

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4. A. 1.

Argument

UWGB has conducted regular program reviews of academic programs for over 20 years. Since the last time the Higher Learning Commission reviewed the campus (2007), the University has modified several practices, and the scope of programs subject to review has expanded. In 2008, the cycle for [regular program reviews](#) moved from five years to seven. The modifications made in 2008 also included requiring programs to review the major's learning outcomes, assessment plans, and recent results from [student learning outcomes assessments](#). Accredited programs also prepare self-studies in accordance with the guidelines and schedules required by their accrediting bodies.

Program reviews evaluate the effectiveness of programs and suggest appropriate modifications. The process of academic program review begins with faculty members of the academic program writing a

self-study that addresses core issues. All units have access to [standard data sets](#) maintained by the Office of Institutional Research and Assessment (OIRA) and updated each February. The [Academic Affairs Committee \(AAC\)](#) and the program's academic Dean review the self-study. The self-study, the AAC's review, and Dean's review are available online at a site maintained by the Secretary of the Faculty and Academic Staff (SOFAS) and updated at the start of each year. The scope of academic program review has recently expanded to include several new majors and master's programs. As the array of Master's programs has grown, establishing regular routines and appropriate information resources has become more critical.

4. A. 2.

Argument

UWGB complies with [UW System Administrative Policy 135 UW System Undergraduate Transfer Policy](#), which regulates the transfer of credit based on institutional and programmatic accreditation standards. UWGB works diligently to award credit for general education courses and to use those courses in a students' general education plan. In determining equivalencies for incoming transfer courses, decisions are made both in the Registrar's Office and in conjunction with the faculty chair or designee of each academic department. All domestic transfer credit must come from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA). All degree-seeking students must meet UWGB's residency requirements for both the institution and academic program.

UWGB also awards graduate transfer credits according to institutional transfer standards. Graduate credits are transferred at the discretion of the graduate department and only credits applied directly to the student program are transferred. Generally, no more than 15 graduate transfer credits may be applied to a graduate program, with some programs accepting fewer.

UWGB allows students to earn credit for experiential learning, called [Credit for Prior Learning](#). Students may earn credit for specific UWGB courses through institutional challenge exams and portfolios. Additionally, UWGB accepts passing scores on national exams (e.g., Advanced Placement (AP), CLEP, DSST, International Baccalaureate) for credit. All credit for prior learning is organized through the Testing Services Office, and the faculty of each department have authority over what credit is awarded based on completion of a particular option. Each option has specific principles that must be met in order to earn credit for prior learning. For example, students must achieve minimum scores on AP exams to receive credit and the amount of credit awarded can vary depending on the score achieved.

In addition, UWGB maintains a [military credit policy](#) awarding credit to students for basic military experience. UWGB follows the American Council on Education (ACE) recommendations for accepting military credit, and it accepts credit evaluations from organizations such as Educational Credential Evaluators (ECE) and World Education Services (WES) for foreign credits. Where applicable, foreign credits transferred must come from an institution recognized by the Ministry of Education in that country.

The UW System maintains the [Transfer Information System \(TIS\)](#), through which UWGB complies with the state process for submitting transfer equivalency information. The TIS system is accessible online; through it, students can determine how credits taken at one institution will transfer to another.

UWGB complies with [UW System Policy 140 Guidelines for Articulation Agreements between UW](#)

[System Institutions and WTCS Districts](#) when creating inter-institution articulation agreements. Those agreements are both reported to the UW System as well as housed at UWGB and may be accessed through Enrollment Services' [Transfer Services](#). Articulation Agreements are arranged and created by the faculty or department chair who then collaborates with the Provost's Office and the Registrar's Office. In addition to articulation agreements, UWGB has a number of Transfer Guides for the UW Colleges and the Wisconsin Technical College System schools as well as several Memoranda of Understanding and partnerships with various institutions. These, too, may be accessed through Enrollment Services' Transfer Services.

4. A. 3.

Argument

As noted in 4.A.2, UWGB assures the quality of transfer credit by complying with [UW System Administrative Policy 135 UW System Undergraduate Transfer Policy](#). These policies allow transfer of credit when work is completed at an U.S.-based institution that is accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or completed outside the U.S. at an institution recognized by the Ministry of Education in that country. Courses must be of similar nature and level to that of relevant UWGB courses. Program chairs and faculty experts review individual courses to ensure course equivalency before awarding credit.

4. A. 4.

Argument

UWGB's [Curriculum Planning and Procedures Guide](#) describes the process for curriculum approval procedures, from modification of existing courses to the establishment of new degrees. Course modifications and curriculum planning involve faculty and respective unit Executive Committees under the leadership of the unit chairperson.

All new course proposals must identify student learning outcomes, course description, credit hours, required and/or recommended pre-requisites, resource/facilities requirements, and supporting documents. Courses are vetted by the respective unit Executive Committees, Dean, the General Education Council (GEC), and the Academic Affairs Council (AAC) or the Graduate Academic Affairs Council (GAAC), as appropriate. Final approval of courses occurs at the Provost level.

