<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>ACTIONS</th>
<th>METRICS</th>
<th>WHEN</th>
<th>WHO</th>
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</thead>
<tbody>
<tr>
<td>High-Impact Practices</td>
<td>Enroll all new students in first-year experience programming to ensure a successful transition to college.</td>
<td>Completed HIP-infused FYO pilot</td>
<td>Fall 2017</td>
<td>Mary Hoffman, FYE Director</td>
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<td>Strategically re-engineer the first year with student-centered, centralized course array and course scheduling.</td>
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<td>Design exploratory courses and programming including the introduction of discovery courses early in the curriculum.</td>
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<td>Foster out-of-class engagement activities as part of the first-year experience.</td>
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<td>Connect the curriculum and educational experiences to meaningful, relevant, and authentic contexts.</td>
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<td>Provide degree completion pathways that connect with student career goals such as immediate employment, future professional training, or graduate school.</td>
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<td>Design opportunities for every student to complete a structured, pre-professional experience such as an internship, planning and coordinating an on-campus or community event, clinical experiences, student teaching, or intensive faculty-mentored research or creative activity.</td>
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<td>Increase active learning pedagogies across the curriculum.</td>
<td>Especially in large enrollment classes; Focus for CETL: - Measure % of number of faculty participating in professional development on active and engaged pedagogies - Measure % of faculty who are using active and engaging pedagogies in their teaching environments. (Survey?)</td>
<td>Fall of 2017 series implemented</td>
<td>Mary Hoffman, Deans, Angie Stombaugh</td>
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<td>Achieve the BCDT goal for 100% student participation in at least one</td>
<td>100% of student participation</td>
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<td>AVCs</td>
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<td>immersion, internship, or research experience.</td>
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<td>Include at least one of the three priority high-impact experiences in</td>
<td>Percentage of completed plans</td>
<td>December 2017</td>
<td>Mary Hoffman, Deans</td>
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<td>all four-year degree plans (e.g., internship, research, immersion).</td>
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<td>Create Maintain a dashboard to accurately measure student participation</td>
<td>Dashboard reviewed</td>
<td>August 2017</td>
<td>Mike Carney, Andy Nelson, Deans</td>
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<td>in high-impact practices.</td>
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<tr>
<td>Develop a catalog code that reflects high-impact practices.</td>
<td>Catalog codes created</td>
<td>August 2017</td>
<td>Mary Hoffman, Associate Deans</td>
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<td>Expand BCDT funding for high-impact practices.</td>
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<td><strong>Civic Engagement and Civic Learning</strong></td>
<td>Transform the current service learning program into a civic engagement program by strategically identifying and addressing community needs and applying the knowledge, skills, and energy of the campus community to those needs.</td>
<td>Language revised in FASRP and DEPs</td>
<td>Spring 2018</td>
<td>Provost, Deans, Faculty Personnel Committee</td>
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<td>Transform the service learning requirement to an intentional civic engagement experience.</td>
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<td>Replace the service learning advisory board with a civic engagement leadership structure similar to the Council on Internationalization and Global Engagement.</td>
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<td>Revise the Faculty and Academic Staff Rules and Procedures (FASRP) and department or program evaluation plans to recognize and reward community-engaged teaching, service, and research.</td>
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<td>Include civic engagement as a Strategic Accountability Matrix metric.</td>
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<td><strong>Build a culture of civic engagement and civic learning across campus.</strong></td>
<td>Submit civic engagement experiences to the University Liberal Education Committee to meet Civic and Environmental Issues (R3) and Integration (I1) learning outcomes.</td>
<td>Start in 2017-18</td>
<td>ULEC, Associate Deans</td>
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<td>Align Civic and Environmental Issues (R3) and Integration (I1) Liberal Education Core rubrics with the outcomes of civic engagement.</td>
<td>Start in 2017-18</td>
<td>ULEC, Assessment Director, Associate Deans</td>
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<td>Increase the number of community-based student-faculty research projects.</td>
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<td><strong>Integrate non-course civic engagement experiences into the Liberal Education Core.</strong></td>
<td>Inventory campus-community partnerships and civic engagement activities.</td>
<td>Complete taxonomy and inventory partnerships and activities</td>
<td>Start in spring 2017</td>
<td>Mary Hoffman, Paula Kleintjes Neff, Ruth Cronje, Karen Havholm, Jim Boulter, Eric Torres, Mel Kantor, Ann Rupnow, Cheryl Lapp, Benita Wagner</td>
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<td>Identify and develop at least one long-term community project with potential for large-scale community impact. The project will involve at least one community partner with multiple disciplines and campus stakeholders.</td>
