates Plan (2010) – were curtailed due to the budget reductions implemented 2011 – 2013; the process for establishing new targets for retention and graduation rates are currently underway. Since 2011, UWGB has taken steps to understand its enrollment and retention challenges and to develop concrete strategies (e.g., enhancing faculty academic advising, increasing the number of high impact experiences (HIE) available for students, and improving information on website to better serve prospective students and their families) to address these challenges.

4.C.2. UWGB collects and reports student progress data in accordance with all common reporting requirements, including IPEDS, NCAA, and Common Data Sets. UWGB's Office of Institutional Research and Assessment collects, stores, and disseminates institutional data on student progress and success. In addition, data collected by other UWGB offices, such as the Center for Students in Transition's data on at-risk students, contribute to the institution's understanding of their student's success.

4.C.3. UWGB uses evidence from student retention, persistence, and completion of programs to make improvements. Improved retention rates, especially among underrepresented students, led to expanded programming in the First Year Seminar Program. To better serve the needs of underserved students, UWGB established the Center for Students in Transition (2011) and implemented the Gateways to Phoenix Success (GPS) Program – both of which have had positive impacts on retention of the students served. Further, the successful work by the Center led to the creation of a new full-

time Director of Student Success and Engagement position in 2016. The recently completed Quality Initiative Report (from the website) had one focus on increasing the online success for under-represented populations. The Quality Matters certification in courses provided positive consequences, but did not increase success rates among this population.

4.C.4. UWGB uses IPEDS definitions to calculate official retention and graduation rates. Institutional data on enrollment, degrees granted, retention rates, and other student demographics are available on the Office of Institutional Research and Assessment's website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

The institution demonstrates responsibility for the quality of its education programs through the external accreditation of select academic programs, adherence to faculty qualification guidelines in hiring new faculty, following established policies for evaluation of faculty, and regular academic program reviews. Processes are in place to engage in on-going regular assessment of co-curricular programs. Although a process is in place to conduct assessment of the General Education program, there is little evidence that the data being collected is measuring student learning (or answering the questions that need to be asked). The lack of commonality in both the instruments and evaluation methods used to measure achievement of the same learning outcome in different courses is inconsistent with best practices in assessment. Further, assessment results collected in this manner are difficult to use in identifying strategies to effect data-driven course and program improvement..

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

5.A.1. As is the case for many regional, public institutions, UWGB has experienced budget pressures resulting from declining enrollments, decreased state support, and frozen tuition over recent years. Despite these challenges, the institution has managed its resources such that their CFI increased from 4.22 in 2015 to 4.38 in 2016, both considered Above the Zone and thus not warranting further review. The team also reviewed evidence demonstrating that approximately 24% of the institution's overall expenses are calculated as instructional costs, something that has remained constant over the past four fiscal years.

UWGB's human resources are sufficient to support its operations. The evidence reviewed indicates that of the total number of employees, 40% are academic support staff, which includes lecturers and adjuncts who are directly involved in delivering instruction. Full-time permanent faculty represent approximately 20% of employees. These allocations of human resources have allowed the institution to maintain a student-faculty ratio of 21:1, a reasonable instructional load.

The team observed sufficient technology infrastructure to support the academic mission, and while the institution is facing some challenges with deferred maintenance, they have begun to address those issues of higher priority with internal funds.

5.A.2. UWGB had to address a \$2.8 million budget reduction in FY16. Although the process of resource allocation at UWGB is evolving from one that has been based on historic budgets to one that will be driven more by projected revenues, the team did not observe any evidence of resources being allocated in a manner that adversely affected the educational mission of the institution. The campus community commented on being proud of the fact that they were able to manage the reductions without any layoff of personnel. It should be noted however, that some campus stakeholders felt that the budget reduction process, and thus the budgeting process overall, was not clear to them. The team did hear from senior administration about efforts to keep the campus informed of budget allocations, such as their Annual Business Meetings (Town Hall type meetings), and encourages the administration to continue these efforts to ensure transparency and understanding across campus about resource allocation processes and decisions.

5A.3 UWBG's mission statement has a focus of interdisciplinary learning, and a focus on inclusivity and diversity. The team was provided with evidence demonstrating that the institutional structure is intentionally organized to support these goals. For example, there are 14 interdisciplinary areas, each with its own budget. This focus on interdisciplinarity extends beyond the academic units to various Centers/Institutes and to academic support programs such as the GPS program. Further UWGB has ensured that their additional mission focus of inclusivity and diversity is supported through co-curricular programming and student organizations, community engagement activities, the General Education requirements and most recently, through the direction of resources towards a new Vice Chancellor for Student Affairs and Campus Climate.

5A.4 UWBG provided evidence of hiring processes and procedures designed to ensure that employees are qualified and trained for their positions. In addition, on-boarding processes in place for new employees, a faculty mentoring program, and training available for supervisors are available. UWGB has initiated processes for ensuring that faculty are appropriately qualified for the subject matter they are assigned to teach. In addition, the institution has recently completed their Quality Initiative project to increase the number of online course sections that are Quality Matters (QM) certified, and thus at the same time ensuring that their faculty teaching online are familiar with the QM best-practice rubrics. Ongoing professional development for faculty is offered through the Center for Teaching and Learning, and professional staff are afforded professional development opportunities through Human Resources and in their own divisions. The team did not acquire specific evidence regarding the amount of funds directed towards professional development in academic affairs, although they did hear from faculty during the visit that the total amount was \$300 per person, per year. They also learned, anecdotally, that it is not uncommon for senior faculty to direct the entirety of their professional development funds to newer faculty, to ensure they would have the funds to attend conferences. The team encourages the institution to remain vigilant in ensuring a reasonable amount of financial support is available for faculty and staff for ongoing professional development.

5A.5 UWGB uses a centrally-based budgeting process that follows the UW System Budget timelines. Divisions and unit budgets were based on the previous year's budget with room for small adjustments upwards or downwards as requested, and positions have been filled when vacancies arose. The UWGB Budget Officer monitors expenses and coordinates the annual budget process. The institution's relatively stable CFI and expense allocation for FY15 and FY16 is evidence that this process was working for them. However, the multiple years of tuition freezes, enrollment decreases and declining state support is a significant challenge. At this time the institution was trying to adopt a budgeting and resource allocation system to better drive innovation and growth, with the help of the University Planning and Innovation Committee (UPIC). In response to the budget reduction process a new group, the Funding Allocation Group was formed, and the work of UPIC became less focused. Most recently, a Strategic Budgeting Committee (SBC) has also been formed, to replace UPIC. This committee has been charged by the Chancellor to review and develop campus budgeting processes

that focus on projected revenues and also allow for strategic investment. The team learned that the SBC would be having their first meeting within two weeks following our visit. The documentation the team reviewed about this group indicated that it had a very clear charge and that it included multiple campus stakeholders.

The team was also informed that the overall goal is to have a budgeting and planning process that involves the SBC, the Funding Allocation Group and the Chancellor's Cabinet. Since these processes have yet to be developed, and different processes were used to guide budget resource allocation decisions in the most recent budget-reduction years, the team did not feel that a well-developed process is currently in place for budgeting and monitoring expenses. That said, the team did feel confident from everyone we spoke with that there is a strong commitment to the development of this new process. It was also clear throughout the visit that there is a collective understanding of, and enthusiasm for, strategic budgeting in a manner that positions the institution to not only meet its mission but to also contribute to a strong future for the Green Bay area. To aid in their decision making, the University recently invested in a product (EAB's Academic Performance Solutions) that will allow them to access consistent and uniform data/metrics about campus operations. Given these upcoming changes, combined with the institution realizing an increase in their entering class enrollments this year, it is our expectation that the institution is in a good position to move forward and will have evidence to share regarding the effectiveness of their new processes as part of their 4-year Assurance Argument.