All new degrees go through an extensive process involving approval and/or recommendation from numerous university committees, including the Faculty Senate as well as UW System. This process also includes review of the degree proposal by two outside consultants who have experience with a degree program similar to the one being proposed. The [Curriculum Planning and Procedures Guide](#) describes this process.

The Registrar assigns course numbers according to the level of instruction: 100-200 numbers indicate lower level support courses, 300-400 numbers indicate upper level undergraduate courses, 500-700 numbers indicate master's level courses, and 800-900 numbers are reserved for doctoral level courses.

The Associate Provost for Academic Affairs has administrative leadership for programs and services that impact student learning and instruction, such as curriculum development processes and academic

program review. The authority and assurance of expectations for student learning fall within his purview. Faculty governance also exercises leadership around curriculum. For example, the [General Education Council \(GEC\)](#) was instrumental in developing and approving the revised [General Education program](#) implemented in fall 2014.

UWGB has expended significant effort and resources at improving the development and quality of student learning outcomes by academic programs since the last HLC accreditation review. The position of Special Assistant to the Provost for Institutional Assessment was created in 2012 to assist in developing a repository of student learning outcomes for each program and enhance departmental efforts in development or refinement of program outcomes. Three different faculty members occupied this position between August 2012 and August 2015. Due to resource limitations and position description changes, the position was suspended in late 2015, and the Associate Provost now oversees assessment.

All undergraduate courses have learning outcomes that are listed on course approval forms and in course syllabi. Program outcomes for [undergraduate majors](#) and [graduate programs](#) are available on the [Assessment website](#). Additionally, each program has an annual Assessment Plan and Assessment Report. All graduate courses have learning outcomes that are listed on course approval forms and in course syllabi. Programmatic Assessment Plans and Reports are published on the Assessment website.

Faculty, staff, and students have access to the Cofrin Library, which is managed by the Assistant Vice Chancellor for Information Technology and Library Services. The same Assistant Vice Chancellor has authority over academic technology services, user support services, management information systems, and information security.

Numerous science labs are taught each semester. The Dean and respective department chairs are responsible for their science labs. An institutional [Safety Manager](#) oversees safety related to science labs with assistance from two chemical hygiene officers and two laboratory managers. Examples of areas covered by the Safety Manager include annual review of lab safety practices, maintenance of chemical spill kits, and required laboratory [safety training](#) for people using the labs.

The hiring authority for all positions at UWGB is the Chancellor, who has delegated authority to cabinet-level area leaders, including the Provost. Area leaders oversee the [hiring process](#) and approve recommended hires and conditions of appointment. The Position Review Committee authorizes recruitment for all positions. In Academic Affairs, unit Executive Committees define the qualifications of the positions, subject to approval by the Dean and Provost. Recruitment committees, consisting of faculty, staff, and sometimes student and community members, recruit faculty and instructional academic staff and participate in all aspects of the recruitment process, with assistance from Human Resources.

Faculty appointments have the following titles: Professor, Associate Professor, Assistant Professor, and Instructor. The Human Resources website contains policies and procedures to guide recruitment processes and facilitate hiring of highly [qualified employees](#). UWGB complies with the Higher Learning Commission [Faculty Qualifications](#) requirements to ensure quality instruction. As an Affirmative Action and Equal Employment Opportunity Employer, UWGB is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. UWGB's [hiring practices](#) aim to provide diversity in applicant pool and ensure equal consideration for all applicants.

The performance of each faculty member is reviewed on a regular basis. The Faculty Handbook specifies review procedures and timelines for [Tenure, Promotion, and Merit](#). The Provost and

respective Dean oversee merit reviews, promotion, and renewal. The Provost, on the recommendation of the appropriate Dean and graduate program Executive Committee, appoints qualified faculty to graduate faculty status. Recently, UWGB adopted an [annual review policy for all faculty](#). UW System Board of Regents policy also requires UWGB to conduct periodic [post-tenure reviews](#).

Dual Credit Courses

Dual credit - College Credit in High School (CCIHS) - courses are offered through UWGB for courses that follow all policies and approvals, and are cataloged UWGB courses. In 2016-17, approximately 62 dual credit courses were offered. The Director of Education Outreach, in the Division of Continuing Education and Community Engagement, oversees dual credit courses. UWGB has membership in the National Alliance for Concurrent Enrollment Programs (NACEP) and processes at UWGB are aligned with NACEP standards. Such processes and procedures ensure the rigor and equivalency of all dual credit courses. The [CCIHS website](#) offers more information.

UWGB ensures that equivalent pre-requisites are used in dual credit courses. For example, students enrolling in campus-based Spanish 202, German 202, or French 202 courses must have completed three years of high school courses in that language. CCIHS students are also required to have completed at least three years of high school language classes before enrolling in a 200-level language offering. All CCIHS course syllabi must include learning outcomes that match UWGB student learning outcomes. As mentioned earlier, appropriate faculty collect and review syllabi. Credential documents are required of all dual credit instructors, and are reviewed by the Director of Education Outreach. Additionally, instructor vita must be approved by the appropriate UWGB department chair or designee. Each high school instructor is assigned a UWGB faculty liaison, who works closely with the instructor and assures sufficient rigor of the dual credit course.