<td>Multiple depts will have collaborated with EC county to develop communication plan</td>
<td>Pilot in Spring 2017 and 2017-18</td>
<td>Mary Hoffman, Ruth Cronje, Karen Havholm, Kathy Schauff</td>
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<td>Engage community partners to lend financial, human, and in-kind resources to civic engagement efforts that support collaborative projects.</td>
<td></td>
<td>Potential pilot 2017-18</td>
<td>Mary Hoffman, Faculty</td>
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<td>Share successful models of collaboration and develop new models of collaboration to recruit additional community partners.</td>
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<td>Priority</td>
<td>Actions</td>
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<td>When</td>
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<td>Increase participation</td>
<td>Embed learning abroad opportunities into each department’s four-year degree plans and identify the optimal semester(s) for students to study abroad or participate in learning abroad activities.</td>
<td>Four-year degree plans updated</td>
<td>1st round, Summer 2018</td>
<td>CIGE, ARCC, AVC, CIE, Department Chairs</td>
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<td>in learning abroad from 25% to 35% of the student body</td>
<td>Develop international department-to-department collaborations to increase UW-Eau Claire student mobility through activities such as research, semester-long study abroad, and short-term immersion.</td>
<td>Centralized list of department-to-department collaborations percentage of students participating number of new cost neutral programs</td>
<td>Annually, every June</td>
<td>CIE, Department Chairs</td>
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<td>Increase from 18% to 25% the number of students participating in semester-long study abroad by cultivating at least ten new cost-neutral (same cost of attendance) learning abroad programs with international partners.</td>
<td>Centralized list of semester-long study abroad programs number of faculty -led programs</td>
<td>Annually, every June</td>
<td>CIE, Department Chairs</td>
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<td>Increase student participation in short-term immersions by developing faculty-led programs that accommodate larger numbers of students (up to 20) per experience.</td>
<td>Centralized list of short-term immersion experiences</td>
<td>Annually, every June</td>
<td>CIE, Immersion Coordinator, Department Chairs</td>
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<td>Include Departmental Evaluation Plan (DEP) language to recognize faculty for developing and leading international immersion experiences such as the International Fellows Program, Faculty-led International Immersion Experiences, Domestic Intercultural Immersions, and learning abroad experiences embedded in department programing and curricula.</td>
<td>New language present in Departmental Evaluation Plans</td>
<td>Annually</td>
<td>Mike Carney, DPC Chairs</td>
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<td>Double the number of opportunities for faculty to teach abroad.</td>
<td>Develop international department-to-department collaborations that include a faculty exchange arrangement.</td>
<td>Centralized list of department-to-department faculty exchange arrangements number of faculty exchange arrangements</td>
<td>Annually, every June</td>
<td>CIE Director</td>
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<td>Develop and invest in new international teaching opportunities and invest in teach abroad programs at existing partners such as Harlaxton and Kansai Gaidai. Prioritize new teaching abroad opportunities in collaboration with Admissions to enhance international student recruitment.</td>
<td>Centralized list of international teaching opportunities for UW-Eau Claire faculty</td>
<td>Annually, every June</td>
<td>CIE, Provost, Heather Kretz</td>
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<tr>
<td>Increase and improve global learning opportunities on campus.</td>
<td>Incorporate global connections and international perspectives into curriculum in all programs.</td>
<td>Number/percentage of programs which include content on global connections and international perspectives Track R2</td>
<td>Annually, every July</td>
<td>Mary Hoffman, Jennifer Fager</td>
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<td>Develop a series of programs similar to the Celebration of Excellence in Research and Creative Activity (CERCA) for returning students to bring their international learning back to campus.</td>
<td>Number of presentations</td>
<td>Annually - each fall</td>
<td>CIGE, CIE</td>
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<td>Collect, analyze, and use assessment data to refine the Global Perspectives (R2) learning outcome and its associated rubric.</td>
<td>Process developed</td>
<td>Annually, every July</td>
<td>Jennifer Fager, ULEC</td>
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<td>Collect, analyze, and use assessment data to refine the role of learning abroad experiences in meeting the Integration (I1) learning outcome.</td>
<td>Process developed</td>
<td>Annually, every July</td>
<td>Mike Carney, Jennifer Fager, ULEC</td>
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<td>Promote campus and community-wide programming and activities such as the cultural insight photo contest, international folk fair, fall festival, the annual symposium on Eastern Europe, and international musical performances.</td>
<td>Centralized list of activities</td>
<td>Annually, every June</td>
<td>CIGE, Director of Student Affairs</td>
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<td>Cultivate a program of visiting scholars from around the world who are part of the student learning experience.</td>
<td>Centralized list of visiting scholars Number of visiting scholars</td>
<td>Annually, every July</td>
<td>Provost, Vice Chancellors</td>
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<tr>
<td>Internationalize campus further by increasing international student enrollment from 290 to 350 per year.</td>
