Comprehensive Program Review (Undergraduate Only)
Final Report (Draft)
March 2021

Committee
The Comprehensive Program Review Committee was an eight-person crew appointed by the Provost and Vice Chancellor for Academic Affairs. The committee was co-chaired by the Dean of the College of Science, Engineering, and Technology, John Katers, and the Dean of Arts, Humanities, and Social Sciences, Chuck Rybak. The committee included five faculty members: Amy Kabrhel (CSET), Pao Lor (CHESW), John Luczaj (CSET), Courtney Sherman (CAHSS), and Christine Smith (CAHSS). Also serving on the committee in an ex-officio capacity was Samantha Surowiec, data reporting specialist.

Charge
The committee's general charge, provided by UW System, was to:

Conduct a [undergraduate] comprehensive program review this academic year as part of a "strategic planning process that connects resources – human, financial, and physical – to institutional mission and vision. The goal should be to focus on ensuring program centrality to mission, with budget decisions informed by efficiency and effectiveness, particularly when considering reallocation of resources to help identify areas for improvement, growth, sustainability, or reduction."[1]

The multiple tasks of the charge, provided to the committee by the Provost's office, were as follows:

1. Review all academic programs in terms of the following criteria:

    *   Recent development and future goals of the program
    *   External and internal contributions of the program
    *   Program support & staffing
    *   Program quality as evidenced by assessment, accreditation, public service, notable achievements, and other similar factors.
    *   Size, scope, and productivity of the program
    *   Revenue and expenditures associated with the program
    *   Internal and external opportunities for the program
    *   Mission alignment and impact of the program

2. Collect appropriate data based on the above criteria. The Office of Institutional Strategy and Effectiveness will provide the initial dataset for consideration.

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[1] Anny Morrobel-Sosa, Ph.D., "On Strategic, Integrative Planning and Prioritization: Guidelines for Program and Institutional Distinctiveness", (Memo) 14 April 2020.

3. Determine additional information to be collected from the programs to supplement data and statistics gathered for analysis. Such information might focus on the program's history, quality, impact, and/or significance. The committee may wish to consider the Academic Affairs Strategic Priorities, such as student success, access, diversity, programmatic innovation, and community and regional engagement. Other factors that may be considered include contributions to student recruitment and retention, participation in programs like GPS, adoption of HIPs, and similar institutional priorities and programs.

4. Prioritize existing academic program resource and development needs.

5. Recommend a mission-appropriate and mission-aligned array of academic programs, which may include possible new programs, and an appropriate level of resource support for each program. What do we want to do more of? What do we want to do less of? What direction do we wish to take considering our new mission and the regional opportunities available? Recommendations should be made based on materials submitted by the programs, institutional data and resources, Academic Affairs planning priorities, external factors (e.g., emerging educational needs in Northeast Wisconsin), the professional expertise of task force members, and input from the campus community.

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

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

The arrival of this charge was timely for 3 reasons:

1. UW-Green Bay has a new mission, approved by the Higher Learning Commission on May 14, 2019.

2. Recent merger saw UW-Green Bay evolve into a 4-campus institution.

3. The previous comprehensive program review occurred 14-years prior, in 2006; however, this review looks at only the previous seven years, from 2013 to 2020. We felt the last seven years would provide an accurate assessment of our current program array, while also situate the bulk of the review within the period of UW-Green Bay's shift to a four-college model.

Given the above, the committee saw this comprehensive program review as an opportunity to look forward as an institution, allowing each program to evaluate and direct itself in the light of a new mission and expanded geography. By examining the previous seven years and the significant changes that occurred during that time, as well as the present moment, each

program was asked to provide a vision for the future, more specifically, where does each program see itself seven years from now.

In order to better provide a look at our recent programmatic past while also projecting into the future, all academic programs were measured against a common set of metrics organized into six categories:

1. General Overview

2. Program Demand

3. Internal Development and Contributions

4. External Connections and Contributions

5. Student Success

6. Relevance to Mission

All metrics were informed by existing data provided centrally and/or data and narratives provided by current program chairs. The specific metrics housed within each category are presented in **Appendix 1**.

In the spirit of being forward looking, the committee was also charged with providing recommendations based on the review of submitted materials, as well as upon receiving input from various campus constituencies. The committee worked to include recommendations that presented themselves as common currents or themes in the program reviews, especially in areas where specific needs or support were identified.

Results and Methodology
A total of fifty-one (n=51) programs were reviewed (**See: Appendices 2 & 3**), which consisted of our undergraduate majors and minors with no corresponding major. Graduate programs will be considered in a future review.

To arrive at results, the review committee defined the array of metrics with one goal: to make this program review process and its final document useful for all areas of campus. The committee sought to not only collect program-specific data, but also allow programs an opportunity to orient themselves in the present and engage in reflection, subsequently using those reflections to chart a course into the future. The intent of this process and report was not to level judgement; the goal was to provide support and be of practical use for navigating the waters ahead.

Regarding "Revenue and expenditures associated with the program," the committee was not presented with adequate data to accurately assign costs and revenue to any single program. There are many reasons for this, including the intended transition to an incentive-based-budgeting system (IBB). The IBB model prioritizes expenditures and revenues at the College level, rather than the program level. Furthermore, as a good portion of expenses are connected to salary, we

have yet to establish a sound model for tracking the workload of faculty who teach in multiple programs, thus reducing their "expense" to any single program—effectively calculating this would require consistent, real-time analysis for each semester, while also accounting for revenue generated during purely cost-recovery periods, such as summer and January interim.

The method for gathering data for each metric will be detailed individually throughout this section. All chairs were sent a response template for Comprehensive Program Review (See: **Appendix 4**) and a data packet specific to their program. The response format included brief narratives, short answer, numerical data, and yes/no questions. In tabulating some results, the committee assessed each program's involvement in a particular activity or initiative as "high," "medium," or "low." While these categories are inexact and rely on a good deal of judgement, they proved useful in producing general snapshots of program activity or concerns.

Opportunities

Method: Chairs were asked to detail, in narrative form, what they viewed as opportunities for their programs.

Overall, programs listed a substantial number of opportunities. This is encouraging for our institution and a testament to the quality of UW-Green Bay's personnel and programs, especially given the recent struggles in higher education at both the state and national level. Listed below are several currents that emerged.

1. One recurring opportunity is in the area of graduate programs; 16% of programs pointed to these specifically (**See: Table 3**). Programs not only mentioned newly-founded graduate programs as areas of opportunity, but also graduate programs they would like to develop in the future. In a related trend, programs pointed to successes in sending students to reputable graduate programs, thus there may be possibilities to add such programs and retain those students at our institution. Given UW-Green Bay's recent growth and the desire to keep that wind in our sails, interest in developing graduate programs is a positive sign.

   General conclusion: campus leadership and programs are aligned in recognizing the need to pursue these opportunities. As will regularly be referenced, resources are required for such development. Currently, graduate programs pull from our existing faculty ranks, or we must enter a collaborative agreement because we do not have the faculty and staff resources required.

2. Several programs (10%) highlighted opportunities in the area of certificates and/or non-credit offerings. This is also a positive landmark for diversifying the types of credentials we offer; this diversification offers new possibilities for access to credentials and revenue generation.

   General conclusion: strengthen communication between programs and our Outreach division, even if just to capture the full range of ideas and allow for long-term planning and prioritization.

3. Plentiful opportunity exists in external partnerships, collaborations, and internships. Over the past decade, UW-Green Bay has heard increased calls to become more of an "outward-facing" institution. In answering that call, 49% of our undergraduate programs explicitly referenced this philosophy when identifying opportunities. Programs specifically saw two categories of opportunity: first, they wanted to nurture and expand existing partnerships. Second, they expressed a desire to develop new collaborations and partnerships, especially when considering our newly-expanded geographical reach into rural communities, as well as our growing metropolitan area. Finally, internships were often mentioned in connection with these opportunities; we note this because internships are a high-impact practice that provide immediate benefit to our students and larger communities.

   General conclusions: program responses in this area are a reminder to maintain and develop existing/recently formed partnerships, rather than always charting a course to something new; these partnerships are relationships, so it is paramount that we be fully attentive to the obligations and contributions involved. Additionally, to ensure we maximize the potential of an identified high-impact practice, the university might benefit from a comprehensive analysis of how we manage and track internships.

   Access to the extensive range of educational, community, and business partnerships is provided on the Provost's webpage, under Academic Affairs and Academic Affairs Strategic Priorities.

4. Diversifying modalities for instruction also emerged as a port of opportunity. As this comprehensive review was conducted in the time of COVID-19, working in various modalities to deliver education became an urgent and necessary priority for every program on campus. Without considering the number of programs who already do a significant amount of, for example, online teaching, 22% of programs listed some form of diversification of modalities regarding curricular offerings as an opportunity.

   General conclusion: the potential in this area is recognized by all campus constituencies. We believe the program level to be the most natural, meaningful, and informed route for harvesting these opportunities. Focusing on individual instructors/courses may prove too compartmental, while looking at university-wide numbers can be too general. This is an area where "program prioritization" could prove useful in terms of charting a course, as multiple campus divisions participate in this process. For example, when consulting **Table 1,** which three (3) programs currently have demand levels that would benefit from modality expansion and how can we align them with our internal resources to sail forward?

   The included link provides a list of all current undergraduate, fully-online programs. There is clearly room for growth in this area, and in ways that are not simply "online."

5. Currently, growth is the most viable action we can take to remain seaworthy, which for us means maintaining financial health. UW-Green Bay's programs recognize this, with 35% of programs pointing to enrollment strength and/or the need to grow as a

significant opportunity.

General conclusion: this is far easier to recognize than it is to achieve. Other areas of this report reference campus areas connected to growth, specifically regarding resource needs. For example, program marketing, dedicated recruiters and advisors, as well as expanding the size and engagement of diverse populations on campus are merely a few of the environmental factors mentioned in our larger ecosystem of growth. (See **Table 1: Composite Overview for a look at program-level data**.)

6. Only 10% of programs listed the additional campuses and expanded geographic reach as an opportunity. This is not to fault the programs, but could point to the lack of an overall, shared vision. The fact that UW-Green Bay has experienced multiple leadership changes during "Project Coastal" is likely the lead contributor.

   General conclusion: during the arc of Project Coastal, UW-Green Bay has been steered by three Chancellors and three Provosts. With upper administration approaching a place of welcome stability, an articulation—or rearticulation—of our four-campus, one-university vision might serve as a welcome navigation point. Furthermore, UW-Green Bay must make already great effort to meet the existing needs of the main campus (which serves the majority of our students), so resource availability is a factor. Programs have been identified for delivery at the additional locations, but this will take time.

Challenges

Method: Chairs were asked to detail, in narrative form, what they viewed as challenges for their programs.

The most significant challenge for our programs is obvious, and these rough waters can be separated into two closely-related bodies: lack of faculty/staff and lack of resources.

1. Overall, 63% of our programs cited a lack of faculty and staff as a significant challenge; 27% listed multiple challenges related to this area.

2. Overall, 33% of programs listed a lack of resources (not related to faculty and staff) as a significant challenge. In this category, it is worth noting that a need for marketing support stood out as important for recruitment and thus program success.

3. As a subset of resources, 16% of programs identified challenges related to needing building/space renovations, additional lab space, and dedicated distance-learning classrooms.

