Organizational Leadership Comprehensive Program Review

General and Overview

Formerly known as Interdisciplinary Studies and then Integrative Leadership Studies, the newly re-named Organizational Leadership major has transitioned from a stand-alone program with its own interdisciplinary infrastructure to a major within the Public and Environmental Affairs (PEA) budgetary unit. During the 2018-2019 year, PEA reworked the program. We identified core program outcomes, examined and revised all course offerings, renewed and renegotiated all emphases (including the addition of Business Administration and Healthcare Management emphases), and hired a new tenure-track faculty (Dr. Kerry Kuenzi) to support the major. The re-design now offers a desirable major that enables adult learners to gain necessary core leadership competencies while tailoring their focus with eight optional emphases. Two degrees are offered:

- The Bachelor of Applied Studies (BAS) degree accepts the transfer of an applied associate degree from a Wisconsin Technical College or any other regionally accredited college awarding a two-year applied associate degree. This block of 60 credits allows students to enter the program at the mid-point for completion of the degree.
- The Bachelor of Arts (BA) is an option for students transferring in credits, but who do not hold an applied associate degree. The BA is also a good choice for students with an Associate of Arts, Associate of Sciences, or Associate of Arts and Sciences degrees, or for those entering college for the first time

1. Describe your program's most significant opportunities and significant challenges.

Recently re-positioned for growth, the program's significant opportunities to attract students are based in the following:
- The program targets returning adults who seek advancement. This is a large potential audience regionally and because the degree can be completed entirely online, the target audience expands further than some traditional degree programs.
- The program offers an attractive block credit transfer for students who have completed an applied associate degree.
- There are flexible options within the major, including eight emphases, three certificates, and a minor. The breadth of sectors and career fields served enables students with a range of interests, from childhood education to business administration, to benefit from a degree in Organizational Leadership.
- The Continuing Education and Community Engagement (CECE) Division regularly partners with the program to establish Certificates, and is currently seeking to develop six week course sessions; options actively sought by the program's target audience.
- The major and all emphases are available completely online to align with the needs of the target audience.
- The program includes revamped, strongly focused core classes on important competencies for leaders in all sectors.

- The major utilizes experienced online instructors across campus in a wide variety of fields.
- A veteran senior lecturer provides strong instruction across a number of course courses. Two other faculty regularly teach core courses and strong adjunct faculty participate as well.
- Due to the COVID-19 pandemic, most first year courses have been offered online. As a result, online learning due to COVID-19 brought traditional freshman to our FYS – this could be an indication of potential growth in the future.
- The program remains closely aligned with CECE, enabling it to offer innovative programs that combine for-credit and non-credit options. CECE regularly proposes new innovations for the emphases within the program based on the requests and interests of students, including recent proposals for offering seven-week online courses. The program has continued to collaborate this way.

At the same time, the Org Lead major faces several challenges:

- Despite the strong resonance with its returning-adult audience, too few people know about the major. In the past, strong marketing outreach led to impressive growth in number of students, reaching almost 800 students only a few years ago. In the past three years, however, little marketing of this program has occurred and interest has waned.
- It has been a challenge to recruit traditional students into this major due to relatively low visibility. For example, students know about business-related degrees, but do not naturally think about organizational leadership.
- The ten tenure-track faculty within the PEA unit are spread thin. The PEA unit houses four interdisciplinary majors (Organizational Leadership, Public Administration, Environmental Policy & Planning, Urban Studies) and two disciplinary majors (Economics, Political Science) along with several minors and three certificates. The wide array of programs overseen by the PEA dilutes its focus and time available to grow any one of its majors.
- The college-level advisors are key support to the program and but with one dedicated advisor retiring in Summer 2020 and the other planning to retire in Spring 2021, there is significant risk in specialized programmatic knowledge and understanding being lost. One key need for the returning adult, online-only student is strong and personalized advising.

2. **What would help make your program and its students more successful?**

- The program is poised for growth, having been revised and remodeled in 2018. Most of the recommendations below relate to marketing. We believe that some dedicated promotion and marketing would yield quick and significant enrollment growth. The program, offered online with flexible curriculum, is attractive to a wide range of students, but they do not necessarily know about the program.