<td>Develop international department-to-department collaborations to increase student exchange opportunities.</td>
<td>Centralized list of department-to-department collaborations percentage of students participating number of new cost neutral programs</td>
<td>Annually, every July</td>
<td>Mike Carney, Department Chairs</td>
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<td>Target majors with capacity for increased international student enrollment.</td>
<td>Number of international students</td>
<td>Annually, every July</td>
<td>Deans, CIE, Department Chairs, Heather Kretz</td>
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<td>Liberal Education</td>
<td><strong>Reconstitute the Liberal Education Core Administrative Steering Group</strong>—a joint faculty-administrator council to evaluate the Liberal Education Core and make recommendations to shared governance.</td>
<td>Establish 9-member council comprised of the Provost, one additional administrator from Academic Affairs selected by the Provost, the chair of the Academic Policies Committee, the chair of the University Liberal Education Committee, the chair of University Senate, and one faculty member from each college. Faculty members will be appointed by the Provost in consultation with the deans.</td>
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<td>Empower the Liberal Education Core Administrative Steering Group to routinely review the Core and recommend revisions as needed to adapt to changing societal and professional needs.</td>
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<td>Evaluate and revise the Liberal Education Core in 2019 and regularly after that to improve student learning and operational effectiveness.</td>
<td>Evaluate the learning outcomes and revise as needed to adapt to changing needs.</td>
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<td>Review the number of experiences required in the Core.</td>
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<td>Review rubrics used to evaluate liberal education outcomes.</td>
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<td>Evaluate experiences used to meet the outcomes, including the use of data on student learning.</td>
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<td>Review the impact of the Core on outcomes such as retention, four-year graduation rate, and closing the equity gap.</td>
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<td><strong>Provide regular and predictable access for students to sufficient seats in Core courses to keep them on track for timely completion of their degrees.</strong></td>
<td>Align course demand and seat availability.</td>
<td>Four-year graduation rate</td>
<td>Ongoing</td>
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<td>Gather and communicate seat availability data on a regular basis.</td>
<td>Four-year graduation rate</td>
<td>Ongoing</td>
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<td>Analyze data from the Student Success Collaborative Campus software to anticipate future course availability needs.</td>
<td>Four-year graduation rate</td>
<td>Ongoing</td>
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<td><strong>Offer more extracurricular and co-curricular experiences to meet Liberal Education Core Learning Outcomes.</strong></td>
<td>Develop clear guidelines for inclusion of non-course experiences in the Core.</td>
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<td>Review Core rubrics for relevance to experience-based learning and revise as needed.</td>
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<td>Encourage applications for non-course experiences such as living-learning communities, performances, forensics, sales competitions, internships, and student leadership.</td>
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<td><strong>Strengthen the connections between the Liberal Education Core and academic majors and programs.</strong></td>
<td>Provide faculty and instructional academic staff with professional development opportunities focused on outcomes-based curriculum development and outcomes-based teaching and learning.</td>
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<td>Share AAC&amp;U Essential Learning Outcomes with faculty and instructional academic staff and discuss the importance of extending liberal education beyond the Core.</td>
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<td>Evaluate all curricular changes for opportunities to infuse the values and outcomes associated with liberal education in all aspects of UW-Eau Claire curriculum.</td>
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<td>Use outcome-based teaching practices in the Core and in academic majors and programs.</td>
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<td>Support continuing development of students’ understanding of the Liberal Education Learning Outcomes throughout academic programs and majors.</td>
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<td><strong>Establish liberal education in general, and the Liberal Education Core in particular, as valuable and defining elements of a UW-Eau Claire degree.</strong></td>
<td>Design and implement a communication plan consistent with the UW-Eau Claire brand that creates a strong and distinct identity for the Core as a program of experiences that are attractive to students, distinguish UW-Eau Claire graduates from others, and are valued by employers and society.</td>
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<td>Design and implement a communication plan consistent with the UW-Eau Claire brand that creates a strong and distinct identity for the Core as a program of experiences that are attractive to students, distinguish UW-Eau Claire graduates from others, and are valued by employers and society.</td>
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<td>Develop messages to be used throughout the Core and academic programs that demonstrate for students the value of liberal education and gives them language to communicate its value to potential employers and others.</td>
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