UWGB recently received an [extended deadline](#) to help its CCIHS instructors meet the HLC faculty qualification requirements as outlined in Assumed Practice B.2. As outlined in the [Application for Extension](#), CCIHS instructors will prepare a portfolio of work that will be reviewed by UWGB faculty to determine the level of prior knowledge. Various materials and methods will be used to make this determination, including transcript evaluation, review of published materials, consideration of academic presentations, and professional experience in the field of instruction. If an individual has published a book in the field in which he or she teaches, for example, it will count toward his or her faculty qualifications. In fields where appropriate, such as Modern Languages, UWGB will employ a graduate field test to determine if instructors have the required knowledge and skills to teach their field. These goals will be achieved by the September 1, 2022 deadline stated in the extension request.

CCIHS staff are involved in student registration and ensure that students enrolled in dual credit courses receive a university identification number, username, and password that allow access to resources such as the Cofrin Library, Student Information System (SIS), and department resources.

4. A. 5.

Argument

The following programs at UWGB are accredited and/or approved by specialized agencies:

- *Arts & Design* – The Bachelor of Art in Art and Bachelor of Art in Design Arts are [accredited by the National Association of Schools of Art and Design \(NASAD\)](#). This voluntary

accreditation is a measure of program quality. These programs were last reviewed for accreditation in 2013.

- *Chemistry* – two emphases within the Bachelor of Science in Chemistry program – Chemistry and Environmental Chemistry – are [approved by the American Chemical Society \(ACS\)](#). Students graduating from this program are awarded a degree certified by ACS. This approval was last renewed in 2011.
- *Education* – The department has been [approved by the Wisconsin Department of Public Instruction \(DPI\)](#) to offer 31 different teacher licenses. This approval was renewed in 2015 for a five-year period. A new requirement for teacher licensure in Wisconsin is the Educator Teacher Performance Assessment (edTPA), and the department is implementing processes for students to successfully meet this mandate.
- *Health Information Management and Technology (HIMT)* – The HIMT program is [accredited by the Commission on Accreditation for Health Informatics and Information Management \(CAHIIM\)](#). It was last reviewed for accreditation in 2015.
- *Human Biology* – The Bachelor of Science in Human Biology emphasis in Nutritional Sciences and Dietetic Internship Program are [accredited by the Accreditation Council for Education in Nutrition and Dietetics \(ACEND\)](#). This accreditation is necessary for students to be eligible for dietetic internships and to become a Registered Dietitian Nutritionist (RDN). The dietetic internship has a 94% first-time pass rate for the RDN exam. Accreditation was last received in 2011.
- *Music* – The Bachelor of Arts, Bachelor of Music, and Bachelor of Music Performance have [accreditation from the National Association of Schools of Music \(NASM\)](#). This voluntary accreditation provides a way to demonstrate program quality. Accreditation must be reviewed every ten years and was last received in 2012.
- *Nursing* – The Bachelor of Science in Nursing and Master of Science in Nursing Leadership & Management in Health Systems are accredited by the Commission on Collegiate Nursing Education (CCNE), and approved by the State Board of Nursing. The reaffirmation of [BSN program's accreditation](#) and the [initial accreditation of MSN program](#) were earned in 2015.
- *Social Work* – The Bachelor of Social Work and Master of Social Work are accredited by the Council on Social Work Education (CSWE). This accreditation is required for certification and licensure as a social worker. The [BSW program was granted reaffirmation of accreditation in 2014](#). Prior to 2015, the MSW program held accreditation as a collaborative program with UW Oshkosh. UWGB launched an independent MSW program in 2015. It was reviewed for accreditation in that year, and [CSWE reaffirmed accreditation for the MSW](#), without any corrective actions, effective with the start date in 2015.

The Austin E. Cofrin School of Business plans to pursue accreditation from the Association for the Advancement of Collegiate Schools of Business (AACSB) for its Bachelor of Business Administration in Accounting or Business Administration and its Master of Management. The College of Science and Technology plans to pursue accreditation from the Accreditation Board for Engineering and Technology (ABET) for its Bachelor of Science in Engineering Technology.

4. A. 6.

Argument

UWGB has evaluated the success of its graduates for over 20 years. Three offices on campus collect and analyze employment and graduate-school outcomes. Since the Higher Learning Commission last reviewed UWGB, these offices have worked together to clarify their roles and avoid duplication.

The Office of Institutional Research and Assessment [surveys graduates](#) just prior to their graduation and again after three years. Although these surveys collect employment and graduate school data, their central purpose is collecting indirect assessment data and satisfaction measures. For example, the Alumni Survey asks respondents to evaluate their educational experiences and achieve of learning outcomes. Academic programs reflect on these results through the [program review process](#); each program writing a self-study receives survey results from its majors from the Office of Institutional Research and Assessment.

