



***EDUCATIONAL QUALITY
THROUGH RACIAL AND ETHNIC
DIVERSITY – PHASE II***

December 2004

A WORKING DRAFT FOR CAMPUS DISCUSSION

**PRESENTED BY UW-EAU CLAIRE DIVERSITY PLANNING
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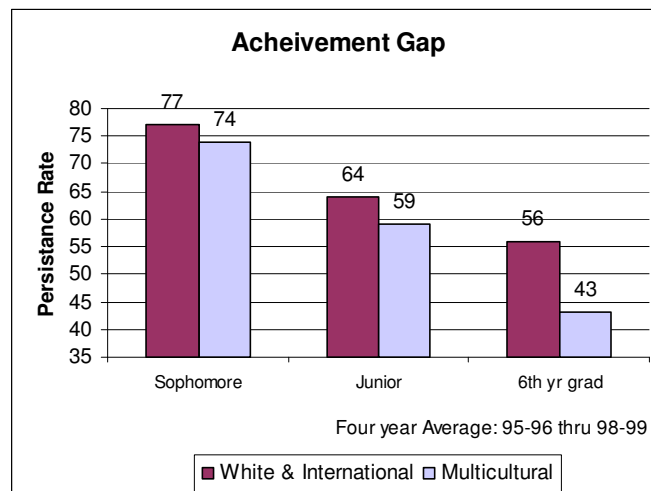
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Executive Summary

For several decades, universities have grappled with how to facilitate access to higher education for all who might benefit from and contribute to it. We in higher education must find an effective strategy to advance diversity for two critical and complimentary reasons; social justice and educational efficacy. Now that we have begun to make some progress in providing access to low income students and students of color and, we are faced with an equally troubling dilemma. It is that we do not appear to be serving all students equally well. The question of how to help all students achieve their unique potential is one focus of the second phase of Plan 2008.

Plan 2008 is a University of Wisconsin System initiative to increase the racial and ethnic diversity in faculty, staff, students and activities on campuses within the state. The initiative began in the 1997-1998 academic year and is now entering into its second phase. The emphasis of the second phase is to decrease the educational achievement gap between students of color and other groups of students who attend UW schools. This is a concern that is national in scope. On the University of Wisconsin-Eau Claire campus, by the time sixth year graduation rates are calculated there is more than a 10% gap in persistence between minority and majority students. The achievement gap appears to be the most significant in student groups with the smallest numbers on campus, African American and Native American students and increases as students progress through their college years.



Research regarding student retention and attrition is clear. The extent to which a student is involved in the life of the campus, their engagement with others and activities linked to learning, determines their academic success. The mentoring that occurs in the context of advising, working on campus, and faculty/student research as well as having role models facilitate retention. High expectations, collaborative learning, and diversity are also essential to promoting engagement. If engagement is the key to success alienation is the road to failure. Recent research suggests that the primary factor in the development of feelings of alienation on campus is a students experience in the classroom, particularly as it relates to differential treatment (discrimination) for minority students.

One form this discrimination can take is what psychologists refer to as negative stereotype threat. This is when the pressure of responding to negative expectations and stereotypes results in diminished performance. It is related to our biology. A little anxiety is good, even motivational, whereas, too much anxiety shuts us down. A student during a recent focus group on the UW-Eau Claire campus alludes to such a situation when they remarked, “My freshman year...I always got a feeling from my professor that I wasn’t going to do well...I felt like I had to work extra hard...had to make a name for myself in my department...”

In addition to discrimination and at times being faced with what some refer to as the a null curriculum, one that does not include discussion of their culture or people, students of color sometimes bring to campus additional challenges. Particularly in the case of recent refugee and Native American students, language, culture shock, poverty and lack of access to quality college preparatory curriculums can impact persistence. Although on the average our minority students on the Eau Claire campus have ACT scores that exceed the national average, the aforementioned factors related to preparedness might contribute to the achievement gap. Although academic preparedness is cited in the literature on student success as a factor in achievement, it is not clear what the relationship is to the achievement gap. Surprisingly some studies indicate that the achievement gap still remains when students are comparably prepared by typical measures (for example ACT/SAT and GPA/HRIC). In addition, there is some evidence to support that the achievement gap is more significant among high achievers. The Diversity Planning Committee is currently exploring the relationship between academic preparedness and the achievement gap on the UW-Eau Claire campus.

Having reviewed research, campus archival assessment data, and the current experiences and opinions of the campus community three issues emerge as essential to addressing the achievement gap on the University of Wisconsin-Eau Claire’s campus. They are (1) continuing to work to create a critical mass of students, faculty, and staff on campus, (2) addressing issues of classroom pedagogy and the curriculum, and (3) increased engagement on the part of African American, American Indian, Hispanic, and Southeast Asian students in the life of the campus, both in and outside of class. It is also essential that we engage in meaningful assessment that is ongoing and used in a process of continuous improvement in the education of all students. This process should involve revising strategies and allocating resources with consideration to this assessment. To address these issues a plan of action and assessment has been developed.

Although there has been a tremendous good faith effort to enhance diversity on campus, efforts have been somewhat disconnected and sporadic. For example, when discussion of diversity was taken out of the annual reporting process soon after the first phase of Plan 2008 was written, the attention of the campus was diverted to other areas. The vision for the second phase of Plan 2008 is to weave current best practices related to providing the best quality education for all students, including minority and low income students, into the fabric of the institution. Eventually it is hoped that the administrative and curricular approaches related to diversity that are essential to providing an education of the highest quality for all students becomes the way things are done as a matter of course at the University of Wisconsin-Eau Claire.