The institution has experienced significant disruption in budgetary support through the recent past, and the campus conversations indicate that this is not expected to change. Indeed, a recent news release of the plan to integrate 2-year with 4-year University of Wisconsin schools will cause yet another disruptive change to the University. The University of Wisconsin Green Bay has used a variety of mechanisms for budgetary discussions and decisions in the recent past, resulting in some campus confusion or misunderstanding of how budgets are driven by strategic planning and appropriate data. Transparent and inclusive budgeting discussions and processes can help a campus move forward when facing disruptive pressures.

Interim Monitoring (if applicable)

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

5.B.1 Wisconsin State Statute establishes the authority of the UW System Board of Regents. Board members are appointed by the Governor and confirmed by the State Senate. The Board has authorization over ensuring the institution operates with the System in a manner that meets Statutory requirements. This authority and the policies established by the Board are easily accessible online. Further the Board's bylaws define eight standing committees with oversight of different areas of the institution's operations. The team reviewed minutes of Board meetings and saw evidence of knowledge and understanding of the mission and operations of UWGB both as a part of the UW System and as an institution that serves a specific population of the state.

5B.2 The team reviewed evidence of multiple campus entities and committees that were involved in the governance of the institution, and in developing and setting institutional policies. The Chancellor's Council of Trustees provides input and feedback to the institution from an external perspective. The University Committee represents the executive committee of the faculty senate, and has a role in examining campus policy and procedures, especially those that impact faculty. Similar structures exist for the Academic Staff and the University Staff. The Student Government Association is also active in ensuring student representation on committees as requested. The passage of the recent Wisconsin 55 Act, however, resulted in a legislative change of the language regarding the governance of the institution, with the term "shared governance" being replaced by language indicating that faculty, staff and students having a role that is advisory to the Chancellor. The team reviewed evidence, in the form of a memo from the Chancellor to the campus, that his intention was to maintain the systems and processes currently in place such that the advisory role of campus constituents could be effected in that manner, essentially maintaining a form of shared governance on campus with the Chancellor having the final approval of any decision.

5.B.3 UWGB provided evidence of an extensive list of governance committees with broad representation of campus stakeholders. Some of these committees address academic policy and

processes. The team was also provided during its visit with many examples of cross-campus collaborations, in particular in considering budget planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

5.C.1 Conversations with campus constituents indicate that the university's mission underlies its actions. The extent of declining state support has been difficult for the campus, and the recent declines in enrollment have exacerbated that problem. Deliberate deployment of resources to support student recruitment and student success have resulted in increased enrollment for the current fall semester. Evidence of the alignment of budget deployment is seen in the new Vice Chancellor for Student Affairs and Campus Climate and the Director of Student Engagement positions. However, basal administrative levels did not exhibit an understanding of how the budget allocations were completed. A new Strategic Budget Committee should help to make this process more transparent.

5.C.2 A review of graduate surveys and discussion with community members on the Council of Trustees indicate that students are learning and can apply interdisciplinarity in their problem-solving and career fields. Evidence of intentionality can be seen in the resource allocation to the Freshman Seminar class (increasing the number of faculty FTE from 0.86 to 4.75 over the past 10 years), establishing a permanent budget for the Gateways to Phoenix Success (GPS) program, and the Library Commons renovation project. A requested embedded report in Criterion 4.B will provide a more deliberative assessment/improvement process, which will provide the institution with additional evidence for linking student learning and success with budget deployment as they develop the work of the new Strategic Budget Committee.

5.C.3 Conversations with campus constituents do not reveal a consistent understanding of the budgeting allocation process, including the criteria used to determine allocation of vacant positions. While the Assurance Argument and conversation within the strategic planning session indicates that monthly meetings of operational division heads discuss budget status and debate allocations, the individuals impacted are less sure of how this occurs or the criteria used in budget determinations. The Institution appears to have a well-aligned process that involves multiple constituents, especially

with the newly-constructed Strategic Budgeting Committee. UWGB has an annual Budget Meeting for the entire campus, running multiple sessions and videotaping the session to make them available for all. This meeting is scheduled in the near future this fall, and these questions might be addressed at that time.

The Council of Trustees serves as an external advisory Board to the President and also as the director of the Foundation. This group is highly engaged in ensuring the sustainability and vibrancy of the institution. The Chancellor serves on the Greater Green Bay Chamber as well, which further ensures constituent interaction. Restructuring the academic departments into a four-school model has increased the number of deans from two to four, and these individuals also have significant interactions with the community, regional two-year schools, high schools, and regional business/industry.

5.C.4 As discussed in 5.A.5, the institution is in the process of developing a new strategic budget planning process. The team heard multiple times during its visit that the recent experience of budget reductions has resulted in greater awareness of the importance of budget planning based on anticipated revenues, and the inherent variables introduced into this process when trying to predict enrollment, state support and economic health. While the institution's previous budgeting process did not ignore these factors, the evidence suggests that these conversations may have only occurred among certain groups and perhaps in a more reactive rather than proactive manner. It appears that the Strategic Budgeting Group is charged with taking a longer-term view of budget planning and to base this planning on predicted revenues and prioritized expenses, including deferred maintenance and areas of strategic expenditures. The team encourages the institution to incorporate broad communication across campus about this planning process, the factors under consideration and the budget allocation decisions that are made.

5.C.5 The strong community connection between UWGB and its external constituents results in the Institution having a real-time understanding of the needs of its region. The Greater Green Bay Chamber's recent Economic Development Strategic Plan addresses shifts in population demography (greater ethnic and racial diversity), shifts in manufacturing processes (change in workforce needs), potential for recruiting new businesses (and the importance of higher education in that process and meeting those workforce needs), expanding and developing regional talent (and the role of UWGB in that process), etc. The Institution is currently having conversations regarding the implications for its academic programming, student access and support, and campus climate, and is responding to this Greater Green Bay Chamber's challenge through initiatives such as the request to offer an Engineering degree, increase support through outreach and access initiatives, and creating institutional structures with the Vice Chancellor of Student Affairs and Campus Climate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

5.D.1. UWGB provided evidence of how they monitor and document performance across various aspects of the institution, through activities such as faculty and staff evaluations, student learning outcomes assessment, annual reports from Centers and Institutes, and academic program review. Institutional Research also provides campus data about student success measures such as retention, graduation rates, and NSSE results, as well as freshman, graduate, and alumni surveys. The Office of Career Service provides graduate placement data. The team heard how the Athletics Division collects information about student athlete performance in the area of academics and uses this information to identify supports needed to ensure the success of these students. The team was also provided with evidence of student survey data regarding student awareness of sexual assault and their perception of campus response to these issues. In addition, evidence of strategic plans in various areas was provided. However, there were few reports available regarding progress made on these plans. The team would encourage the institution to find a process by which to make this evidence available in a common place (perhaps Institutional Research) and to ensure that reports of evidence on performance across all areas are being submitted in a timely manner and are widely shared.

