



**KNOWLEDGE
POWERS
WISCONSIN'S FUTURE
UW-GREEN BAY**



Annual Accountability Report, 2013-14



Status At-A-Glance

Core Strategy 1: Prepare Students

Graduating seniors and alumni from UW-Green Bay give high marks to the University's unique interdisciplinary, problem-focused education. Most graduates note that their coursework encouraged them to think innovatively and creatively.

Core Strategy 2: Stronger Workforce

UW-Green Bay graduated a record number of students in 2012-13. The total included historic high numbers in the following majors: Communications, Elementary Education, Environmental Policy and Planning, Human Biology, Human Development, Interdisciplinary Studies and Nursing.

Core Strategy 3: Stronger Businesses

Almost 20% of 2012-13 graduates completed degrees in science, technology, mathematics, or health fields. One of UW-Green Bay's newer degrees, the Bachelor of Applied Studies, for students who have earned an applied associate degree from a technical college, continues to set records for degree completion.

Core Strategy 4: Stronger Communities

The Weidner Center for the Performing Arts concluded the first year of a five-year revitalization plan with strong ticket sales and several sold-out productions, and entered into the second year with an expanded program and strengthened ties with the regional arts community.

Core Strategy 5: Resources

UW-Green Bay has a history of investing in faculty and staff development, which has insured excellence in those human resources. The new Green Bay Foundation has led initiatives to significantly increase community donations, and has focused particularly on endowing student scholarships. External funding has also increased.

Core Strategy 6: Operational Excellence

The University employed the human resource consulting firm of Fox Lawson & Associates, from St. Paul, Minnesota, to benchmark compensation and workload levels across all categories of employees. The resulting Compensation, Workload and Staffing Analysis guided the distribution of market-based salary adjustments to approximately 40% of the University's workforce.

Core Strategy 7: Collaborations

The University spent the 2012-13 year working closely with area collaborators on plans for three engineering technology degrees which will open for enrollments starting in fall 2014. The bachelor's degrees in Electrical Engineering Technology, Mechanical Engineering Technology, and Environmental Engineering Technology will involve UW-Green Bay and the following NEW ERA partners: UW-Oshkosh, the UW Colleges, the Wisconsin Technical Colleges, and the College of Menominee Nation.

Prepare Students

Ensure that students are prepared with the integrative learning skills, multicultural competencies, and practical knowledge needed to succeed in and contribute to a rapidly changing, increasingly global society.

UW-Green Bay's Progress on UW System Indicators

UW-Green Bay prepares students for a global society through a variety of experiences, both as part of the curriculum and outside of the classroom. Among these experiences are the **high impact practices** in the table below. Student participation in these activities has been shown to contribute to gains in **critical thinking**, one of the fundamental outcomes of learning, as well as to gains in practical skills and in personal and social development.

	UW-Green Bay	National	Master's
High Impact Practices: First-Year Students			
Learning communities	9%	19%*	16%*
Service learning	33%	37%	38%
High Impact Practices: Seniors			
Research with faculty	15%	19%*	17%
Service learning	48%	46%	50%
Internship	51%	48%	46%*
Senior experience	19%	30%*	29%*
Critical Thinking: Seniors			
Thinking critically	87%	86%	87%
Application of theories	83%	81%	81%
Analyzing ideas	86%	86%	86%

*Significant differences from the UW-Green Bay percentage at the 0.05 level.
 Note: All participating national and master's-level public colleges and universities.
 Source: 2011 National Survey of Student Engagement.

- **Study abroad** and exchange programs help students gain a basic understanding of, respect for, and appreciation of cultural differences. Of UW-Green Bay graduates in 2012-13, 13.7% studied abroad in a UW program, a slight increase from 13.5% in 2011-12 and up from 9.6% five years previously.

Additional UW-Green Bay Indicators

Maintain or increase the perceived value of UWGB's select mission of interdisciplinary, problem-focused approaches. Graduating seniors and 3-year alumni were asked their perceptions on several questions related to this indicator. Responses have remained steady over the past three years; senior and alumni responses are quite similar, as well.

