MESSAGE FROM THE CHANCELLOR

I am delighted to provide you with the 2009 accreditation self-study for the University of Wisconsin-Eau Claire. This volume is part history and part road map for the future. As history, it is a people’s history — written by a handful of extraordinarily dedicated faculty and staff members over the course of more than three years, but composed by every person at this University over the past ten years.

This self-study is a chronicle of our dedication to our “lived mission” and the broad commitment to our shared values and the culture that guides our priorities. It describes our efforts to achieve greater intentionality in how we live our mission, and it includes examples of our increasing success in doing so. From its inception, our self-study team has worked collaboratively and at times in tandem with our institutional planning process. The knowledge we gained through the self-study process benefited our planning, and our planning discussions became part of our self-study. The criteria for accreditation were always part of the mix in our strategic planning discussions.

This self-study is also the story of broad participation by our campus community. The self-study process has engaged many across our campus and beyond. It also describes other planning and assessment activities that have involved hundreds of students, faculty and staff members, alumni, and community members, all interacting to define common goals, identify what works and what needs improvement, and explore more effective ways to serve our students and community.

Our self-study is also a road map for the future. We do not accept even the most celebrated of our achievements as sufficient. Our standard of “Excellence” spurs faculty and staff members to strive to surpass expectations. We are aware, however, of the changing environment in which we must fulfill our mission, and we acknowledge the need to change and to adapt to that environment. This volume describes a great deal of change over the past ten years. Our acknowledgment of the necessity to adapt is embodied in our planning process and in the immediate steps we took toward implementing our strategic plan. The first step in that direction was to reformulate our budgeting practices. The second was to undertake an institution-wide assessment that came to be called our PEEQ process (Program to Evaluate and Enhance Quality). Our PEEQ Evaluation Team members are preparing their findings as our self-study goes to press. These initiatives are based on honest self-criticism and a desire to identify and adopt ever better practices in our work.

We hope you find our story a compelling one. At the same time, we look to you to help us write the next chapters. We know we have much to learn from the collective experience and insights you bring to this work, and we look forward to the constructive ideas you will share with us.

Thank you for your dedication to higher education and for your commitment to serving our University as peer reviewers.

Sincerely,

Brian Levin-Stankevich, Ph.D.  |  CHANCELLOR
ACKNOWLEDGMENTS

This 2009 reaccreditation self-study for the Higher Learning Commission is the product of a process that has taken more than three years. Our self-study has been a cooperative endeavor which has relied on contributions from the entire campus community. Every effort has been made to ensure that all contributors are acknowledged here. If anyone has been overlooked, the omission has certainly not occurred intentionally.

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The Steering Team and Lead Writer wish to thank all who have contributed to the preparation of this self-study. Your time, effort, and dedication are deeply appreciated.
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HISTORY

As we approach our centennial year at UW-Eau Claire, we look back at our rich history and reaffirm the values that have long guided our student-centered approach to education. UW-Eau Claire was founded in 1916 as the Eau Claire State Normal School, which occupied a single building on land donated by the City of Eau Claire. Today, our campus has 28 major buildings located on 333 acres, including a 200-acre park which serves as a nature study area for students and faculty.

The academic history of the institution is reflected in its changes of name and mission. As a State Teachers College (1927-1951) we awarded baccalaureate degrees in education; later, as one of the Wisconsin State Colleges (1951-1964), degree programs in liberal arts were added. Then, in 1964, the state colleges were granted university status, and Wisconsin State University-Eau Claire was organized into the Schools of Arts and Sciences, Education, and Graduate Studies. The School of Nursing was created in 1965 and the School of Business in 1966.

The history of public higher education in Wisconsin once included two state-supported university systems: Wisconsin State University and University of Wisconsin. When these two systems merged in 1971, Eau Claire became a member of the University of Wisconsin System, which includes two doctoral universities, 11 comprehensive universities, 13 two-year colleges, and UW-Extension. An 18-member Board of Regents oversees all institutions within the UW System. The Governor of Wisconsin appoints Regents to seven-year terms and two Student Regents to two-year terms. The Board of Regents appoints the President of the UW System and the chancellors of each UW System institution. In partnership with UW System Administration, the Board or Regents is also responsible to oversee academic programs, budgets (both operating and capital), general administration, and employment of faculty and staff members.

