

Initially, the existing AAS degree will be available on the Barron County branch campus. In later phases of the joining of the branch campus and the main campus, select degree programs may be extended to the branch campus from the main campus depending on regional demand and available resources.

The restructuring will allow UW-Eau Claire to identify new approaches to meeting some goals of the University Plan and Academic Master Plan. An existing Barron County relationship with Lac Courte Oreilles Ojibwa Community College offers an opportunity to strengthen and expand UW-Eau Claire's partnerships with the Ojibwa community, supporting the strategic goal of increasing student, faculty and staff diversity. The Barron county campus also has a partnership with North Cedar Academy, an international high school, which may allow UW-Eau Claire to pursue the strategic goal of recruiting additional international students.

Item 13: Continued Compliance with HLC

Institutional Statement: During the 2009 visit, UW-Eau Claire was found to have met all criteria without concerns.

University of Wisconsin-Green Bay Institutional Statement

Part B: Transactional Documents

Item 2: Governance Documents

Academic Integrity

The basis for developing curricula, setting academic requirements, program review, and assessment of student learning will remain the same as UWGB's current procedures and policies.

Faculty at the branch campuses will be fully integrated into the four-year university's academic departments and interdisciplinary units. As such, they will be integral to the oversight and development of curricula, academic requirements, program review, and assessment.

Our procedures for the development of curricula and academic requirements requires the review and approval by the faculty involved, the dean, the Academic Affairs Council (acting on behalf of Faculty Senate), and the Provost. In cases of significant curricular or other academic changes, the University Committee and Faculty Senate may be addressed directly. As members of academic departments and units, faculty at branch campuses will be engaged in the development of the curricula and academic requirements as they affect the departments and units to which they belong. In addition, faculty will have the opportunity to serve on committees that oversee these processes, including the Academic Affairs Council and Faculty Senate.

UWGB maintains a policy and procedure for regular program review, which occurs on a seven-year cycle. 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. As fully integrated faculty, faculty at the branch campuses will participate in the process of program review.

Likewise, faculty at branch campuses will be engaged in regular assessment of learning outcomes. The University Assessment Plan describes the current practices for the assessment of learning outcomes. Achievement of student learning is assessed in the academic programs, general education, co-curricular programs and resources, and via innovations in teaching and learning. 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. General education learning outcomes are assessed on a staggered, rotating schedule of embedded assessment for each general education learning outcome.

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.

Documentation:

1. Academic Program Review Policy and Procedures
2. University Assessment Plan

Integration of Branch Campus Faculty, Staff, and Students into Governance

Faculty, staff, and students will be fully integrated into the governance structures described below. Faculty, staff, and students will have representation – through departments, units, and committees – at the main campus and may serve on committees and governance bodies.

In addition, some direct representation may be necessary. For example, it is likely that we will elect a certain number of senators to serve on Faculty Senate to represent the branch campuses regardless of their department, unit, or domain. It is likely that a position on the University Committee also will be dedicated to branch campus representation. Such procedures will need to be developed through shared governance.

In addition, it is likely that governance bodies will need to be maintained at each campus to oversee the particular issues relevant to that campus. For this purpose, we will maintain the existing faculty and staff governance committees.

Finally, some deliberation will be necessary to determine the best governance structure for students. Should there be a single Student Government Association that covers all four campuses or would individual associations for each campus be better? Such procedures will need to be developed in consultation with the students. In the meantime, we will maintain separate associations for each campus while integrating student representation in UWGB's Student Government Association.

Shared Governance Committees and Structures in Need of Expansion:

1. Faculty Senate
2. University Committee
3. Academic Affairs Council
4. General Education Council
5. Personnel Council
6. Academic Staff Committee
7. University Staff Committee
8. Student Government Association

Documentation:

3. Statement on Governance excerpted from UWGB's Assurance Argument

Branch Campus Governance

Please see the response for item #2 above for a description of shared governance at UWGB and the planned integration of faculty, staff, and students at the branch campuses. We intend to maintain existing campus governance structures at the branch campuses, including faculty steering committees, staff committees, and student government. In addition, we plan to integrate faculty, staff, and students into existing governance structures at UWGB, so that branch campuses have representation.

