



UNIVERSITY of WISCONSIN  
GREEN BAY

UNIVERSITY OF  
WISCONSIN SYSTEM



**KNOWLEDGE  
POWERS**

**WISCONSIN'S FUTURE:  
UW-GREEN BAY**

ANNUAL ACCOUNTABILITY REPORT, 2012-13



# 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 2011-12. The total included historic high numbers of bachelor's recipients and master's recipients, and a record number and percent of underrepresented minority students, 102 in all, which is a 19% increase over the prior year.

## **Core Strategy 3: Stronger Businesses**

Over 20% of 2011-12 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**

One of UW-Green Bay's main community outreach efforts, Phuture Phoenix, continues to grow and develop as does its collaborations with other educational institutions.

## **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. External funding has also increased.

## **Core Strategy 6: Operational Excellence**

In 2011-12, UW-Green Bay completed a strategic planning process by publishing measurable goals in a Balanced Scorecard framework. The Wisconsin Library Association named UW-Green Bay's Cofrin Library the 2012 state library of the year.

## **Core Strategy 7: Collaborations**

UW-Green Bay implemented new collaborative majors, the Bachelor of Science in Health Information Management and Technology and the Master of Science in Sustainable Management, both delivered in partnership with other UW schools and coordinated by UW-Extension.

## CORE STRATEGY 1

# 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
<b>High Impact Practices: First-Year Students</b>			
Learning communities	9%	19%*	16%*
Service learning	33%	37%	38%
<b>High Impact Practices: Seniors</b>			
Research with faculty	15%	19%*	17%
Service learning	48%	46%	50%
Internship	51%	48%	46%*
Senior experience	19%	30%*	29%*
<b>Critical Thinking: Seniors</b>			
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 2011-12, 13.5% studied abroad, an increase from 11.7% in 2010-11 and from 10.8% five years previously.

### ADDITIONAL UW-GREEN BAY INDICATORS

**Maintain or increase the perceived value of UWGB's select mission of interdisciplinary, problem-focused approaches in coursework and other student experiences.** 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		
		09-10	10-11	11-12
Experiences and course work encouraged me to think creatively and innovatively	S	4.0	4.0	4.1
	A	4.1	4.2	4.2
Interdisciplinary, problem-solving education gives graduates an advantage in school and work	S	3.6	3.6	3.8
	A	4.0	4.0	3.9
UW-Green Bay provides a strong, interdisciplinary, problem-focused education	S	3.8	3.9	4.0
	A	4.0	4.1	4.1
Many in-class opportunities to apply learning	S	3.8	3.8	3.8
	A	3.8	3.8	3.9

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

Over 1,100 students completed the Multi-Institutional Survey of Leadership (MSL) in 2010. Several of the MSL's general outcome measures assess engaged citizenship.

Social Change Model Leadership Outcomes	UW-Green Bay	National Sample
<b>Commitment</b> The psychic energy that motivates the individual to serve	4.28	4.30
<b>Controversy with Civility</b> The recognition that viewpoints will differ and must be respected	3.77	3.81*
<b>Citizenship</b> The process that connects the individual to the community and society.	3.71	3.81*

\*Significant differences from the UW-Green Bay percentage at the 0.01 level.  
 Source: 2010 Multi-institutional Survey of Leadership.

## CORE STRATEGY 2

# 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

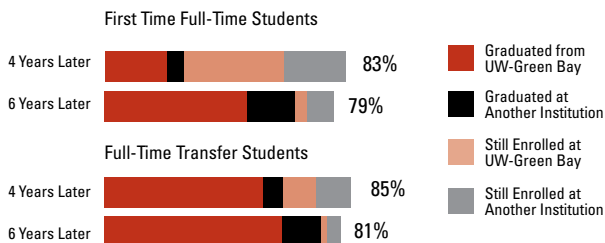
Fall Semester Students Enrolled	2007		2011		2012	
	#	%	#	%	#	%
African American	44	1%	65	1%	71	1%
American Indian	108	2%	108	2%	92	1%
Southeast Asian	108	2%	133	2%	137	2%
Other Asian American	71	1%	58	1%	63	1%
Hawaiian/Pacific Is.*			4	<1%	3	<1%
Hispanic/Latino(a)	85	1%	179	3%	217	3%
Two or More Races*			99	1%	123	2%
White	5,552	91%	5,882	88%	5,945	88%
Unknown	80	1%	39	1%	33	<1%
International	62	1%	98	1%	106	2%
URM <sup>1</sup>	345	6%	567	9%	611	9%
Transfer Students	540		628		648	
Total Headcount	6,110		6,665		6,790	
More Graduates Plan			6,759		6,934	

<sup>1</sup> 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.