4. Also of note, 10% of programs listed the expansion to 4 campuses as a challenge, largely in connection to resources. UW-Green Bay inherited a deficit in the merger process. And while there was a "merger," the main campus was required to keep separate budgets for the additional locations. Put briefly, early in this process, cuts to resources have affected the ability to implement programming and ideas in any form

that would be seen as "quick."

General conclusions. It takes a crew and supplies to sail a ship. While hopeful about things to come, we must be truthful and accurate about recent history, particularly in the period under review: Wisconsin has made significant cuts to higher education and has also lagged other states in terms of restoring support for our institutions. This presents an obvious challenge.

Needs
Method: Chairs were asked to provide detailed narrative responses to "things that would help make your program and its students more successful."

Our campus needs are legion and well-documented. As UW-Green Bay continues to grow, UW System's formula for campus budget allocation remains static **(See Table 5)**. When viewing this in terms of basic cause and effect, our growth will be difficult to maintain without resource help.

- As expected, the section on "challenges" intersects with the data returned for "needs." Over 51% of programs listed "faculty" or "staff" as a significant need, often multiple areas. Similarly, the building, space, and resource needs presented in the challenges section manifested in the form of expressed needs. Put plainly, our use of ad hoc instruction and faculty overloads have sustained much of our growth.

- Overall, 31% of programs identified needs related to advising, tutoring, and areas generally connected to student success. At the time of this review, UW-Green Bay is in the process of implementing a new advising model.

- Related, 20% of programs identified deficits connected to distance education, digital needs, and the required equipment.

- There were 10 specific requests, covering 16% of programs, for scholarship or fund-raising support connected to University Advancement.

- Of note, 14% of programs specifically mentioned marketing as a need. This may seem low, but the fact that programs are even aware of the marketing office to this level reads as significant.

- Sometimes the specific nature of requests stands out more than their overall quantity, and 7 programs (14%) identified "professional development" opportunities, for faculty and at the level of undergraduate research, as an area requiring attention.

General conclusions. Personnel is the greatest need. Our strength is people, and programs without champions and support cannot effectively engage in recruitment or interface with the public in the way well-resourced programs might. Yet, faculty and staff cannot be the lone promoters of individual programs, hence the recurring reference to marketing assistance stands out as significant. All the main currents represented above flow together, as the confluence of scholarship assistance and retention efforts (related to tutoring, advising, and student success)

help to not only bring students to our programs, but also to retain them and keep them on a path toward success.

Accomplishments

Method: Chairs were asked to provide detailed narrative responses to "program accomplishments worth highlighting."

There is no better argument for supporting UW-Green Bay than our consistent and expanding record of accomplishment. This can certainly be said for many areas of campus, but our programs alone have accumulated a staggering record of program-level, collaborative, community-based, student-centered, and individual accomplishment.

1. It is a long-standing cliché that nothing changes in higher education, yet change is constant if you know where to look for evolution. 55% of UW-Green Bay's undergraduate programs listed curricular changes, development, updated standards, accreditation, modality expansion, among other evidence, as program accomplishments.

    General conclusion: this item deserves its own conclusion; our program array is the subject of regular, organic change. Not only is UW-Green Bay a good steward of its programs and resources, but it has also proven to be its most effective manager when it comes to meeting the needs of the region.

2. 47% of programs specifically highlighted programming, events, publications, or centers that connect to and collaborate with local communities.

3. When listing accomplishments connected to programs, 40% of programs listed one or more faculty-based achievements in terms of scholarship, grants, awards, and noted professional development.

4. 37% of programs listed as accomplishments efforts directly connected to student success and performance.

5. Programs clearly recognize the importance of "what comes next" for students who graduate from UW-Green Bay, and 31% of programs listed career success and graduate school admission as significant accomplishments for their programs.

General conclusion. UW-Green Bay's mission is to serve its students, community, and region. Program responses in this area indicate a high awareness of our mission, as well as demonstrating a strong pride for being members of this community and being able to specifically demonstrate how the institution and its programs have improved the lives and work of those with whom we regularly engage.

Significant Changes

Method: Chairs were asked to provide detailed, narrative responses to any "significant changes

that have affected your program."

UW-Green Bay has experienced substantial changes in the last seven years, let alone all that has occurred since the last comprehensive program review. These changes include moving to a 4-college model, revising our graduation requirements, crafting a new mission, merging with three campuses from the former UW-Colleges, enrollment approaching 9,000 students, the creation of new undergraduate and graduate programs, the addition of the STEM Innovation Center and, of course, COVID-19. (General Education was last revised before the period of this review.) All these changes affect UW-Green Bay's programs, often to levels of specificity that remain largely undocumented. Below are highlights of trends that appeared in program responses, though these trends should not be viewed as a complete picture; many programs experience the effects of these changes in ways that are unique to their areas; meeting with individual programs, as well as reading the individual program reviews, is the best method for arriving at a complete picture.

1. As expected, the loss of faculty and staff in areas remains a treacherous current. However, this section of program responses also offered a look into areas that have gained faculty and staff, largely because of their status as new programs. Further complicating the assessment of faculty and staff needs are the combination of state-level budget cuts and the merger with the former UW-Colleges. While some programs were able to add faculty and staff in the merger, others did not gain any personnel, thus resulting in a disproportionate impact in not only resource distribution, but the amount of labor involved to execute the merger at the program level. Together, CAHSS and CSET were the most significantly affected by the merger; this has extended into the post-merger environment, with these two colleges responsible for the majority of programming, both current and future, thus increased pressure on resources.

2. In 2017, the Faculty Senate voted to remove the graduation requirement that previously stated all students must complete a major or a minor with interdisciplinary distinction. A small number of programs cited this change as significant. Overall, this change has been received neutrally or positively, with some programs pointing to growth since the requirement was updated (note: total campus enrollment has grown, which also is a factor.)

3. Changes to the general education requirements also emerged as a trend. In these instances, responses were framed around whether changes "helped or hurt" their program in terms of enrollment numbers, as well as access to students in ways that often leads to them becoming majors or minors.

4. The university continues to evolve in terms of its curriculum. The review period has seen the addition of new programs, new certificates, the deactivation of some majors and emphases, significant curricular revision by way of both addition and subtraction, and academic unit and program reorganization—it is again worth emphasizing that our institution regularly engages in change in ways it is often not credited for, especially true because many of the described changes were self-motivated.

General conclusion. UW-Green Bay is a substantially different university today than it was seven

years ago. Programs should revisit their individual submissions for this process in their own context, as well as discuss it in the context of this larger report. Program success depends on an understanding of both our new mission and identity, as well as being knowledgeable about how UW-Green Bay fits into our current moment, as that points us to what lies ahead.

Beacons and the Future
Method: Chairs were asked to provide narrative responses to "Where do you see your program in seven years?"

Programs responded with many ideas and goals, most of which are firmly in line with UW-Green Bay's current mission and strategic priorities. A significant number of trends emerged in the responses, with the most frequent presented in an unranked listing below.

1. Growth. Given that UW-Green Bay has experienced six consecutive years of growth, it is no surprise that many programs expressed optimism that this growth would continue. This is particularly true for new programs such as Engineering, Nursing, and Writing, but also true for existing programs like those in the recently restructured Cofrin School of Business, Computer Science, Education, and Psychology. When asked about the future, 55% of programs specifically mentioned growth.

2. Revision and development of curriculum. Multiple programs identified and described major efforts to revise curriculum, which was related to several factors that occurred during the review period. These included: the establishment of the four-college model, the merger with the former UW Colleges, increasing interest in different modes of instruction, and increased support from CATL. There are also several accredited programs that undergo regular review and assessment, leading to these developments and revisions.

3. Additional-location programming. Following the merger with three of the former UW Colleges, UW-Green Bay became one university with four locations. The implication of this model is that the additional locations would no longer be considered 2-year campuses and would offer selective 4-year degrees that meet the needs of the community. Therefore, a plan was developed and is in the process of being implemented to offer, in variable formats, the following four-year degrees at our locations:

   - Marinette: Electrical Engineering Technology
   - Manitowoc: Environmental Science
   - Sheboygan: Mechanical Engineering
   - All locations: Bachelor of Business Administration
   - All locations: Health Information Management & Technology
   - All locations: Psychology (General Emphasis)
   - All locations: Writing and Applied Arts

   Some of these programs will be offered in an online-only format, while others will utilize a range of instructional options.

4. Expansion of modalities for curriculum delivery. Post Covid-19, opportunities for an expanded set of modalities are more viable because faculty and students have become more familiar and comfortable with online and hybrid teaching methods.

5. Graduate programs. UW-Green Bay has successfully added graduate programs to its curricular portfolio (**See: Table 3**). This success has generated interest in more graduate programs, and there is alignment in terms of vision among administration and various programs. It is important to note the resource needs, if only in staffing alone, that must be accounted for when pursuing such additions. The resource needs and pressures are discussed in multiple areas of this report.

6. Partnerships and collaboration. These are divided into internal and external as categories.

   Internal: Following the revision of our graduation requirements, it is important for programs to pursue internal collaborations and partnerships. Ideally, such partnerships will organically grow from social problems and the solutions they require. Instead of thinking about where programs are "housed" and who "owns" them, we should think more about who might make meaningful contributions to them. This requires, above all, a commitment to a budget model that encourages and rewards collaboration rather than inspiring self-interest and competition between programs and colleges.

   External: As previously mentioned, access to the extensive range of educational, community, and business partnerships can be found at the Provost's webpage, under Academic Affairs and Academic Affairs Strategic Priorities. One of the reasons provided for moving to the four-college model was to increase the ability to create such opportunities; having more advocates to generate external support has proven beneficial in this particular area.

7. Student success and high-impact practices. Many programs listed student successes, including numbers of students accepted to graduate programs, student-award winners, and alumni career and placement successes. Several programs noted increases in the number of high-impact practices such as internships, study abroad opportunities, and student engagement in research.

8. Progress on equity, inclusion, and diversity. UW-Green Bay has embraced an access-focused mission, as well as providing an inclusive learning environment for all students. In support of this, a new Vice Chancellor for University Inclusivity and Student Affairs position was hired in 2021.

9. Increased professional development. Several programs expressed hope for a future that includes more professional development opportunities and resources. This need was expressed in different ways, including:

   - Improved infrastructure and facilities for research

- More professional development opportunities related to digital innovation
- An emphasis on internal promotion (for example, to Associate and then Full Professor)
- Adequate funding for travel related to research, as well as conference attendance
- Supporting faculty in efforts to stay current in their disciplines

These efforts require resources. S&E budgets were depleted in the multiple budget cuts the UW-System received in 2010 and beyond; restoring capacity in this area should be a high priority. The lack of resources in this area could disadvantage faculty in their annual reviews, promotion efforts, and post-tenure review, which is an unacceptable outcome.

10. Accreditation and licensure. The Provost's website, under Academic Affairs Strategic Priorities, lists all "Specialized Accreditation Agencies" to whom individual UW-Green Bay programs are connected. See **Appendix 5** for a full list of external accrediting bodies.

11. Marketing. Many programs expressed strong interest in marketing and program promotion. Requests outpace funding for advertising of new and existing programs, resulting in a very small number of programs that can be targeted each year.