5.D.2. UWGB provided evidence of ways in which the institution is enacting a model of continual improvement in overall institutional effectiveness, such as hiring a new Vice Chancellor of Student Affairs and Campus Climate. This hire was a strategic effort to address a diversifying student population. The campus also invested in their First Year Seminar program after observing the positive impact the program was having on student success. With respect to student learning, the team noted in Criterion 4 that further work is still needed to improve the process of assessment, specifically in implementing what is learned through this process to effect continual improvement - in other words, "closing the loop". Finally, UWGB is also in the process of establishing a new budgeting and planning process that will be focused on projected revenues and strategic priorities, which will include an overall focus on institutional effectiveness with respect to its contribution to the Green Bay region. The institution is moving in the right direction with these efforts and, as mentioned in 5.D.1, is encouraged to consider ways in which it can take a more comprehensive look at institutional effectiveness, including the roles of Institutional Research and campus committees such as the University Accreditation and Assessment Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

The University of Wisconsin Green Bay has sufficient resources and structure in place to fulfill its mission although the budgets have been restrictive in the past several years. The institution is working to improve the quality of its educational offerings, although work still needs to be done to better utilize academic assessment data for this purpose. The University has a multitude of processes in place that are collaborative and supportive of the operations of the institution, and that provide the campus with information about student success and operational sustainability.

With recent budgetary challenges, the University has recently revised its processes for budget planning from one based on historic expenses to one that will be more focused on predicted revenues.

As part of this change, the institution is in the process of establishing a new Strategic Budget Committee, which will interface with other groups on campus (Funding Allocation Workgroup, Cabinet, etc.) to determine budget allocations that are strategic and that ensure continued institutional effectiveness. At the time of this review, this new process was not yet fully implemented; a detailed status on the success of these efforts in helping the institution plan for the future should be evidenced in the 4-year assurance review.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

5/31/2019

Report Focus

Criterion 3.A Interim Report: Syllabus Consistency and Program Alignment:

While UWGB evidenced quality undergraduate and graduate education, the team believes that consistently documenting course descriptions, student learning outcomes, core course information, and key institutional policies would benefit both the students and the University. We request an interim report that provides evidence of campus conversations and decisions that ensure that courses transcribed as identical are providing the same learning outcomes, and that undergraduate and graduate coursework and learning outcomes are differentiated and appropriate. The team believes that focusing on the following key areas will strengthen UWGB's intentionality in facilitating student acquisition of knowledge, skills, and abilities, while documenting consistent alignment with and stratification toward program outcomes:

1. Institutionally define and consistently use terms such as objectives, outcomes, goals, student learning, course objectives, etc.
2. Identify the core information that should be communicated to students in the course syllabus, and standard presentation language for key information, to ensure consistent communication with students. (Note: this does not have to limit individual faculty from adding additional details as appropriate for the specific course section, but should ensure that all students consistently receive essential course information and expectations for academic behavior through the course syllabus.)
3. Ensure that the syllabus description for a given course is consistent across sections and modalities and that it aligns with the course catalog.
4. Ensure that course learning outcomes/objectives are consistent across sections and modalities, to reflect that a transcribed course indicates a common level of knowledge, skills, and performance regardless of the modality, instructor, location, or term in which it is offered.
5. Articulate the deliberate alignment of course learning outcomes with program learning outcomes/objectives (for required courses in the major or the General Education program) or with the program's or universities' learning goals (for electives), as appropriate.
6. Articulate differentiated student learning expectations for undergraduate and graduate students enrolled in a dual-level courses, and ensure that the assessment of graduate-level knowledge is evident within the course syllabi.

Due Date

10/31/2021

Report Focus

Criterion 4.B Report Embedded in 4-year Assurance Review: General Education Assessment:

With the rapid changes facing UWGB, the team believes that the institution could strengthen its regional synergy by developing solid assessment processes that provide specific identification of areas of strength and areas that could be strengthened within the academic programs. We request a report to be embedded within the 4-year review which provides evidence of these conversations and implementation of a more mature assessment process, with data-driven changes at the course and program level within the general studies program. The team believes that the following processes would make UWGB's general studies assessment more robust:

1. Revisit the student learning outcomes for General Education to ensure a common understanding of what the outcome means and how those outcomes are achieved within individual courses.
2. Articulate common agreement on the types of evidence required to specifically support or demonstrate achievement of the learning outcomes.
3. Determine benchmarks of expected achievement for each student outcome.
4. Develop and apply consistent instruments that demonstrate student learning that are capable of being used across multiple courses, sections and/or modalities.
5. Develop and apply consistent rubrics that differentiate levels of student learning and are consistently applied by the evaluators.
6. Document evidence regarding how the assessment process provided information that resulted in curricular changes to improve student learning.

While this process will be beneficial for all academic programs, we recommend that the effort initially be focused on the general studies program to support the campus-wide discussion.

Conclusion

The University of Wisconsin Green Bay is a vibrant campus that serves its constituents well. The institution has a strong connection to the region and receives substantial support from the Greater Green Bay area. Challenges to the Institution include substantial decline in state support, changes in demography of its population and service region, shifting needs for regional employers in the educational focus of its graduates, legislatively-driven changes to traditional roles and structures in higher education, and the proposed University of Wisconsin restructuring which would incorporate three existing community colleges into the institutional structure. Opportunities for the institution include the leveraging of their community and regional support to evolve the institution into even greater symbiosis for growth and sustainability. Campus conversations reveal a consistent living of its mission to create interdisciplinary thinkers who can approach problems from multiple and integrated perspectives. The articulated mission permeates conversations and actions of the institution and its constituents. The Institution is revisiting its Select Mission to refine the language and ensure that it supports the future direction needed for effectively serving its constituents while retaining its signature interdisciplinary focus. This remains a strength of UWGB.

Several areas exist that, with focused attention, will move the institution into an even stronger position in a region hallmarked by rapid change:

- (1) An interim report that clarifies and articulates a common assessment language and consistent articulations of expected student learning within the syllabus (and course) is requested in two years, for all courses offered. This activity will further strengthen the academic programs through the clear articulation of program-course alignment and the resulting deliberate stratification of learning outcomes across courses and programs, providing value for the institution as it positions itself to meet the dynamic needs of its region.
- (2) The conversations and actions needed to produce the above interim report will support a campus-wide discussion of assessing the courses and programs in effecting student learning, skills, and abilities. We recommend that an embedded report within the 4-year assurance review document the processes and outcomes of creating and

implementing a more effective assessment of the General Education program. Completion of the requested activity on assessment for the General Education program should be transferable to programmatic assessments and improvements, as well.

Combined, these two reports should result in a clear and unified understanding of the role of courses and programs in producing the high-quality, interdisciplinary graduate who is a creative problem solver, which is the hallmark of UWGB's graduates.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose



FORM

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: University of Wisconsin Green Bay

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Joyce Phillips Hardy

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Component 3.A and Assumed Practice B.1.

Rationale:

All undergraduate degrees are 120 credit hours, as noted in the Undergraduate Catalog. The Graduate Catalogue lists Master's Degree programs ranging from 30-60 hours, depending on the program of study, as indicated below:

- MS- Applied Leadership for Teaching and Learning: 30 credit hours
- MS- Science in Environmental Science and Policy: 34 credit hours
- MS- Science in Management: 30 credit hours
- MS- Nursing Leadership and Management in Health Systems: 30 credit hours
- MS: Sustainable Management: 34 credit hours
- Master of Social Work: 60 credit hours

The Engineering Technology programs is the only major with a differential tuition, which includes a \$700 differential tuition fee per term for declared majors to help the additional costs of labs and equipment necessary for instruction in the major.