\*New race/ethnicity categories were implemented in 2008.

- **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 RATE FOR UW-GREEN BAY, FALL 2006 COHORT



Source: Voluntary System of Accountability, College Portrait ([www.collegeportraits.org](http://www.collegeportraits.org))

- **Degrees conferred** at UW-Green Bay in 2011-12 totaled 1,244, an increase of 180 degrees over five years earlier. UW-Green Bay conferred 1,194 undergraduate degrees in 2011-12, exceeding More Graduates plans by 122.

### 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.

		White Students	Students of Color	Equity Gap
Fall 2009	Number of applications started	3,151	427	
	Percent of Applications Completed	80%	63%	-17%
	Completed Applicants Admitted	91%	75%	-16%
	Admitted Students Enrolled	42%	47%	5%
	Enrolled Students Retained	74%	64%	-10%
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%
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%

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

		2006-07	2010-11	2011-12
Undergraduate students	Fall students >= age 25	846	1,596	1,700
	Bachelor's recipients >= age 30	100	216	240
Distance Education	Course Offerings	68	249	319
	Enrollments	1,077	7,863	9,722

## 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**

	2001 Fall Cohort		2011 Fall Cohort	
	#	%	#	%
African American	6	*	8	*
American Indian	9	*	5	*
Southeast Asian	8	*	12	92%
Other Asian American	6	*	7	86%
Hawaiian/Pacific Is. <sup>1</sup>				
Hispanic/Latino(a)	6	*	30	80%
Two or More Races <sup>1</sup>			16	69%
White	817	75%	779	74%
Unknown	7	*	1	*
International	7	*	11	73%
URM <sup>2</sup>	29	55%	69	75%
Pell Recipients	159	67%	291	78%
Total New Freshmen	866	74%	869	74%
More Graduates Plan				76%

<sup>1</sup>New race/ethnicity categories were implemented in 2008.

<sup>2</sup>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.

\*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**

	2001 Fall Cohort		2006 Fall Cohort	
	#	%	#	%
African American	6	*	11	*
American Indian	9	*	13	*
Southeast Asian	8	*	25	28%
Other Asian American	6	*	16	63%
Hispanic/Latino(a)	6	*	15	40%
White	817	55%	928	52%
Unknown	7	*	6	*
International	7	*	5	*
URM <sup>1</sup>	29	31%	64	30%
Pell Recipients	159	43%	203	45%
Total New Freshmen	866	53%	1,019	51%
More Graduates Plan				53%

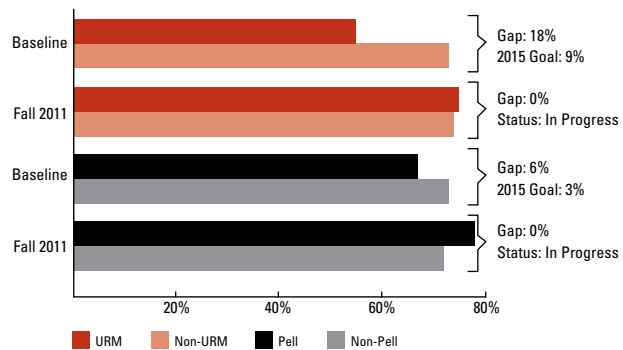
<sup>1</sup>Underrepresented minority (URM) students include all who indicate African American, American Indian, Hispanic/Latino(a), or Southeast Asian alone or in combination with other races/ethnicities.

\*Five or fewer students were retained or graduated.