	S/A	Mean		
		10-11	11-12	12-13
Experiences and course work encouraged me to think creatively and innovatively	S	4.0	4.1	4.1
	A	4.2	4.2	4.1
Interdisciplinary, problem-solving education gives graduates an advantage in school and work	S	3.6	3.8	3.8
	A	4.0	3.9	3.9
UW-Green Bay provides a strong, interdisciplinary, problem-focused education	S	3.9	4.0	4.0
	A	4.1	4.1	4.0
Many in-class opportunities to apply learning	S	3.8	3.9	3.9
	A	3.8	3.9	3.8

Scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5) S/A: S = Graduating Seniors; A = Alumni

The National Survey of Student Engagement includes several questions that assess elements of UW-Green Bay's special interdisciplinary, problem-focused mission. Seniors rate higher than freshmen on these items, and the university has seen improvement in both class levels.

Percent of students who "Very Often" or "Often"	F/S	2006	2008	2011
Worked on a paper or research project that required integrating ideas or information from various sources	F	67%	66%	71%
	S	86%	85%	91%
Included diverse perspectives in class discussions or assignments	F	44%	46%	54%
	S	60%	59%	64%
Put together ideas or concepts from different courses when completing assignments or during class discussions	F	41%	43%	47%
	S	65%	68%	70%
My education has emphasized solving complex real-world problems*	F	42%	42%	54%
	S	54%	62%	61%

*Percent answering "Quite a bit" or "Very much"
 F/A: F=First-year Student; S=Seniors

Stronger Workforce

Increase the number of Wisconsin graduates and expand educational opportunities through improving access and increasing retention and graduation rates.

UW-Green Bay's Progress on UW System Indicators

Providing access for new students and increasing their rates of success are key to producing more degree holders. The More Graduates initiative includes specific enrollment plans for UW-Green Bay.

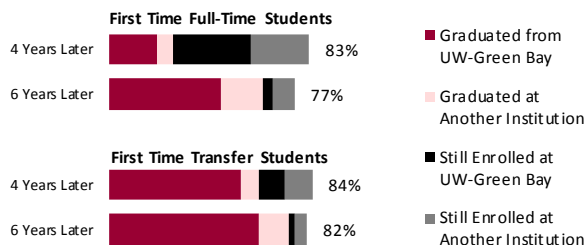
UW-Green Bay Total Headcount Enrollment

Fall Semester Students Enrolled	2008		2012		2013	
	#	%	#	%	#	%
African American	42	1%	71	1%	78	1%
American Indian	121	2%	92	1%	98	1%
Southeast Asian	113	2%	137	2%	114	2%
Other Asian American	60	1%	63	1%	51	1%
Hawaiian/Pacific Is.	5	<1%	3	<1%	7	<1%
Hispanic/Latino(a)	116	2%	217	3%	233	3%
Two or More Races	31	<1%	123	2%	148	2%
White	5,668	90%	5,945	88%	5,790	87%
Unknown	68	1%	33	<1%	27	<1%
International	62	1%	106	2%	121	2%
URM*	414	7%	611	9%	631	9%
Transfer Students	587		648		587	
Total Headcount	6,286		6,790		6,667	
More Graduates Plan			6,934		7,109	

*Underrepresented minority (URM) students include all who indicate African American, American Indian, Hispanic/Latino(a), or Southeast Asian alone or in combination with other races/ethnicities.

- **Success and progress rates** in the chart below show the percent of students who graduate with a bachelor's degree, or are still enrolled, within four and six years of entering UW-Green Bay.

Success and Progress Rates for UW-Green Bay, Fall 2007 Cohort



Source: Voluntary System of Accountability, College Portrait, <http://www.collegeportraits.org/>

- **Degrees conferred** at UW-Green Bay in 2012-13 totaled 1,402 while five years earlier 1,047 degrees were conferred. UW-Green Bay conferred 1,357 under-graduate degrees in 2012-13, exceeding the More Graduates plan.