Career Services conducts a “first-destination” survey of students to record their placement during the first year after graduation. [Campus-wide and major-specific reports](#) are available online for the most recent year and for each cohort extending back to 2007. In 2013, UWGB was selected to participate in an audit of placement rate data by UW System. The audit findings supported the campus’ practices. The audit suggested changing the collection of salary data from an open-ended item to a question with set ranges. Career Services made that change for two years (2014, 2015), but returned to the open-ended item for the class of 2016 in line with guidelines from the National Association of Colleges and Employers (NACE). UWGB’s [first-destination data](#) reflect positive outcomes for recent graduates. Of the 841 respondents to the 2016 survey, 96.3% reported that they were either employed or continuing their education. Among the 702 respondents who indicated the geographic region in which they were employed, 85.5% were employed in Wisconsin, and of the 477 who responded to the question “Is your position related to your major/program of study,” 88% described their current jobs as “very” or “somewhat” related to their major.

The Alumni Office, under the direction of University Advancement, also maintains records of graduates’ employment. Academic units can access contact information for alumni to conduct focused assessments, although most units tend to use the survey results described above.

The U.S. Department of Education has exerted pressure on universities to improve data collection relating to outcomes, and has begun to provide additional tools for schools. In 2015, the Department implemented the [College Scorecard](#). In the fall, when the Department updates scorecard information, UWGB’s Office of Institutional Research reviews the information with senior administration. The University Accreditation and Assessment Committee reviews and discusses scorecard results in the spring. The scorecard contains two items that measure long-term success. The average salary of students (not graduates) six years after attending shows that students from UW-Green Bay earned \$39,600, slightly above the national comparison figure of \$34,300; 66% of students who attended UWGB earned more than the average for high school graduates in the same age bracket. The second measure of long-term success is the percent of students with federal loans who have begun to pay off that debt within three years of leaving school or graduating. UWGB’s rate of 90% suggests more positive employment outcomes than the national rate of 66%.

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4.B - Core Component 4.B

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

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

Argument

4. B. 1.

Argument

UWGB has made a strategic and concerted effort to strengthen its [assessment](#) of student learning. For example, in 2014, Dr. Barbara Walvoord, a nationally-recognized expert in programmatic assessment, conducted a faculty development workshop for the entire campus and then worked with individual programs to enhance their assessment plans. This led to substantive improvements in both process and public distribution of program assessment data and a stronger connection between institutional student learning outcomes and programmatic learning outcomes.

Institutional Student Learning Outcomes:

Learning goals are clearly articulated from the level of individual programs through the institutional level and are properly differentiated across [undergraduate](#) and [graduate programs](#).

As described in 3.A.2, UWGB engaged in the [MLLO Project](#) in 2008, and began an [extensive reform of its General Education program](#) in 2009 by appointing a [General Education Task Force](#) to review it. The [Final Report of the Task Force](#) resulted in a [new General Education program](#) that was launched in the fall 2014.

In 2017, UWGB adopted seven [Institutional Learning Outcomes \(ILOs\)](#). The [University Accreditation and Assessment Committee \(UAAC\)](#) developed these outcomes with the purpose of explicitly linking the new General Education program with the primary themes of UWGB's Select Mission as identified in the [MLLO Project](#). The Faculty Senate approved the following Institutional Learning Outcomes in March 2017:

Upon completion of their education at the UWGB, students will have

1. demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrated **broad and integrative knowledge** across a variety of fields of study.

3. developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
4. engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.
5. demonstrated **engaged citizenship** in the United States and the world.
6. developed an understanding of and appreciation for environmental and cultural **sustainability**.
7. demonstrated the ability to **identify and address problems** from an **interdisciplinary perspective**.

The [University Assessment Plan](#) describes the current practices for the assessment of learning outcomes. Using a four-pronged approach, achievement of student learning is assessed in the academic programs, general education, co-curricular programs and resources, and via innovations in teaching and learning. Prior to 2014, comprehensive assessment of the General Education program was subject to fits and starts, due in part to staff turnover and a lack of clarity by the General Education Council with respect to its role in assessment. One constant in the assessment of general education was the requirement that sophomores take the standardized College Basic Academic Subjects Examination (BASE). The other constant was the collection of students' perceptions on their achievement of general education learning outcomes via the Graduating Senior and Alumni Surveys. Efforts to gather general education learning outcome data via embedded assessment were sporadic at best.

In 2014, in conjunction with the launch of the reformed General Education program, UWGB initiated a new plan to assess general education learning outcomes. The plan's goals were to make assessment meaningful and useful to faculty, be as streamlined as possible, and engage faculty in the process to support a culture of assessment across the campus. The College BASE was dropped as a measure of learning outcome achievement; the Graduating Senior and Alumni surveys were retained. A staggered, rotating schedule for embedded assessment was planned with each general education learning outcome assessed for two consecutive years for the first five years of the plan. The plan engaged faculty in the development of tools for the assessment of skills such as quantitative literacy and sustainability and the establishment of benchmarks for each. The [Assessment of the UWGB General Education Program](#) describes the process and timeframe. The launching of a reformed General Education program along with leadership from the Provost's Office has facilitated the robust implementation of the new assessment plan for general education. Faculty buy-in and commitment to assessment of student learning outcomes has increased noticeably and meaningfully since the last review by HLC.