With regard to the amendment of existing institutional policies and processes, handbooks will need to be updated to incorporate appropriate representation of branch campus faculty, staff, and students on existing governance bodies as well as the existence of appropriate local branch-campus bodies such as faculty and staff steering committees and student government associations. Such changes will need to proceed through shared governance and will be in progress over the next few semesters.

Tenure

Tenure and rank will be preserved for faculty at the branch campuses. Faculty will be tenured into appropriate departments and units as fits their field of expertise and scholarly interest.

The branch-campus faculty members, the academic departments and units, and the academic deans will make these decisions.

Tenure-track faculty will be allowed to pursue tenure at UWGB. Expectations for tenure at UWGB are similar to those at UW Colleges, and we do not anticipate having to amend tenure criteria.

Documentation:

4. UWGB Statement on Tenure

Item 7: Organizational Charts

Each branch campus will be administered by a Campus Administrator (CA), much as in the current College structure. CAs will report directly to the Provost and Vice Chancellor for Academic Affairs. They also will have (dotted-line) reporting responsibilities to the Vice Chancellor for Business and Finance and to the Vice Chancellor for Student Affairs & Campus Climate.

Each CA will oversee the Student Affairs, Business & Finance, Facilities Management, Communications, and Athletics operations of his or her campus directly, with the understanding that the CA also must coordinate these operations with the University's Student Affairs and Business & Finance operations.

As described above, faculty and IAS will report through departments to the deans of the University's colleges and school. Faculty also will be expected to report to the CA, as the CA will have input with regard to hiring faculty and staffing courses among other duties. (This detail is not shown on the org charts as the lines became confusing.)

The Assistant Vice Chancellor for Enrollment Services will administer recruiting, admissions, and advising for each campus. The Assistant Vice Chancellor for Information Technology and Library Services will administer the library and information technology at each campus. The Executive Director for Continuing Education and Community Outreach will administer continuing education opportunities at each campus.

A few operations may yet need to be altered. For example, at the College campuses, student success operations (CASE, Solution Centers) are situated in Student Affairs while these operations report to the Associate Provost at the University. Likewise, advising operations seem located in Student Affairs at the College campuses while they are located in Enrollment Services at the University. The best organizational structure for these operations (and others) will need to be determined.

Documentation:

5. UWGB Organizational Chart, Fall 2017
6. UWGB Organizational Chart, Proposed Fall 2018
7. UW Manitowoc Organizational Chart, Proposed Fall 2018

8. UW Marinette Organizational Chart, Proposed Fall 2018
9. UW Sheboygan Organizational Chart, Proposed Fall 2018

Part C: Institutional Statements

Item 1: Alignment of Missions

The Mission, Goals and Vision of the UW Colleges align well with the Mission and Vision of UW Green Bay. Among other points, both sets of statements:

- emphasize the importance of high quality education and student success
- emphasize the importance of access to education
- emphasize the importance of lifelong learning
- emphasize the value of individual and community growth and enrichment,
- position their respective institutions as intellectual, cultural, and economic resources for their communities
- emphasize the value of scholarly achievement of their faculties and staves
- recognize the importance of diversity and of global perspectives

We do not anticipate having to alter the University's Mission or Vision to accommodate the addition of the College campuses.

It should be noted, however, that Chancellor Miller announced in the summer of 2017 that UW Green Bay would review its mission in the near future, the first time the Mission has been reviewed in over a decade. During that process, representatives from the branch campuses will be engaged to ensure that the values of the Colleges are reflected in any new documents that are developed.

Documentation:

10. UW Green Bay Mission
11. UW Green Bay Vision
12. UW Colleges Mission, Goals, and Vision
13. Chancellor Miller's Statement on the University Mission

Item 2: Continuity of Educational Programs

Associate Degree:

UW Green Bay currently offers an Associate degree and intends to continue offering the Associate degree at both the main campus and at each of the branch campuses.