Background

Plan 2008 is one of several University of Wisconsin System initiatives that address the issue of diversity. It is a plan to achieve educational excellence through enhancing racial and ethnic diversity on University of Wisconsin campuses. The emphasis of the second phase is to decrease the educational achievement gap between students of color and other groups of students on campus across the system as well as develop more meaningful assessment of our progress in this regard. For the purposes of the Plan, students of color or targeted students, refer to African American, American Indian, Hispanic, and Southeast Asian students. Although we are beginning the second Phase of Plan 2008, it is helpful to reflect on past efforts to inform our future direction. During the 1997-98 academic year, a large committee of UW-Eau Claire students, faculty, staff and administrators from all across the campus began working on the first phase of our Plan 2008. We interacted with members from every facet of our University and the surrounding community. Our questions were two-fold: What efforts are you currently employing to enhance the educational experience of our students through racial and ethnic diversity? and What innovative ideas do you have that we could attempt to further enhance the educational experience of our students through racial and ethnic diversity?

We held many meetings with a wide variety of constituent groups: faculty/staff groups (for example, Student Development Council, College Leadership Teams, American Indian Studies Committee), community groups (for example, Eau Claire Area Hmong Mutual Assistance Association), and student groups (for example, Hispanic/Latino Student Association, American Indian Student Association, Black Student Association, Hmong Student Association). We held all-University and Student Senate Open Hearings/Forums to answer questions and get feedback. We also invited members of our University community, faculty and staff, to contribute to Plan 2008 as ad hoc committee members. (A similar process of consultation has taken place in preparation for the second phase of the Plan.) We were awed, and at times surprised, by the amazing array of services, programs, efforts, and discussions that take place on our campus regarding diversity and its impact on providing a quality education to our students. Of course, we have also discovered that there are still many areas of need and concern.

Our Plan 2008 Committee then met regularly as a group to work on compiling and coordinating all of this excellent input into a document that could be used to commend UW-Eau Claire on the positive efforts we are already engaged in, but more importantly to guide us in new directions in the future. Our focus then was on the seven goals of plan 2008, which ranged from increasing minority student enrollment to improving accountability. For each Goal, we identified our Progress to Date, our Best Practices Which Will be Sustained, a Summary of Initiative Chart (which included separate columns for Recommendations, Point Person(s), Others Involved, Cost, Outcomes, and Time Frame & Status), and our self-identified Challenges to Goal Attainment. Near the end of the 1997-8 academic year, we brought our initial Plan 2008 document to all levels of governance at UW-Eau Claire (both the Student Senate and the University Senate) for dissemination as we forwarded a copy to UW System.

The next phase of Plan 2008 began in the fall of the 2002-03 academic year. A five-person committee of faculty, staff, and administrators met to discuss creating our Five-Year Report. They carefully dissected each Goal, trying to describe the on-going efforts of the University in regards to the original Plan 2008. We found that Plan 2008 is a real work-in-progress. Many new initiatives had been proposed, some had been implemented, and others were still trying to get off the ground. The time had come to really focus in on the initiatives that could make a big difference in the educational quality provided by UW-EAU CLAIRE.

In March of 2003, UW-System directed each University to create Phase II of Plan 2008 and reaffirm their commitment to continue to provide educational opportunities to underserved populations. A nine-member committee of faculty, staff, and administrators was created to tackle this challenge. We had met several times, planned out a variety of ways to analyze our Plan 2008 and our Five-Year Report, received updated numerical data from several areas of the University, and were about to get down to the business of writing Phase II, when the process was interrupted due to the uncertainty created by the national attention given to the Michigan affirmative action case. UW System postponed indefinitely the deadlines for Phase II until a resolution could be established.

Over the summer of 2003, the Associate Vice Chancellor for Student Development and Diversity was hired. She was appointed Chair of the Plan 2008 Committee. After some serious consideration of the challenges facing UW-Eau Claire and some discussion with the Leadership Committee, it was decided to expand the charge of the Plan 2008 Committee to cover a much broader mission. To accomplish this, the membership of the committee was greatly expanded and the committee itself became the Diversity Planning Committee, where just one of its areas of leadership would be with Plan 2008. As we move forward with Plan 2008 we are optimistic because one of the major benefits of this work is that we have discovered that our campus community seems to have an endless supply of new and creative ideas to address the unique challenges we face in closing the achievement gap between minority and majority students while creating educational excellence for all students by enhancing diversity.

The University of Wisconsin-Eau Claire's Achievement Gap

There is much debate nationally concerning the alarming differences in the educational achievement of students of color and white students, in both the grades K-12 and in post-secondary education. Although on average, all students including students of color, attending UW-Eau Claire have ACT scores that are higher than the national average, minority students are still less likely than their white and international counterparts to persist to the sophomore and junior year and to graduate. Consider this example, for students entering the university in the year 2002-03, the sophomore year retention rate for minority students was 79%, while the same retention for all students was 81%. It may appear that a 2% difference is not a significant problem. However, the data indicate that the gap increases over time.

Due to the small number of minority students enrolled each year at UW-Eau Claire examining the gap averaged over a number of years provides a clearer picture. Table 1 illustrates how the gap, which begins as a 2% difference in sophomore retention between students of color and white and international students and expands to a 13% difference in graduation rates.

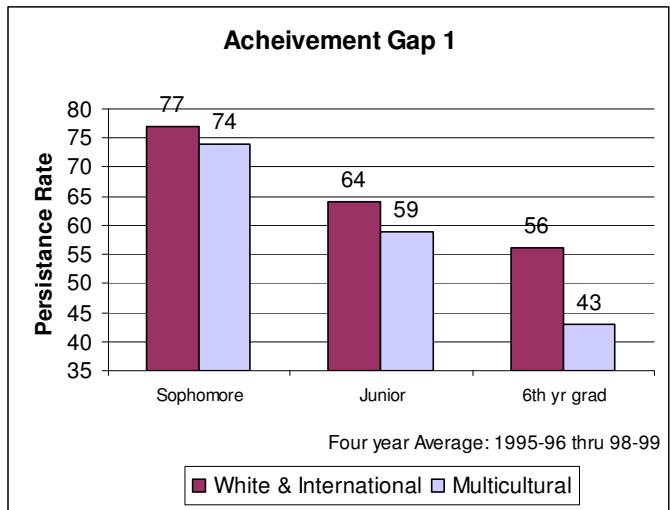


Table 1

When you examine the achievement gap averaged over the last four years, 1999-2000, a similar pattern appears to be emerging. In Table 2 the difference in retention rates averaged over the last four years for the sophomore year was 3% while the differences in junior retention rate was twice the rate of the gap at the sophomore year. The data examined earlier looked at multicultural students in the aggregate.