4. B. 2. & 3.

Argument

UWGB has a campus-wide [program assessment program](#), both inside and outside the classroom, which helps to inform curricular, co-curricular, and programmatic development.

Curricular Program Assessment

All academic programs at UWGB assess and report the Student Learning Outcomes (SLO) for their specific programs. Each year, academic programs develop an annual [assessment plan](#) in which they identify program SLOs to be assessed and the methods for assessing these outcomes. During the academic year, programs carry out the assessment plans they have developed, and at the end of the year submit Assessment Reports in which they record their results and outline appropriate curricular

and programmatic changes as suggested by the results. In the following year, the [Academic Program Assessment Subcommittee \(APAS\)](#) reviews annual assessments submitted by the academic programs and provides feedback and recommendations.

The goals for each academic program are informed by UWGB's mission, goals, and learning outcomes, along with best practices and accreditation requirements. For example, the Psychology program bases its programmatic assessment on the American Psychological Association's guidelines for the undergraduate [psychology major](#). Programs within the College of Health, Education, and Social Welfare have a history of successfully meeting rigorous accreditation and licensing standards, including those specific to assessment of student learning outcomes. Social Work received reaffirmation of accreditation in 2013 (BSW) and 2015 (MSW). Nursing and Health Studies received reaccreditation in 2015 (BSN & MSN). Ongoing accreditation efforts inform the UWGB programmatic assessment for these programs. For example, Social Work incorporates the Council on Social Work Education (CSWE) Competencies into its [program assessment plan](#).

In 2015, UWGB improved its program assessment process by requiring programs to identify how data would be used to inform future [programmatic improvements](#). One example of a completed report that demonstrates program improvement based on SLO data is that of Nursing which focused on [student professionalism](#).

As discussed in 3.B.3, [General Education learning outcomes](#) are assessed on a [rotating basis](#). In 2014-15, [assessment of the Quantitative Literacy learning outcome](#) showed that 72% of undergraduate students satisfactorily accomplished all parts of the Quantitative Literacy learning outcome. In 2016, the General Education Council (GEC) reviewed the General Education learning outcomes and concluded that they were overly complex. As a result, the GEC [refashioned the learning outcomes into a simpler, more manageable array](#). These outcomes were approved by the Faculty Senate on December 12, 2016.

Assessment of student learning outcomes in the Office of Continuing Education and Community Engagement resulted in a revision of learning outcomes and a change in the name of the Interdisciplinary Studies major to [Integrative Leadership Studies](#). In 2016, this program was moved to the College of Arts, Humanities, and Social Sciences as part of the institutional restructuring of Academic Affairs.

Co-curricular Program Assessment

The Cofrin Library conducts regular [assessments of its services](#) as well as of [information literacy](#). Likewise, assessment in both [Enrollment Services](#) and [Student Affairs](#) occurs annually. The assessments are based upon program evaluations, service examination, and interactions with students. In addition, individual offices conduct regular assessments to ensure continuous improvement of services. In 2015, for example, the Counseling and Health Center conducted the [National College Health Assessment](#), a tool that measures 19 mental health topics. This data identified gaps and opportunities for the Counseling and Health Center to enhance student programming.

The [American Intercultural Center](#) assesses the learning outcomes of its multi-cultural students in three areas: transition into UWGB, cultural development, and academic success. 2015 data revealed significant improvements related to increased confidence and assertiveness, effective problem solving and communication, increased grade point average, and improved retention.

The Office of International Education surveys students who participate in both short-term and semester-long study abroad programs. In 2016, the International Education committee analyzed data

related to student learning outcomes achieved by students in [study abroad programs](#). [These](#) data were used to strengthen existing pre-departure activities for these students.

The Writing Center provides tutoring to all students seeking assistance with writing. A strength of this program is the use of faculty and academic staff of the English Composition program along with trained student tutors highly proficient in writing. Assistance focuses on student achievement of [UWGB's Writing Competencies](#). Students also evaluate the services provided by the [Writing Center](#), and the data is shared with tutors, enabling process improvement.

4. B. 4.

Argument

Faculty and staff are critical to the success of the [University Assessment Plan](#), and play an essential role on the [University Accreditation and Assessment Council](#). The Council develops and monitors the implementation of the University Assessment Plan, and promotes and supports the institution-wide assessment activities related to assessment of student learning and the seven-year academic program review cycle. The [Academic Program Assessment Subcommittee \(APAS\)](#) reviews annual assessments submitted by the academic programs and provides feedback and recommendations.

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4.C - Core Component 4.C

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

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

Argument

4. C. 1.

Argument

In 2009, UW System initiated an enrollment management strategy called the "[Growth Agenda for Wisconsin](#)", which aspired to increase educational attainment in Wisconsin. Over the next several years, UW System administrators worked with each campus to establish reasonable goals for graduates, codified in a "[More Graduates Plan](#)", and to identify the improvements in retention and graduation rates required to achieve those goals.