12. Access to resources to accomplish any combination of the above. Although most programs were very optimistic about future enrollment and program growth, there were concerns about having adequate resources available to accomplish their goals. Most prominent were concerns about staffing, marketing, academic support, and support for students in the form of advising and professional development opportunities.

13. K-12, Outreach, CCIHS, and other activities. The growth in our College Credit in High School program has been impressive and important for our relative budget stability. While housed in our CECE division, the labor for maintaining the program is spread across the academic programs that review syllabi, connect with the area teachers, and work as liaisons and observers for our partners. This is closely related to the desire for growth. Programs (and the university) would benefit from closer coordination with Enrollment Services. Programs, especially chairs, need clear and updated information about what recruitment strategies they should undertake, which methods are proven to be successful, and how to collaborate with other programs for greater impact.

Demand
Method: The Office of Institutional Strategy and Effectiveness compiled data related to demand. See **Tables 1 and 2** for an overview of data related to program demand. Data used to help create picture include the number of declared majors, number of declared minors, number of program graduates each year, and diversity of graduates (limited to existing measures and available data).

Internal
Method: For an internal assessment of each program, chairs were asked to provide a mixture of narrative, short answer, numeric, and list-based responses in relation to the categories below.
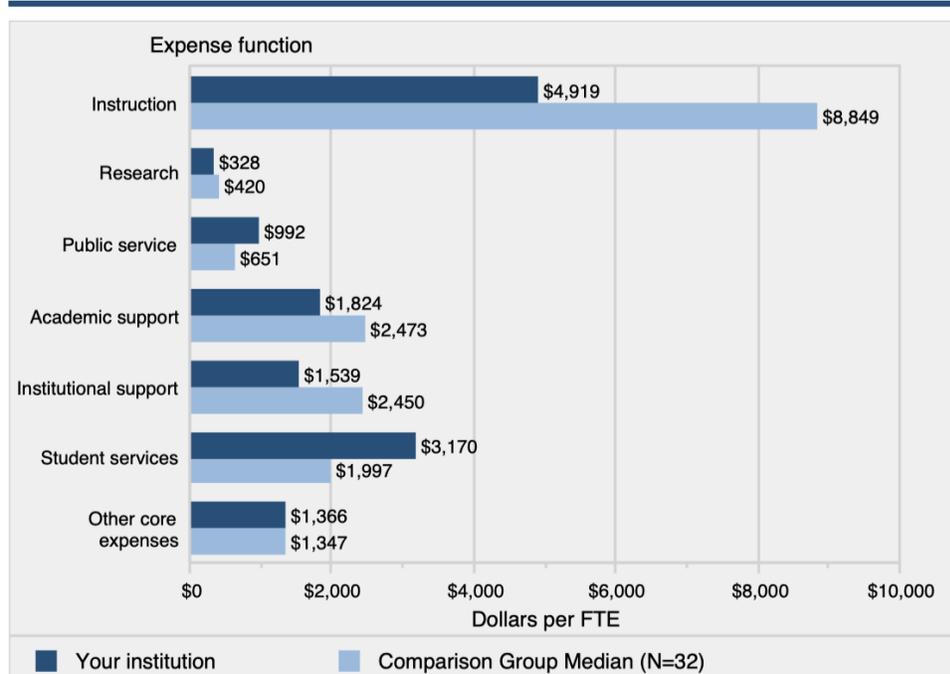
The questions and responses for the "internal" position of the program—the who, what, and how assessments of our offerings—are vital because they are the elements of UW-Green Bay over which our programs have the most control. These are the areas where programs have the most opportunity for innovation, evolution, and internal collaboration.

1. <u>Program goals</u>. Of the programs that provided programmatic goals and learning outcomes, no program was found to have goals or outcomes that were out of alignment with UW-Green Bay's current mission. This is not surprising, as the main reason for such enthusiastic support for the new mission was that programs could easily see themselves reflected in its values.

2. <u>Curricular development</u>. When asked the previous seven years had seen curricular development of some kind, 92% of programs responded "yes." It is worth noting that UW-Green Bay has launched several new programs whose curriculum, by definition, is newly developed. Also of note is that some programs, such as our Education and Social Work degrees, work with a curriculum that must be responsive to changes in state law regarding licensure, etc.

3. <u>Curricular development notes and trends</u>. Most programs reported on expected evolutions in curriculum: adding and removing courses, creating and deactivating various emphases, etc. Some items of note, and that other programs might discuss, include:

   - New certificate programs, thus expanding access to various credentials (for example, the [LGBTQ Certificate](#))

   - Some programs mentioned infusing their curriculum with coursework on entrepreneurship. UW-Green Bay offers certificates in [Entrepreneurship](#) and [Nonprofit Management](#), and some programs might benefit from connecting their curriculum to these areas.

   - With the additions of a First-Year Seminar requirement and the Gateways to Phoenix Success (GPS) program, many programs across campus have added first-year seminar offerings to their curriculum.

   - The Organizational Leadership program underwent a complete curricular revision, renaming, and move from Adult Degree into the Public & Environmental Affairs unit.

   - Also of interest is the desire, from various programs, for more offerings involving GIS (Geographical Information Systems). While some institutions offer full degrees in GIS, we are currently limited to a few course offerings even though student demand is high. This is both an oversight and a significant opportunity to be explored.

4. <u>Connections to other programs</u>. Given that the university places value on an
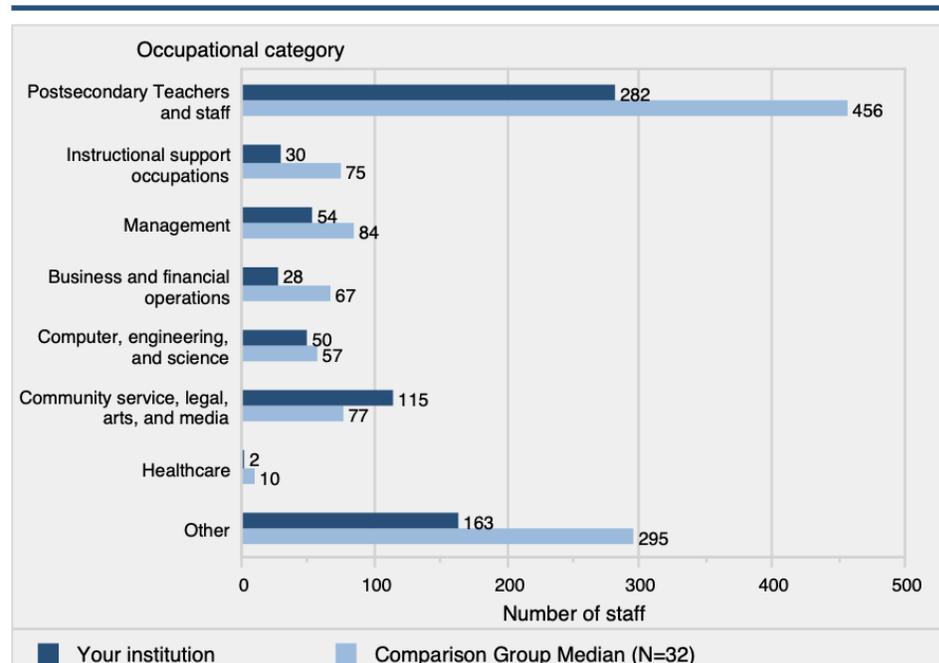
interdisciplinary approach to knowledge and inquiry, it is not surprising that 90% of programs reported connections with other programs on campus. These areas of connection occur in both undergraduate and graduate programs, including our Environmental Science & Policy program, the forthcoming BS in Community Health Education, the MS in Sustainability Management, and Entrepreneurship programming in the Business School.

5. Modalities. Working on this comprehensive program review during the time of COVID made this question difficult to determine, as all programs were forced into online/hybrid modalities independent of their previous experience doing so. That aside, the majority of UW-Green Bay's offerings occur in-person. This is not a bad thing; in fact, we see it as a strength in terms of high-impact experiences, relationship building, and a unique identity that has an anchor to place. However, when not viewed as a zero-sum relationship, many programs wish to, and would benefit from, expanding the range of modalities in addition to what they currently offer.

6. Equity, inclusion, and diversity. Responses in this area were not surprising. UW-Green Bay has made progress in attracting diverse students, and this is certainly worth celebrating. Still, the campus, like the area in which it resides, largely consists of a population that identifies as white. Separate from the student population, programs identified difficulty in hiring and/or retaining faculty of color. UW-Green Bay's lagging pay scale is a significant contributor to this problem. **(See Table 2 for Diversity of Program Graduates.)**

7. Contributions to FYS, GPS, General Education, and CCIHS. A significant number of programs, 37% in total, were ranked "high" in their total contributions to FYS, GPS, CCIHS, and General Education. An additional 22% were ranked as "medium," thus placing 59% in the high to medium range. First, these are significant program contributions to the university, as they support retention, student success, recruitment, and path to degree. Second, contributions to FYS and GPS are primarily handled by tenure/tenure-track faculty, which often pulls them away from offering courses for their majors and degree programs. This can increase the number of ad hoc hires and the expenses attached. This reality should be accounted for in any discussion of budget and expenses for specific programs.

8. Identified staffing needs. While this is a recurring theme throughout this report, 80% of programs identified needs for faculty and staff. These needs are not imaginary; they are real and current growth makes this an immediate crisis. Put another way, much of our current growth has led to increased workloads, overloads, and increased usage of ad hoc instruction. The below data on committed instructional dollars per FTE, as well as position type, taken from the IPEDS 2020 report, is illuminating regarding our instructional needs:

Figure 21. Core expenses per FTE enrollment, by function: Fiscal year 2019

Expense function

Instruction	$4,919 / $8,849
Research	$328 / $420
Public service	$992 / $651
Academic support	$1,824 / $2,473
Institutional support	$1,539 / $2,450
Student services	$3,170 / $1,997
Other core expenses	$1,366 / $1,347

Dollars per FTE

■ Your institution   ■ Comparison Group Median (N=32)

Figure 22. Full-time equivalent staff, by occupational category: Fall 2019

Occupational category	Your institution	Comparison Group Median (N=32)
Postsecondary Teachers and staff	282	456
Instructional support occupations	30	75
Management	54	84
Business and financial operations	28	67
Computer, engineering, and science	50	57
Community service, legal, arts, and media	115	77
Healthcare	2	10
Other	163	295

9. <u>Accreditation or licensure</u>. See Appendix 5 for a full list of external accrediting bodies.

<u>External</u>

Method: For an external assessment of each program, chairs were asked to provide a series of list-based in relation to the categories below.

One of the more positive developments of this review period is the intentional, expanding nature of our community relationships and partnerships. UW-Green Bay prepares employees for our regional workforce and puts neighbors and taxpayers into our communities. We provide expertise, public service, talent, training, creativity, cultural expression, entertainment, and innovation to our region. When UW-Green Bay was asked to become more "outward facing," the university delivered, given the resources available, beyond what might be expected. The data gathered for this report suggests that UW-Green Bay will maintain and enhance existing collaborations while seeking new opportunities—as our region evolves, our university evolves.