BAAS Degree:

UW-Green Bay currently offers a BAS degree. Students who attend the branch campus and were enrolled in the BAAS degree, may complete that degree or transition to the BAS degree if they desire.

Curriculum Oversight and Governance:

Current UW Green Bay policies regarding curricular development and oversight will be extended to the branch campuses. The University has a well-developed set of procedures governing the development of courses, majors, minor, emphases, certificates, and academic units. (See the Curriculum Guide.) Most of these procedures make use of the CourseLeaf software package that routes proposals at all levels through the appropriate governance pathway, ensuring that proposals are reviewed by the faculty, dean, Academic Affairs Council, and Provost's Office. As this is an electronic software package, extending the procedures to the branch campuses should not be difficult.

As stated above in response to Part B, branch campus faculty will be fully integrated into academic departments and units, allowing them to weigh in on curricular issues at that level as well as propose appropriate changes. In addition, branch campus faculty will be eligible to serve on governance committees, including the Academic Affairs Council, allowing their input at that additional level.

An additional level of oversight will need to be developed to oversee curricula that may be particular to the AAS degree and the branch campuses. As stated above in response to Part B, we intend to maintain the current Faculty Steering Committees to oversee issues that pertain to the local campuses. One such issue may be curricular development. Likewise, it is likely that the Campus Administrator will need to weigh in on curricular issues as they pertain to the branch campus. An additional step may be added to the relevant sections of the Curriculum Guide, indicating that curricular proposals need to be taken to the Campus Steering Committee or to the Campus Administrator, and appropriate routing may be added to CourseLeaf.

Likewise, faculty will be involved in the regular review of their programs as members of academic departments and units. The AAS degree likewise will need regular, periodic review. The Campus Steering Committee(s) may act as the Executive Committee for this purpose with the Campus Administrator(s) providing decanal level review.

Documentation:

14. Statement on Program Review excerpted from UWGB's Assurance Argument (4.A.1)
15. Statement on Curricular Assessment excerpted from UWGB's Assurance Argument (4.B.2 & 3)
16. Statement on Curricular Development excerpted from UWGB's Assurance Argument (4.A.4)
17. Statement on Evaluation of Students excerpted from UWGB's Assurance Argument (4.A.6)
18. Statement on Distance Delivery excerpted from UWGB's Assurance Argument (3.B.3)
19. Academic Affairs Council (AAC) Charge
20. University Accreditation and Assessment (UAAC) Charge
21. (Includes Academic Program Review Subcommittee (APAS))
22. Curriculum Guide

Item 4: Post-Restructuring Enrollments

Post-restructuring enrollments are presented in the UW System Statement Item 5.

Item 5: Revised Enrollment and Recruitment Projections

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

Item 7: Revised Planning Processes

Planning and Budgeting

UWGB's planning and budgeting procedures are fully described in Criterion 5 of its Assurance Argument (which is excerpted in the Statement on Budgeting in the attached Documentation). Briefly, UWGB's budget development process is determined by state statute and UW System policies. Campuses are able to develop their own internal budget development and allocation processes. UWGB's Budget Director oversees and coordinates the annual budget process. Currently, UWGB uses an incremental budget model for most financial allocations. The Strategic Budgeting Committee, created in 2017, is advisory to the Chancellor and provides leadership in the development and coordination of internal planning processes, including strategic planning and budgeting. Departments monitor revenue and expenses, with some review centrally by Business and Finance. Reports review program revenue account balances, and the Controller's staff contact departments to review and address deficits prior to the fiscal year end.

Planning and Budgeting at the Branch Campuses

With regard to the integration of branch campuses into our planning and budgeting procedures, we intend to keep our current structure and add appropriate representation. There will need to be one representative from each campus on the central Strategic Budgeting Committee. As outlined in our proposed organizational charts, each Campus Administrator is analogous to a Dean of one of the academic colleges. As the deans sit on the Strategic Budgeting Committee, the most logical representatives of the branch campuses will be the Campus Administrators. The Strategic Budgeting Committee includes representatives from shared governance constituencies (faculty, academic staff, university staff, and students); branch campus faculty, staff, and students will be eligible to serve on this committee as well.