- In addition, some of this outreach could occur relatively efficiently by reaching out to technical and two-year colleges in our region. Large employers could be another potential avenue for marketing and outreach.
- An enhanced website with improved searchability would also be helpful.
- There also should be an increase in advising resources, as non-traditional students often require a greater depth of advising than "traditional" students.
- Finally, when the program grows, an additional lecturer or faculty position will be important to enable students to form ongoing relationships with instructors and form attachments to the unit. This will also allow students to engage with a greater number of faculty and help to balance the workloads of PEA faculty, allowing them more time for engagement with program students.

3. What are some program accomplishments worth highlighting?

The biggest program accomplishment was its redevelopment to be more closely tailored to students' needs and positioned for growth. This includes:
- In 2018-2019, new core classes in executive leadership competency areas like budgeting and financial management, human resources, organizational behavior, and organizational research and statistics were added.
- Two new emphases aligned with the program's target audience were added—Business Administration and Healthcare Management. All existing emphases were revamped and renegotiated to align with needs and simplify course offerings for students. The major now offers eight emphases including the "self-directed" emphasis available for added flexibility.
- A Certificate in Healthcare Management was added.
- At the same time, with the revision and addition of emphases, fewer students now elect the self-directed emphasis, which requires individual attention by faculty to establish and approve this major. As a result, great efficiency was added within the program.
- The name of the program was changed to Organizational Leadership, which is more reflective of the learning objectives and core competencies associated with the program. It is also more recognizable to students.
- A minor in Organizational Leadership was added to attract traditional students.

4. Have there been any significant changes that have affected your program?

The completely online program was recently at an inflection point. Historically, the major developed as a stand-alone program targeted to returning adult students. It was not part of an academic budgetary unit in a college; rather it was overseen by the Division of Outreach and Continuing Education. It attained significant success with a budget of roughly $1 million and growing enrollment. Upon the restructuring of UW-Green Bay's administration, oversight of this major followed an uncertain path until recently. Most of the program's marketing, curriculum, advising and administrative staffing was dispersed across the university. The Integrative Leadership Studies major was moved to a new location after this administrative restructuring—administered by the Associate Dean of the College of Arts, Humanities and Social Sciences (CAHSS). An Executive Committee of faculty with uncertain authority loosely monitored the

program with staff support from the Dean. At that time, other online programs were growing on campus, including Business and Psychology, two strong interest areas of Integrative Leadership students. Most students chose the "self-directed" emphasis to allow them to complete a set of classes in an area of interest to them, namely a business focus with seven additional emphases offered across campus. After two years of transition, redesign and enhancement, the program is now in a place where it is more efficient, better structured, and it has clear management responsibility (PEA). With this re-alignment, the major has been fully integrated into the PEA curriculum and its new name (Organizational Leadership) has resonated with students and community members.

5. Where do you want your program to be 5 to 7 years from now?

Given the potential applicability of the program to many different types of students, we expect that with proper marketing and visibility, the program will grow in enrollment in majors as well as in the newly created minor working towards historic program size. This will include enrollment growth among traditional students. We expect the program to be offering seven-week accelerated courses, as well as adding several additional emphases, and perhaps another certificate, depending on demand. Given the expected growth, we would like to see our program have increased faculty and staff support. Finally, these other changes we expect to expand the geographic reach of the program with future students coming from broader geographic area, outside of Northeast Wisconsin including the state more broadly, the Midwest region, and beyond.

Demand

Graduation and enrollment data from recent past is not an accurate indicator of demand for this program due to the extensive restructuring and discontinuation of promotional efforts.

Majors. Based on the worksheet "Declared Majors and Minors" there are currently 192 students enrolled in historical and currently named majors. There are 148 students with a declared major in Organizational Leadership, with another 44 still working to complete previous degree titles (ILS and IST).

Emphases. The "Declared Majors Minors" tab shows that in 2020-2021, there were 197 unique students enrolled across the emphases shown below.

None (Emphases not yet declared)	76
APP COM - Emphasis in Applied Comm	11
BUS_ADM - Emphasis in Business Administr	22
EC EDUC - Emphasis in Early Childhood Ed	11
EMER MGMT - Emphasis in Emergency Mgmt	7
ENV_PP - Environmental Policy & Planning	7
HLTH MGMT - Emphasis in Manag Health Sys	12
HUM DEV - Emphasis in Human Development (discontinued)	5

LDR PUB S - Emphasis in Leadership & Pub Service (discontinued	2
PNP_MGT - Public & Nonprofit Management	21
SELF-DIR - Emphasis Self-Directed	39
Unique headcount	197

Graduates. In 2019-2020, 43 students graduated with majors in Org Lead (24), Interdisciplinary Studies (2), BAS – Integrative Leadership (15) and ILS (2).