Since 1993, UWGB has collaborated with UW System to produce annual accountability reports. The [first accountability report \(2010-2011\)](#) to document achievement toward the "Growth Agenda" targets was published in winter 2012. In 2014-15, UW System initiated a new process for reporting campus and system-wide achievements. The [Accountability Dashboard](#) replaces printed publications with interactive, online tables and graphs. Because the "More Graduates" initiative within the "Growth Agenda" reflected an assumption of additional state resources, state budget reductions implemented in 2011-13 effectively concluded the "Growth Agenda." Near the end of 2015, UW System began working with campus chancellors to establish new targets for retention and graduation rates; these will be included eventually in the Accountability Dashboard. Table 1 shows the retention and graduation rate values, both actual and targeted, published in the four "Growth Agenda" accountability reports from 2010-11 through 2014-15.

Table 1. Selected Enrollment Management Targets and Actuals

Year Reported	Full-time Fall Cohort	Retention of new entering full-time fall freshmen into their second fall	Graduation of new entering full-time fall freshmen within six

		years			
		<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>
2010-11	2004	73%	75%	51%	52%
2011-12	2005	74%	75%	55%	53%
2012-13	2006	74%	76%	51%	53%
2013-14	2007	72%	76%	46%	54%
Dashboard	2008	74%	a	51%	b
	2009	73%	a	47%	b
	2010	74%	a	50%	50.0%
	2011	74%	a		50.1%
	2012	72%	a		50.0%
	2013	78%	a		50.0%
	2014	75%	a		50.0%
	2015	73%	a		
	2016		a		

1. Retention targets are included as part of institutional models to achieve the graduation goals but are no longer specifically set for each cohort.
2. During the period when UW System was developing the dashboards and the Growth Agenda had concluded, specific targets were not set.

Sources: [UWGB Educational Performance Measures](#), [UWGB Accountability Report 2010-2011](#), [UWGB Accountability Report 2011-2012](#), [UWGB Accountability Report 2012-2013](#), [UWGB Accountability Report 2013-2014](#), [UWGB Graduation Report 2015](#), and [UWS Accountability Dashboard](#).

UWGB has formed various working groups to address issues of enrollment and retention. In 2011-

2013, UWGB completed the Equity Scorecard process created by the Center for Urban Education at the University of Southern California. The goals of this work were to develop holistic and comprehensive strategies for addressing access and achievement gaps by gathering data to identify problems and then working with faculty, staff, and administrators to develop workable solutions. Recommendations for increasing [access](#) and [retention](#) were presented to administration, faculty, and staff in spring 2013.

In fall 2013, the Dean of Enrollment Services created a Strategic Enrollment Planning Group, comprising four work groups tasked to develop a comprehensive and collaborative set of strategies to maximize [enrollment and retention](#). In the Retention Work Group, for example, members examined the impact of various activities on retention rates. One finding of this work was that student employment on campus exerted a significant positive impact on retention, a previously overlooked area in retention efforts.

In 2014, the Chancellor created an Enrollment Working Group as part of his [Invent the Future initiative](#). The group's goal was to critique UWGB's current enrollment strategy and recommend strategies that would best meet current and future challenges. A team of faculty, staff, and students worked to gather and examine data, and then used it to identify recruitment and retention issues, and generate evidence-based recommendations. The [final report](#) was submitted to the Chancellor in February 2015.

UWGB's [retention rates](#) for new freshmen have been largely consistent over the last decade, at an average of 74% since 2007. UWGB has generally achieved retention and graduation rates on par with other UW Comprehensive institutions, such as UW-Oshkosh and UW-Stevens Point.

UW institutions have been analyzing the gaps in graduation rates between underrepresented minority and non-underrepresented minority students and between low-income and high-income students for several years. The graduation gap between underrepresented minority and non-underrepresented minority students has narrowed only minimally in the past decade across all of the UW Comprehensives. UWGB has narrowed and almost eliminated the gap with some recent cohorts, but has not yet established a clear trend toward eliminating the gap as a rule.

4. C. 2.

Argument

UWGB collects and analyzes student success data at both the university and program levels. The primary source for this data is the [Office of Institutional Research and Assessment \(OIRA\)](#) which disseminates results on the UWGB website across all commonly reported data elements. The collection and analysis of retention data at the institutional level tends to be more advanced than it is at the programmatic level.

The OIRA is UWGB's primary data collection warehouse. The Director of Institutional Research, who reports to the Associate Provost for Academic Affairs, manages the office. The office provides information and services to support campus planning and data-driven decision-making, program assessment, and the assessment of student learning. The [University Assessment Plan](#) consistently monitors academic programs via annual program assessments and regular [program reviews](#). Of particular importance in the category of data collection on student retention is the assessment of programmatic learning outcomes (identifying percentage of students not fulfilling the learning outcomes and thus at risk of dropping out) and program reviews documenting changing enrollments

within majors. The OIRA also maintains data on enrollment evolution, broken down by gender, race/ethnicity, place of residence, financial need, veteran status, etc. The enrollment [fact sheets](#), while dating back to 1995, only give general rates of retention, without providing details for individual social and demographic categories. Data for the 2013-2015 incoming freshman classes is delineated by social and demographic categories. It suggests a 75% rate of retention across all categories with certain categories (women, bi-racial, international, and off-campus living categories) showing somewhat lower [retention rates \(in the 60% range\)](#). Disaggregated details are not published on the OIRA website but have been collected since the mid-1980s and are available upon request.