Each branch campus will maintain a separate budget and will have an appropriate Fund Code assigned to it, again analogous to the structure of academic colleges, though branch campuses will need to incorporate a variety of student affair, business, facility operations and the like. Some areas (e.g. Veterans Services, Libraries, Financial Aid, etc.) may be administered directly by the main campus. While Campus Administrators report directly to the Provost and Vice Chancellor for Academic Affairs, they also will report to the Vice Chancellor for Business and Finance.

Each Campus Administrator will oversee the budget for his or her campus, in consultation with UWGB's Budget Director, Controller, and the Strategic Budgeting Committee. While final budget decisions will reside with the Chancellor, the Campus Administrator will have significant budgetary oversight. Each campus will maintain a budget committee to address local budgetary issues.

The process outlined above is similar to the current process used by the UW Colleges, where each campus budget is the responsibility of the Regional Associate Dean for Administration and Finance (RADAF). The RADAF works with departments to create those budgets, which are submitted to the central UW College office in mid-March. Each campus has a committee that functions as a budget committee and provides input and recommendations regarding primarily the Supply and Expense aspect of campus budgets.

Incorporating three branch campuses will add new dimensions to our budget plans, but additional factors may arise when engaging in the process. The structure and process in place should allow for the branch campuses to have input into both the budget planning for the individual campuses and the overall budget procedure, allowing the issues facing the branch campuses to be addressed by the University.

Planning and Monitoring Related to Enrollment

Enrollment is a key priority at UW Green Bay. The University has made a concerted effort over the past three years to reverse declining enrollments and indeed to significantly increase the institution's enrollment. The Chancellor's current goal calls for the University to grow to 10,000 students at the UW Green Bay campus. Enrollment Services has developed a detailed Recruitment Plan to meet this goal, emphasizing several key initiatives, including focusing on business, health careers, engineering technology, and psychology programs; focusing on recruiting local (Green Bay and Brown County) students; developing and strengthening online programming; developing new programs in high-demand fields (such as Health Communication, Cyber Security, Mechanical Engineering, Arts Management); and growing graduate enrollment.

The branch campuses will be included in this recruitment planning. The branch campuses offer several opportunities for improving enrollment rates, including:

- Expanding the University's reach into several new communities
- Opening opportunities to partner with high schools near the branch campuses
- Taking advantage of the expertise of branch campus faculty with alternative modalities to reach new student markets
- Improving transferability between College campuses and the University

At the moment, the branch campuses are faced with significant declining enrollments. This is a significant challenge, but we have some plans to address the issue:

- Coordinated marketing and recruiting efforts between the University and the branch campuses to ensure that students attend the best institution for their needs. The

branch campuses now will offer access to a baccalaureate-granting institution to many students who may be place-bound. The opportunity should attract more students.

- Hire regional recruiter(s). We intend to hire an individual in our Admissions office who will focus attention on recruiting for the three branch campuses. We may hire additional recruiters as resources allow.
- Deliver upper-level curricula to the branch campuses. As soon as possible, we intend to offer 300- and 400-level courses at the branch campuses. We know that many students in these communities are place bound – or at least, it is difficult for many of them to travel to Green Bay. Offering upper-level courses will allow them to enroll at a local campus.
- Extend baccalaureate degree programs to the branch campuses. The most likely programs to be extended first include business, nursing and health science, engineering, and environmental science. Each of the branch campuses has resources that support one or more of these fields and there is demonstrated need for these fields in several communities. The opportunity to develop baccalaureate-level skill sets in a region with a historically low degree-attainment rate should be very attractive to many people and businesses in these communities.
- Staffing at the branch campuses will need to be reviewed to make sure that appropriate curricula and support services are available to students. This is particularly important for student success initiatives. The branch campuses have very limited resources to support student success efforts, and it is likely that additional resources will need to be provided.