As noted above, the program began to offer a minor in Organizational Leadership in 2019-2020 academic year.

The primary audience for the major, returning adults, is large and geographically widespread. Considering it is available online, the target market spans widely. Theoretically, any adult who wants to complete their four-year degree should be considered part of the program's target audience, and the 60 credit block transfer gives potential students credit for a completed two year degrees.

Internal

1. **Program goals (Mission, vision, learning outcomes; present as narrative/lists)**

Mission
This dynamic major promotes the development of fundamental leadership skills, such as critical and creative thinking, problem solving, and communication. In addition, students gain a broad understanding of the interrelationships among several other areas of study including the social sciences, natural sciences, fine arts and humanities.

ORG LEAD Learning Outcomes
1. Apply the principles and practices of leadership to interact positively with a wide range of individuals, groups, organizations, and communities.
2. Apply tools of leaders such as financial and risk management, organizational research/assessment, negotiation, planning, and communication strategies.
3. Use data and research to think critically and creatively about strategic opportunities and challenges to help organizations adapt effectively to changing contexts.
4. Understand and apply approaches to collaborating with individuals and groups to promote effective organizations.
5. Practice engaged, ethical, and socially responsible leadership in the context of social, cultural, and global diversity.

2. **Curriculum development**

Prior to revision in 2018-2019

Integrative Leadership Studies Major (48-54 credits, including supporting courses, upper- level courses and emphases)
ILS 198 Integrative Leadership Seminar I
ILS 300 Integrative Leadership Seminar II
ILS 400 Integrative Leadership Seminar III

Emphases offered:
- Applied Communication
- Early Childhood Education
- Human Development
- Arts & Humanities
- Public Administration
- Environmental Policy & Planning
- Emergency Management
- Self-Directed Emphasis

Revised 2018-2019

Organizational Leadership Major (39-45 credits, including supporting courses, upper-level courses and emphases)

ORG LEAD 198 Introduction to Leadership
ORG LEAD 347 Budgeting and Financial Management
ORG LEAD 348 Organizational Behavior Across Sectors
PUENAF 344 Leadership in Organizations
PUENAF 345 Human Resources and Risk Management
ORG LEAD 430 Capstone in Organizational Leadership

Emphases offered:
- Applied Communication
- Business Administration
- Early Childhood Education
- Emergency Management
- Environmental Policy & Planning
- Health Management
- Public & Nonprofit Management
- Self-Directed Emphasis

3. **Connections to other programs**

This major is highly connected to many different programs across campus as many of the eight emphases are offered in partnership with other existing programs on campus (listed below). To include the emphasis options, Organizational Leadership partners with other programs to decide on courses to include, and which should be made available to students within the Organizational

Leadership program. As noted above, a recently added emphases was Business Administration, which has already enrolled 22 students.

Supporting coursework taught in other programs:
ENG COMP 105 English Comp II OR
COMM 185 Business & Media Writing
One of these: COMM 102 Intro-Comm, COMM 133 Public Address,
COMM 166 Interpersonal Comm, OR COMM 237 Small Group

Courses that are part of the accelerated Associate of Arts and Science degree:
ORG LEAD 198 Introduction to Leadership
ORG LEAD 347 Budgeting and Financial Management
ORG LEAD 348 Organizational Behavior Across Sectors

ORG LEAD major also requires these courses from another program
PUENAF 344 Leadership in Organizations
PUENAF 345 Human Resources and Risk Management

Areas of Emphasis:
Applied Communication 15 Credits required
COMM 102 Intro
COMM 133 Public Address
COMM 166 Interpersonal
COMM 185 Bus & Media Writing
COMM 237 Small Group Comm
Upper Level Courses: Choose four COMM 3## or 4##

Business Administration   15 Credits required
BUS ADM 202 Bus Env.
BUS ADM 305 Legal
BUS ADM 322 Marketing
BUS ADM 371 e-Entrepren
BUS ADM 380 Proj Mgmt
BUS ADM 384 Supply Chain
BUS ADM 481 Entrp & Sm Bus
BUS ADM 489 Org Cul & Chng