1. <u>Outreach</u>. Based on the responses, 47% of programs were seen as involved in a "high" level of outreach. An additional 25% could be seen as involved in a "medium" level of outreach. Certainly, because of the vast differences in the types of programs we offer, not all programs should be expected or required to meet any metric related to outreach. Still, 72% of programs being identified as medium to high is certainly encouraging and evidence the high-level of public engagement we maintain in our region.

2. Contributions to regional infrastructure. The committee felt there were myriad ways to interpret both "contribution" and "infrastructure," and programs approached this question in ways that confirm that multiplicity. The most consistent reading involved job placement, while others referred to contributions of expertise to infrastructure-related projects (consulting, board and project membership, certifications, etc.). We also have several new programs who did not respond, as in many cases there are too few graduates to determine the contribution. With that said, 82% of programs listed contributions to regional infrastructure, especially in terms of employment—UW-Green Bay provides our region with teachers, engineers, entrepreneurs and small-business owners, writers, designers, social workers, scientists, government officials, city and county employees, programmers, communication professionals, and too many other positions to name.

    Our programs also contribute expertise, with faculty and staff who serve on boards, consult on environmental matters, and mentor and advise teachers. Rather than list a few examples in this space and risk excluding other valuable work, we will wait for the publication of the survey data, currently underway, on such types of service. Once compiled, it will be made available to the full campus community. Expect the full list of such activities to be extensive, varied, and inspiring.

3. Faculty scholarly activity. Like in the above paragraph, there are too many examples of noteworthy faculty scholarly activity to properly acknowledge here. Even a broad glance at such accomplishments quickly reveals both the exemplary quantity and quality of scholarly activity produced by UW-Green Bay faculty across our programs and colleges. To better make these important successes visible to one another and to our community and region, please see the **recommendation section** for a call to aggregate such information for easy access and distribution. We imagine there are numerous occasions, across the university's various divisions, that such information would prove useful in marketing, university communication, recruitment, etc.

Student Success
Method: For the category of student success, chairs were asked to provide a mixture of brief narrative and list-based responses in relation to the categories below.

Student success is our priority; everything else is secondary. Student success is our reason for being and the public commitment that anchors us to our region. All leaders, teachers, staff members, and partners must orient themselves by using a compass where Student Success points true north.

1. High-impact practices. High-impact practices (HIPs) increase student success, build community, and enhance retention. Programs have a strong, general sense of what qualifies as a high-impact practice, as well as what practices they currently engage in. It is not surprising that 94% of responding programs indicated that they consistently provided one or more high-impact practices for students. Notable high-impact practices include peer mentoring, lab and field experiences, personalized advising, student success advisors, undergraduate research opportunities, high contribution levels to

FYS/GPS, advising for students who need to meet state requirements, a student success coordinator, participation in "Early Alert," smaller class sizes, program-level scholarship support, student organization support, and individualized learning experiences.

Like what is noted below for retention, UW-Green Bay is at the threshold for establishing an institution-wide definition of what qualifies as a high-impact practice, as well as a mechanism or sharing knowledge and experience related to successful methods. While not all high-impact practices are contained within the classroom, our programs' success with, and engagement in, the scholarship of teaching and learning (SoTL) will continue to play a valuable role.

Finally, a shared definition will allow programs to successfully prioritize their efforts. Not all courses can include high-impact practices. With the appropriate information, programs can map HIPs onto their curriculum in a way that thoughtfully applies these at the program level, rather than beginning anew with each course offering and replicating efforts without intention. The recently hired campus HIPs Coordinator is a welcome addition and should serve as a catalyst for such institutional- and program-level intentionality.

2. <u>Program-specific retention efforts.</u> During the period of this review, and with good reason, administration has emphasized the importance of recruitment and how this affects budget stability. Equally important, more so for student success but also for budget stability, is retention. While programs may engage in efforts we associate with retention, UW-Green Bay has yet to develop a shared definition of vital measure for success. We are certainly making an impact in a variety of ways: first-year seminars, the GPS program, emergency funds for students whose hardship may lead to leaving school, Navigate, and transitioning to a new advising model are merely a few of these measures. As a campus, we have reached the threshold where our definitions and strategies should scale to an institutional level.

Mission
Method: For an assessment of each program's relation to UW-Green Bay's new mission, chairs were asked to provide a mixture of narrative, short answer, and list-based responses in relation to the categories below.

In 2019, UW-Green Bay revised its mission statement to better reflect not only its present moment—for example, transforming from one campus into four—but also to serve as a beacon for the future. Mission alignment is what defines the course of our comprehensive program review. The new UW-Green Bay Select Mission, which was approved by the Higher Learning Commission on May 14, 2019, reads as follows:

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical

thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, MS, MSW, MSN, and Ed.D.

1. <u>Mission relevant</u>. It should be no surprise that our full, existing program armada is somehow mission relevant. As the mission in new, the relevance called for in the charge lies in the future, and the challenge for all programs is to continually chart their courses in a manner that is consistent with the commitments and values which the mission maps out.

2. <u>Cultural enrichment</u>. This contribution is an often overlooked and underappreciated strength of UW-Green Bay. One strength of our university in this area is facilities, with the Weidner Center, spaces for performance and events, studios, theatres, and galleries spread across all our locations. Still, it is our programs and its people who bring a diverse array of cultural enrichment to our students, campuses, and larger communities. This enrichment takes too many forms to list here, but include music, art, theatre, creative writing, speaker series, culturally diverse curricula, off-campus programming, the Pride Center, various student organizations, campus publications, and events streamed virtually.

3. <u>Access</u>. This is a period of transition for our definition of access. The merger with the former UW-Colleges was also a merger of different access missions. Establishing continuity in terms of access is often out of our control and in the hands of UW System; for example, the differing tuition levels for the new locations. Our campus seems to be wrestling with how to most effectively become "open access," which is to be expected given the significant changes we've experienced during this review period. Access can be defined in many ways, and our university is striving to meet several of these access initiatives. The merger with the former UW-Colleges allowed for our university to provide access to UW-Green Bay degrees with a lower-cost starting point. The locations also provide access in the form of smaller class sizes with lower student-to-instructor ratios for a more personalized learning environment. The university also provides pathways to degrees from several starting points through articulation agreements with partner universities, college credits in high school programs such as the Rising Phoenix program through the UW-Green Bay, Manitowoc Campus, and collaborative arrangements with sister universities such as the partnership between NWTC and UW-Green Bay, Marinette Campus. In addition, our university has increased awareness of the unique approaches needed for teaching students at an access

institution through CATL programming, trainings, and Communities of Practice. Other significant access initiatives include the Provost Office's endorsement of Open Educational Resources (OERs) in place of traditional (and costly) textbooks.

Given that access and financial means are inextricable, the below IPEDs data may provide a useful glance into access at the institutional level versus efforts at the program level:

Figure 9.   Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2018-19
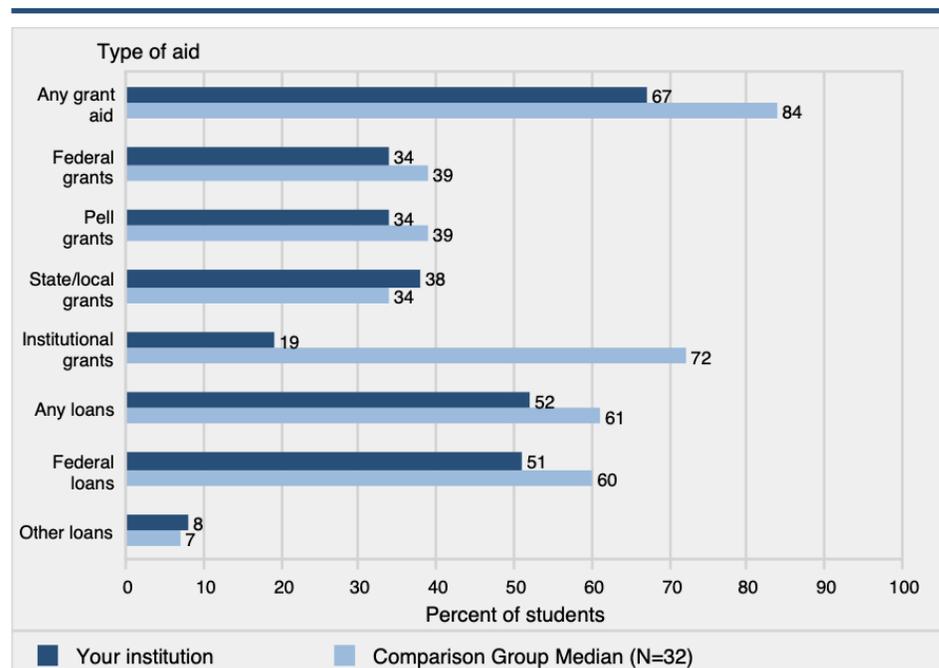
While programs are not likely to be the prime mover in terms of access policy, there were some currents that emerged regarding the ways programs intersect with increases access. These currents include:

- Articulations with Technical Colleges, particularly NWTC
- Clear transfer guides for the Admissions office to reference
- Fully online majors
- Options for accelerated courses
- Partnerships with other 4-year institutions
- Degree availability at all UW-Green Bay locations

Context for Results

While the Comprehensive Program Review Committee respects the charge it was handed, we also respect UW-Green Bay's existing organizational, decision-making, and governance

structure. When comparing available data against the stated charge, we quickly determined that we did not have the necessary information to fully complete the analysis as defined by the charge. Like the plight of the 2006 committee, we have limited, non-aggregated, or incompatible information concerning, but not limited to, faculty scholarly activities, external partnerships, outreach activities, high-impact practices, and individualized learning opportunities.

The charge also asked the Comprehensive Review Committee to make value judgments that it lacks the available information to make. We saw our role as one of gathering information about our full program array, not judging or ranking individual programs against one another. For example, it is not for this committee to "prioritize existing academic program resource and development needs." That prioritization is the purview of the Provost, Deans, Position Review Committee, and the programs themselves. The same applies to recommending a prioritized program array and the number of resources each program should receive; UW-Green Bay already has structures in place to approach such matters in a more informed, holistic manner than this committee could provide. Even a cursory look at UW-Green Bay's organizational structure reveals that this committee should not be the starting point for recommendations concerning program addition or subtraction. We do hope; however, that the information gathered in this process helps inform such decisions.

It is also important, when assessing program performance, to assess the performance of the larger institutions that shoulder responsibility for public higher education within Wisconsin. Such bodies include UW-System administrations, regents, and most importantly, our state government. In the interest of a broader, more complete context, the following data points prove relevant:

- According to a Wisconsin Policy Forum report, between 2000 and 2019, state and local funding per FTE fell from 6.4% above the national average to 16.5% below that average.

- According to a Brookings Institute study, in the period form 2006 until 2018, regional public universities in Wisconsin (excluding Madison and Milwaukee), have fallen to the bottom ranking in per-student appropriations when compared other Great Lakes states (Illinois, Indiana, Michigan, Minnesota, Ohio).

- According to the State Higher Education Executive Officers Association report, between 2013 and 2018, Wisconsin saw the 4th largest decline in in per-student spending for higher education. Only Oklahoma, West Virginia, and Mississippi fared worse.