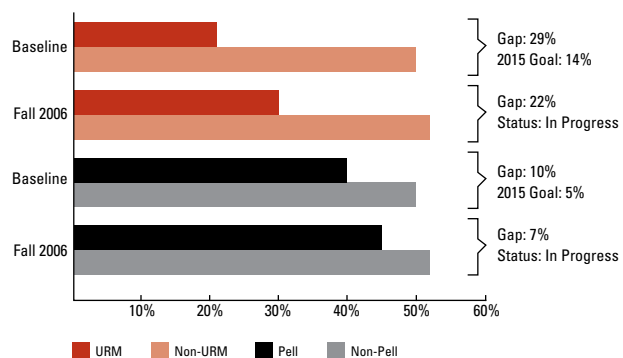
### STATUS OF THE EQUITY GAP

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



## CORE STRATEGY 3

# 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 \$1.1 million in fiscal year 2012 (FY12), down slightly from \$1.2 million in FY11 but higher than \$946,000 five years ago.
- **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 2011-12, UW-Green Bay conferred 201 STEM degrees and 85 degrees in health fields, up from 189 and 48 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 \$21,000 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 create a 12-credit Entrepreneurship Certificate.

SBDC Performance Measures	2010	2011	2012
New jobs created	29	43	43
Net jobs retained	531	337	349

**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	Nat'l	UWGB	Nat'l
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	49%	34%	64%	56%
Engaged in paid consulting outside the institution*	47%	37%	43%	35%
Received funding from Foundations*	20%	18%	18%	20%
Received funding from state or federal governments*	36%	26%	37%	27%
Received funding from business or industry*	13%	12%	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. EMBI hosted its fourth annual Green Innovations Conference in April.

EMBI Certificates	2006-07	2010-11	2011-12
Students enrolled, fall	33	40	37
Graduates, annual	Not Appl.	5	13

## 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 2012, the total of non-credit continuing education course enrollments for UW-Green Bay was 14,208.

### 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 such as the development of a nature-based pre-school at the local Wildlife Sanctuary. The University is highly collaborative and works closely with other public and private colleges to expand community access to the benefits of higher education. The University partnered with Green Bay Public Schools to pilot the Phoenix Scholar Institute for African American Girls, and has run a similar program for boys for the past several summers.

Participants/Attendance	2006-07	2010-11	2011-12
Phuture Phoenix 5th Graders	850	1,400	1,400
Phuture Phoenix School Districts	3	10	10
Phuture Phoenix School	12	25	25
Weidner Center	33,490	78,515	66,848
Athletics events	109,861	92,844	101,372
Athletic Camps and clinics	1,234	1,888	1,922
Learning in Retirement	850	1,038	988
Summer Camps and TRIO	N/A	N/A	2,022

N/A = Not Available

University faculty report high levels of engagement with the community.

Percent of faculty who...	2007-08		2010-11	
	UWGB	Nat'l	UWGB	Nat'l
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

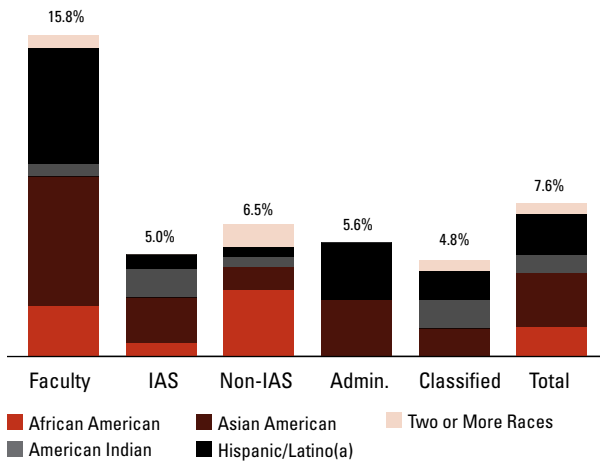
Balance, diversify, and grow the university's financial resources and facilities while developing its human talent.

### 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 2012, 7.6% of UW-Green Bay faculty and staff were of color, or 56 out of 738 total faculty and staff.

### UW-GREEN BAY FACULTY AND STAFF OF COLOR BY EMPLOYMENT CATEGORY, FALL 2012



- 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 2007 (FY07) to \$87 million in FY12. Revenue from gifts, grants, and contracts increased from 12% of the revenue total in FY07 to 17% in FY12.