Early Childhood Education   18 Credits required
EDUC 363 Teaching in ECE
EDUC 425 Literacy & Lang
EDUC 444 Trends in ECE
PSYCH 331 Infancy & Early Chld
Two of these: PSYCH or EDUC 3## or 4##

Health Management   12 Credits required
HEALTH MGT 301 HC Systems

HEALTH MGT 302 HC Mgmt
HEALTH MGT 401 HC Econ & Pol
HEALTH MGT 402 Popul HC Mgmt
Healthcare Management Certificate: Complete all 4 courses plus ORG LEAD 347

Emergency Management   12 Credits required
PU EN AF 335 Principles & Practice
PU EN AF 336 Plan & Implement
PU EN AF 337 Disaster Respnse
PU EN AF 338 Disaster Recovery
PU EN AF 339 Policy Dimensions

Emergency Management Certificate: Complete all 5 courses in Emergency Management area of emphasis

Environmental Policy & Planning   15 Credits required
PU EN AF 102 Env & Society
PU EN AF 301 Env Politics & Pol
PU EN AF 323 Sustn Land Use
PU EN AF 324 Sustn Communts
PU EN AF 408 Policy Analysis
PU EN AF 428 Evaluation
PU EN AF 431 Building Sustn Landscapes
PU EN AF 497 Internship

Public & Nonprofit Management   15 Credits required
PU EN AF 215 Intro Pub Adm
PU EN AF 315 Pub &NP Mgmt
PU EN AF 326 Philanthropy
PU EN AF 407 Service Pub Sector
PU EN AF 408 Pub Pol Analysis
PU EN AF 415 Pub & NP Budget
PU EN AF 425 Fndr & Mkt for NP
PU EN AF 428 Pub & NP Prog Eval
PU EN AF 497 Internship

Nonprofit Management Certificate requires completion of the following: PU EN AF 315, 344 or 345, 415, 425, 428, 497

Self-Directed Area of Emphasis Proposal required (must be approved by coordinator) with four upper-level, complimentary classes chosen from another minor.

4. **Number of courses offered**

Students are able to complete the Organizational Leadership major or minor entirely online—this includes all of the emphases available to those with an Organizational Leadership major.

In 2020-2021, the following is the frequency of offering all courses of the Organizational Leadership major:

Course	# times offered 2020-21	Enrollment	# time offered 2019-20	Enrollment
ILS 198			1	17
ILS 300			1	10
ILS 400			1	17
ILS 478				
ILS 497			1	2
ILS 498			1	2

Course	# times offered 2020-21	Enrollment	# time offered 2019-20	Enrollment
ORG LEAD 198	4	146	4	149
ORG LEAD 346	4	59	2	84
ORG LEAD 347	2	76	1	38
ORG LEAD 348	2	39	1	15
ORG LEAD 400	1	49	3	84
ORG LEAD 497	2	2	1	2
ORG LEAD 498	4	5	4	13

Course	# times offered 2020-21	Enrollment	# time offered 2019-20	Enrollment
PUENAF344	3	94	2	69
PUENAF345	1	8	3	87

5. **Diversity of students, faculty, and curriculum**

Of the 43 graduates in 2019-20, two-thirds were women (17), 70% were first generation, and one-fourth were non-white (12). Thirty-two of the 43 graduates had transferred to UW-Green Bay after completing a two-year degree.

Characteristics of currently enrolled students closely mirror the demographic mix of graduates. The program appears to be reaching its intended target audience of returning adults. Notably, 80% of currently enrolled students majoring in ORG LEAD are age 25 or older. The average age of these students was 34 in 2020-2021.

6. **Gen Ed, FYS/GPS, CCIHS (Lists)**

Gen Ed:

ORG LEAD 198 (FYS, GPS)
ORG LEAD 346 (QL)
ORG LEAD 497 (SOC SCI)

Writing Emphasis:
ORG LEAD 198
PUENAF 344
ORG LEAD 400

7. **Program support and staffing** (<u>Chairs</u>: History, trends, and future needs. Depending on program, could be connected to accreditation.)

In 2020-2021 academic year (for the programs core classes, not including emphases), one tenure-track faculty member, one half-time faculty member, one full-time lecturer, and two adjunct faculty members offered.