Finally, the Comprehensive Review Committee recognizes that as a public university, UW-Green Bay's purpose is to serve its community with high-quality, varied programs. We will have programs of various size at various levels of demand; this is the balance required in a regional comprehensive where the word "comprehensive" serves as an ideal to which we should aspire. Some programs will be more expensive than others; that reality does not translate into a program being "better" than another. If we are to truly and effectively serve our region, we must present a balance of programs with a diverse range of appeal, all with the goal of producing well-rounded graduates who go on to contribute to our communities, and the larger world, in meaningful and transformative ways.

Recommendations

Recommendation #1: *All programs should assess their ability to expand and diversify curriculum delivery.*

Covid-19 forced most programs on campus, in the middle of the Spring 2020 semester, to change modalities for curricular delivery. It is not an exaggeration to say that all UW-Green Bay faculty and staff deserve medals for their efforts, as our ability to maintain access to public education during a socially devastating pandemic is the most dramatic example of our commitment to our mission and identity. However, even though many new possibilities were revealed, the drastic shift in modalities was done with a focus on persistence, not pedagogy or student success. We recommend, based on the experience of teaching and learning in the time Covid, for each of our programs to thoroughly assess the opportunities to shift/expand course modalities. Our Covid experience has allowed us a glimpse into what is possible as a four-campus institution going forward, most notably in the area of single-course delivery to multiple locations.

It is not enough for programs to simply do a self-assessment. The results and possibilities of such an assessment must be systematically and structurally coordinated with the campus divisions that move this development forward: the Provost, Deans, IT, DE Coordinator, CATL, etc. Furthermore, programs should begin adding experience with distance education to job postings and descriptions. We can no longer plan only around the content that needs to be covered; we must be equally concerned with how that curriculum is delivered.

Recommendation #2: *UW-Green Bay's Administration should present a detailed plan to the campus community that argues for more state resources, specifically in respect to the funding formula for UW-campuses.*

We recognize that our Administration is, every day, engaged in trying to secure us more resources. However, broader knowledge of, and participation in, those efforts will unify our campus. This Comprehensive Program Review is in many ways more the story of support for higher education in Wisconsin than it is a narrative about any specific program—the state and our program array are inextricably linked.

We cannot sustain growth without state support for more faculty and staff positions; gaining FTE position must be a priority. While UW-Green Bay has grown in recent years, the work of this growth has largely been accomplished with increasingly strained existing resources. This is an opportunity for our campus community to unite and pull in the same direction, especially given the recent merger's expansion of UW-Green Bay's legislative reach. We are nearing a pivotal stress point: we can only stay afloat for so long working with what we have; otherwise, we will go down with the ship. We recommend launching all UW-Green Bay into this effort, rather than leaving the majority docked at port, able to do nothing beyond waiting for another palatable to poor outcome.

Recommendation #3: *We need a smarter approach to faculty salaries.*

The committee recognizes that salary is a problem for both faculty and staff across the

institution. As this document involved program review, this recommendation speaks specifically to the issue of faculty salaries. In most areas of campus, our salary levels are embarrassing. This often results in declined job offers (and thus wasted search hours), constant internal requests for raises (thus time committed to the bureaucratic processes involved), and turnover in high-demand areas. Furthermore, this is a primary factor in UW-Green Bay's difficulties in attracting diverse job candidates.

First, the state's percentage-based approach to salary increases privileges higher earners and erases any progress previously made toward equity in salary. We recommend that campus leadership unites with other campuses in requesting the state develop a more equitable way to provide universal increases.

Second, we recommend a more consistent, long-range approach to salary. One pot of money is available for performance, yet the next opportunity is based on equity. We know our salaries are low in comparison to other institutions, yet we deny or limit raises based on our internal scale, which we admit is lacking. We seem unable to decide if we want to approach salary in relation to how we compare with other institutions versus how we compare to each other internally. We should decide on an approach to salary increases that moves us forward more rapidly, develop a plan for how to best implement it, and then sail ahead.

Third, we recommend opening a discussion about 12-month payment options for faculty members who might benefit from such a salary distribution, even while serving on a 9-month contract.

Recommendation #4: *Develop closer coordination between programs and Enrollment Services for recruitment efforts.*

Programs understand student recruitment is essential for our stability and success. We recommend greater cooperation and understanding between Enrollment Services and our academic programs. Enrollment services has a wealth of knowledge, including: what are potential students asking for? What is the best way to contact potential students? What recruiting methods and events are the most successful? In short, our programs want to know: what can we do to support recruitment that has a demonstrated record of success? We must think of Enrollment Services and our programs as if they are two sails on the same mast.

Recommendation #5: *Program review of individual programs should be fully redesigned to automate all data collection.*

We recommend not just revising but reimagining our approach to individual program review. Needless paperwork and bureaucracy are the albatross around our collective neck. In the future, all data gathering should be fully automated as to allow programs and their chairs to respond and engage in visioning work. Furthermore, these data reports should include information detailing state-support for higher education, system-level data for resource allocation by campus, as well as the data relevant to the program under review. This will provide more accurate context for reviewing a program within a state university system. The dominant theme of this iteration of comprehensive program review is depleted resources, which is inextricable from System and state-level data.

Most importantly, individual program review should be useful and efficient. Program chairs should not be asked to collect data or allocate much of their time to gathering scraps of information. The ideal process will automate data collection into a program-specific package, thus allowing chairs and programs to spend their time reflecting, commenting, and planning.

Recommendation #6: *Find ways to aggregate data and information in yearly Professional Activities Report or no longer require its submission.*

In the spirit of Recommendation #4, this is another recommendation that is a subset of our overwhelming requirements regarding paperwork. If anyone is required to spend more time reporting on what they do rather than doing their work, the system needs an overhaul.

We recommend reworking the submission of the Professional Activities Report in a way that allows us to aggregate data. This would have been incredibly useful for this comprehensive program review. If we are unable to do so, we recommend eliminating PARs altogether, as they exist entirely as individual Word documents that function to "check a box"; if they have no use beyond program-level faculty reviews, programs should develop their own reporting system. The committee recognizes the somewhat recent efforts to use Sedona, and we are not informed enough to know why that process failed and resulted in wasted dollars and labor. We require an easy, electronic reporting template that allows data to be collected and used for the benefit of our institution. It is also possible to approach this via a larger effort, such as reviewing all required paperwork and reporting requirements that are unique to UW-Green Bay and not required by an external authority.

Recommendation #7: *Explore a comprehensive review of staff duties required for individual programs or program groups.*

While reviewing collected data, the committee found that programs who interface with public and professional agencies have unique and significant staffing needs. For example, Education program staff must ensure graduates meet all state statutory teaching licensing compliances and professional competency in addition to university graduation requirements, coordinate background checks and mandatory reporters, schedule testing dates, establishing field practicum and student teaching placements, guidance toward licensure, etc. Other programs have similar high-stakes responsibilities. We recommend a comprehensive review and prioritization of staff needs by program to ensure these responsibilities are met. It may also be of benefit to rethink how such staff is organized; for example, maybe there are opportunities to have staff serve groups of programs that share a common need.

Recommendation #8: *Establish campus-wide benchmarks for Equity, Diversity, and Inclusion.*

The committee recognizes and applauds our heightened awareness of, and programming related to, equity, diversity, and inclusion. Especially worth noting are the Inclusivity & Equity Certificate Program, the hiring of a Vice Chancellor for Inclusivity and Student Affairs, the Council for Equity, Diversity, and Inclusion's strategic planning efforts currently underway, and

campus engagement with an Intercultural Development Inventory (IDI).

We recommend creating, or announcing that we have reached, campus-wide benchmarks or checkpoints for equity, diversity, and inclusion. While individuals make progress through certain programs, as a campus we often seem to be starting over, trapped in "square one." This is common for campuses around the country, who are continually saying "we need to" rather than "we did." We are not like other campuses, so it is time to leave our safe harbor and not only make progress but document those achievements, so we are not simply beginning again as a community. This recommendation is made while also acknowledging the recent progress and commitment UW-Green Bay has made in this important area.

Recommendation #9: *Task the Office of Institutional Strategy & Effectiveness with developing a reliable metric for faculty-to-student ratio.*

We recommend the creation and use of a reliable, real-time metric for faculty-to-student ratio. Because many faculty teach in multiple programs, we cannot simply calculate a faculty sum for a given program that is then divided into the total number of majors. Furthermore, faculty effort for any program changes with each semester, as it reflects periodicity requirements, etc. Complicating this is our addition of graduate programs (not included in this review), as these classes are also taught by existing faculty, further dispersing their efforts across programs.

In order to achieve any reliable "cost-per-credit hour" metric at the program level, or meaningful student-to-faculty ratios for specific programs, we must eliminate as much guesswork as possible and work from a stable metric that provides both real-time updates for a given semester, as well as a historical record of fluctuation, as we do with the number of majors per program.

Recommendation #10: *Create a comprehensive system for tracking high-impact practices (HIPs).*

Every course cannot be built around high-impact practices; UW-Green Bay does not have the personnel or resources to accomplish this. With that in mind, we recommend developing a system for tracking high-impact practices university wide, accessible in a form that provides easy access to, and use of, the information. This process has already been given a boost with the recent hire of a HIPs coordinator. At the program level, the goal should be to strategize the application of HIPs in areas/courses where student retention and performance needs support. The committee also recognizes that high-impact practices occur in our university environment outside of the classroom; to gain a comprehensive understanding, these practices should also be tracked and documented.

Recommendation #11: *Update General Education program.*

The General Education program was last revised before the period of this review, our four-campus identity, and the new mission. We recommend an assessment and possible revision of General Education in order to best serve our contemporary and future students. The committee values General Education, especially in this era of hyper-specialization, polarization, and cultural silos. Although such a process would involve many campus constituencies, we recommend the

process be a collaboration between the Deans—who, together, have a complete and detailed understanding of the UW-Green Bay curriculum—and the faculty. It is vital that this process focus and proceed based on knowledge, not who may or may not benefit from, or take advantage of, the proposed Incentive-Based-Budget model (IBB).

Recommendation #12: *Administration needs to fully articulate the definition, use, and program-level engagement with proposed IBB budget model.*

There is much confusion and anxiety regarding the IBB model. The fact that UW-Green Bay has seen three Chancellors and three Provosts over the course of the model's design (including a name change from RCM to IBB), the model's development has progressed in a cloudbank of mixed and often conflicting messages. We recommend that administration fully articulate the model's definition and intended use, as well as detailed instructions for how programs (and their Chairs) are to engage with the information. Important to recognize is the amount of time we require of programs and their chairs; we must weigh asking people to engage purely for information and reports versus having an active role in decision making—the latter is likely more worth people's time and attention, while the former is time better spent somewhere else. Additionally, the financial requests made of this committee by the Comprehensive Program Review Committee charge are incompatible with our proposed IBB budgeting model—the committee did not reference any IBB data during this process because of its uncertain state.

Recommendation #13: *Academic support positions that report to an Associate Provost should work more closely with the Deans.*

The period under review has seen the creation of several positions related to student success (Student Success Coordinator, DE Coordinator, HIPs Coordinator, Assessment Coordinator, full-time CATL director, etc.). We recommend that all these positions establish better and more regular contacts with the academic Deans, as this will directly benefit programs. Currently, these positions dedicate much of their time within the Provost's office and their various supervisors. As these positions are to provide support down to the level of programs, and even individual faculty, it would be beneficial for such positions to coordinate more closely with the Deans, who have a deep understanding of the programs in their Colleges, as well as the differences between various Colleges, which is essential for implementing any institution-wide initiative.