As described in 4.C.1, in 2009, UW System embarked on the [“Growth Agenda for Wisconsin”](#), with the goal of establishing reasonable retention and graduation rates for each campus, a plan that was expanded in the [“More Graduates Plan”](#) in 2010. Annual Accountability Reports compiled by UW System recorded UWGB’s progress toward achieving these goals until 2014, when UW System launched its [Accountability Dashboard](#).

The [Center for Students in Transition](#), housed in the Provost’s office, [collects data on retention, success, and persistence](#) of many at-risk students. Among the types of data collected are surveys of [transfer intentions](#), equity scorecard data for [diverse students](#), and retention rates for first year student cohorts, especially for [Phoenix GPS students](#). The Office of Institutional Research and Assessment also compiles lists of non-enrolled students by semester and shares this information with the academic Deans.

Another data source for student retention and persistence is the [Dean of Students Office](#), acting as an umbrella for several departments, including the [Office of Residence Life](#) and [Admission Services](#). All Student Affairs Directors submit annual reports detailing relevant retention and persistence information. The [Academic Advising Office](#) has tracked [suspension appeals since 2009](#). In addition, Academic Advising, in collaboration with the Director for Student Success and Engagement and several faculty members, is developing an Early Alert System with the goal of being able to identify at-risk students and give them additional academic support.

Several academic departments on campus (e.g., Nursing) also have accreditation requirements of reporting graduation rates and maintaining clear retention goals. However, much of the institution’s understanding of student persistence comes from non-academic, co-curricular offices. The Dean of Students Office, Student Life, Residence Life, Athletics, and Academic Advising manage staff who work closely with students and regularly meet to discuss trends and emerging problems, such as prescription drug abuse, gambling, and cyber-related issues.

As a Division I institution, UWGB must collect and report on additional data to comply with the [NCAA and Horizon League regulations](#). UWGB is committed to high academic standards for student-athletes and shares data with the public about athletes’ progress toward degree. Each year, UWGB updates the Graduation Success Rate report; the most recent [report is available through the Office of Institutional Research and Assessment](#). UWGB student-athletes graduate at a significantly higher rate than do non-student-athletes, and several teams have some of the highest progress rates in the U.S.

UWGB collects and reports student progress data in accordance with all common reporting requirements including IPEDS, NCAA, and Common Data Sets, among others. This data is available to external constituents. Unfortunately, while analysis of collected data is conducted by the staff of the Center for Students in Transition and the Office of Institutional Research, it is not routinely disseminated to the rest of the campus community. One challenge for the future is to assign accountability for retention goals, strategies, measurements, and reporting to a centralized office.

Student satisfaction and engagement are measured through the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE). UWGB demonstrates its commitment to student access and success through programming in the first year, including the [GPS Program](#), [First Year Seminar Program](#), [American Intercultural Office](#) events, [Academic Advising](#), Writing Center, and the [Tutoring Center](#). Other offices, including [Veteran's Services](#), the [Pride Center](#), the Office of Student Life, and Athletics also help to achieve higher retention and persistence rates. (See Section 3.E.1.)

4. C. 3.

Argument

UWGB uses data to develop, expand, and revise programs that support student retention, persistence, and completion.

The First Year Seminar Program:

Started in 2006 as a pilot program, First Year Seminars initially were designed to address the relatively low academic engagement levels of UWGB's first-year students, as indicated by results from the National Survey of Student Engagement. These engaging, academic courses support the development of skills critical to college success in a small class setting. Data from the [first four years of the program](#) found that students who took the courses were more likely to be engaged and retained. These results supported the addition of required First Year Seminars to the General Education program when it was revised and launched in 2014. In 2008, a Peer Mentor component was added to the First Year Seminars. Approximately 60-75% of the courses include a trained peer who facilitates skill development, encourages student engagement with university activities, and acts as a role model. [Retention and engagement tends to be higher](#) in First Year Seminars with Peer Mentors than in those without Peer Mentors. The Peer Mentor program is also correlated with [significant increases in retention for underrepresented students](#) through the fourth year.

The Center for Students in Transition:

In 2011, UWGB created the [Center for Students in Transition](#); its purpose is to promote success – defined as academic achievement, achievement of general education outcomes, retention, and completion - for students in transition. The Center acts as a coordinating unit and development resource for faculty, staff, and students seeking to improve the experiences of students in transition, especially historically underserved students. The Center has served as a faculty development resource for instructors teaching First Year Seminars, has conducted institutional assessments to evaluate the impact of current initiatives on retention and student success, and has worked to [increase the availability of high impact experiences](#). For example, the Center's Director has worked as a member of the Council on Undergraduate Research to increase student participation in undergraduate research activities on campus and with the offices of Admissions and Academic Advising to expand transition services provided to transfer students. The Director has also conducted a longitudinal analysis of new students' intent to leave UWGB in order to provide more information to those working with new students on barriers to success.