8. <mark>**Cost per credit hour (TBD)**</mark>

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually

Students in the Organizational Leadership program often participate enroll in internships and independent studies with faculty. For students currently in the workforce, internships placement often occur within their current organizations, but outreach occurs when the student is exploring a new career after graduation.

With so many students entering the program with Associate's Degrees, there is a natural link between Organizational Leadership and area technical colleges. Preliminary discussions with regional colleges have been met with significant interest. The 60-credit block transfer provides an appealing opportunity for these students interested in completing their bachelor's degree and/or who identify a bachelor's degree as an advancement in their career. While interest exists, the task of recruiting transfer students into this major has not been a priority of UW-Green Bay recruitment efforts.

2. Contributions to regional infrastructure

Organizational Leadership students often seek a Bachelor's degree for career advancement, such as management roles within their current occupations. In this way, the program is engaging in workforce development by providing students with additional knowledge and skill development. Local employers have been vocal in the skills and competencies needed to be successful within their industry, thus these have been considered and integrated into curriculum development which engenders future success in these areas.

Dr. Kuenzi also has contracted with the Girl Scouts of the Northwestern Great Lakes to help them improve their organizational capacity (through a grant from the Greater Green Bay Community Foundation).

3. **Scholarly activity of faculty**

Faculty in the Public and Environmental Affairs Department are active in scholarly activity. Dr. Kerry Kuenzi (the primary tenure track faculty member affiliated with Organizational Leadership, in particular, conducts research into career pathways of executive nonprofit leaders. Her work has earned acclaim from ARNOVA, a leading group of nonprofit scholars. In addition to having several manuscripts at various stages of review, her recent publications include:

Kuenzi, K., Stewart, A.J., & Walk, M.J. (forthcoming). The role of financial burden in nonprofit sector commitment. Journal of Public and Nonprofit Affairs.

Kraeger, P. & Kerry, K. (forthcoming 2020/2021). Transparency (Chapter 3). In P. Kraeger Philanthropic accountability: New institutional logics. Abingdon, U.K. and New York, NY: Routledge.

Stewart, A.J., Walk, M., and Kuenzi, K. (2020). Competencies and reputation: What drives nonprofit graduate alumni satisfaction. Journal of Public Affairs Education, https://doi.org/10.1080/15236803.2020.1807190

Walk, M., Stewart, A.J., & Kuenzi, K. (forthcoming). Should I stay or should I go? Investigating sector commitment among nonprofit education alumni. Journal of Nonprofit Education and Leadership.

Kuenzi, K. Stewart, A.J., & Walk, M. (2018). Nonprofit graduate education. Who gets the degree and why?, Journal of Public Affairs Education, https://doi.org/10.1080/15236803.2018.1482107.

Stewart, A.J., & Kuenzi, K. (2018). The nonprofit career ladder: Exploring career paths as leadership development for future nonprofit executives. Public Personnel Management, https://doi.org/10.1177/0091026018783022.

Kuenzi, K. & Stewart, A.J. (2017). An exploratory study of the nonprofit executive factor: Linking nonprofit financial performance and executive careers. Journal of Nonprofit Education and Leadership, 7(4), 307-325.

She also has had (or was scheduled to have, COVID-19 canceled/changed some presentations) 13 presentations at academic conferences since joining the faculty in 2018. She received the RGK-ARNOVA President's Research Award 2020 Recipient (along with colleagues Amanda J. Stewart and Marlene Walk) for Nonprofit Education Survey Project. Includes $10,000 grant to support innovative research and has many other projects in various stages of development.

Student Success

1. High-impact practices and individualized-learning opportunities

    High Impacts Practices
    First Year Seminar (ORG LEAD 198)
    Writing Emphasis Courses (ORG LEAD 198 and 400; PUENAF 344)
    Portfolio Assessment (ORG LEAD 400)
    Internships (ORG LEAD 497)
    Capstone Course (ORG LEAD 400)
    Independent Studies

Faculty may also embed other high-impact practices within their courses. For example, the capstone course includes an ePortfolio component.

2. Retention

ORG LEAD 198 is a first-year seminar (FYS) designed to provide an overview of leadership topics, but also as an introductory course to UWGB. Many FYS elements are incorporated where appropriate. For example, student services such as the writing center, advising, and library research services are introduced and explored. Additionally, one-on-one advising is conducted to help students with the transition process to online learning (new for some), college (many from technical schools have been away from school for a while), and UWGB in general. A goal for this introduction course is to help students become comfortable and confident in their new college home – many who will never physically step foot on our campus.