ENROLLMENT

Along with many universities, UW-Eau Claire experienced dramatic growth during the 1960s and 1970s, increasing from 1,818 students in 1960 to 10,334 in 1977. In the three decades since, headcount enrollment has typically fluctuated between 10,500 and 11,000 students, with approximately 500 students enrolled in graduate programs. Our fall 2008 headcount enrollment included 10,346 undergraduates and 543 graduate students (for a total headcount of 10,889). We received 8,060 applications for fall 2008 admission, of which 5,194 were
accepted and 2,058 matriculated. The mean ACT score of the students we accepted was 24.6, which is considerably above both state and national averages. More than 98% of our incoming students were in the top half of their high school graduating class, and 59% were in the top quarter. The freshman-to-sophomore year retention rate was 83%.

ACADEMICS

UW-Eau Claire provides a liberal studies-based education with select professional programs. The University includes four colleges (Arts and Sciences, Business, Education and Human Sciences, and Nursing and Health Sciences) that include 30 academic departments and 80 academic programs. In addition, an Office of Graduate Studies administers all graduate programs, and a Continuing Education Office provides approximately 450 credit and non-credit programs annually for more than 8,000 learners.

UW-Eau Claire is a leader in undergraduate faculty/student scholarly collaboration with more than 800 research, scholarly, and creative activity collaborations funded in the past academic year. These faculty/student collaborations are funded primarily through differential tuition that is paid voluntarily by our students. Other high-impact educational activities, including Study Abroad, First Year Experience, internships, capstone courses and experiences, and Service Learning also are funded in part by differential tuition. In 2008-09, differential tuition totaled $1.5 million.

UW-Eau Claire confers more bachelor’s degrees than any of the other 10 comprehensive universities in the UW System (1,836 in 2007-08). The University has more than 68,000 living alumni, most residing in Wisconsin, Minnesota, and Illinois.

Students and faculty members consistently achieve high honors. We are one of a select few public master’s institutions in the nation with a Rhodes Scholar recipient (2005). Two students received the prestigious Barry M. Goldwater scholarships and a third student received an honorable mention (in 2008-09). One of our current students has been appointed by the Governor as one of two Student Regents who will serve on our Board of Regents.

UW-Eau Claire also ranks among the top 22 master’s institutions nationwide in the number of our students who become Fulbright Fellows, and is the only Wisconsin institution to receive this recognition. Four chemistry faculty members are recipients of the Camille and Henry Dreyfus Foundation Award (more than at any other public liberal arts or comprehensive institution in the nation) and three of our faculty members have received the Carnegie Foundation for Advancement of Teaching Wisconsin Professor of the Year Award.

EXTERNAL RECOGNITION

UW-Eau Claire has a regional and national reputation as an outstanding public university. We are ranked among the top five public master’s-granting universities in the Upper Midwest by U.S. News and World Report; named a Best Midwestern College and one of the top 100 “Best Value Colleges for 2009” by The Princeton Review (UW-Eau Claire is the only college or university from Wisconsin included on the list); and Kiplinger’s Personal Finance magazine featured UW-Eau Claire in its 2008 national rankings as one of the 100 best values in public colleges. The Institute for International Education Open Doors report has ranked the University among the top tier of all master’s schools nationally in the number of students who study abroad. UW-Eau Claire was among 83 public and private colleges, universities, and professional schools named in the 2008 President’s Higher Education Community Service Honor Roll with Distinction for General Community Service. We are the only Wisconsin school – public or private – named to the Honor Roll with Distinction in all three years since the Honor Roll was instituted in 2006.

ORGANIZATION AND FUNDING

The Chancellor is the University’s chief administrative officer, responsible to the UW System for all facets of University activity. In the discharge of these obligations the Chancellor is assisted by other administrators and, in an advisory capacity, by our faculty and staff (University Senate) and students (Student Senate). Members of the faculty have primary responsibility for academic and educational activities; students have primary responsibility for local policies concerning student life, services, and extracurricular activities.