Perhaps the most significant accomplishment of the Center has been the creation of the GPS (Gateways to Phoenix Success) Program, described next. The program has grown to serve over 200 students per year, and has increased retention for low-income students, first-generation students, and

students of color. The success of the Center's work over the last six years has resulted in the creation, in fall 2016, of a [Director of Student Success & Engagement](#) position on campus. This full-time appointment is charged with enhancing student access, student success programs, student support services, and high impact experiences on campus, with a focus on regional, underrepresented students. The position allows the campus to continue to make significant progress on its efforts to support the success of all UWGB students.

The GPS Program:

As noted above, the [Gateways to Phoenix Success \(GPS\)](#) Program is designed to improve retention, graduation, and engagement of underrepresented students (e.g., at UWGB, approximately 60% first generation, 35% low income, and 10% student of color). The GPS Program takes a strengths-based, enrichment-focused approach, placing students into small cohorts with mentors who work with them for the entire first year. Central elements of the program include: (1) providing challenging learning experiences and (2) scaffolds to support student success, coupled with (3) strong mentoring relationships and (4) opportunities to make a meaningful impact on their campus and in their communities. [Students who participate](#) in the GPS program are 16.2% more likely to return to UWGB for their second year than are other under-represented students, and they are 18.4% more likely to return for year 3. They earn significantly higher GPAs, complete a larger percentage of their attempted credits, and declare majors significantly earlier than do other under-represented students.

Advising Initiatives:

In 2014, the Director of Academic Advising developed several initiatives to improve advising experiences. First, an Advising Task Force was created as a cross-campus team of faculty, staff, and students working to improve the quality of the undergraduate advising experience. Initiatives thus far have included clarifying faculty advising responsibilities, revising the Advising website to serve a student audience, and improving campus collaboration on advising initiatives.

The American Intercultural Center:

The American Intercultural Center (AIC) has worked to increase utilization of its services and participation in its programs, which include: Jump Start, now in its third year, an orientation program for first-year students of color; the Lawton Grant; the Cross Cultural Leadership Retreat, launched in fall 2016; and the Academic Progress Report Program, conducted since 2015. The AIC has assessed both student attendance and perceptions of its programs, all of which have been developed with a focus on student engagement, retention, and success. It has seen [steady growth in utilization by students, reaching a monthly average of 725 visits \(an increase of 45 over the previous year\)](#). [The Academic Progress Report program has been associated with a significant increase in GPA for students of color](#).

Residence Life:

UWGB's Residence Life program conducts yearly assessments to examine progress in meeting its programmatic outcomes. For example, in 2014-15 the staff examined the ability to attract and retain residential students through [data gathered from the Educational Benchmarking Institute assessment module](#). The data informed revision of programs and activities.

4. C. 4

Argument

The [Office of Institutional Research and Assessment](#) compiles [Fact Sheets](#) each fall on enrollment, new students, academics, and student services broken down by various demographics, including gender, race/ethnicity, and age. UWGB also publishes [Common Data Sets](#) and [IPEDS Data Feedback reports](#). OIRA posts a [UWGB Fact Book](#) on the website that includes [degrees granted](#), [retention rates](#), and [enrollment history](#).

All institutions within the UW System use IPEDS definitions to calculate official retention and graduation rates. Most retention and graduation rate reporting and analysis relies on warehouse student data vetted by both the institution and the System. Because UWGB serves a large number of transfer students, the IPEDS' focus on new full-time fall freshmen excludes a majority of the institution's student body. In recent years, over half of the new students came to UWGB as transfer students. Over a third of the transfer students begin in the spring, not the fall, and over 40% of them begin as part-time students. Clearly, programs that serve a high percent of transfer students, such as Nursing and Integrative Leadership Studies, need a more robust approach to tracking retention and graduation. In those cases, the Office of Institutional Research works with program faculty to define an appropriate performance indicator and regularly update the outcome. These program-specific ad hoc reporting processes are conducted mainly in conjunction with the program's self-study review or accreditation visits.

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4.S - Criterion 4 - Summary

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

Summary

UWGB is committed to the quality of its programs from the initial program proposals to program implementation to tracking student success. The University has a set of nested learning outcomes that reach from individual courses to programs to the institution itself. The institution has adopted a number of policies and practices to ensure that curricular and programmatic quality remains high, including a set of procedures for proposing and developing new courses, programs, and degrees, a systematic system of assessing curricular learning outcomes, and a cycle of programmatic evaluation. Several offices on campus monitor student retention and graduation rates and use the data to improve student success and engagement.

The data gathered to date has highlighted areas for improvement, specifically in improving the recruitment, retention, and success of underrepresented minority students. At the same time, the data suggests that the programs we have in place – First Year Seminars, Gateways to Phoenix Success (GPS) – have been successful in improving the success of our students. Further work is necessary to improve our processes of assessment, but the institution is moving in the right direction. In particular, the University needs to do a better job of “closing the loop”. While our processes of assessing student learning has improved significantly in the past five years, more action needs to be taken on the results and conclusions of that assessment.

Sources

There are no sources.