Internships often are conducted at student's workplace, with a combination of normal weekly work hours and additional leadership specific development hours – this helps students gain new skills, showcase their development within their current roles, and create a doable balance for students with families working full time to engage with an internship. Some students have noted that they appreciate not having to find an entirely new experience outside of their job, as that is often not even possible and this opportunity helps them get credit for learning/work they are already doing.

Upper-level courses celebrate prior learning and incorporate past leadership experiences into writing assignments and discussions. This is a retention tool because students coming from years of experience in their career field are not told they have to learn in an entirely new way – but instead are able to create bridges of prior learning with new knowledge through course content.

Mission Relevant

1. *Relevance to mission (Narrative or lists as appropriate)*

The Organizational Leadership major aligns strong with both the select and core mission of UWGB. We touch on these on a point-by point basis here:
- "deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels."
  - The curriculum of Organizational Leadership is designed around learning outcomes that include positive interaction "with a wide range of individuals, groups, organizations, and communities" and engaged, ethical and social responsible leadership "in the context of social, cultural, and global diversity."
- Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.
  - The faculty in our program utilize high-impact practices and other applied learning techniques to provide students with real-world application of concepts. This includes working with local community organizations in both program design and implementation (formally and informal collaboration). The faculty of the program (namely, Dr. Kerry Kuenzi) also engage in collaborative research both within the state as well as with scholars across the country to contribute to academic knowledge and organizational management practices.
- Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability
  - Both the core, as well as the areas of emphases within Organizational Leadership are designed to engender career advancement for students as well as to contribute to effective and efficient organizations. For example, the environmental policy and planning area of emphasis is nested in the concept of sustainability, while the business administration emphasis contributes to the mission areas of economic development and entrepreneurship. The curriculum encourages service to the community and offers an array of curricular opportunities that develop careers of public servants such as healthcare, childcare, government, nonprofit, emergency and other professionals.
- Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.
  - The Organizational Leadership major offers a commitment to excellence in teaching with involvement by high caliber instructors from across campus.
- Offer a core of liberal studies that support university degrees in the arts, letters, and sciences, as well as for specialized professional/technical degrees at the associate and baccalaureate level.
  - The program not only adds to the degree offering of the university generally, but also provides students an easily accessible pathway to a baccalaureate degree.

- Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
  - Faculty of the program are active researchers that contribute to theory and practice in their disciplinary fields which also aligns with their teaching of these subjects.
- Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
  - The program works across the university to provide students the opportunity to complete a degree nested in leadership and informed by a subject of interest to them. Further, this promotes career success among our students by embracing cross-discipline collaboration.
- Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
  - Research often shows that traditionally underrepresented students are more likely to be able to complete degrees that are offered online and during non-traditional time frames. The organizational leadership program is designed to include both of these, thus providing opportunities for these students that may not be able to complete a degree in the traditional format.
- Support activities designed to promote the economic development of the state.
  - As mentioned already, given the design of the program and its opportunity for students leads to greater opportunities for economic development, entrepreneurship, and environmental sustainability in our community.

2. Cultural enrichment

The program does not significantly contribute to cultural enrichment of the community in the traditional sense. However, concepts like diversity, equity, and inclusion that are covered in some courses encourage students to consider perspectives outside of their own and to value things like creativity and innovation. For example, the Organizational Behavior is developed around the concepts of culture and cultural mindsets and has specific weeks dedicated to the concepts of creativity and innovation.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

Transferability is critical to the success of the program. Students can enroll in the program with the block transfer of 60 credits for their applied or two-year college degrees. Agreements do not exist with other colleges as they are not needed; students can simply enroll and then work with the registrar and advising offices to specify the courses that will transfer in. This process makes transferring to UWGB smoother and readily available for all those with two year or applied degrees.

The Bachelor of Arts (BA) option is ideal for someone transferring in credits, but who does not hold an applied associate degree. The BA is also available for students with an associate degree from a UW Colleges campus or for those entering college for the first time.

The Bachelor of Applied Studies (BAS) option is specifically designed for those holding an applied associate degree from a Wisconsin Technical College campus or any other regionally accredited college awarding a two-year applied associate degree. These students are guaranteed a transfer of a minimum of 60 credits.