Setting enrollment milestones for the branch campuses will be difficult until we are able to review the challenges and opportunities facing the campuses. Enrollment Services has set a goal of increasing enrollment at the UW Green Bay campus by 5% for fall 2018. This would result in a freshman class of 1,023 and a transfer class of 698. The enrollment projections provided by UW System for the three branch campuses all indicate a decline in enrollment for fall 2018, declining approximately 7.5% for UW Manitowoc, 17.5% for UW Marinette, and 12% for UW Sheboygan. If we set 5% increases for each campus for the following year, our enrollment milestones might look like these:

- UW Green Bay 1,074 freshmen, 732 transfers
- UW Manitowoc 317 students
- UW Marinette 233 students
- UW Sheboygan 513 students

Documentation:

23. Statement on Budgeting

24. Report on Planning and Budget Processes For UW Colleges Campuses and Regions by the Regional Associate Deans for Administration and Finance (RADAF)

25. FY17/18 to FY18/FY19 Funding Crosswalk Green Bay, Marinette, Manitowoc, Sheboygan

- 26. FY2018 UW Colleges Redbook Summary, All Funds Detail with distributed Fringe
- 27. Strategic Enrollment Management Plan 2016 – 2020

Item 8: Short-Range and Long-Range Strategic Plans

Long-Range

UWGB's current Strategic Plan, adopted in 2011, lists seven key themes:

1. Academic Programs and Enrollment
2. Commitment to Community
3. Diversity and Institutional Environment
4. Finance, Budget, Resources
5. Identity, Image, Marketing
6. Meeting the Needs of Students
7. Sustainability

The addition of three branch campuses aligns particularly well with three of these themes: Academic Programs and Enrollment, Commitment to Community, and Meeting the Needs of Students. The branch campuses bring with them opportunities to expand academic programs and increase enrollment. The addition of new faculty means that we may now have access to expertise that we did not have previously, which may allow the development of new curricular offerings. The branch campuses also have resources that may support existing programs well, including ties to businesses such as Acuity and Kohler, engineering programs (at UW Sheboygan), and environmental science (at UW Manitowoc). In addition, the branch campuses have expertise in different modalities of curricular development, which may allow the delivery of existing programming to new audiences. As mentioned above, the addition of the three branch campuses extends the University's reach into several new communities, allowing the University to collaborate with those communities and provide a variety of services and cultural activities that may not have been available previously. Finally, the creation of a stronger relationship between UW Green Bay and these three campuses will allow the University to meet more needs of students by offering new curricula at the branch campuses, extending upper-level and perhaps baccalaureate programs to the branch campuses, improving transferability between the campuses, offering opportunities for internships and other high-impact practices to students who did not have that access before, and likely providing education at a lower tuition than previously.

Two other areas of the Strategic Plan potentially align well with the addition of three branch campuses: Diversity and Institutional Environment and Sustainability. The branch campuses offer a more diverse student population, including more non-traditional students who offer real world experience working and raising families. This will provide opportunities and expanded perspectives to UW Green Bay's more traditional student population as the campuses begin to work more collaboratively. Likewise, UW Manitowoc has impressive environmental resources in the form of its Sea Grant office, one of 33 across the state. Sea Grant is a statewide program of basic and applied research, education, and technology transfer dedicated to the wise

stewardship and sustainable use of Great lakes and ocean resources. The office will be able to contribute to UW Green Bay's sustainability efforts in the region as well as offer a significant resource for research and teaching.

Taking advantage of several of the opportunities mentioned in the previous sections, however, should allow for enrollment growth and with it the growth of all four campuses. Likewise, determining the institution's identity will require discussion. Eventually, we want to have a single university with four campuses, but how that institution will be branded and marketed will need to be worked out.