Additional UW-Green Bay Indicators

Increase equity. UW-Green Bay strives to achieve equity between white students and students of color from the time they apply for admission to the University until the time they graduate. Efforts to reduce gaps in yield and retention show mixed results.

New Fall Freshmen	White Students	Students of Color	Equity Gap
Fall 2010			
Number of applications started	2,648	470	
Percent of Applications Completed	84%	64%	-20%
Completed Applicants Admitted	85%	63%	-22%
Admitted Students Enrolled	43%	39%	-4%
Enrolled Students Retained	73%	75%	2%
Fall 2011			
Number of applications started	2,786	608	
Percent of Applications Completed	83%	55%	-28%
Completed Applicants Admitted	86%	68%	-18%
Admitted Students Enrolled	41%	37%	-4%
Enrolled Students Retained	73%	76%	3%
Fall 2012			
Number of applications started	2,622	623	
Percent of Applications Completed	84%	60%	-24%
Completed Applicants Admitted	85%	66%	-19%
Admitted Students Enrolled	43%	43%	-
Enrolled Students Retained	71%	68%	-3%

Increase access to returning adults. UW-Green Bay has increased access to non-traditional age students.

Undergraduate students	2007-08	2011-12	2012-13
Fall students >= 25	1,144	1,700	1,766
Bachelor's recipients >= 30	108	240	242

Distance Education	2007-08	2011-12	2012-13
Course Offerings	116	319	361
Enrollments	2,338	9,722	11,057

CORE STRATEGY 2

Stronger Workforce

Closing the Equity Gap

Reduce the Equity Gap by half by 2015 among underrepresented minorities, lower income students, and for all races/ethnicities.

Retention and Graduation Rates

Each UW institution has the goal of raising retention and graduation rates for all students, and closing the Equity Gap among underrepresented minorities (URM) and lower income students. Improving the success rate of all student groups is important to the plans of the More Graduates initiative.

**UW-Green Bay New Freshmen Entering Full Time
2nd Year Retention Rate at Institution Where Started**

	2002 Fall Cohort		2012 Fall Cohort	
	#	%	#	%
African American	11	64%	9	67%
American Indian	5	*	1	*
Southeast Asian	22	73%	25	64%
Other Asian American	8	*	4	*
Hawaiian/Pacific Is. ¹				
Hispanic/Latino(a)	8	88%	40	70%
Two or More Races ¹			24	75%
White	809	83%	772	72%
Unknown	16	75%		
International	17	35%	19	95%
URM ²	46	72%	92	72%
Pell Recipients	176	81%	290	69%
Total New Freshmen	896	81%	894	72%
More Graduates Plan				76%

¹New race/ethnicity categories were implemented in 2008.

²Underrepresented minority (URM) students include all who indicate African American, American Indian, Hispanic/Latino(a), or Southeast Asian alone or in combination with other races/ethnicities.

*Five or fewer students were retained or graduated.

Accomplishing the More Graduates initiative means increasing graduation rates for students of all races/ethnicities.

**UW-Green Bay New Freshmen Entering Full Time
6 Year Graduation Rate at Institution Where Started**

	2002 Fall Cohort		2007 Fall Cohort	
	#	%	#	%
African American	11	*	12	*
American Indian	5	*	10	*
Southeast Asian	22	41%	19	58%
Other Asian American	8	*	8	*
Hispanic/Latino(a)	8	*	14	*
White	809	56%	904	47%
Unknown	16	56%	10	*
International	17	*	10	*
URM ¹	46	43%	55	44%
Pell Recipients	176	50%	224	42%
Total New Freshmen	896	55%	987	46%
More Graduates Plan				54%