UW-Eau Claire is organized into three divisions: Academic Affairs, Student Affairs, and the Chancellor’s division. Our organization structure is presented in the following organization chart:
In 2008-09 the University employed 710 full-time equivalent faculty, instructional, and professional academic staff members; 409 full-time equivalent classified staff members; approximately 150 limited-term employees.

Most of our instructors (82%) hold terminal degrees, and our faculty-to-student ratio is 1:21.

The UW-Eau Claire 2008-09 budget was $174.6 million. The State’s General Purpose Revenue (GPR) appropriation to UW-Eau Claire was $45.9 million; academic and students fees $51.9 million; auxiliary enterprises $28.2 million; federal grants and contracts (including financial aid) $46.5 million; and gifts and trusts $2.1 million.

Within the past two years, the University of Wisconsin-Eau Claire Foundation completed the University’s first comprehensive fundraising campaign, raising more than $54 million in donations and commitments and exceeding its original campaign goal by nearly $20 million. Despite the current difficult economic climate, our Foundation is on pace this year to have its second-highest fundraising year in history.

ACCREDITATION HISTORY

UW-Eau Claire was first accredited by the North Central Association of Colleges and Schools in 1950, and has been continuously accredited since that time. We are currently authorized to award degrees at the bachelor, master and specialist levels. Via one of the two change requests included in our self-study document, we now request permission to begin awarding the Doctor of Nursing Practice degree.

SUMMARY OF SIGNIFICANT CHANGES SINCE OUR 1999 COMPREHENSIVE VISIT

The previous pages have provided a snapshot of our University — a standard portrait of our history and general characteristics. But a snapshot is static, and UW-Eau Claire is anything but static. In this segment of our introduction, we will set a richer and more dynamic context by introducing our reviewers to several major shifts that have occurred during the decade under review.

Our institution has undergone sweeping change even as we have moved through our self-study process. (In fact, this self-study has functioned as one of two major catalysts for that change.) This dynamism has posed significant challenges as we have attempted to prepare a report that accurately captures the current state of our University; that task has proved difficult because we are really not in a “state” at all. It is more aptly descriptive to say we are in energetic flux. We are moving forward with such momentum that a written report simply cannot keep pace. We offer no apology for this – in fact, we cannot imagine a better “problem” to have.

We gathered most of our self-study data during Academic Year 2006-07; therefore, much of our report reflects what transpired between 1999 and the end of 2006. We launched our reaccreditation self-study process in the spring of 2006, and our most recent strategic planning initiative in the spring of 2007. The synergistic effects of these two major initiatives working in tandem have vaulted our institution into a steep trajectory of change, necessitating a flexible approach to preparing our self-study document. In essence, this document must describe the way we were; the way we are at the time of this writing; and the way we aspire to become. We strive to link all of this together in ways that make clear our rationale for initiating the many changes that are currently under way.

UW-Eau Claire has a long tradition of excellence. Since our 1999 review, faculty and staff members have pursued that ideal under the able leadership of three chancellors and four provosts. Each leader has brought new priorities and innovations, while endeavoring to
maintain and build upon the solid foundations already firmly in place.

Our historical approach to carrying out our mission, including the period from 1999 through 2006, could be characterized as fairly traditional. In most respects, our *modus operandi* was grounded in the intent to maintain quality and stability. The change that occurred during the first two-thirds of this review period was largely incremental, and we consistently added to the many high-quality services we were already providing. This approach was similar to that followed by many institutions of higher learning during that time frame and, in many respects, it served us well. However, it was not particularly flexible or efficient.

Woven into the fabric of our institutional identity is a phenomenon we have long called “the Eau Claire Way.” This is a phrase we have typically voiced with a mixture of fondness, impatience, exasperation, and deep pride. We know there are many things we do extremely well, and we are proud of the quality of educational experience we provide for our students. Our unflagging commitment to the high standards we set for ourselves is part of the Eau Claire Way. Because we are proud of what we do and particular about the way we do it, we tend to be a bit change-hesitant. When change is proposed, we often default to thinking about how such change might jeopardize the quality of our institution, and we sometimes become so focused on these concerns that we fail to realize potential for enhanced quality. In our oscillation between the poles of progress and prudence, we have perhaps chosen the latter too often. This is also part of the Eau Claire Way.