Short-Range

UW Green Bay has several short-term goals for the branch campuses:

1. Integrate all three branch campuses into a single institution with UWGB.
2. Increase enrollment at all three branch campuses.
3. Increase degree attainment.
4. Deliver expanded curriculum, particularly upper-level coursework, to the branch campuses.
5. Deliver baccalaureate programs at the branch campuses.
6. Foster a common community between all four campuses.
7. Expand community relationships with the branch campuses.

The first goal will be an ongoing project, probably for several years, as issues arise and are addressed. UWGB has developed and implemented a Project Management structure to meet these challenges. The structure allows for working groups to be developed as new issues are identified. Success may be difficult to measure in such a complex undertaking, but the resolution of the currently identified issues (e.g. Admissions, General Education, Shared Governance, Inclusivity & Diversity, Financial Aid, Budget, High School Relations, etc.) would be one way of tracking progress in this area.

Other areas may be easier to measure:

- 2) Enrollment
 - a) Enrollment numbers at each campus.
- 3) Degree Attainment
 - a) Number of AAS degrees awarded
 - b) Number of Baccalaureate degrees awarded
 - c) Number of student who begin study at a branch campus and complete their degree at UWGB
- 4) Delivery of Curricula
 - a) Number of courses offered
 - b) Number of upper-level courses offered
 - c) Number of students enrolled by course
 - d) Number of student credit hours delivered

- 5) Baccalaureate Programs
 - a) Number of programs offered by campus and department
 - b) Number of students enrolled by major
 - c) Number of Baccalaureate degrees awarded
- 6) Community Relationships
 - a) Number of high school students enrolled at branch campus
 - b) Number of high school students enrolled in college credit in high school courses
 - c) Number of college credits awarded to high school students
 - d) Number of technical college partnerships
 - e) Number of internships with local businesses
 - f) Number of community partnerships
 - g) Economic impact assessment for each campus

Fostering a common culture is another goal that may be difficult to measure. One way to review this goal would be to examine the number and character of cross-campus interactions. These may be formal efforts in terms of teaching courses or research (which might be measured by the number of co-taught courses or number of publications) or informal efforts such as departmental gatherings.

Documentation:

28. UWGB Strategic Plan- Themes and Goals (2011)
29. UWGB Strategic Plan - Goals and Objectives (2011)
30. Project Coastal Management Structure

Item 9: Explanation of the Impact of the Revised Structure

The impact of restructuring in terms of governance, organizational structure, enrollment and program or course offerings are integrated within other responses in this narrative. As noted above in Part C Item 2, UW Green Bay currently offers an AAS degree and plans to continue offering the AAS degree currently delivered by UW Colleges. In addition, UW Colleges recently approved a new AAS degree that significantly modifies portions of the College AAS. Implementation of the new AAS degree has been postponed until fall 2019. However, consideration of the four different iterations of AAS degree (UWGB, current UW College, new UW College) will need to be reviewed for compatibility and a plan for continued delivery will need to be developed. The AAS degree will also be delivered online and through a collaborative model across the UW System.

As mentioned above in Part C Item 7.4, UW Green Bay plans to offer upper-level curricula and eventually baccalaureate programs at the branch campuses. The specific curricula offered will need to be developed by the faculty and deans of each college and campus to coordinate appropriate offerings at each campus and through various modalities. Likely areas of early development, however, include business, nursing, health sciences, engineering, and environmental science. There also are significant opportunities for collaboration and student internships in art and theatre.

UW Green Bay also plans to take advantage of faculty expertise at the branch campuses with regard to alternative delivery modalities, including online education and the UW Colleges NODE (Non-Online Distance Education), a point-to-point distance education program. UWGB has all of the technology and software necessary to offer curricula in various modalities, but faculty experience is lacking. The potential exists to significantly expand the University's distance education offerings, both through the branch campuses and by developing professional development opportunities of UWGB faculty.

General Education requirements will need to be reviewed to make sure that the curricula offered at the branch campuses and for the AAS are in alignment with the requirements at UW Green Bay.