CRITERION 3A: Consistent articulation of student learning outcomes across sections and modalities is not evident. Dual-level (undergraduate-graduate) courses do not consistently describe differentiation of learning outcomes or learning assessments reflective of the level of credit awarded. In some cases (as in BIOL 311/511), the course learning outcomes and differentiated performance of undergraduate and graduate students appear to be appropriate for the level taught. Other courses were found to lack differentiated expectations or assessment product descriptions.

Additional monitoring, if any:

NONE

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Component

2.A and Assumed Practice A.3,A,4.

Rationale:

University of Wisconsin Green Bay (UWGB) has struggled to implement a comprehensive and systematic procedure for reviewing students' complaints, which has undergone numerous changes in the past few years. Since 2016 a process has been instituted in which each institutional area is required to maintain a Student Complaint Record and submit a report by June of each year. The Associate Provost is responsible for collecting and reviewing the submitted reports. Beginning in the 2017-2018 academic year, students complaints will be centralized in the Student Affairs Division utilizing the Maxient Software, which has been used by Student Affairs since 2009. As a member of the National Council-State Authorization Reciprocity Agreements (NC-SARA) Complaint Process, UWGB is also required to publish the institution's student complaint and grievance policy on a separate website.

UWGB has in place a comprehensive review process that employs a standing committee to review complaint and grievance reports to deliberate appropriate actions to take specific cases and also to consider appropriate improvements in processes and services across campus.

Data reviewed on Summary of Complain Log reflect student's complaints on instructional and non-instructional areas. Two offices, Business and Finance and Student Affairs, have monitored records of student complaints in a systematic way.

Additional monitoring, if any:

NONE

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution's transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the

articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Component 2.A and Assumed Practice A.5.D.

Rationale:

Transfer policies for undergraduate students are available on the UWGB Catalog (2017-2018 pp.17-18). In aligning transfer policy, UWGB incorporates a credit transfer evaluation review process that enlists faculty review of subject matter and course to course equivalence along with the expertise of the Registrar and/or Transfer Center Coordinator. After faculty review, the Registrar and/ or Transfer Services Coordinator work in the development and implementation of both articulation agreements and transfer guides.

For graduate students transfer policies are available in the 2017-2018 UWGB Catalog (p.19). Graduate student may transfer a maximum of 15 credits of graduate course work completed at other institutions to be applied toward UW-Green Bay master's degree. Individual programs may accept fewer credits. Transfer courses can be approved by graduate faculty as direct equivalencies to UWGB graduate courses.

Review of Appendix E: Articulation Agreements lists articulation agreements by UWGB with University of Wisconsin two-year institutions, the Wisconsin Technical System, as well as other community and technical colleges in Wisconsin and published on the Office of Admissions Transfer website:

- Madison Area Technical College: Engineering Technology
- Mid-State Technical College: Health, Information & Technology
- Moraine Park Technical College: Engineering Technology
- Northeast Wisconsin Technical College: Early Childhood Education, Education, Engineering Technology, Nursing 1-2-1
- Three Rivers Community College: Nursing
- Wisconsin Technical College System Institutions: Nursing

Additional monitoring, if any:

NONE

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Component 2.A.

Rationale:

The Information Services Division at UWGB controls access through its data security systems and password on each student's identity. Upon enrollment at UWGB, students are assigned unique username, plus a default password that students must change in order to log into the D2L content management system. While not required, Turnitin software is used in some courses when students are submitting written assignments, to guard against plagiarism.

UW-Green Bay has a proctoring policy for online courses, although it's not required. Some course require that students physically sit in for exams. The policy determines suitable proctors; the proctoring process including tests sent directly to approved proctors, and a timeline for proctoring.

Appendix I provides Bursar Office Chart on Rates and Deadlines for Fall 2016-17 undergraduate fee schedule for only On-Campus Courses, Online or any combination of On-Campus, Online (Internet) courses as well as undergraduate fees schedule for only off campus courses.

UWGB does have students enrolled in distance courses. UWGB charges a \$ 25.00 credit distance fee for all online classes.

Additional monitoring, if any:

None

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

- The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

The institution meets HLC's requirements.

- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 2A Criterion 5A and 5B; Assumed Practices D.1-5.

Rationale:

General Program Responsibilities

UWGB received confirmation of USDE recertification in March 2015 with approval until September 2020. In May 2009 a program reviewed related to compliance with the Cleary Act and UWGB was "selected from a sample of institutions" and "not a result of any specific compliant or allegation of non-compliance".

UWGB underwent a program review related to compliance with the Clery Act in May 2009. Based on the initial notification, UWGB was "elected from a sample of institutions" and "not the result of any specific complaint or allegation on non-compliance". A Final Program Review Determination (FPRD) was issued in March, 2011.

Financial Responsibilities Requirements

University of Wisconsin Green Bay's Total Composite Financial Indicator has been well above the 1.1 threshold for being in the "Above the Zone" category. The last Composite Financial Indicator have been: 4.29 (2014); 4.22(2015) and 4.38 (2016).

Default Rates

University of Wisconsin Green Bay's Cohort Default Rate (CDR) for the past three years has been as follow: Year 1: 2013- 4.8%; Year 2: 2012-3.5% and Year 3: 2011- 4.2%, representing that UWGB default rates do not exceed any Department of Education threshold nor have they triggered any review.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.

University of Wisconsin Green Bay has delegated to the following administrators and offices to ensure that these disclosures are compiled and published and the data are accurate:

The Special Assistant to the Vice Chancellor for Business and Finances oversees the following disclosures:

- 34:CFE&668. 40-conviction for possession or sale of illegal drugs.
- 34CFR& 668.44-availability of employees to disseminate information
- 34:CRF&668.46-security and crime
- 34:CRF&668.49-crime and fire statistics

The Director of Financial Aid oversees the following disclosures:

- 34CRF&668.42-financial assistance information-publish and make available
- 34CRF&668.43-cost of attendance, etc.

The Associate Athletic Director for Compliance oversees the following disclosure:

- 34CRF&668.41-athletically related student aid and other disclosures

The Web address used to make this information available to the public:

<http://www.uwgb.edu/financial-aid/>

Student Right to Know /Equity in Athletics

The Associate Athletic Director of compliance oversee this disclosure. The following web address is used to make information available to the public

- <https://www.uwgb.edu/dean-of-students/sexual-assault-title-ix/sexual-assault.asp>
- <https://www.uwgb.edu/dean-of-students/sexual-assault-title-ix/title-ix.asp>
- <http://www.uwgb.edu/financail-aid/sap/elements.asp>

Related HLC Requirement: Assumed Practice A.6

Satisfactory Academic Progress and Attendance Policies

Review of the undergraduate and graduate Satisfactory Academic Program (SAP) Information was provided and is appropriate.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5

Contractual Relationships

No Contractual Information provided on Appendix P

Related HLC Requirements: Assumed Practices A. 10-11.