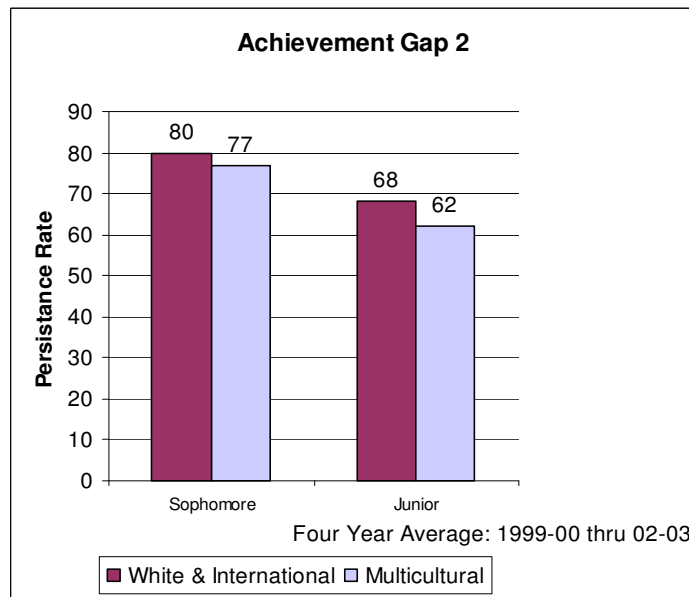


Table 2

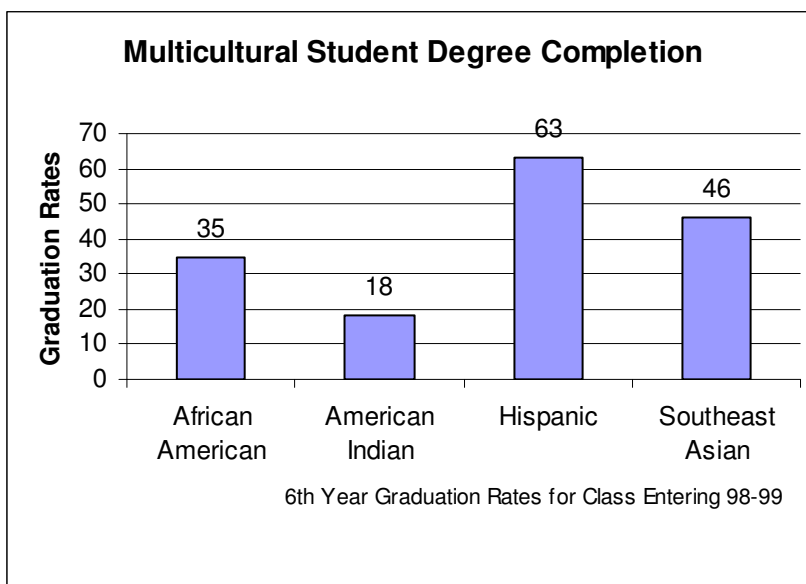


Table 3

Six-year graduation rates for the four groups targeted for Plan 2008 who entered the institution in 1998-99; African-American, American Indian, Hispanic, and Southeast Asian, range from 18% to 63%. Graduate rates for students of color are illustrated in Table 3. The two groups with the largest numbers of students on campus had the highest graduation rates. This is important to note as we consider the importance of creating critical mass in fostering success for minority students.

General Factors Affecting Student Success, Persistence and Graduation

Research regarding factors that contribute to student success is unequivocal about the central role engagement plays in ensuring student retention through graduation. Both student learning and student retention are dependent on student engagement. The more actively engaged students are with one another; with faculty; with staff and with the content of their education the more likely they will be to remain in school and to achieve at higher levels.

Alexander Astin one of the most prolific investigators into the theory of student involvement/engagement defines involvement as “referring to the amount of physical and psychological energy that the student devotes to the academic experience.” Thus, a highly involved student is one who for example, “devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students.” Vincent Tinto, another prominent researcher in the area of student retention outlined a model of student departure that has at its core the issues of academic and social integration, also forms of engagement.

Based on extensive research in a number of institutional settings, Tinto suggests that there are four elements critical to the retention of students in a university setting. These include high expectations for all students, sufficient academic and social support services, academic and social involvement, and an emphasis on active, collaborative, connected learning.

A subject in one of Tinto's studies sums up well how learning and involvement result in retention. The student stated: "You know, the more I talk to other people about our class stuff, the homework, the tests, the more I'm actually learning ... and the more I learn not only about other people, but also about the subject because my brain is getting more, because I'm getting more involved with other students in the class. I'm getting more involved with the class even after class."

More recently, Daryl Smith, Richard Light and others have identified diversity as a key factor in promoting the academic success of all students. Research indicates that it promotes cognitive complexity, greater identification with the school, and enhanced civic engagement among other learning outcomes.

Issues Related to Minority Student Success and Graduation

The aforementioned factors related to student engagement are also critical for students of color. In addition to the routine adjustments to university culture and the developmental issue all students face, minority and low income students face the additional threats of discrimination, both institutionalized and on the part of individuals and a higher potential for alienation, a key to disengagement. The following quote from a recent focus group participant on UW-Eau Claire's campus in response to a question regarding whether they experience discrimination serves as a poignant example of this phenomenon: "Yes, I'm old and Indian. I felt like the kid on the softball field—last one to be picked for a team." Another student responded: "My freshman year...I always got a feeling from my professor that I wasn't going to do well...I felt like I had to work extra hard...had to make a name for myself in my department...(in response to additional prompt) professors can't relate to minorities."