Recommendation #14: *Remember our successes in the pre-Covid world.*

Understandably, Covid has heightened our focus on distance education and its various delivery methods. However, before Covid, UW-Green Bay was achieving high levels of success in areas where other UW-System campuses were struggling. We recommend a reconnection to, and refocusing on, those successes which are linked to who we are as a place and a community. In-person instruction will always be essential, and our campus and community are what makes us distinctive and attractive. We must not lose sight of this, or this is no home harbor to which to return.

Recommendation #15: *Develop retention data specific to programs.*

Not having access to retention data for specific programs was another data point we struggled

with while compiling this report. Given that the campus is adopting Navigate, including "success markers" specific to each program, <u>we recommend the creation of reliable and accessible retention data specific to the program level</u>. This will help programs and chairs to develop retention strategies that ties directly to their curriculum and how students progress toward their degree.

Recommendation #16: *Engage the entire university and its programs in an ambitious commitment to environmental ethics, stewardship, and sustainability.*

As frequently mentioned in this report, our university has undergone significant change in recent years, and we should assess our current position and directions in relation to those changes—our identity as an environmentally-conscious and engaged university, an identity that permeates all facets of our effort, should be no exception. Given all that we already do in this area, such as our Environmental Management and Business Institute (EMBI); and given our current discussions and awareness, such as *Common CAHSS: Beyond Sustainability*; and given the exciting lighthouses that beckon, such as our designation as a Natural Estuarine Research Reserve (NERR), we recommend setting ambitious environmental goals, in ethics, stewardship, and sustainability, that position us as an example to others.

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Table 1: Composite Overview

Program	Acad Plan	Majors Graduated (2013-14 through 2019-20)	Minors Graduated (2013-14 through 2019-20)	Average Fall Declared Majors (2013-14 through 2020-21)	Average Fall Declared Minors (2013-14 through 2020-21)
Accounting	ACCTG	263	105	175	35
	P-ACCTG			4	
Actuarial Science***	ACTU SCI-I		6		5
Art	ART	122	70	87	29
Arts Management	ARTS MGT	73	48	28	29
Biology	BIOLOGY	207	8	157	12

Program	Code				
Business Administration	BUS ADM	1412	536	731	252
	P-BUS ADM			34	
Chemistry	CHEM	76	160	53	41
Communication	COMM	402	88	108	29
	P-COMM			28	
Computer Science	COMP SCI	166	14	157	11
Dance	DANCE-I		9		11
Democracy and Justice Studies	DJS	157	40	90	18
Design	DESIGN	168	72	100	32
Economics	ECON	70	136	28	35
Education	ELEM EDUC	468		137	
Electrical Engineering Tech***	ELEC ET	26		39	
English	ENGLISH	228	48	130	23
Environmental Engineering Tech***	ENV ET	20		21	
Environmental Policy & Planning	ENV POL PL	96	31	36	11
Environmental Science	ENV SCI	114	208	85	74
First Nations Studies	FNS	20	22	14	7
French and Francophone Studies	FRENCH***	5	24	4	10
Geography	GEOG-I		9		4
Geoscience	GEOSCI	23	13	16	4
German	GERMAN	18	35	15	15
Global Studies	GLOBAL-I		56		20
Health Informaiton Management Technology	HIMT	116		100	
	P-HIMT			15	
History	HISTORY	212	85	105	29
Human Biology	HUM BIOL	777	84	356	33
Humanities	HUM	10	55	35	77
Information Science	INFO SCI	57	28	34	18
International Business	INTL BUS-I	8	60		32
International Environmental Studies	INTL ENV-I				1
Marketing***	MKTG			4	

Program	Code				
Math	MATH	76	34	46	20
Mechanical Engineering***	MECH ENGR	33		77	
Mechanical Engineering Tech***	MECH ET			49	
Music	MUSIC	65	26	54	17
	P-MUSIC			5	
Nursing - RN to BSN	NURSING	761		348	
Nursing - Traditional	NURS_TRAD			36	
Organizational Leadership	BAS-ILS	383		181	
	ILS	159		95	
	INTERD STU	114		80	
	ORG_LEAD	41	1	82	6
Philosophy	PHILOS	37	15	17	12
Physics	PHYSICS-I		13		7
Political Science	POL SCI	173	110	65	29
Psycholoty	PSYCH	875	265	432	103
Public Administration	PUB ADM	152	54	51	20
Secondary Education	SECON ED-I	1	237	28	64
Social Work	P-SOC WORK			81	
	SOC WORK	230		75	
Sociology and Anthropology	ANTHRO-I		6		3
	SOANTH-I				24
	SOCIOL-I		34		20
Spanish	SPANISH	137	173	62	86
Theatre and Dance	THEATER	63	16	55	17
Urban Studies	UR RE ST	15	6	7	5
	URB STUD			3	
Water Science***	WATER_SCI			8	
Women and Gender Studies	WOM STDY-I		74		26
Writing and Applied Arts***	WRIT_AA	5		20	

Program Eliminated	
New Programs during program review period	
<35	
>35 but < 200	
>200	

Table 2: Student Diversity by Program Graduates

Program	Acad Plan	Students	African American	Asian	Hispanic	International	Multi Non Hisp	Other	Pacific Islander	Southeast Asian	White	F	M	U	19 and Under	20-24	25 and Older	No Birthday on Record	Average Age	First Generation No	First Generation Yes	Other Admit Type	Re-Admit	Transfer
Accounting and Finance	ACCTG	263	1	2	10	3	3			2	239	147	116	0	0	35	222	6	29.6	110	153	201	5	57
Applied Leadership for Teaching and Learning	MS TCH LRN	147	1		5		5				133	110	37	0	0	3	132	12	39.1	130	17	113	34	0
Art	ART	122		1	4	4	3			2	105	85	37	0	0	16	90	16	29.6	60	62	94	9	19
Arts Management	ARTS MGT	73		1	1	3	5				63	57	16	0	0	15	46	12	29.1	44	29	54	2	17
BAS-Integrative Leadership Std	BAS-ILS	383	9		15		3		1	8	334	251	132	0	0	3	377	3	40.8	130	253	116	30	237
BAS-Interdisciplinary Studies	BAS-IST	197	2	1	4		3			2	178	139	58	0	0	0	192	5	43.1	137	60	183	10	4
BAS-Organizational Leadership	BAS-OL	100	2		8		2			1	85	62	38	0	0	3	97	0	39.6	26	74	3	16	81
Biology	BIOLOGY	207		1	4	1	6			2	192	132	75	0	0	40	163	4	27.8	92	115	152	8	47
Business Administration	BUS ADM	1412	8	15	50	43	42			16	1220	730	682	0	0	289	1092	31	28.4	642	770	934	46	432
Chemistry	CHEM	76	1	1	2	4	2				66	35	41	0	0	15	59	2	29.1	44	32	48	5	23
Communication	COMM	402	11	2	14	10	8			3	349	248	154	0	0	74	312	16	27.7	223	179	286	14	102
Computer Science	COMP SCI	166	4	3	4	3	5			4	140	17	149	0	0	32	129	5	28.9	74	92	99	10	57

Data Science	MS DATA SC	37	3	5	4	2					23	8	29	0	0	0	37	0	41.6	36	1	36	1	0
Democracy and Justice Studies	DJS	157	6		9		8			1	127	95	62	0	0	43	108	6	28.0	73	84	121	6	30
Design Arts	DESIGN	168		2	8	2	11				142	118	50	0	0	28	131	9	28.5	72	96	131	2	35
Economics	ECON	70		3	1	11	2			1	51	7	63	0	0	8	59	3	30.1	43	27	54	4	12
Education	ELEM EDUC	468	1	1	11		7			5	437	419	49	0	0	106	349	13	28.3	220	248	338	12	118
Electrical Engineering Tech	ELEC ET	26				2	3				21	0	26	0	0	8	18	0	27.4	15	11	5	1	20
English	ENGLISH	228	2	2	7	1	9			1	204	174	54	0	0	38	181	9	29.0	124	104	165	13	50
Environmental Engineering Tech	ENV ET	20					1			1	17	10	10	0	0	7	13	0	25.7	9	11	14	0	6
Environmental Policy &Planning	ENV POL PL	96	2		5	1	2			1	84	51	45	0	0	14	78	4	30.5	48	48	75	2	19
Environmental Science	ENV SCI	114		1	2	2	2				106	52	62	0	0	25	78	11	28.5	54	60	90	3	21
Environmental Science & Policy	MS ENV SCI	91		1	1	3	4		1		79	44	47	0	0	1	42	48	35.2	82	9	78	13	0
First Nations Studies	FNS	20			2		2				3	13	7	0	0	3	17	0	32.0	11	9	12	3	5
French and Francophone Studies	FRENCH	5									5	4	1	0	0	1	3	1	27.5	2	3	3	0	2
Geoscience	GEOSCI	23			1		1				21	8	15	0	0	2	19	2	31.2	13	10	18	2	3
German	GERMAN	18					1				17	10	8	0	0	7	11	0	27.4	15	3	18	0	0
Health and Wellness Management	MS HWM	28	1				1				26	24	4	0	0	0	28	0	34.5	26	2	25	3	0

Program	Code																							
Health Information Management Technology	HIMT	116	10	1	2		2			4	94	99	17	0	0	6	110	0	35.0	38	78	36	5	75
History	HISTORY	212	2		5	1	7				193	96	116	0	0	38	164	10	29.6	108	104	157	5	50
Human Biology	HUM BIOL	777	4	9	31	13	25		2	19	666	575	202	0	0	174	584	19	28.1	389	388	542	23	212
Human Development	HUM DEV	620	2	2	27	4	22		1	22	531	561	59	0	0	83	527	10	29.3	236	384	435	42	143
Humanistic Studies	HUM STUD	64	1		5		5			2	50	44	20	0	0	13	46	5	29.2	33	31	48	3	13
Humanities	HUM	9	1				1				7	5	4	0	0	5	4	0	24.9	4	5	3	0	6
Information Sciences	INFO SCI	57	1	1		1	5			2	46	14	43	0	0	14	42	1	28.6	24	33	49	0	8
Integrative Leadership Studies	ILS	159	5		7	1	4			1	134	113	46	0	0	0	157	2	41.6	66	93	56	29	74
Interdisciplinary Studies	INTERD STU	114	2		4		6				97	84	30	0	0	0	112	2	43.6	85	29	105	1	8
Management	MS MGMT	71	4	2	1	39					24	25	46	0	0	4	64	3	33.7	68	3	68	3	0
Master of Social Work	MSW	304	11	2	16		5			8	250	258	46	0	0	18	271	15	34.5	229	75	298	6	0
Mathematics	MATH	76		1	3	3	1		1		67	33	42	1	0	10	61	5	28.8	46	30	58	4	14
Mechanical Engineering Tech	MECH ET	33			1		1				28	5	28	0	0	10	22	1	28.1	24	9	10	1	22
Music	MUSIC	65			5	1	2				56	33	32	0	0	10	44	11	28.4	40	25	54	3	8
No Program	INDIVIDUAL	14					1				13	10	4	0	0	4	10	0	27.4	8	6	10	0	4
Nursing	NURSING	761	20	21	14		9		3	8	677	702	59	0	0	11	750	0	40.3	243	518	338	119	304
Nursing and Leadership and Management	MS NURSING	42	1		1						40	36	6	0	0	0	42	0	45.1	26	16	36	6	0