Across the course of the decade under review, we have become increasingly aware of an internally-arising desire to become more flexible, intentional, and progressive. Spurred by the increasing competitiveness of peer institutions, by growing financial pressures, and by our inherent commitment to continuous improvement, we have recognized the need to step up our pace, and have done so. Our confluent re-accreditation self-study and strategic planning initiatives have fueled and guided considerable change. In particular, reviewers will note major changes in the following areas:

- We have replaced our former set of eleven Goals of the Baccalaureate with a new, more streamlined set of five Liberal Education Learning Goals; and each Goal is elaborated and made measurable by the articulation of specific Learning Outcomes.
- Resulting from institution-wide consensus that the structure of our General Education program is too complex and prescriptive, work is under way to redesign our General Education program to better serve our students’ learning needs.
- We are transitioning from our former focus on centralized assessment of student learning, toward embedding assessment within academic departments and programs, and within specific courses, so that assessment occurs as close as possible to the point of learning. Classroom-embedded assessment will not replace centralized assessment, but will greatly enhance the specificity of our evaluation methods. Under the guidance of the HLC Assessment Academy, we are working to facilitate alignment of departmental learning goals with our institution-level Liberal Education Learning Goals, and to ensure that our valuable assessment findings are harnessed and employed systematically to inform continuous improvement. Assessment methods will be built into our emerging General Education design.
- On a broader, institution-wide scale, we are working to ensure that the goals of all departments, programs, and units are mission central — aligned with the goals of the institution as articulated in our new strategic plan.
- We have initiated much more energetic and organized efforts than ever before to enhance the equity, diversity, and inclusivity of our learning community (including, but not limited to the Equity Scorecard project, Dismantling Racism initiative, and a renewal of the campus climate survey). Though we cannot yet demonstrate dramatic results, we can certainly demonstrate concerted effort, and this effort forms the basis for our optimism about future successes.
- Under the leadership of the UW-Eau Claire Foundation, we have completed our first-ever, major fund-raising campaign, which yielded more than $54-million in gifts.
- Historically, our strategic planning processes have followed a top-down path, building each year upon the general plan from the previous year. In the past two years we have made an intentional shift to an inclusive planning process that seeks input from all members of the University community. This new plan emphasizes annual priorities and action plans, and an evidence-driven approach to decision-making. We have set the time frame for this new strategic plan such that we intend to achieve its initial goals by the time we celebrate the 100th anniversary of UW-
Eau Claire in 2016 — hence its title as our *Centennial Plan*. Three of our four colleges have also articulated strategic plans during this review period, and the fourth is working to formalize a strategic plan.

- We are in the process of revising the select mission statement for our institution, to bring it into clearer alignment with our “lived mission.”
- We have developed, and are in the process of transitioning to a new, mission-central budget process in which funding allocation decisions are linked directly to our strategic priorities. According to this new model, budget decisions will be informed by the findings of a comprehensive review of all departments, programs, and units in the institution.

All of these changes are organized and energized by the principles that have guided our self-study and strategic planning initiatives. First, we are committed to collaboration and inclusiveness. We are engaging faculty and staff members in increasing numbers, in the process of planning and implementing meaningful change. Second, we are working to become more evidence-driven and more strategic; to assess the effectiveness of our efforts; and to bring assessment findings to bear to guide our continued improvement. Finally, we continue our commitment to excellence.

As is natural in institutions peopled by bright, creative thinkers, responses to these many changes vary along a broad continuum. Conversations with members of our campus community will yield a range of opinions about the pace of change at UW-Eau Claire across the past two to three years. We welcome
such diversities of opinion on this and many other issues; because our strength, vitality, and quality as an institution spring from the synergy of diverse ideas. At this juncture in our development as an institution, we are striving to strike a balance. On the one hand, we recognize the imperative to increase our momentum in order to respond effectively to fiscal pressures and keep pace with the progressive, competitive nature of the higher learning environment. On the other hand, we are committed to sustaining our thoughtful, intentional approach to preserving and improving our signature strengths.