Research on strategies to retain underrepresented students takes into account issues such of these as they examine student academic success. The faculty and staff who in their positions as instructor and advisor take on roles of mentoring and role model are particularly important to these students. Whether it is an advisor to a student organization or a faculty/student research supervisor, several studies indicate this as critical to all students but particularly for those to whom university culture may seem particularly unfamiliar.

Research conducted by Alberto Cabrera and Amaury Nora suggests that the most important factor contributing to all students feelings of alienation is discriminatory behavior in the classroom. Although what happens in the classroom is central to the engagement of all students minority students in the study reported experiencing discrimination at higher levels and in different ways than white students. White students experienced it more as an environmental issue while students of color experienced it more personally.

The negative impact of discriminatory behavior in the classroom appears to be connected, at least in part, to what psychologists refer to as negative stereotype threat. This is a phenomenon in which people are exposed to negative expectations based on racial (gender or class) stereotypes, which result in fear and anxiety that in turn diminish performance. Negative stereotype threat is the flip side of the positive affect that high expectations have for students.

Two groups of students in the UW-Eau Claire catch men area that are targeted by Plan 2008 for whom access to and success in higher education presents unique challenges are Native American students and recent immigrants such as the Hmong and Somali. For recent immigrants/refugees issues related to language, poverty and culture shock, including the expectation of early marriage for women can all be factors that work against student success. For Native American students language and striking differences in culture can also be issues. In addition, lack of availability of a college preparatory curriculum can decrease access to higher education. This is also an issue for many poor first-generation students from other ethnic groups living in inner city or remote areas. Mistrust of a white education system, which in part is the legacy of the abuses of residential schools in Canada and the U.S., might also affect community support for education that occurs outside of native communities.

Although academic preparedness is cited in the literature on student success as a factor in achievement, it is not clear what the relationship is to the achievement gap. Surprisingly some studies indicate that the achievement gap still remains when students are comparably prepared by typical measures (for example ACT/SAT and GPA/HRIC). In addition, there is some evidence to support that the achievement gap is more significant among high achievers. (The Diversity Planning Committee is currently exploring the relationship between academic preparedness and the achievement gap on the UW-Eau Claire campus.)

The Climate for Diversity on Campus

Throughout the past year, a number of interviews, focus groups and surveys have been conducted with various groups on campus to gauge the climate on campus and to understand better what the key issues would be as we moved forward with the second phase of Plan 2008. Participants ranged from students of color who chose not to return to the university to department chairs from around campus. The consensus was that we could and should do more to attract minority students and faculty to create a critical mass on campus, particularly in certain departments. Many faculty and staff recalled personal stories of how diversity had enhanced their undergraduate education and transformed their worldview. Several faculty were particularly interested in recruitment in areas that multicultural students traditionally have not been found in large numbers such as geology, and those in which some affinity might be felt such as Native American studies.

Faculty were interested in ways to attract faculty of color or retain colleagues already on campus from diverse backgrounds. One student in discussing why they left indicated they had gotten too involved, and was having too much fun. This individual has enrolled elsewhere. Faculty also voiced interest in re-examining the cultural diversity requirement to give it more impact. Despite the seemingly overwhelming support for proactive measures in this regard, there were also reports of stereotyping, lack of a community with whom to identify in the town of Eau Claire, and neglect. Still other students reported not returning due to family obligations, such as caring for a sick family member. Several non-returning students indicated plans to return.

The Diversity Planning Committee also explored archival data regarding student's experience of diversity on campus. Student exit interviews conducted in 2002 and 2004 provided insight into the multicultural experience at UW-Eau Claire. Surveys contained a wide range of responses from students who left UW-Eau Claire with little sensitivity toward understanding human diversity, to students who left with an in-depth understanding, insight and sensitivity to diversity. A review of narrative responses found that students who were involved in international education or National Student Exchange experiences reported the best diversity experiences. Given the homogenous nature of campus, these programs seem to provide opportunities for students to experience diversity that they might otherwise fail to get. Narrative responses also indicate that the University is somewhat successful in efforts to foster an understanding of human diversity through topics taught in the classroom. Students reported that courses promoting diversity serve the purpose well, but the lack of campus diversity provides a limited experiential environment.

Survey responses from the 2001 National Survey of Student Engagement also helped us understand students' experiences and attitudes regarding diversity. When examining differences in freshmen and senior attitudes about diversity experiences at UW-Eau Claire, seniors report a slightly higher level of understanding of people of other racial and ethnic backgrounds than their freshmen counterparts do. Again, the University's efforts to incorporate values and basic information about human diversity into courses may promote that awareness and serve as validation for making such coursework required for graduation. Seniors and freshmen reported engaging in serious conversations with students of a different race or ethnicity, and with students of different religious beliefs, political opinions or personal values. Finally, seniors appear to experience less diversity, described as "contact among students from different economic, social, racial or ethnic backgrounds," than freshmen.

In the ACT Student Opinion Surveys of 1999 and 2002, UW-Eau Claire student respondents report that they are neutral to satisfied with the level of racial harmony on campus. While students may not feel strongly about perceived racial harmony on campus, a majority (52.6%) of the 2002 students felt that it is very important to understand more about other cultures and ethnic groups, and another 29% felt that it is important. In 1999, 66.7% of students responded "yes" to the statement "Do you believe that it is important to understand more about other cultures and ethnic groups?" Similarly, in 2002, 62% of students reported that it is important to very important for the University to have more multicultural students; while in 1999, 69.10% of respondents

replied “yes to some extent,” or “yes,” to the statement, “do you believe it is important for the University to have more minority students.”

Incentives for Change

The most powerful incentive for change on any campus is the desire to provide the best education possible for all students who attend our institutions within the perimeters of each unique mission. In the modern university, dealing effectively with the issue of diversity is certainly a key to achieving this goal. But with the many competing priorities everyone on campus faces how can we help motivate people to make the shift to operating in ways that make our campuses truly inclusive places to live and work. First, we must integrate diversity throughout the university, beginning with a clear statement regarding its value in the mission.