Consortial Relationships

The University of Wisconsin has consortial arrangements with institutions of the University Wisconsin System as follow:

- 1) Collaborative Online Bachelor of Science in Health Information Management and Technology—since fall 2012 with UW-La Cross, UW-Parkside, UW-Stevens Points
- 2) Collaborative Online Master of Science in Data Science- since fall 2015 with UW-Eau Claire, UW-La Crosse, UW-Stevens Point, UW-Superior, UW-Oshkosh
- 3) Collaborative Online Master of Science in Sustainable Management-since fall 2016 with UW-Oshkosh, UW-Parkside, UW-Stout, UW-Superior
- 4) Collaborative Online Master of Science in Health and Wellness management- since fall 2015 with UW-Parkside, UW-River Falls, UW-Stevens Point, UW-Superior
- 5) Registered Nursing/Registered Nurse (RN, ASN, BSN,MSN) with UW-Eau Claire , UW-Madison, UW-Milwaukee, UW-Oshkosh

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core component2.A,2.B; Assumed Practice A.5.

Rationale:

On an annual basis all campus security policies and the annual security report are distributed via email to all staff and students. Major admission publications includes links to the Annual Security Report. Additionally, the Privacy Policy, HLC Accreditation, and the Campus Security (CLERY) report are included in the footer of every UWGB webpage.

Webpage and links:

Privacy policy: <http://www.uwgb.edu/policies/privacy.asp>

HLC Accreditation: <http://www.uwgb.edu/provost/accreditation/>

Campus Security: <http://www.uwgb.edu/publicsafety/clery/>

Additional monitoring, if any:

None

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
 - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link

between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

- Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
- Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Component 2.B; Assumed Practices A.5, A.7.

Rationale:

University of Wisconsin Green Bay annually revises its admissions marketing material to provide the most timely and accurate information possible to prospective students and family members. UWGB provides a listing of all its accreditations on its homepage and linked in the footer of every top level webpage, including Admissions, Academic, Faculty & Staff, Majors & Minors and Students. linked to a page hosted on the Office of the Provost website.

Following is a list of website and links:

- Admissions: www.uwgb.edu/admissions
www.uwgb.edu/admissions/visit
www.uwgb.edu/admissions/apply
- UW-Green Bay Home Page: www.uwgb.edu
- Major and Minors: www.uwgb.edu/major-minors
- Academics: www.uwgb.edu/academics
- Mark of Affiliation: <http://www.uwgb.edu/provost/accreditation>

Additional monitoring, if any:

None

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Components 4.B.

Rationale:

Program Assessment

University of Wisconsin Green Bay has four linked processes related to assessing student outcomes in academic programs. First, UWGB rolled out a new General Education Program in 2014 and its implementation included an assessment plan. Learning outcomes are assessed on a staggered, rotating schedule, and course sections are selected randomly. The Associate Dean of the College of Arts, Humanities and Social Sciences and the Office of Institutional Research and Assessment co-manage the process and prepare summary reports which are provided to the General Education Council to determine if learning outcomes are being met and to deliberate how program can be improved.

Second, each academic major has an assessment plan which requires an on-going cycle of collecting information, deliberating over the results, and publishing the outcomes. Programs publish both their assessments plans and annual updates online each year, and the seven-year program review highlights major assessment findings and connects those findings to conclusions being drawn in the self-study about overall program quality and plans for the future.

Third, UWGB supports a set of surveys which include student self-reported assessment of relevant outcomes; including Graduating Senior Survey, the Graduate Student Graduation Survey, the Graduate Follow-up Survey for undergraduate and the Alumni Survey for both undergraduate and graduate students.

Criterion 4B: From the evidence reviewed, the review team is uncertain if the data being collected actually provide informative evidence into change decisions that can lead to improved facilitation of student learning.

College Scorecard Review:

In 2016-17, the Office of Institutional Research began providing major-level information for student persistence within the major, college, and university from one term to the next.

Formally, the data gathered about students outcomes informs planning primarily through the work of appropriate Governance and Appointive Committees, such as Academic Affairs Council, the General Education Council, the Graduate Academic Affairs Council, and the University Accreditation and Assessment Council.

Each fall, when the U.S. Department of Education updates Scoreboard information, UWGB's Office of Institutional Research and Assessment reviews the information with senior administrators. The University Assessment Committee reviews and discusses scoreboard results in the spring. The score card contains two items that measure long-term success. In the scorecards released so far, the average salary of students for six years after attending UWGB has been slightly above the national average of \$34,300. The second measure of long-term success is the percent of students with federal loans which have begun to pay off that debt within three years of leaving school or graduating. The loan repayment rate of former UWGB students is 90%, which is much higher than the national rate of 66%.

Links of types of student outcome data available

- a) Graduation and Retention Rates:
<http://www.uwgb.edu/oira/factbook/#Outcomes & Assessment>
- b) Term Persistence Rates by Major and College:
<http://www.uwgb.edu/oira/Persistance/index.asp>
- c) General Education benchmark assessment results:
<http://www.uwgb.edu/assessment/general/>
- d) Assessment in the Academic Programs: <http://www.uwgb.edu/assessment/academics/>
- e) Graduating, Senior, Alumni Survey, and Graduate Student Graduation Survey results, in Student Perspectives" series: <http://www.uwgb.edu/oira/assessment/perspectives/>
- f) Graduate Follow-up "First Destination" survey:
<http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp>
- g) NSSE results: <http://www.uwgb.edu/oira/reports/>

Additional monitoring, if any:

Analysis of the question being asked in program assessment, the data being gathered, the interpretation process, and the resultant change is embedded within a requested report on assessment within the 4-year review. (See Criterion 4B.)

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top

three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

- Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Assumed Practice A.6.

Rationale:

Program-level assessment reports are required of all majors and master's degrees. The Associate Provost monitors the submission of annual updates and works with programs that have not met the requirement until they are able to submit the required plans and updates. All majors and all master's programs are included in the schedule of seven-year program reviews.

The following links contain the student outcome data:

- a) Graduation and Retention Rates:
[http://www.uwgb.edu/oira/factbook/#Outcomes & Assessment](http://www.uwgb.edu/oira/factbook/#Outcomes_&_Assessment)
- b) General Education benchmark assessment results:
<http://www.uwgb.edu/assessment/gened/>
- c) Assessment in the Academic Programs: <http://www.uwgb.edu/assessment/academics/>
- d) Graduating Senior, Alumni Survey, and Graduate Student Graduation Survey results, in "Student Perspectives" series: <http://www.uwgb.edu/oira/assessment/perspectives/>
- e) Graduate Follow-up "First Destination" Survey:
<http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp>

Additional monitoring, if any:

NONE

Standing With State and Other Accrediting Agencies (See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accrediting agencies and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Core Component 2.B; Assumed Practices A.7, C.4.

Rationale:

The University of Wisconsin Green Bay is an approved institution through the National Council for State Authorization Reciprocity Agreements (NC-SARA) since November 16, 2016. The authorization is granted through the Distance Learning Authorization Board (DLAB) of the State of Wisconsin, created under Wisconsin Act 208 to represent and authorize Wisconsin higher education institutions within NC-SARA. The DLAB has entered into the regional higher education compacts (Midwest Higher Education Compact or MHEC). Under this compact, participating states will recognize the regulations of the home state of postsecondary institutions offering distance learning.

The following is a list of specialized, professional or institutional accreditor with relationships with University of Wisconsin Green Bay:

- National Association of Schools of Art and Design (NASAD)
- American Chemical Society (ACS)

- Wisconsin Department of Public Instruction (DPI)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- National Association of Schools of Music (NASM)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Council on Social Work Education (CSWE)
- Wisconsin Board of Nursing

Additional monitoring, if any:

NONE

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
 The institution meets HLC's requirements, but additional monitoring is recommended.
 The institution does not meet HLC's requirements and additional monitoring is recommended.
 The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion .

Rationale:

Appendix Y on the Federal Compliance Filing by Institutions lists the following constituencies that have received the notice of opportunity to comment as well as the list of media through which WUGB solicited comments:

List of Constituencies:

Students, Parents, Alumni, Taxpayers/General Public, Faculty/Staff, UWGB Board of Trustees, Foundation Board, Alumni Board, Donors, Community Members.

List of Media used to solicit comments:

E-Mail, Facebook to various groups, Newspaper Notification Acts (Green-Bay Press-Gazette), Alumni Newsletter, Twitter, Inside Magazine, UWGB Accreditation Website, UWGB LOG News E-Mail, HR Connect E-Mail, Video Message

Additional monitoring, if any:

NONE

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion .

Rationale:

Wisconsin University Green Bay does not offer any direct assessment programs, as defined in 34CFR& 688.10

Additional monitoring, if any:

NONE

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Documents

- Federal Student Aid: School Default Rates FY 2013, 2012, 2011
- Graduate Catalogue 2017-2018
- Green Bay Student Athlete Handbook 201-2017
- List of Eighteen Banks or Credit Unions: Financial Institutions that Process Private Loans
- Program Articulation Agreement, US Department of Education-March, 2015
- Undergraduate Catalogue 2017-2018
- Undergraduate and Graduate Satisfactory Academic Progress (SAP)- Financial Aid-University of Wisconsin Green Bay

Websites

- **Bias Incident or Hate Crime**
 - https://www.cm.Maxient.com/reportingform.php?UnivofWisconsinGreenBay&Layout_id=3
- **Campus Incident Report**
 - https://www.cm.Maxient.com/reportingform.php?UnivofWisconsinGreenBay&Layout_id=1
- **Complaint and Grievance**
 - <http://www.uwgb.edu/dean-of-students/student-conduct/report.asp>
- **Current University Student Compliant Procedure**
 - <Http://www.uwgb.edu/Provost/policies/UWGB-Student-Complaint-Procedure.pdf>
- **Graduate Catalog**
 - <http://catalog.uwgb.edu/graduate/general-informationadmissions/transfer-student/>
- **Undergraduate Catalog**
 - <http://catalog.uwgb.edu/undergraduate/general-informationadmissions/transfer-student/>
- **Report an Incident**
 - <http://www.uwgb.edu/dean-of-students/policies-procedures/student.asp#complaints-grievances>
- **Transfer Students**
 - <http://www.uwgb.edu/admissions/apply/transfer/>
- **Student Data Outcome**
 - Graduation and Retention Rates:
<http://www.uwgb.edu/oira/factbook/#Outcomes & Assessment>

- General Education benchmark assessment results:
<http://www.uwgb.edu/assessment/gened/>
- Assessment in the Academic Programs: <http://www.uwgb.edu/assessment/academics/>
- Graduating Senior, Alumni Survey, and Graduate Student Graduation Survey results, in “Student Perspectives” series: <http://www.uwgb.edu/oira/assessment/perspectives/>
- Graduate Follow-up “First Destination” Survey:
<http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp>
- Graduation and Retention Rates:
<http://www.uwgb.edu/oira/factbook/#Outcomes & Assessment>
- Term Persistence Rates by Major and College:
<http://www.uwgb.edu/oira/Persistance/index.asp>
- General Education benchmark assessment results:
<http://www.uwgb.edu/assessment/general/>
- Assessment in the Academic Programs: <http://www.uwgb.edu/assessment/academics/>
- Graduating, Senior, Alumni Survey, and Graduate Student Graduation Survey results, in ▪ Student Perspectives series: <http://www.uwgb.edu/oira/assessment/perspectives/>
- Graduate Follow-up “First Destination” survey:
<http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp>
- NSSE results: <http://www.uwgb.edu/oira/reports/>
- **Other Websites:**
 - UWGB Registration Calendar: <https://www.uwgb.edu/registrar/calendar/registration/>
 - UWGB College Credit in High Schools <https://www.uwgb.edu/ccihs/html/courses-currently-offered.asp>



FORM

Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: University of Wisconsin Green Bay

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

- Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

The University of Wisconsin Green Bay's academic calendar and term lengths are as follow:

- Fall Term: 7 week sessions; 14 week sessions
- January Interim: 3 week session
- Spring Term: 7 week session; 14 week session
- Summer: 4 week session; 6 week session; 8 week session; 10 week session

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Not Applicable

Identify the type of HLC monitoring required and the due date:

Not Applicable

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
- For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended

learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Course Program, Course Title, Credit Hour, Delivery Mode. Instructor

Fall 2016

- ACCTG 300: Introductory Accounting, 4 credits, Face-to-Face, Pat Alberts
- ACCTG 300, Introductory Accounting, 4 credits, Online, Brett Killion
- ACCTG 497/BUSADM 497: Internship, 1-12 credits (Students must complete the equivalent of 50 hours per credit) 3 credits-150 credit hours, Field Experience, Pat Alberts
- ANTHRO 304: Family, Kin and Community, 3 credits, Online. Karen Dalke

- ART 101: Tools, Safety, and Materials, 1 credit, Face-to-Face, M. Sauter
- ART 102: History of the Visual Arts: Ancient and Medieval, 3 credits, Face-to-Face Sam Watson
- ARTS MGT 480: Arts Management Seminar, 1 credit, Face-to-Face, Ellen Rosewall
- BIOL 202: Principles of Biology Lab: Cellular and Molecular Processes Laboratory, Uwe Pott
- BUS ADM 202: Business and its Environment, 3 credits, Online, Sue Craver
- BUS ADM 202: Business and its Environment, 3 credits, *Dual-Credit*: Denmark High School, Terry Wetzel
- BUS ADM 343 Corporation Finance, 3 credits, Face-to-Face, Bob Nagy
- BUS ADM 472: Leadership Development, 3 credits, Face-to-Face, David Radosevich
- BUS ADM 446/646: Advanced Corporation Finance, 3 credits, Face-to-Face, Mussie Teclezion
- BUS ADM 497/ACCTG 497: 3 credits, Field Experience/Online Discussion, Pat Albers
- CHEM 211: Principles of Chemistry I, 3 credits, Face-to-Face, Michael McIntire
- CHEM 213: Principles of Chemistry I Laboratory, 1 credit, Laboratory - Face to Face, Michael McIntire
- CHEM 211/213 Principles of Chemistry I and Lab, *Dual-Credit*: Seymour Community High School, Seth Reuter
- COMM 381: Principles of Public Relations/Corporate Communications, 3 credits, Face-to-Face, Danielle Bina
- COMM SCI 205: Social Science Statistics, 4 credits, Face-to-Face/Laboratory, Georjeanna Wilson-Doenges
- COMP SCI 232: Introduction to Mobile Platforms and Applications, 3 credits, Face-to-Face, Ben Geisler
- DESIGN 433: Advanced Studio-Digital Film & Storytelling, 1 credit hour, Laboratory, Jeff Benzow
- DJS 470: Senior Seminar-Social Movements, 3 credits, Face-to-Face, Kimberly Reilly
- ECON 305: Natural Resources Economic Policy, 3 credits, Face-to-Face, John Stoll
- EDUC 203: Environmental Education in K-12 Schools, 2 credits, Face-to-Face, Scott Ashmann
- EDUC 290: Introduction to Educational Inquiry, 5 credits, Face-to-Face, Karen Eckhardt & Helen Schaal
- EDUC 295: Special Topics: Issues Surrounding the Hispanic Learner, (1-3 credits listed in catalog for EDUC 295; undesignated for this section), Aurora Cortes
- EDUC 302: Teaching Social Studies in Elementary and Middle School, 3 credits, Face-to-Face; Christin DePouw
- EDUC 333: Curriculum and Assessment in Early Education, 3 credits, Face-to-Face; Karen Eckhardt
- EDUC 405 Student Teaching (6-12 credits; unspecified for this offering), Practicum Experience; no instructor specified.
- EDUC 441: Infants and Toddlers: History, Philosophy & Current Programs, 3 credits, online, Karen Eckhardt
- ENG 216: Introduction to American Literature I, 3 credits, Face-to-Face, Sarah Schuetze
- ENG 216: English Seminar in American Literature, 3 credits, *Dual Credit* in Clintonville High School, Julie Rohrer
- ENG 216: Introduction to American Literature I, 3 credits, *Dual Credit* in Shawano High School, Ellen Kann
- ENG COMP 100: College Writing, 3 credits, Online, Jenny Ronsman