### 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.

	2006-07	2010-11	2011-12
Teaching Enhancement and Instructional Development	\$7,250	\$16,342	\$22,500
Wisconsin Teaching Scholar, Teaching Fellow, and Research Scholar programs	\$9,525	\$20,391	\$20,112
On-campus Programs for Faculty Development	\$27,832	\$24,465	\$25,278
Sabbatical Compensation	\$162,551	\$277,027	\$306,766
Other Faculty Development	\$9,164	\$32,987	\$35,500
Ethnic Minority Initiatives	\$2,890	\$6,410	\$7,616
Professional Staff Development Individual Awards and On-Campus Programs	\$13,882	\$16,770	\$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. These indirect revenues totaled \$442,000 in FY2012.

	FY2010	FY2011	FY2012
Number of applications submitted	122	89	78
Value of applications submitted	\$21.3M	\$26.0M	\$19.7M
Number of awards	81	72	58
Percent of submissions	66%	81%	74%
Value of awards	\$6.4M	\$14.0M	\$8.1M
Percent of submissions	31%	54%	41%



## CORE STRATEGY 6

# Operational Excellence

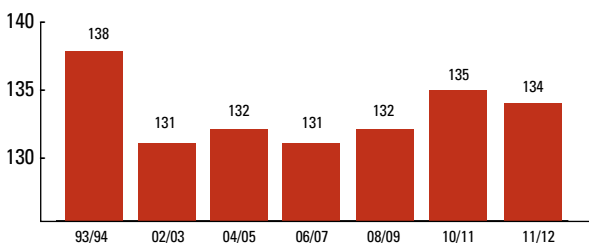
Advance operational excellence by becoming more flexible, responsive, and cost efficient.

### 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 47% of the national average in FY10, the most recent year of available national data. This means UW-Green Bay spent \$8.4 million less on institutional support than it would have by spending at the national average.
- Reducing **energy use** in campus facilities is a goal for UW-Green Bay. Weather-adjusted energy use in fiscal year 2011 (FY11) was 29.5% 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 over the past 45 years, including \$2.6M in maintenance to the central utility tunnel and \$1.5M to replace the roof deck of the Student Services building. Although smaller in scale, a \$26,000 remodeling project combined the former Learning Technology Center and Media Services unit into a new center for Academic Technology Services, which provides end-to-end support of instructional technology from design and development through implementation and presentation in person or online.

The campus was listed for the first time in The Princeton Review's Guide to 322 Green Colleges: 2012 Edition. This guide, created in partnership with the U.S. Green Building Council, focuses on "colleges that have demonstrated a notable commitment to sustainability." Earlier in the year, the campus submitted its first STARS (Sustainability Tracking, Assessment & Rating System) report to the Association for the Advancement of Sustainability in Higher Education and received a Silver rating.

**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. The Wisconsin Library Association named UW-Green Bay's Cofrin Library the 2012 state library of the year.

Support Services	2006-07	2010-11	2011-12
Library Services	B+	A-	A-
Library Collection	B+	B+	A-
Career Services	B+	B+	A-
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, or integrate courses from different institutions, or both. UW-Green Bay is a partner in 9 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*
MS in Social Work	OSH
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.

	2011-12
Number of businesses or organizations hosting co-op or internship students	350
Number of organizations in service-learning, community-based research, or volunteer partnerships	152
Number of cultural or arts-related partnerships	113
Number of businesses or organizations receiving business development assistance	>320
Number of businesses or organizations hosting clinical, legal or social work placements	128
Number of schools hosting student teachers	74

### ADDITIONAL UW-GREEN BAY INDICATORS

**Enhance strong relationships with 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 2006	Fall 2010	Fall 2011
UW-Fox Valley	27	23	24
Transfers to UW-Green Bay	10%	9%	8%
UW-Manitowoc	38	28	23
Transfers to UW-Green Bay	27%	30%	24%
UW-Marinette	24	16	31
Transfers to UW-Green Bay	44%	40%	55%

The newest major, the collaborative BS in Health Information Management and Technology, opened with 2 UW-Green Bay majors in 2011 and has grown to 8 majors in 2012.