Next, each member of the university community should feel a sense of responsibility and reward for efforts to achieve the university’s goals related to Plan 2008. This will be accomplished in a number of ways. One will be the integration of diversity issues and the general scholarship of teaching and learning as legitimate professional activities valued in the tenure and promotion process as well as the performance evaluation of staff. In addition, individual professional development plans should address these areas. In an effort to help faculty and staff achieve these in the most convenient way possible, a number of programs will take place throughout the academic year addressing this topic. In addition, a wealth of information is available on the university diversity web site for activities both in and outside of the classroom. In addition, questions related to the impact of diversity (or the lack there of) on effectiveness and student outcomes will become an integral part (if they are not already) of all standard university wide assessments. In cases where diversity items are already included, they will be reviewed to ensure that they measure outcomes that are meaningful given the goals of the second phase of Plan 2008.

To ensure that faculty and staff have the resources they need to have a significant impact in this area we will establish the Diversity Fellows and Funding for Diversity Results programs. The Diversity Fellows program will provide stipends, release time, mentoring and other support to faculty and staff as they integrate these issues into the courses and programs already being offered. The Funding for Diversity Results program will be a fund raising initiative to help provide resources for additional scholarships, a faculty and staff award, and a pool of resources to support innovative ideas related to diversity on campus.

In addition, two initiatives begun in 2004 to assist people in this process of change will continue. One is the collaborative initiative between the Diversity Planning Committee, the NET and the Teaching & Learning Technology Development Center (TLTDC) focused on diversity issues in the classroom entitled, “Rethinking Diversity: A Confluence of Teaching and Learning.” This series of panels, book discussions, and workshops will be expanded in future years to emphasize practical, how-to knowledge needed to effectively integrate, manage, and capitalize on diversity issues in the classroom. The area of Student Development and Diversity will continue to recognize faculty, staff, and student excellence in this area during a spring awards ceremony. The goal is change how things are done not add to already full workloads.

Critical Initiatives to Be Continued

The University of Wisconsin-Eau Claire has a history of providing targeted programs in an effort to increase racial/ethnic and socioeconomic diversity on campus. A number of individual departments and offices offer a wide array of programs. The programs listed below have institution-wide impact and were included in the first phase of Plan 2008.

Commanding English Program: The Commanding English Program at UW-Eau Claire is another collaborative effort between instructional and student support units at the university. The program helps students for whom English is a second language develop the academic and language skills necessary to successfully complete English competency requirements and to become a successful university student.

Collegiate Bridge: The Collegiate Bridge Program is designed for freshmen students who meet minimum UW-Eau Claire admission requirements and demonstrate the potential to be successful, but who would benefit from a more structured introduction to the university learning environment during the first year. The program assists students to develop a realistic understanding of the demands of college-level work, build the academic and personal skills necessary to succeed in college, and to become acquainted with and take advantage of available student support services.

Chili Feed Event: Chili Feed Weekend is a special program designed to familiarize multicultural/disadvantaged students with the UW-Eau Claire campus and its academic programs. Students are brought to campus for a visit to learn about UW-Eau Claire, attend UW-Eau Claire classes and meet with students, faculty and staff.

Pre-College Summer Programs: The Office of Multicultural Affairs with funding assistance from the Department of Public Instruction and a federal grant sponsors the following programs that give underrepresented youth the opportunity to visit the UW-Eau Claire campus while developing communication and leadership skills necessary for higher education: Dimensions in Nursing, Hmong Youth Leadership, Ho-Chunk Nation Leadership, Lac du Flambeau Nation Leadership (GEAR UP), Math and Science Intervention Model, Opening Doors/Abriendo Puertas, and Reach for the Stars.

TRIO Federal Grant Programs: The University is home to three federal grant programs geared toward increasing access and success in higher education to students who are first generation and low income. These programs include the Upward Bound Program for high school students, Student Support Services for students enrolled in the university and the McNair Program, which is designed to serve high performing students in the targeted groups who aspire to graduate study.

GEAR UP Program: The GEAR UP Program (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal program designed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The UW-Eau Claire provides services to the students at the middle and high school levels in Lac du Flambeau, WI.

Peer Diversity Educators and Mosaic: These student groups provide programming on campus, in and out of the classroom, as well as in the community to help promote intercultural understanding and enhance intergroup relationships.

Visiting Minority Scholars/Artist Program: The Visiting Minority Scholars/Artist in Residence (VMSA) initiative coordinated by the Affirmative Action Office provides unique opportunities for various units to bring minority scholars and artists to campus for a short stay.

**ACTION PLAN FOR PHASE II OF PLAN 2008
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

Long Term Goals:

Increase the graduation and retention rates of students in the targeted groups so that they are comparable to those of other groups of students on campus. (Intermediate goals 1-3 correspond with this long-term goal.)

Develop a more comprehensive and meaningful assessment of goals related to Plan 2008. (Intermediate goals 4 and 5 correspond to this long-term goal.)

Intermediate goals and campus leaders responsible for each:

1. Create a critical mass of students, faculty, and staff on the campus who are members of the targeted groups. Hire a professional in admissions to help with this initiative. This individual might have a joint appointment in two departments. Campus leaders: Office of Admissions, Search Committee Chairs and Human Resources.
2. Increase the exploration of issues of identity and culture on the part of all students within the curriculum related to themselves, targeted groups, their majors, and future professions. Campus leaders: Faculty, department chairs, the NET, General Education Committee Chair.
3. Increase the level of engagement in the life of the campus on the part of students who are members of the targeted groups. Campus leaders: Offices of Affirmative Action, First Year Experience, Housing and Residence Life, Multicultural Affairs and Research and Sponsored Programs.
4. Implement a process for gathering both quantitative and qualitative data related to progress toward the goals of Plan 2008. Campus leaders: Institutional Planning Office, the Chancellor and the Chancellor's Executive staff.
5. Develop a process in which the information gathered annually regarding progress on Plan 2008 is used to revise strategies and to inform the allocation and reallocation of resources. Campus leaders: Associate Vice Chancellor for Student Development and Diversity, Diversity Planning Committee, Vice Chancellor for Business and Student Services, and the Chancellor.