Program	Code																							
Organizational Leadership	ORG_LEAD	41	1	1	4		2				33	23	18	0	0	2	39	0	38.2	14	27	3	13	25
Philosophy	PHILOS	37	1	4	3		3				24	12	25	0	0	9	27	1	29.7	22	15	24	0	13
Political Science	POL SCI	173	4		16	3	8				140	88	85	0	0	50	117	6	28.6	82	91	133	7	33
Psychology	PSYCH	875	12	6	40	8	36	1	1	10	751	718	156	1	0	162	700	13	28.7	360	515	562	44	269
Public Administration	PUB ADM	151	3		10		4			2	131	89	62	0	0	34	109	8	29.6	67	84	120	8	23
Social Change and Development	SOC C D	2									2	1	1	0	0	0	2	0	30.2	2	0	2	0	0
Social Work	SOC WORK	230	5	1	18		7			9	185	208	22	0	0	44	180	6	30.4	80	150	143	8	79
Spanish&Latin American Studies	SPANISH	137	2	1	26	2	2				104	112	25	0	0	27	103	7	27.5	74	63	121	1	15
Sustainable Management	MS SMGT	66	1		1		1				62	35	31	0	0	0	65	1	39.9	56	10	60	6	0
Theatre & Dance	THEATER	63	1	0	3	0	2	0	0	0	57	49	14	0	0	16	45	2	59	40	23	53	4	6
Urban Studies	UR RE ST	15	1		2						12	6	9	0	0	0	15	0	29.9	6	9	10	1	4
Writing and Applied Arts	WRIT_AA	5									5	3	2	0	0	4	1	0	23.6	4	1	2	0	3

Table 3: Growth of Graduate Programs
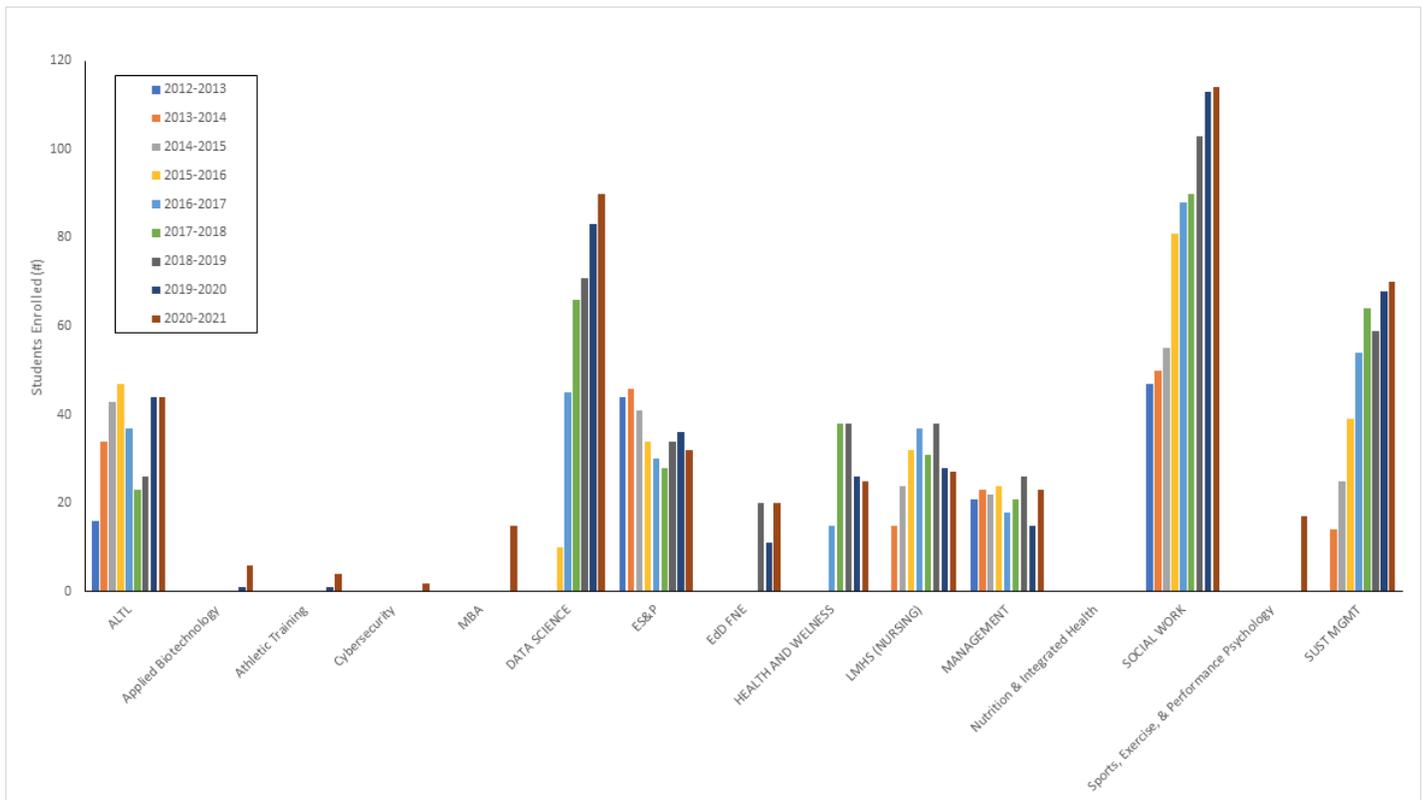
Table 4: IPEDs Pay Data

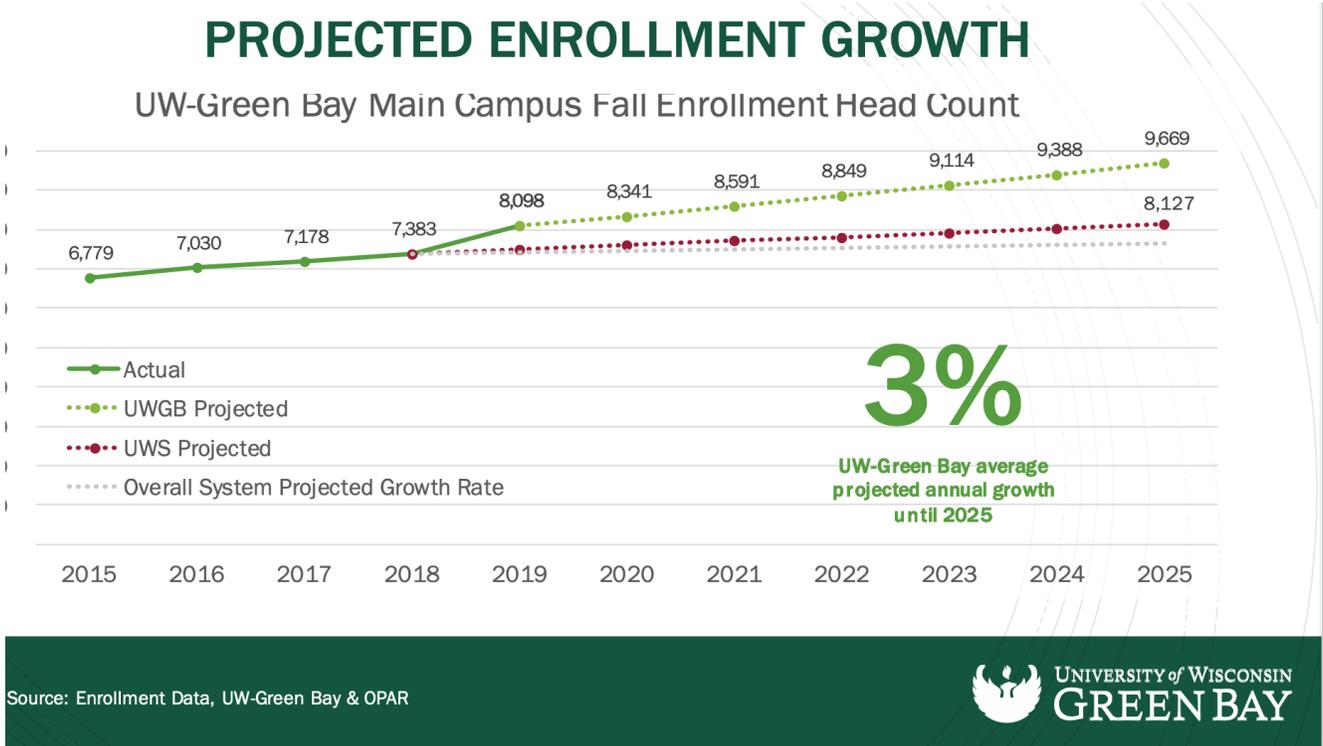**Figure 21.   Core expenses per FTE enrollment, by function: Fiscal year 2019**
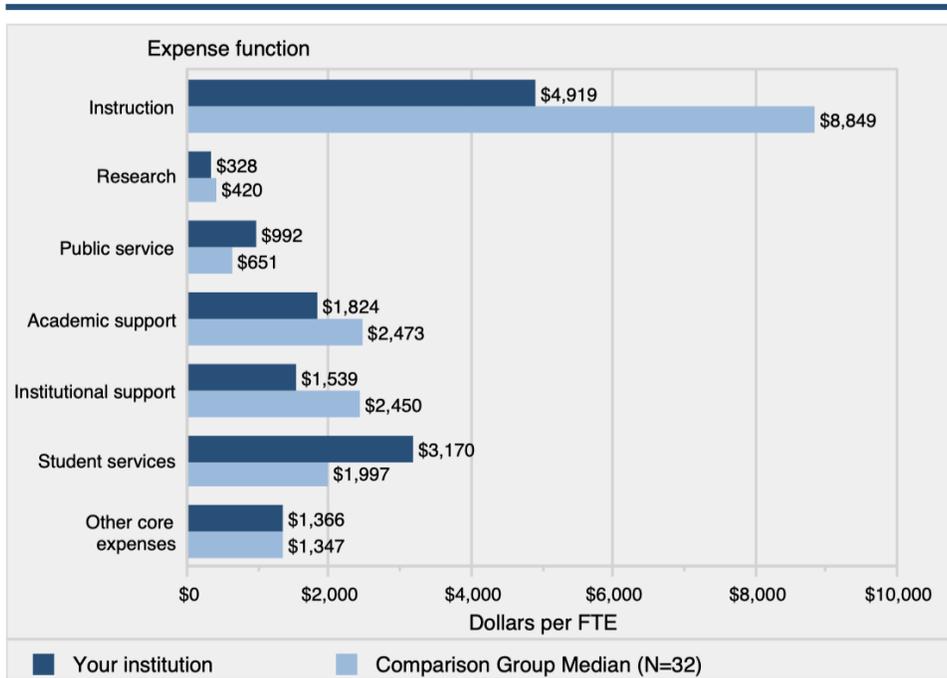
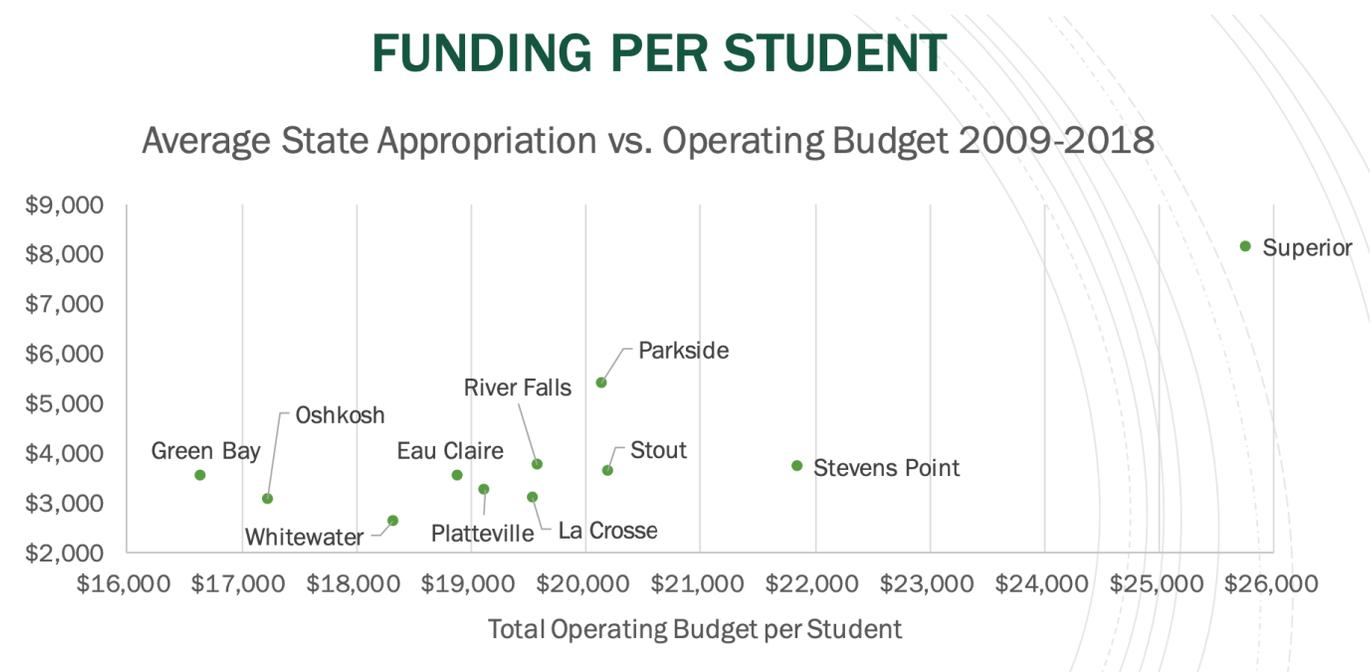## Table 5: UW-Green Bay GPR in Comparison to UW Institutions