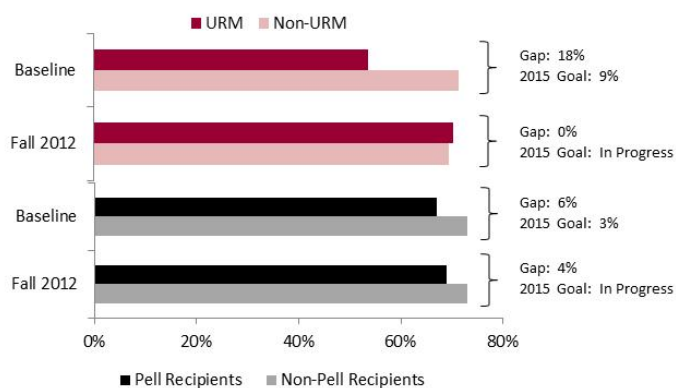
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*Five or fewer students were retained or graduated.

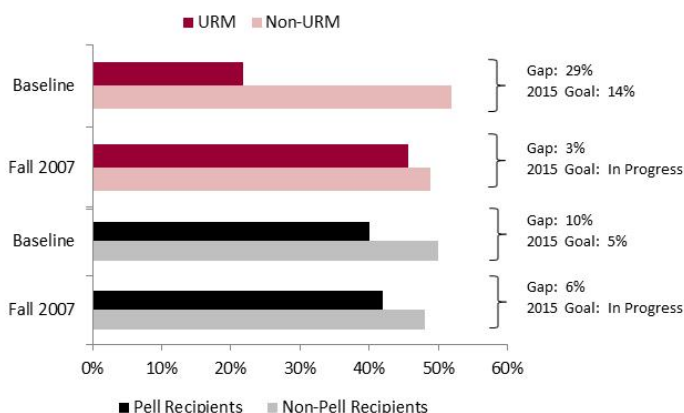
Status of the Equity Gap

The UW System has the goal of reducing the Equity Gap by half compared to the baseline cohorts (1998 to 2000 combined) among underrepresented minorities (URM) and lower income students, and for all races/ethnicities by 2015.

**Closing the Equity Gap in Retention Rates
at UW-Green Bay**



**Closing the Equity Gap in Graduation Rates
at UW-Green Bay**



Stronger Businesses

Increase the creation of well-paying jobs by expanding the university research enterprise while linking academic programs to entrepreneurship and business development.

UW-Green Bay's Progress on UW System Indicators

Part of UW-Green Bay's mission is to create new knowledge and prepare students to use that knowledge in the workforce.

- **Research** leads to the development of new industries and creates well-paying jobs in Wisconsin. Federal and privately funded research expenditures at UW-Green Bay were \$1.2 million in fiscal year 2013 (FY13), up from \$1.1 million in FY12.
- **Degrees in high-need and leading-edge fields** are important to meet the demand for workers in fast-growing occupations, such as in science, technology, engineering, and mathematics (STEM) and health fields. In 2012-13, UW-Green Bay conferred 258 STEM degrees and 105 degrees in health fields, compared to 206 STEM degrees and 47 in health fields five years ago.
- UW-Green Bay's graduates **contribute to Wisconsin's economy** through higher levels of discretionary spending and by paying higher taxes. The difference in earnings between college and high school graduates is \$21,300 on average. Overall, 80% of UW-Green Bay graduates remained in the state, with 49% living in the Bay Area region. Of Wisconsin residents who graduated from UW-Green Bay, 84% remained in the state.

Additional UW-Green Bay Indicators

The Small Business Development Center (SBDC) at UW-Green Bay helps create and retain jobs. The Center has collaborated with the Adult Degree Program and the Cofrin School of Business to deliver several courses in entrepreneurship.

SBDC Performance Measures	2011	2012	2013
New jobs created	43	43	107
Net jobs retained	337	349	285

UW-Green Bay faculty maintain high levels of research engagement. Compared to faculty at other public four-year schools, UWGB faculty report higher research productivity across a range of measures.