Strategies Associated with Intermediate Goals for Phase II of Plan 2008

Create a Critical Mass

- 1A. Develop unique/specific strategies to market the university and its programs to targeted student groups.
- 1B. Develop unique/specific marketing strategies for programs that might appeal to individuals in the targeted student groups.
- 1C. Discuss strategies to increase the representation on the part of individuals in targeted groups in the applicant and finalist pool for faculty, staff, and administrative positions.
- 1D. Identify elements of campus culture and procedures that contribute to the attrition of faculty, staff and students who are members of the targeted groups.
- 1E. Develop and implement strategies to address elements of campus culture that contribute to attrition of targeted faculty, staff, and students.
- 1F. Offer training regarding the legal definitions and implications for workplace discrimination and harassment for all campus constituencies.
- 1G. All administrative employees will attend at least one professional development activity related to the diversity issues of the targeted groups annually.
- 1H. Partner with community groups to provide training and professional development to ensure that businesses, schools, and other local organizations have programs and procedures in place that are responsive to the needs of targeted groups.
- 1I. Conduct a campus climate survey biannually.

Diversity in the Curriculum

- 2A. Develop a set of goals and outcomes for the cultural diversity requirement.
- 2B. Align the way the requirement is structured to accomplish the desired outcomes once goals have been identified.
- 2C. Determine and implement a strategy to infuse diversity throughout the general education requirements.
- 2D. Develop and implement a Diversity Fellows Program in which faculty and staff can receive release time, stipends, and other assistance to incorporate diversity into existing programs and mentor others in this process. It will also include a component to support scholars and professionals who are already experienced and heavily involved in the area of diversity.

- 2E. As part of the tenure, promotion, and performance appraisal processes, recognize and reward efforts to enhance the educational experience (in terms of teaching, research and service) by incorporating diversity.

Increased Engagement

- 3A. Increase participation on the part of targeted student groups in faculty/student research collaboration.
- 3B. Increase participation on the part of targeted student groups in Student Senate.
- 3C. Increase the number of Residence Assistants and Hall Directors who are members of targeted groups.
- 3D. Increase student employment in areas related to their academic interest on the part of low socioeconomic status students and targeted minority students.
- 3E. Increase participation in activities related to enhancing intergroup relations on campus, particularly those presented by the offices of Multicultural Affairs and Affirmative Action.
- 3F. Increase the use of pedagogy that encourages collaboration rather than competition.
- 3G. Develop and implement a plan to increase the consistency/frequency with which students experience a curriculum focused on issues of transition to university life and development of academic success skills in First Year Experience (FYE) courses.
- 3H. Include discussions of racial diversity in new student orientation.

Annual Data Gathering Process

- 4A. Integrate measures related to Plan 2008 into already established campus-wide assessment activities.
- 4B. Development departmental/office three-year plans related to the goals of the second phases of Plan 2008 by September 30, 2005.
- 4C. Develop an expanded assessment plan for pre-college programs that includes data regarding the educational impact of programs in addition to information regarding participation levels.
- 4D. Include approaches for enhancing skills related to working with all students effectively across differences in individual faculty and staff professional development plans.

- 4E. Conduct longitudinal study of students from targeted groups entering in the fall 2005. Conduct comprehensive interviews beginning in the freshman year continuing through alumni years.

Use of Annual Assessment for Continuous Improvement

- 5A. Progress toward relevant goals will be monitored at the levels of the individual employee, office or department, college, unit and university at large.
- 5B. Goals developed at the department level will be reviewed each year as part of the annual report process.
- 5C. The Diversity Planning Committee will request and review information received from data sources across campus related to the goals of Plan 2008. The purpose of the review will be to monitor overall progress towards the goals and make recommendations to the Chancellor regarding revision of strategies and the allocation or reallocation of resources based on this information.

ASSESSMENT PLAN

<p>Long Term Goal: Increase the graduation and retention rates of students in the targeted groups so that they are comparable to those of other groups of students on campus. (Measurable Outcome: Sophomore and Junior retention rates as well as 6th year graduation rates for targeted groups will be comparable to those of majority and international student groups.)</p>		
<p>Intermediate Goal 1) Create a critical mass.</p>		
<p>Strategies</p>	<p>1.A) Develop unique/specific strategies to market the university and its programs to targeted student groups.</p>	<p>Data Sources</p>
	<p>Outcome measures</p> <p>1.A.i) Specific plans developed for each target group. <i>(task completed by June 30, 2005)</i></p> <p>1.A.ii) Increase in percent of entering class made up of students from targeted groups as compared to previous year.</p>	<p>Office of Admissions</p> <p>Institutional Planning Office</p>
	<p>1.B) Develop unique/specific marketing strategies for programs that might appeal to individuals in the targeted student groups.</p>	
	<p>Outcome measures</p> <p>1.B.i) Specific recruitment plans developed for Native American and Latin American Studies (and other programs as identified). <i>(task completed by June 30, 2005)</i></p> <p>1.B.ii) Increase in enrollment in aforementioned programs as compared to previous academic year.</p>	<p>Admissions, Native American and Latin American Studies departments</p> <p>Institutional Planning Office</p>
	<p>1.C) Discuss strategies to increase the representation on the part of individuals in targeted groups in the applicant and finalist pool for faculty, staff, and administrative positions.</p>	
	<p>Outcome measures</p> <p>1.C.i) Specific strategies developed and disseminated widely. <i>(initial task completed by September 2005, but ongoing)</i></p> <p>1.C.ii) Partner with unions to develop strategies to increase staff diversity. <i>(task completed by July 1, 2005)</i></p> <p>1.C.iii) Numbers of minorities in applicant pools increased as compared to previous academic year.</p>	<p>Affirmative Action Office/Departments</p> <p>Affirmative Action Office</p> <p>Affirmative Action Office</p>