- ENG COMP 100: College Writing, 3 credits, Dual Credit with Bonduel High School, Marcy Siolka
- ENG COMP 105: Expository Writing, 3 credits, Face-to-Face, Jenny Ronsman
- ENG COMP 105: Expository Writing, 3 credits, Dual Credit with Bonduel High School, Marcy Siolka
- ENV SCI 305/505: Environmental Systems, 4 credits, Face-to-Face, Kevin Fermanich
- ENV SCI 337/537: Environmental GIS, 2 credits, Face-to-Face, Chris Houghton
- ENV S&P 715: Seminar in Ecology and Evolution, 1 credit, Face-to-Face, Robert Howe
- ENV S&P 799: Thesis (no syllabi; 1-6 credits; assigned to major professor)
- GERM 202: Intermediate German Language II, 3 credits, Dual Credit in D.C. Everest High School, Frau Dercks
- GERM 202: Intermediate German Language II, 3 credits, Dual Credit in Mukwonago High School, Herr Weber
- GERM 202: Intermediate German Language II, 3 credits, Dual Credit in Verona High School, Frau Diemer-Toney
- HUM BIOL 102: Introduction to Human Biology, 3 credits, Dual Credit in Bay Port High School, Ray Hibbard
- HUM BIOL 102: Introduction to Human Biology, 3 credits, Dual Credit in Crandon High School, Cynthia Edlund
- HUM BIOL 102: Introduction to Human Biology, 3 credits, Dual Credit in Lutheran High School, Mike Schmidt
- HUM BIOL 102: Introduction to Human Biology, 3 credits, Dual Credit in Oconto Falls High School, Constance Rauterkus
- HUM BIOL 102: Introduction to Human Biology, 3 credits, Dual Credit in Verona High School, Richard Dow and Hope Mikkelson
- MGMT 796 Professional Project, 4 credits, Face-to-Face, Meir Russ
- PSYCH 102: Introduction to Psychology, 3 credits, Dual Credit in Oconto Falls High School, Kristin WhiteHorse
- PSYCH 1012: Introduction to Psychology, 3 credits, Dual Credit in Peshtigo High School, Donna Kalafut
- PSYCH 102: Introduction to Psychology, 3 credits, Dual Credit in Sheboygan South High School, Jon Schrank
- PSYCH 102: Introduction to Psychology, 3 credits, Dual Credit in Waupun High School, Mr. Dickhut
- PSYCH 102: Introduction to Psychology, 3 credits, Dual Credit in West De Pere High School, Christopher Hamp
- SOC WORK 716: Field III, 4 credits, Practicum Experience, Doreen Higgins

Spring 2017

- ACCTG 414 Managerial Accounting 3, 3 credits, Face to Face, Pat Alberts
- BIOL 346: Comparative Physiology, 3 credit hours, Face-to-Face, Setareh Khalili
- COMM 133: Fundamentals of Public Address, 3 credits, Dual Credit with Mukwonago High School, Mrs. Handlos

Fall 2017

- ANTHRO 306: Political, Economic and Environmental Anthropology, 3 credits, Face-to-Face, Karen Dalke

- ART 230: Introduction to Ceramics, 3 credits, Face-to-Face, Minkye Lee
- ART 410: Advance Painting, 3 credits, Face-to-Face, Kristy Deetz
- BIOL 311/511: Plant Physiology: 4 credits, Hybrid lecture; Face-to-Face laboratory, Karen Stahlheber
- CHEM 495: Research in Chemistry, 1-5 credits, Face-to-Face, Jeremy Intemann
- CHEM 613: Instrumental Analysis, 4 credits, Face-to-Face, Jeremy Intemann
- COMP SCI 201: Introduction to Computing & Internet Technologies, 4 credits. Face-to-Face/Laboratory, Elliot Christenson
- COMP SCI 490: Capstone Essay in Computer Science, 1-3 Credits, Face-to-Face. Professor TBA
- DS 785: Data Science Capstone, 3 credits (Collaborative Program with UW-Eau Claire, Green Bay, La Crosse, Oshkosh, Stevens Point, and Superior), Online, Ethan Christensen
- EDUC 696: Principles of Coaching Athletics (credits unspecified; https://www.uwgb.edu/catalog/grad/2007_08/cooperative/courses.html indicates that the 696 designation is available when a student takes a 300 or a 400-level course with permission of the instructor and the graduate adviser), Kassie Batchelor
- GEOSCI 402/696: Sedimentology & Stratigraphy, 3 credits, Face-to-Face with laboratory, John Luczaj
- GERM 202: Intermediate German II, 3 credits, Face-to-Face, Jennifer Ham
- HUM BIOL 102: Introduction to Human Biology, 3 credits, Face-to-Face, Carly Kibbe
- HUM DEV 344/544: Death, Dying, and Loss, 3 credits, Face-to-Face, Illene Cupit
- HWM 750: Planning and Evaluation for Wellness Managers, 3 credits, Online, Lora Warner (A part of the collaborative Human Development Master's Degree with UW-Green Bay, La Crosse, Parkside, River Falls, Stevens Point, and Superior)
- MATH 667: Applied Regression Analysis, 4 credits, Face-to-Face; Saeid Amiri
- NURS 741: Theories of Organizational Behavior and Leadership in Health Systems, 3 credits, Online, Janet Reilly
- PSYCH 102: Introduction to Psychology, 3 credits, Face-to-Face, Dennis Lorenz
- PSYCH 1012: Introduction to Psychology, 3 credits, *Dual Credit* in Peshtigo High School, Donna Kalafut
- POLI SCI 314/514: Administrative Law, 3 credits, Timothy Nixon
- PU EN AF-415/615: Public and Nonprofit Budgeting, 3 credits, Online, Ross Alexander
- SMGT 760 Geopolitical Systems: Decision Making for Sustainability on the Local, State and National Level, 3 credits, Face-to-Face, Michael Kraft
- SGMT 790 Capstone Preparation Course, 1 credit, Online, Steve Dunn
- SGMT 792 Capstone Project, 3 credits, Online, Steven Dunn
- SOC WORK 700: Gateway to the Profession of Social Work, 2 credits, Face-to-Face, Gail Trimberger
- SOC WORK 711: Foundations of Social Welfare, 3 credits, Face-to-Face, Terrance Mapes
- SOC WORK 712/714 Field I and Field II, respectively; 4 credits each, practicum experience; Nina Powell
- SOC WORK 751 Social Work Practice in Schools, 3 credits, Hybrid offering, Margaret Kubek
- TCH LRNG 703: Contemporary Issues and Historical Contexts, 4 credits, Face-to-Face, Timothy Kaufman

(note: on-campus and online syllabi obtained from the Institution; dual credit syllabi obtained from website: <https://www.uwgb.edu/ccihs/html/courses-currently-offered.asp>)

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes

No

Comments:

Credit earned for courses are independent of delivery format and centrally approved and monitored; the Credit Hour is defined in Academic Rules and Regulations of the college catalog, and specifically applies "to graduate work, internships, practica, studio work and other academic work leading toward the awarding of credit hours."