Percent of undergraduate faculty who...	2007-08		2010-11	
	UWGB	National	UWGB	National
Published work(s) in the previous two years	80%	67%	71%	64%
Use scholarship to address local community needs	58%	53%	63%	47%
Engage in research that spans multiple disciplines	80%	67%	64%	56%
Engaged in paid consulting outside the institution*	58%	53%	43%	35%
Received funding from Foundations*	33%	27%	18%	20%
Received funding from state or federal governments*	28%	21%	37%	27%
Received funding from business or industry*	26%	19%	9%	9%

*in the previous two years.
Source: National Faculty Survey, Higher Education Research Institute.

Institute focuses on UW-Green Bay's strengths. The University's Environmental Management and Business Institute (EMBI) promotes eco-friendly initiatives, primarily through collaborative work with regional businesses and community leaders. Recent EMBI Co-Op students have worked with Aurora Baycare, the Green Bay Packers, Tosca, Integrys, Briess Malting and many community and non-profit organizations. EMBI hosted its fifth annual Green Innovations Conference in April 2013. The University's new collaborative Master's in Sustainable Management opened in Fall 2013 with 14 students enrolled.

EMBI	2010-11	2011-12	2012-13
Certificate Students enrolled, fall	40	37	33
Graduates, annual	5	13	15
Co-ops Completed, annual	10	15	18

CORE STRATEGY 4

Stronger Communities

In partnership with communities, address Wisconsin's greatest challenges and priorities through intensified engagement, research, and learning.

UW-Green Bay's Progress on UW System Indicators

UW-Green Bay has a positive impact on communities both by cultivating civic participation in students and through a variety of engagement efforts developed in partnership with communities.

- Encouraging students' **civic participation** yields immediate benefits to communities while students are enrolled and builds a foundation for lifelong civic involvement of graduates.

Participation by Seniors, 2011	UW-Green Bay	National	Master's
Community service or volunteer work	56%	58%	56%
Community-based course project or service learning project	48%	46%	50%
Voting in local, state, or national elections	37%	33%	34%

*Significant differences from the UW-Green Bay percentage at the 0.05 level.
 Note: All participating national and master's-level public colleges and universities.
 Source: 2011 National Survey of Student Engagement.

- One of many ways UW-Green Bay is active in **community outreach and engagement** is by offering non-credit courses for professional development and personal enrichment. In fiscal year 2013, the total of non-credit continuing education course enrollments for UW-Green Bay was 17,957.

Additional UW-Green Bay Indicators

Maintain or increase community access to the resources of the institution. UW-Green Bay's award winning Phuture Phoenix program continues to build aspirations of a college degree for area fifth graders. Students in the Education Program now mentor Phuture Phoenix students as part of their course load. Other university programs and resources meet a range of community needs. The University is highly collaborative and works closely with other public and private colleges to expand community access to the benefits of higher education.

Participants/Attendance	2007-08	2011-12	2012-13
Phuture Phoenix 5 th graders	1,500	1,400	1,400
Phuture Phoenix School Districts	3	10	10
Phuture Phoenix Schools	16	25	26
Weidner Center	87,172	66,848	74,287
Athletic Events	104,752	101,372	97,339
Athletic Camps and clinics	1,120	1,922	2,037
Learning in Retirement	811	988	890
Summer Camps	N/A	1,788	1,942

N/A = Not Available

University faculty report high levels of engagement with the community.

Percent of undergraduate faculty who...	2007-08		2010-11	
	UWGB	National	UWGB	National
Collaborated with the local community in research or teaching*	66%	52%	73%	51%
Advised student groups involved in service/volunteer work*	50%	45%	66%	49%
Taught a service learning course*	20%	21%	24%	2%
Engaged in public service/professional consulting without pay*	80%	62%	68%	62%

*in the previous two years.
 Source: National Faculty Survey, Higher Education Research Institute.