<p>Intermediate Goal</p> <p>1) Create a critical mass (cont.).</p>	<p>Strategies 1.D) Identify elements of campus culture and procedures that contribute to the attrition of faculty, staff and students who are members of the targeted groups.</p>		<p>Data Sources</p>
	<p>Outcome measures</p>	<p>1.D.i) Number of complaints received by Affirmative Action Office related to membership in targeted groups.</p> <p>1.D.ii) Number of complaints received by Associate Vice Chancellors Office related to membership in targeted groups</p> <p>1.D.iii) Number of complaints related to discrimination and alienation received in exit interviews of faculty, students and staff conducted by various departments and offices on campus</p> <p>1.D.iv) Number and nature of reports of discrimination in campus climate surveys related to membership in targeted groups.</p> <p>1.D.v) Completion of report regarding factors influencing attrition of faculty, students and staff in targeted groups. <i>(annually, by July 1)</i></p>	<p>Affirmative Action Office</p> <p>Office of Associate Vice Chancellor, Student Development & Diversity Office</p> <p>Academic Departments, Office of Multicultural Affairs, Associate Deans, Human Resources</p> <p>Affirmative Action /Institutional Planning offices</p> <p>Diversity Planning Committee</p>
	<p>I.E) Develop and implement strategies to address elements of campus culture that contribute to attrition of targeted faculty, staff and students.</p>		
<p>Outcome measures</p>	<p>1.E.i) Number of complaints received by Affirmative Action Office related to membership in targeted groups.</p> <p>1.E.ii) Number of complaints received by Associate Vice Chancellors Office related to membership in targeted groups.</p> <p>1.E.iii) Number of complaints related to discrimination and alienation received in exit interviews of faculty, students and staff conducted by various departments and offices on campus</p> <p>1.E.iv) Number and nature of reports of discrimination in campus climate surveys related to membership in targeted groups.</p> <p>1.E.v) Completion of plan to address issues identified in 3.D.</p>	<p>Affirmative Action Office</p> <p>Associate Vice Chancellor, Student Development & Diversity Office</p> <p>Academic Departments, Office of Multicultural Affairs, Associate Deans, Human Resources</p> <p>Affirmative Action and Institutional Planning offices</p> <p>Chancellor's Executive Staff</p>	

Intermediate Goal	1) Create a critical mass (cont.).	
	Strategies	1.F) Offer training regarding the legal definitions and implications for workplace discrimination and harassment for all campus constituencies.
	Outcome measures	1 F.i) Training offered. <i>(annually)</i>
	Data Sources	Affirmative Action Office
	Strategies	1.G) All administrative employees will attend at least one professional development activity related to diversity issues of the targeted groups annually.
	Outcome measures	1.G.i) Administrators attend at least one professional activity annually on diversity issues related to the targeted groups.
	Data Sources	Departmental/Office Annual Reports, Performance Evaluation
Strategies	1.H) Partner with community groups to provide training and professional development to ensure that businesses, schools, and other local organizations have programs and procedures in place that are responsive to the needs of targeted groups.	
Outcome measures	1.H.i) Students and community members who are members of targeted groups report feeling welcome in town of Eau Claire in campus climate survey and surveys conducted by community human rights organizations. 1.H.ii) Joint programs related to goal occur. 1.Hiii) Increased number of local students in targeted groups graduate from high school.	
Data Sources	Affirmative Action/Institutional Planning offices Annual Reports	
Strategies	1.I. Conduct a campus climate survey biannually.	
Outcome measures	1.I.i) Survey conducted on schedule and results shared with campus. Initial survey to be conducted before December 2005.	
Data Sources	Affirmative Action/Institutional Planning offices	
Intermediate Goal	2) Diversity in the Curriculum.	
	Strategies	2.A) Develop a set of goals and outcomes for the cultural diversity requirement.
Outcome measures	2.A.i) Completion and adoption of statement of goals and outcomes for the cultural diversity requirement.	
Data Sources	Academic Affairs Leadership Planning Committee (AALP), University Senate	

Intermediate Goal	2) Diversity in the Curriculum (con't)		
	Strategies	2.B) Align the way the requirement is structured to accomplish the desired outcomes once goals have been identified.	Data Sources
	Outcome measures	2.B.i) Completion of review and possible change in structure of cultural diversity requirement to accomplish goals established in 2A.	Academic Affairs Leadership Planning Committee (AALP), University Senate
		2.C) Determine and implement a strategy to infuse diversity throughout the general education requirements.	
	Outcome measures	2.C.i) Plan submitted by general education committee. 2.C.ii) Report of students in exit interview, alumni surveys, course evaluations and National Survey of Student Engagement (NSSE) that diversity issues addressed in general education requirements.	General Ed Committee Institutional Planning Office
	2.D) Develop and implement a Diversity Fellows Program in which faculty and staff can receive release time, stipends, and other assistance to incorporate diversity into existing programs and mentor others in this process. Also include a component to support scholars and professionals who are already experienced and heavily involved in the area of diversity.		
Outcome measures	2.D.i) More courses include issues related to targeted groups in the course content as reported by students in course evaluations and annual departmental reports. 2D.ii) More courses use “inclusive” pedagogy and revise the way material is taught in accordance with latest research on teaching and learning (as indicated by departmental annual reports; PDC’s, and student reports).	Academic Departments, Faculty, Institutional Planning Office	
Intermediate Goal	3) Increased engagement.		
	Strategies	3.A) Increase participation on the part of targeted student groups in faculty/student research collaboration.	
Outcome measures	3.A.i) Percentage of targeted students participating as initially compared to baseline year 2004-05 data and subsequently compared to previous year. 3A.ii) Increase in percent of students in targeted groups participating in activities critical to learning as measured by NSSE.	Office of Research and Sponsored Programs Institutional Planning Office	