Part B Item 2 discusses the integration of faculty and staff into UW Green Bay's operations. As planning continues in phase 2, the university review the need for additional faculty at the branch campuses, though it is clear that some vacant positions will need to be filled. Full assessment of the faculty at all four campuses will need to be done in order to consider the best array of faculty expertise for the University's Vision, the individual campuses, and individual departments.

Our intention is to keep the current faculty and staff. We want to develop and expand staff in the following areas:

a) Campus Administrators

Campus Administrators currently are funded regionally and will need to be transferred to each campus.

b) Regional Recruitment

We will develop a position description for a regional recruiter to work with all four campuses.

c) Student Success

In order to enhance the level of student support serves across the branch campuses, we intend to maintain faculty and staff positions currently dedicated to student support services, including library services, counselling services, tutoring services, academic advising, and CASE associates. These services will be coordinated with UWGB's own services. Individual campuses will have the opportunity to develop programming to fit the needs of the individual campuses, but efforts will be made to coordinate resources to maximize the benefits at all campuses. UWGB's Director of Student Success and Engagement will oversee the development of new and appropriate programming as is possible. In addition, UWGB intends to develop a new position of Regional Student Success Coordinator to coordinate branch campus student success centers.

Budget

See the detailed response in Part C Item 7 on planning and budgeting. The integration of three branch campuses will present some significant opportunities and challenges. We will address these by:

- a) Integration of the budgeting process at four distinct locations into a single process that functions efficiently. Campus Administrators will be responsible for maintaining the budget at each branch campus. In order to integrate branch campus budgeting with the main campus, each Campus Administrator also will sit on our Strategic Budget Committee. Campus Administrators will work with UWGB's Budget Director to ensure that budgets are in alignment between all four campuses and that appropriate resources are available for each campus. Success will be apparent in the ability to maintain appropriate levels of service, the ability to reduce budget deficits, and the ability to assign additional resources for innovative program development.
- b) The development of a responsibility-centered management structure that accounts for all four campuses. UWGB has been working toward this model for the past year and a half; now we will have to extend it to the branch campuses. The Provost's Office in collaboration with Business & Finance has developed an initial RCM model for the UWGB campus. For purposes of this model, each branch campus can be counted as equivalent to one of UWGB's academic colleges with its own budget. Success will be apparent in the ability to maintain appropriate levels of service, the ability to reduce budget deficits, and the ability to assign additional resources for innovative program development.
- c) Reversing declining enrollments at the three branch campuses. UWGB sees opportunities for increasing enrollments at the branch campuses by delivering upper-level courses and eventually baccalaureate degree programs at those campuses. There are place-bound students in these communities who have difficulty completing baccalaureate work because they cannot commute to another institution, even one as close as UWGB. Providing additional programming to meet this need should attract additional students. In addition, community businesses have need of additional education and training. Offering additional programming in business, engineering, nursing, and similar fields will generate additional local enrollments. In addition, UWGB is making a concerted effort to coordinate marketing and recruiting efforts for all four institutions. Success may be measured by increasing enrollment statistics.
- d) Resolving the outstanding deficit at the branch campuses while eliminating UW Green Bay's deficit. In the past three years, UWGB has undertaken numerous efforts to improve its financial situation. These initiatives include the development of stronger data-driven decision making processes; the review and revision of its budget processes, leading to the development of an RCM model that we plan to implement in 2018-2019; the development of an innovative array of programming appropriate to the Northeast Wisconsin regions (including business, engineering and computer science, nursing and health sciences, and the arts); the adoption of a new vision that emphasizes an access-driven, urban-serving comprehensive university; and the development of community relationships. These

strategies have been successful in reducing UWGB's financial deficit, and they will be extended to the branch campuses. Success may be measured by decreasing budgets and increasing revenues for each campus.

- e) Application of differential tuition based on locality, modality, or degree level. There are some interesting opportunities dependent upon tuition - such as lowering tuition for baccalaureate programs and improving recruitment – but there are some potential challenges as well. For example, an increase in the number of students earning AAS degrees at lower tuition before moving on to a baccalaureate program could drastically reduce revenue generated in general education courses.