CORE STRATEGY 5

Resources

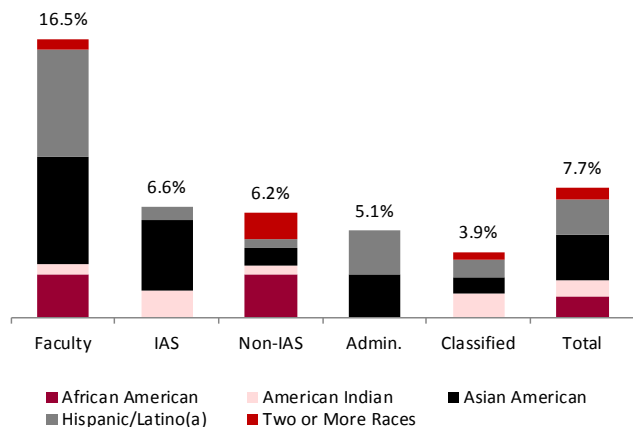
Balance, diversify, and grow the university’s financial resources and facilities while developing its human talent.

UW-Green Bay’s Progress on UW System Indicators

The resources of people, money, and facilities are what enable UW-Green Bay to fulfill its mission to students and the people of Wisconsin.

- **Diversity of faculty and staff** is an indicator of UW-Green Bay’s efforts to develop its human resources. Faculty and staff diversity provides richer exchanges of ideas in the classroom, broader lines of inquiry in research, and a more welcoming climate for students from underrepresented groups. In fall 2013, 7.7% of UW-Green Bay faculty and staff were people of color, or 56 out of 730.

UW-Green Bay Faculty and Staff of Color
Percent of Each Employment Category, Fall 2013



IAS=Instructional Academic Staff

- UW-Green Bay relies on **revenue** from a variety of sources to fulfill its mission. Revenue from all sources increased from \$74 million in fiscal year 2008 (FY08) to \$87 million in FY13. Revenue from gifts, grants, and contracts increased from 12% of total revenue in FY08 to 16% in FY13.

Additional UW-Green Bay Indicators

The University invests in professional development. Employees participate in a range of professional development activities. These investments result in a highly trained faculty and staff. In addition to its longstanding opportunities such as our annual teaching conference, currently, under the direction of the campus’ Center for the Advancement of Teaching and Learning, the campus is undergoing a major initiative to improve online education through the Quality Matters (QM) program.

	2007-08	2011-12	2012-13
Teaching Enhancement and Instructional Development	\$17,918	\$22,500	\$32,400
Wisconsin Teaching Scholar, Teaching Fellow, and Research Scholar programs	\$12,815	\$20,112	\$21,100
On-campus Programs for Faculty Development	\$21,348	\$25,278	\$28,360
Sabbatical Compensation	\$314,828	\$306,766	\$210,123
Other Faculty Development	\$8,960	\$35,500	\$36,000
Ethnic Minority Initiatives	\$2,303	\$7,616	\$8,000
Professional Staff Development Individual Awards and On-Campus Programs	\$11,697	\$17,111	\$17,111

The university enables faculty and staff to secure grant funding. The number and size of grants varies from year to year. Successful grants provide funding to carry out research and provide services above what the state can afford, including activities indirectly related to the grants’ particular objectives.

	FY2011	FY2012	FY2013
Number of applications submitted	53	59	44
Value of applications submitted	\$15.4M	\$15.4M	\$5.3M
Number of awards	57	51	33
Value of awards	\$14.0M	\$8.3M	\$3.8M

Operational Excellence

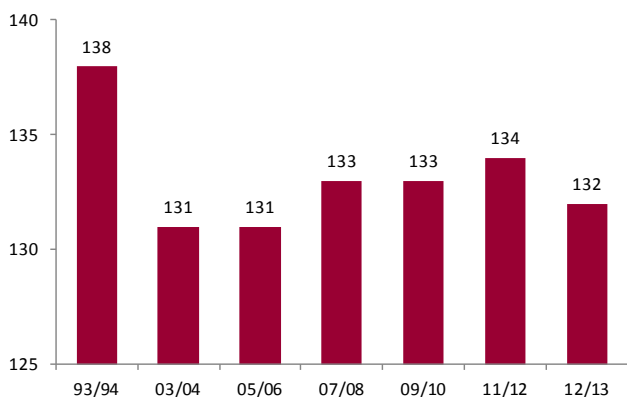
Advance operational excellence by becoming more flexible, responsive, and cost efficient.