Intermediate Goal	3) Increased engagement. (con't)		
	Strategies	3.B) Increase participation on the part of targeted student groups in Student Senate.	Data Sources
	Outcome measures	3.B.i) Percentage of Student Senate comprised of students from targeted groups initially compared to baseline of 2004-05 and subsequently compared to previous year.	Student Senate
		3.C) Increase the number of Residence Assistants and Hall Directors who are members of the targeted groups.	
	Outcome measures	3.C.i). Percentage of Residence Assistant's who are members of targeted groups as initially compared to baseline year 2004-05 and subsequently compared to previous year.	Housing and Residence Life
		3.C.ii) Percentage of Hall Directors who are members of targeted groups as initially compared to baseline year 2004-05 and subsequently compared to previous year.	Housing and Residence Life
		3.D) Increase student employment in areas related to their academic interest on the part of low socioeconomic status students and targeted minority students.	
	Outcome measures	3.D.i) Percentage of students employed on campus who are members of targeted groups (with special attention to students in the bottom quartile of income level).	Financial Aid
		3.E) Increase participation in activities related to enhancing intergroup relations on campus, particularly those presented by the offices of Multicultural Affairs and Affirmative Action.	
	Outcome measures	3.E.i) Percentage of university faculty, students, staff and administrators participating in campus-wide programming related to intergroup relations presented by the offices of Multicultural Affairs and Affirmative Action.	Multicultural Affairs and Affirmative Action offices
	3.F) Increase the use of pedagogy that encourages collaboration rather than competition.		
Outcome measures	3.F.i) Report of students in course evaluation in response to items addressing this issue.	Institutional Planning Office	
	3.F.ii) Percent reporting use of this type of pedagogy by faculty as compared to baseline of 2004-05.		
	3.F.iii) Percent decrease in student reports of feelings of alienation on campus climate survey and course evaluations compared to baseline year (2005-06) and subsequently prior surveys.	Affirmative Action Office	

Intermediate Goal	3) Increased engagement. (con't)	
	Strategies	3.G) Develop and implement a plan to increase the consistency/frequency with which students experience a curriculum focused on issues of transition to university life and development of academic success skills in First Year Experience (FYE) courses.
	Outcome measures	3.G.i) Percentage of students reporting on FYE evaluations (and other student surveys) having been exposed to information related to first year transition and success skills. 3.G.ii) FYE faculty reports (in program evaluation) of content related to above topics. 3.G.iii) A comprehensive plan of professional development for FYE faculty will be completed and implemented by September 2005.
		3.H) Include discussions of racial diversity in new student orientation.
	Outcome measures	3.H.i) Activity developed around the issue of racial diversity and included in new student orientation 3.H.ii) Students report enhanced understanding of racial differences in orientation program evaluation surveys and senior surveys.
Long Term Goal 2:		
Develop more comprehensive and meaningful assessment of goals related to progress on Plan 2008		
Intermediate Goal	4) Implement an annual process of gathering both quantitative and qualitative data related to progress toward the goals of Plan 2008	
	Strategies	4.A) Integrate measures related to Plan 2008 into already established campus wide assessment activities.
	Outcome measures	4.A.i) Relevant questions/measures regarding Plan 2008 included in various assessment processes.
		4.B) Development of departmental/office three-year plans related to the goals of the second phases of Plan 2008 by September 30, 2005.
	Outcome measures	4.B.i) Plans submitted by deadline.

Intermediate Goal	4) Implement an annual process of gathering both quantitative and qualitative data related to progress toward the goals of Plan 2008. (con't)		
	Strategies	4.C) Develop an expanded assessment plan for pre-college programs that includes data regarding the educational impact of programs in addition to information regarding participation levels.	Data Source
	Outcome measures	4 C.i) Reports regarding precollege include information regarding educational impact/effectiveness as well as level of participation. <i>(plans completed)</i>	Continuing Education and Multicultural Affairs
	Strategies	4.D) Include approaches for enhancing skills related to working with all students effectively across differences in individual faculty and staff professional development plans.	
	Outcome measures	4.D.i) Diversity issues addressed in individual faculty professional development plans and annual staff goals. 4.D.ii) More faculty report diversity addressed in course. 4.D.iii) Fewer students reported feeling of alienation on campus.	PDI's department annual reports Intuitional Planner
Strategies	4.E) Conduct longitudinal study of students from targeted groups entering in the Fall 2005. Conduct comprehensive interviews beginning in the freshman year continuing through alumni years		
Outcome measures	4.E.i) Survey conducted annually. 4.E.ii) Final report completed and reported.	Diversity Planning Committee	
Intermediate Goal	5) Use of Annual Assessment for Continuous Improvement		
	Strategies	5.A) Progress toward relevant goals will be monitored at the levels including individual employee, office or department, college, unit and university at large.	
	Outcome measures	5.A.i) Individual, department, unit and university planning documents will include items related to Phase II of Plan 2008.	University Staff and Administrators
	Strategies	5.B) Goals developed at the department level will be reviewed each year as part of the annual report process.	
Outcome measures	5.B.i) Diversity Planning Committee completes annual review and report of data to Chancellor.	Diversity Planning Committee and Chancellor	

Intermediate Goal	5) Use of Annual Assessment for Continuous Improvement. (con't)		
	Strategies 5.C) The Diversity Planning Committee will request and review information received from data sources across campus related to the goals of Plan 2008. The purpose of the review will be to monitor overall progress towards the goals and make recommendations to the Chancellor regarding revision of strategies and the allocation or reallocation of resources based on this information.	Data Source	
	Outcome measures	5.C.i) Information for various reports considered in the budget allocation process. 5.C.ii) Recommendations made regarding how to proceed with Plan 2008 on an annual basis.	Business and Student Services Chancellor, Chancellor's Executive Staff