Item 13: Continued Compliance with HLC

UW Green Bay recently completed its 10-year accreditation cycle, having hosted a site visit at the beginning of October 2017 and accepting the HLC's Final Accreditation Report in early December 2017. The report was good, with the HLC noting only two areas of concern:

1. Inconsistencies in syllabi. While the HLC team noted that the syllabi were appropriate for the coursework offered, they noted that there was more variance in the information provided on the syllabi, especially with regard to learning outcomes. This was particularly apparent with regard to multiple sections of the same course, differences between the same course offered in different modalities, and in courses cross-listed as undergraduate and graduate courses. (Report due 2019)
2. Assessment. While the HLC recognized the progress UWGB has made with assessment procedures, it noted that some review of the procedure applied to general education assessment would be valuable. More significantly, the HLC noted the need to “close the loop” and make changes based on data collected during assessment. (Report due 2021)

Neither of these criticisms came as a surprise, and the Associate Provost already had planned to work on improving these areas. The University Accreditation and Assessment Committee (UAAC) will be tasked with developing or improving policies and procedures in this regard. Discussions of syllabi checklists and templates already have been proposed as an initial way to address the first criticism. The General Education Council (GEC) will be asked to review the procedure used to assess general education courses and to propose improvements. Finally, the creation of an Assessment Coordinator position has been proposed. The Assessment Coordinator would be a half-time faculty position with the responsibility of overseeing the assessment process but also of working with departments to improve assessment techniques and helping them implement curricular changes based on assessment results.

The HLC Evaluation Team Final Accreditation Report on the UW Colleges indicated only one area of criticism:

1. Assessment: The HLC noted concerns with how the Colleges were using assessment data to institute curricular reforms. (Due 2019)

This is the same criticism the HLC offered of UW Green Bay.

It appears that the Colleges already have strong practices regarding the development of syllabi, so apart from improving the practices at UW Green Bay, no additional work should need to be done for the branch campuses, though branch campuses will be covered by expectations and procedures moving forward. It may be that UW Green Bay will be able to adapt practices already used at the branch campuses in this regard.

Improving assessment is a more difficult issue, but as both the branch campuses and UW Green Bay need to address the same issue, it should be easier to coordinate our approach. As noted above, the GEC will be reviewing general education assessment and will consider the role of the branch campuses (especially as they offer a lot of the general education curriculum). Using assessment results to institute curricular change will take more work, but the branch campuses will be included in the consideration of this issue and will have the opportunity to participate in developing solutions to it.

While the HLC Report on the UW Colleges asked for a report by 2019, the branch campuses now will be on UW Green Bay's accreditation cycle. Since UW Green Bay's Accreditation Report indicated a response due for 2021, we do not anticipate needing more time to address these issues.

The addition of three campuses, of course, will pose new challenges with regard to accreditation. Chief among these will be the integration of three new campuses into our accreditation reporting. However, these campuses already have strong track records with regard to accreditation, as noted above, and we do not anticipate the need to change much in our procedures beyond the inclusion of the campuses.

UW Green Bay already offers an AAS degree. While the numbers of students earning this degree may increase, we do not anticipate any curricular difficulties with accreditation due to the addition of these campuses. The increased number of AAS graduates, however, will necessitate thorough review and assessment of the program as we move forward.

Item 15: Additional Information

We have no other issues we believe the HLC should consider regarding how the UW College Restructuring will affect UW Green Bay.

Disclaimer: Please note that the previous statements are tentative and are dependent on numerous subsequent decisions as well as institutional and shared governance approvals, as appropriate. The statements here indicate only the direction the University intends to take as of the composition of this document.

UW-Green Bay Documentation Summary

For current and post restructuring organizational charts, see Appendix C: Organizational Charts. For mission statement, see Appendix B: Mission Statements. For all additional supporting evidence, see Appendix G: Supporting Evidence.