UW-Green Bay's Progress on UW System Indicators

UW-Green Bay makes efficient use of its human, financial, and physical resources in a variety of ways.

- By encouraging progress toward degree completion, UW-Green Bay helps ensure efficient use of students' personal and financial resources and provides space for new students. **Credits taken prior to graduation**, an indicator of educational resources used by UW-Green Bay students, are currently below the levels in 1993-94, when the goal to reduce credits to the bachelor's degree was adopted.

Average Credits Taken by UW-Green Bay Bachelor's Degree Recipients



- Keeping **administrative spending** low allows UW-Green Bay to concentrate resources on instruction and other student-related activities. Administrative spending at UW-Green Bay was 46% of the national average in fiscal year 2011 (FY11), the most recent year of available national data. This means UW-Green Bay spent \$8.9 million less on institutional support than it would have if spending at the national average.
- Reducing **energy usage** is a goal for UW-Green Bay. Weather-adjusted energy usage in FY12 was 27.0% below the amount in the baseline year of FY05.

Additional UW-Green Bay Indicators

Enhance campus facilities and infrastructure. Several large projects insure the longevity of the state's investment in campus facilities:

- \$153,000 interior lighting replacement in the Kress Center and University Union which will lead to savings of \$22,000 per year
- \$300,000 University Union air handler replacement and kitchen hood exhaust energy conservation improvements
- \$1.5M for elevator modernization in five academic buildings and stage lift improvements at the Weidner Center
- \$144,000 for Theatre Hall stage lift repairs
- \$1.5M classroom/Instructional Technology remodeling

Assess and improve compensation equity for faculty and staff. The campus worked with a private human resource consulting firm to assess pay levels and to take steps to bring campus employees into alignment with regional and national peers.

	2010-11	2011-12	2012-13
Chancellor, Athletics and Advancement			
• Employees	54	51	53
• Percent Retained*	80%	76%	77%
Provost's Divisions			
• Employees	436	426	434
• Percent Retained*	92%	91%	91%
Business and Finance			
• Employees	124	115	119
• Percent Retained*	85%	84%	86%

*Percent of employees working on October 31 who remain employed with the University the following October 31.

Assess and improve satisfaction with academic support services. On the Graduating Senior Survey the majority of students give support services a "grade" of B+ to A-. Grades have remained very consistent over the past several years.

Support Services	2007-07	2011-12	2012-13
Library services	B+	A-	B+
Library collection	B+	A-	A-
Career Services	B+	A-	B+
Academic Advising	B-	B+	B
Writing Center	B+	B+	B+
Computer facilities	A-	A-	A-
Computer services	B+	A-	A-

CORE STRATEGY 7

Collaborations

Further leverage UW System's strengths and impact through collaborations among the campuses and with other Wisconsin partners.

UW-Green Bay's Progress on UW System Indicators

UW-Green Bay's collaborations and partnerships with other UW institutions, other education sectors, businesses, community organizations, and governmental agencies allow it to have greater impact than by acting alone.

- UW-Green Bay increases student access through **collaborative degree programs**, which are offered at multiple locations, integrate courses from different institutions, or both. UW-Green Bay is a partner in eight of these formal arrangements, listed below.