University of Wisconsin System
2020-21 Annual Budget by Management Category and Institution
Expenditures

	GPR/Tuition Base	Auxiliary Operations	General Program Operations	Federal Indirect Cost Reimbursement	Gifts, Grants, and Contracts	Federal Financial Aid	Other Funds	Total Base
Madison	$1,058,641,210	$348,265,214	$243,416,224	$151,856,723	$1,218,205,077	$195,926,878	$163,032,045	$3,379,343,371
Milwaukee	$269,342,668	$90,882,685	$16,187,003	$9,120,004	$58,259,568	$146,060,000	$12,590,115	$602,442,043
Eau Claire	$91,896,208	$46,412,584	$8,241,930	$269,954	$5,292,433	$50,119,369	$11,112,645	$213,345,123
Green Bay	$53,797,520	$21,646,773	$4,884,007	$383,702	$6,939,574	$36,696,914	$2,497,689	$126,846,179
La Crosse	$95,475,939	$39,962,605	$2,857,873	$387,085	$7,124,738	$52,913,806	$7,529,794	$206,251,840
Oshkosh	$91,461,038	$42,512,088	$9,983,520	$678,397	$13,598,456	$56,756,000	$11,030,751	$226,020,250
Parkside	$41,512,140	$10,595,001	$1,879,565	$93,200	$1,984,878	$34,629,809	$4,358,030	$95,052,623
Platteville	$69,349,369	$32,776,637	$10,454,148	$131,339	$4,244,400	$41,816,950	$9,136,129	$167,908,972
River Falls	$53,951,050	$30,165,719	$3,179,463	$209,432	$3,121,987	$30,945,347	$5,203,770	$126,776,768
Stevens Point	$74,536,293	$31,649,659	$14,623,534	$178,961	$9,482,735	$43,804,593	$12,111,702	$186,387,477
Stout	$71,248,464	$31,417,828	$18,128,685	$528,929	$8,596,908	$46,967,710	$8,368,575	$185,257,099
Superior	$31,271,011	$6,861,664	$1,146,000	$230,898	$3,852,707	$16,034,385	$2,714,625	$62,111,290
Whitewater	$100,807,300	$40,610,307	$24,853,883	$196,035	$5,706,648	$63,295,304	$10,199,491	$245,668,968
Systemwide	$89,229,759	$1,511,125	$22,813,714	$5,664,656	$6,088,009	-	$9,971,338	$135,278,601
Shared Services	$5,560,808	-	$15,798,978	-	-	-	-	$21,359,786
GPR/Tuition Fringe Benefits	528,928,217	-	-	-	-	-	-	528,928,217
Total	**$2,727,008,994**	**$775,269,889**	**$398,448,527**	**$169,929,315**	**$1,352,498,118**	**$815,967,065**	**$269,856,699**	**$6,508,978,607**
Percent of Total	**41.90%**	**11.91%**	**6.12%**	**2.61%**	**20.78%**	**12.54%**	**4.15%**	**100.00%**

Table 6: Projected UW-Green Bay Growth

PROJECTED ENROLLMENT GROWTH

UW-Green Bay Main Campus Fall Enrollment Head Count

- ━━●━ Actual
- ┈┈●┈ UWGB Projected
- ┈┈●┈ UWS Projected
- ┈┈┈┈ Overall System Projected Growth Rate

3%

UW-Green Bay average projected annual growth until 2025

Values: 6,779 · 7,030 · 7,178 · 7,383 · 8,098 · 8,341 · 8,591 · 8,849 · 9,114 · 9,388 · 9,669 · 8,127

Years: 2015 · 2016 · 2017 · 2018 · 2019 · 2020 · 2021 · 2022 · 2023 · 2024 · 2025

Source: Enrollment Data, UW-Green Bay & OPAR

UNIVERSITY of WISCONSIN
GREEN BAY

Table 7: Funding Per Student in UW-System

FUNDING PER STUDENT

Average State Appropriation vs. Operating Budget 2009-2018

Y-axis: $2,000 – $9,000

Labels: Superior, Parkside, River Falls, Oshkosh, Green Bay, Eau Claire, Stout, Stevens Point, Whitewater, Platteville, La Crosse

X-axis: Total Operating Budget per Student ($16,000 – $26,000)

Appendices

Appendix 1: Comprehensive Program Review Metrics

General and Overview
1. Description of programs most significant opportunities and challenges
2. What would help make the program and its students more successful?
3. Program accomplishments
4. Significant changes to the program during the review period

Program Demand
1. Academic plans
2. Declared majors
3. Student diversity
4. Number of graduates
5. Diversity of graduates
6. Courses taken across for colleges (Sam, not sure if I'm correct on this.)

Internal Development and Contributions
1. Program goals
2. Curriculum development
3. Connections to other programs
4. Number of courses offered (Sub-grouping of non-in-person modalities)
5. Diversity of students, faculty, and curriculum
6. Contribution to Gen Ed, FYS/GPS, CCIHS
7. Program support and staffing
8. Cost per credit hour (?)

External Connections and Contributions
- Outreach: student/faculty partnerships, collaborations, participation with organizations or individually
- Contributions to regional infrastructure
- Scholarly activity of faculty

Student Success
1. High-impact practices and individualized-learning opportunities
2. Retention

Relevance to Mission
1. Relevance to mission
2. Cultural enrichment
3. Access

Appendix 2: List of programs reviewed

Accounting	Environmental Science	Music
Art	First Nation Studies	Nursing (RN to BSN)
Arts Management	French (Minor)	Nursing (Traditional)
Biology	Geography (Minor)	Organizational Leadership
Business Administration	Geoscience	Philosophy
Chemistry	German	Political Science
Communication	Global Studies (minor)	Psychology
Computer Science	Health Information Management & Technology	Public Administration
Dance (Minor)	Human Resource Management	Secondary Education
Democracy and Justice Studies	History	Social Work
Design Arts	Human Biology	Sociology & Anthropology (minor)
Economics	Humanities	Spanish & Latin American Studies
Education	Information Science	Theatre
Electrical Engineering Technology	Marketing	Urban Studies
English	Mathematics	Water Science
Environmental Engineering Technology	Mechanical Engineering	Women's & Gender Studies (minor)
Environmental Policy & Planning	Mechanical Engineering Technology	Writing and Applied Arts

Appendix 3: Programs with no submitted review

Actuarial Science
International Business
International Environmental Studies
Physics (minor)

Appendix 4: Comprehensive Program Review Template

Template for Comprehensive Program Review

General and Overview

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

2. What are some things that would help make your program and its students more successful? (Narrative)

3. What are some program accomplishments worth highlighting? (Narrative)

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

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

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

Internal

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

2. Curriculum development (Lists, brief narrative if appropriate)

3. Connections to other programs (Lists, brief narrative if appropriate)

4. Number of courses offered (Overall number provided in materials. <u>Chairs</u>: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. <u>Chairs</u>: short commentary if appropriate; provide examples from curriculum if appropriate.)

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

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

8. Cost per credit hour (TBD)

External

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

2. Contributions to regional infrastructure (Lists)

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

Mission Relevant

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

2. Cultural enrichment (Narrative or lists as appropriate)

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

Appendix 5: UW-Green Bay Programs and External Accrediting Bodies

- National Association of Schools of Art and Design (NASAD)
- Association for the Advancement of Collegiate Schools of Business (AACSB) (pursuing)
- American Chemical Society (ACS)
- Wisconsin Department of Public Instruction (DPI)
- Accreditation Board for Engineering and Technology (ABET) (pursuing)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Commission on Accreditation for Health Informatics and Information Management (CAHIIM) National Association of Schools of Music (NASM)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)

Appendix 6: Opportunities by Campus Division

Programs that Listed Opportunities Connected to a Specific Campus Division

Continuing Education and Community Engagement
- Business Administration
- Design Arts
- Human Resource Management
- Philosophy
- Women's & Gender Studies

Graduate Education

- Communication
- Information Science
- Design Arts
- Human Biology
- Human Resource Management
- Public Administration

Facilities & Community Needs

- Art
- Communication

- Environmental ET
- Geoscience
- Marketing
- Social Work
- Theatre
- Water Science

<u>Advancement</u>

- Water Science

Appendix 7: Support from CATL

Several programs listed expansion to additional instructional modalities as an opportunity. These programs could benefit from targeted support from the Center for the Advancement of Teaching and Learning (CATL).

- Communication and Information Sciences
- English
- Environmental Engineering Technology
- First Nation Studies
- Health Information Management and Technology
- Humanities
- Nursing (RN-to-BSN)
- Organizational Leadership
- Political Science