**Enhance strong relationships with the Wisconsin Technical College System (WTCS).** The number of Wisconsin Technical College students transferring to UWGB has begun to stabilize after several years of growth following the initiation of the Bachelor of Applied Studies (BAS) degree in 2007. About half of all 340 students in the BAS program completed their associate's degree at Northeast Wisconsin Technical College (NWTC). Seventeen percent of bachelor's recipients in 2011-12 completed at least some college work at NWTC. Over a third completed majors in Interdisciplinary Studies; the rest completed majors in thirty other fields.

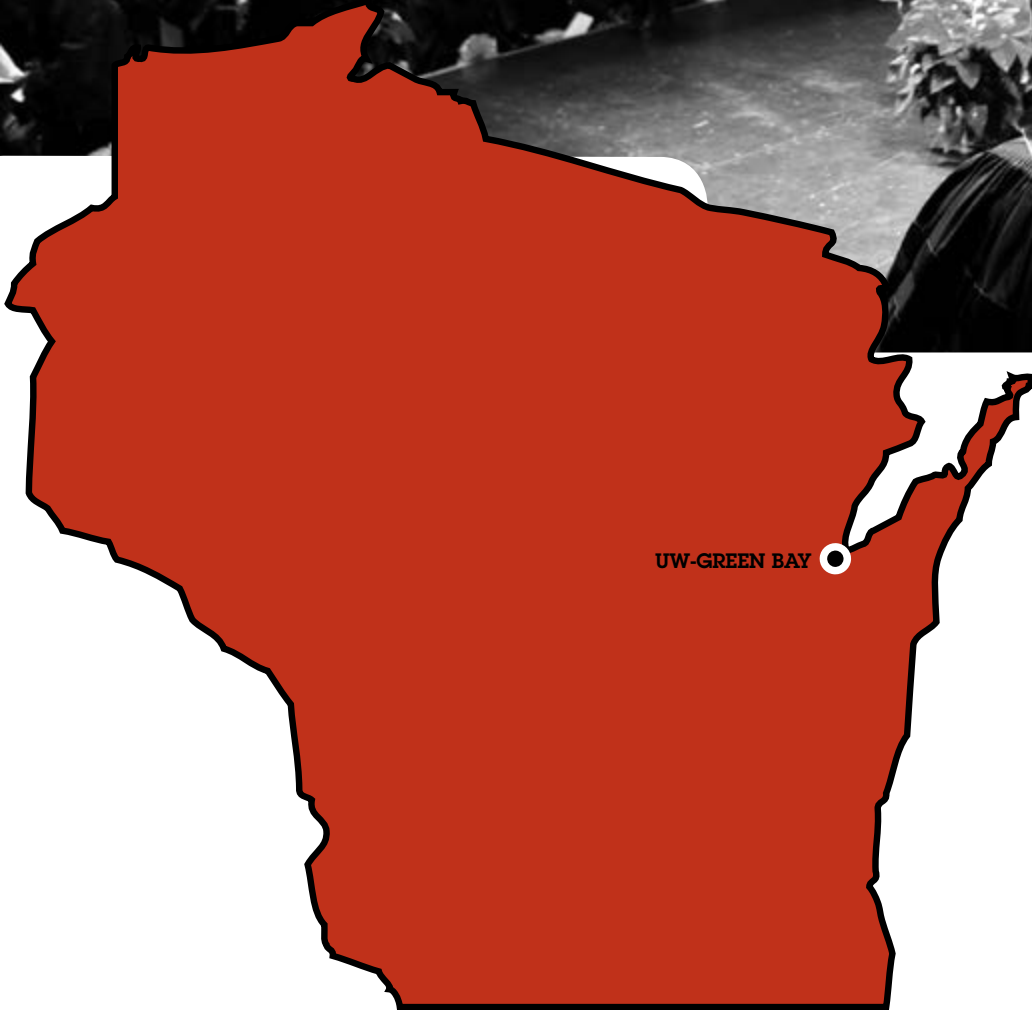
Transfer Source	Fall 2009	Fall 2010	Fall 2011
UWGB Students in BAS program	221	276	340
Transfers from Northeast Wisconsin Technical College to UWGB	216	185	159
# in BAS degree program	32	41	28
% in BAS degree program	15%	22%	18%
Transfers from any Wisconsin Technical College to UWGB	337	311	260
# in BAS degree program	74	79	61
% in BAS degree program	22%	25%	23%



# 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/>