Collaborative Degree Program	Partner Institutions
MS in Administrative Leadership	MIL
BS in Nursing (Collaborative Program)	EAU, MSN, MIL, OSH, EXT*
BS in Manufacturing Engineering	STO, Northeast Wisconsin Technical College
BS in Nursing	UW-Marinette
B of Applied Studies	WTCS
MS in Management	BEM Mgmt. School, EBP Int'l Bordeaux (France)
BS in Health Information Management and Technology	PKS, STP, LAC** EXT*
MS in Sustainable Management	OSH, PKS, STO, SUP, EXT*

EXT* - UW-Extension provides administrative, financial, and other support to a number of UW System Collaborative Degree Programs.

LAC** - UW-La Crosse offers courses as a partner in the HIMT collaboration.

- UW-Green Bay has a variety of other **partnerships** in academic and non-academic areas.

	2010-11	2011-12	2012-13
Number of businesses or organizations hosting co-op or internship students	387	350	258
Number of organizations in service-learning, community-based research, or volunteer partnerships	122	152	84
Number of cultural or arts-related partnerships	99	113	107
Number of businesses or organizations receiving business development assistance	>360	>320	>350
Number of business or organizations hosting clinical, legal or social work placements	119	128	208
Number of schools hosting student teachers	106	74	114

Additional UW-Green Bay Indicators

Enhance strong relationships with other UW schools. UW-Green Bay's strong ties to the two-year colleges in Manitowoc, Marinette and Menasha extend back prior to the University's founding.

Transfer Source	Fall 2007	Fall 2011	Fall 2012
UW-Fox Valley (Menasha) <ul style="list-style-type: none"> Transfers to UW-Green Bay UWGB's % of total transfers to UW schools from this source 	35 12%	24 8%	35 12%
UW-Manitowoc <ul style="list-style-type: none"> Transfers to UW-Green Bay UWGB's % of total transfers to UW schools from this source 	32 29%	23 24%	29 24%
UW-Marinette <ul style="list-style-type: none"> Transfers to UW-Green Bay UWGB's % of total transfers to UW schools from this source 	27 51%	31 55%	12 37%

A new collaborative master's degree in sustainable management enrolled fourteen students in fall 2013.

Enhance strong relationships with the Wisconsin Technical College System (WTCS). The Bachelor of Applied Studies (BAS) degree continues to evolve, most recently adding an emphasis option in Non-profit Leadership. Forty-three percent (43%) of the 339 students in the BAS program completed their associate's degree at Northeast Wisconsin Technical College (NWTC) and 16% came from Fox Valley Technical College. Nineteen percent (19%) of bachelor's recipients in 2012-13 completed at least some college work at NWTC. About a fourth of these students with ties to NWTC completed majors in Interdisciplinary Studies; the rest completed majors in 29 other fields.

	Fall 2007	Fall 2011	Fall 2012
UWGB Students in BAS program	71	340	339
Transfers from Northeast Wisconsin Technical College to UWGB <ul style="list-style-type: none"> # in BAS degree program % in BAS degree program 	105 25 24%	159 28 18%	169 25 15%
Transfers from any Wisconsin Technical College to UWGB <ul style="list-style-type: none"> # in BAS degree program % in BAS degree program 	145 32 22%	260 61 23%	257 56 22%



UW-GREEN BAY

The Select Mission of the University of Wisconsin-Green Bay is to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. To further that mission UW-Green Bay connects in-class learning to practical real world experiences that, as a result, promotes the Wisconsin Idea – to make a difference in the lives of Wisconsin citizens through education.

This report illustrates UW-Green Bay's contributions to the UW System's vision for Wisconsin. Progress is reported within the seven core strategies of the UW System's Strategic Framework. Each core strategy includes one or more indicators of progress that are common among UW institutions, supplemented with additional information reflecting activities and outcomes of particular relevance to UW-Green Bay. For similar information on the UW System as a whole, as well as links to additional resources and technical notes, see the systemwide *Knowledge Powers Wisconsin's Future* report: <http://www.wisconsin.edu/opar/accountability/>



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Accountability Reports can be found at <http://www.uwsa.edu/opar/accountability/>