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes

No

Comments:

The policy is very explicit and delineated for each class session of the time for class instruction, clinical hours, and homework, as seen in the Academic Rules and Regulations Definitions of the College Catalog.

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes

No

Comments:

Not Applicable

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The credit hour policy equates the credit hour to the federal definition.

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

A sampling of course syllabus of the following academic programs were reviewed for the semesters Fall 2016 Spring 2017, and Fall 2017:

Accounting (ACCTG); Anthropology (ANTHRO); Art (ART); Biology (BIOLOGY); Business Administration (BUS ADM); Chemistry (CHEM); Communication (COMM); Community Sciences (COMM SCI); Computer Science (COMP SCI); Data Science (DS); Design Arts (DESIGN); Democracy and Justice Studies (DJS); Economics (ECON); Education (EDUC); English (ENG); English Composition (ENG COMP); Environmental Science (ENV SCI); Environmental Science & Policy (ENV S&P); Geoscience (GEOSCI); German (GERM); Human Biology (HUM BIOL); Human Development (HUM DEV); Health and Wellness Management (HWM); Management (MANAGMNT); Mathematics (MATH); Nursing (NURSING); Political Science (POL SCI); Public and Environmental Affairs PU EN AF; Sustainable Management (SMGT); Social Work (SOC WORK); Applied Leadership Tch-Lrn (TECH LRNG).

The review found that the syllabi were reflective of the policy on awarding of academic credit.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

The listing of learning outcomes is inconsistent across different sections and courses, whether taught on campus, online, or through dual credit. Of those course syllabi with

learning outcomes, the learning outcomes are within the norms expected in higher education for the credit hours associated with each course and program.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

Lack of a consistent template for syllabi information was evident in the syllabus formatting and information presented. Courses offered on-ground, online or hybrid mode, or through dual credit had similar course descriptions and were reflective of the award of academic credit.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

Syllabi of courses offered in varying modalities (online, Face-to-Face, hybrid, dual credit) were generally similar and adhered to classroom and out-of-class clock hour expectations. The syllabi do not exhibit standardized learning outcomes across multiple sections of the same course, nor did all syllabi list student learning outcomes. Further, the language among those that do list outcomes vary between outcomes, objectives, and goals.

The details seen in the syllabi indicate that in most cases the learning outcomes are generally appropriate for the course level being taught. However, dual-level (undergraduate-graduate) courses of 300-500, 300-600, 400-600 do not consistently reveal differentiated student learning outcomes or performance products that would typically distinguish an undergraduate course from a graduate course.

For those courses with learning outcomes, the assignment of credit hours and level is mostly aligned.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

Assignment of credit is consistent with the credit hours established within the curriculum and published in the undergraduate and graduate college catalogue, student bulletins and on institution's website.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Some inconsistencies exist within the course syllabi, regarding student learning outcome, differentiation of student learning at different levels, and mechanisms of assessment. However, the syllabi consistently supported the institution's assignment of credit hour policies.

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

The evidence indicates that the courses and programs offered by University of Wisconsin Green Bay are aligned with HLC policies regarding credit hour assignment.

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

Yes No

Comments:

Not Applicable

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

Not Applicable

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

Not Applicable

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Not Applicable

Identify the type of HLC monitoring required and the due date:

Not Applicable



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	University of Wisconsin-Green Bay, WI
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Comprehensive Evaluation includes a Federal Compliance Reviewer.
DATES OF REVIEW:	10/9/2017 - 10/10/2017
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates, Bachelors, Masters, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2007 - 2008

Year of Next Reaffirmation of Accreditation: 2017 - 2018

Recommended Change: 2027-28

Accreditation Stipulations

General:

Doctoral programs limited to the Educational Doctorate in First Nations Education.

Recommended Change: No change



Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: None

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change:

Interim Report due 5/31/2019: An interim report that provides evidence of campus conversations and decisions that ensure that courses transcribed as identical are providing the same learning outcomes, and that undergraduate and graduate coursework and learning outcomes are differentiated and appropriate. (3.A.)

Embedded Report due 10/31/2021: An interim report to be embedded within the 4-year review which provides evidence of conversations and implementation of a more mature assessment process, with data-driven changes at the course and program level within the general studies program. (4.B)

Institutional Data

Educational Programs	Recommended Change: No change
Undergraduate	
Certificate	0
Associate Degrees	1
Baccalaureate Degrees	41
Graduate	
Master's Degrees	8



Institutional Status and Requirements Worksheet

Specialist Degrees	0	_____
Doctoral Degrees	1	_____

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

Plymouth School District, 125 Highland Ave., Plymouth, WI, 53073 - Active

Recommended Change: No change

Distance Delivery

24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Bachelor's of Applied Sciences in Integrative Leadership Studies

24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Integrative Leadership Studies

24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Associate, Associate of Arts and Sciences

30.3301 - Sustainability Studies, Master, Sustainable Management

51.0706 - Health Information/Medical Records Administration/Administrator, Bachelor, Health Information Management and Technology

51.3801 - Registered Nursing/Registered Nurse, Bachelor, BSN@Home

51.3801 - Registered Nursing/Registered Nurse, Bachelor, BSN-LINC

51.3802 - Nursing Administration, Master, Leadership and Management in Health Systems

52.0201 - Business Administration and Management, General, Bachelor, Bachelor's of Business Administration

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Contractual Arrangements

None

Recommended Change: No change



Institutional Status and Requirements Worksheet

Consortial Arrangements

30.3001 - Computational Science - Master - Collaborative Online Master of Science in Data Science (MSDS)
- Collaborative Online Master of Science in Data Science (MSDS)

30.3301 - Sustainability Studies - Master - Master - 30.3301 Sustainability Studies (Master of Science in Sustainable Management) - UW-Oshkosh, UW-Parkside, UW-Stout, UW-Superior and UW-Extension

51.0001 - Health and Wellness, General - Master - - Collaborative Online Master of Science Degree in Health and Wellness Management (MS-HWM)

51.0706 - Health Information/Medical Records Administration/Administrator - Bachelor - Bachelor - 51.0706 Health Information/Medical Records Administration/Administrator (Health Information Management and Technology) - Collaborative Online Bachelor of Science Degree in Health Information Management

51.0706 - Health Information/Medical Records Administration/Administrator - Bachelor - Health Information Management and Technology - Collaborative Online Bachelor of Science Degree in Health Information Management and Technology

51.3801 - Registered Nursing/Registered Nurse - Bachelor - Bachelor - 51.3801 Registered Nursing/Registered Nurse (Nursing/Registered Nurse (RN, ASN, BSN, MSN)) - BSN@Home (UW-Eau Claire, UW-Madison, UW-Milwaukee, UW- Oshkosh)

Recommended Change: No change