Because we have engaged in a fully earnest self-study, the findings presented in this document also point toward the need for improvement in some areas. We welcome those challenges and are already well under way with efforts to address them. We look forward to sharing our successes and plans for improvement with our Consultant-Evaluators.

“Excellence. Our measure, our motto, our goal.”

Visitors will see evidence of this motto infused throughout our institution, and will quickly recognize that these are far more than words. They are words that represent our way of life at UW-Eau Claire. We have immersed ourselves in the self-study process, and our findings reaffirm that we continue to do many things extremely well. We pursue our mission with energy and integrity. We are planning strategically for the future. All of our efforts revolve around our central purpose of providing an outstanding educational experience for our students, through effective teaching and support services. We vigorously promote a life of learning for members of our University community and the larger community in which we are embedded, and we serve our community, our region, and our state in valuable ways.

The Steering Team next identified individuals equipped with the necessary knowledge and expertise to lead a set of nine Study Groups. Five of these Study Groups were assigned to focus on the five Criteria for Accreditation. Four additional Study Groups were established, to review the institution’s progress related to the challenges cited by our 1999 review team, to facilitate broad engagement of the campus community in the self-study process, to coordinate data collection, and to design and develop the physical and electronic resource rooms.

Once the Study Group Chairs were identified in spring 2006, those individuals met with the Steering Team (in early summer 2006) to identify additional individuals to serve on the Study Groups. Lists of prospective Study Group members were generated with careful attention to ensuring representation from all facets of the UW-Eau Claire campus community.

Once the membership of the nine Study Groups was firmly established, all Study Group and Steering Team members met with John Taylor, our HLC liaison, for guidance in designing an effective self-study process. The entire self-study team also met with consultant Gary Wheeler, who provided an in-depth workshop about how to design an effective self-study process. Both of these full-day workshops occurred in summer 2006.

The Study Groups then set about gaining a thorough understanding of their respective tasks, meeting to discuss the Criteria, Core...
Overview

Components, resources needed, data collection methods, how best to engage the campus community, and progress that had been made toward rectifying the challenges noted in 1999. The Criterion Study Groups developed sets of questions to guide their respective facets of the self-study, and began to design survey questions to obtain the information they desired. In January 2007, two faculty members with expertise in survey design provided a workshop for Study Groups to assist them in designing effective survey items. On the same day, a faculty member with expertise in conducting focus groups provided a workshop on effective focus group strategies.

The questions from the study groups were compiled into a large HLC Self-Study Survey, with specific versions for students, faculty and instructional academic staff members, classified staff members, administrative and professional academic staff members, alumni, and community members. To test the utility of the survey, we piloted it with members from each of those contingents in spring 2007. Based upon findings from the pilot study, survey questions were refined to their final form. The full-scale HLC Self-Study Survey took place in the late spring of 2007.

Once the findings of the Self-Study Survey were analyzed, we held a series of focus groups with each of the above contingents to clarify and gain a more in-depth understanding of their survey responses. These focus groups occurred in the summer and fall of 2007.

The Study Groups then compiled information from the Self-Study Survey, follow-up focus groups, and many other sources of data in order to respond to each of the Core Components for accreditation.

Periodic briefings were held with the Chancellor and his executive staff to apprise them of the progress and emerging findings of the self-study. These early and continuing briefings illuminated opportunities for improvement and served as a foundation for many aspects of the strategic planning initiative that was occurring simultaneously. The result was a high level of goal-directed action focused squarely upon the findings of the concurrent self-study and strategic planning processes, which together fueled significant institutional change.

During Academic Year 2007-08, the Study Groups prepared formal drafts of their reports and submitted them to the Steering Team for review. In April 2008, the Study Group Chairs gave a formal presentation of their findings to the Chancellor and Provost. The Steering Team began meeting on a bi-weekly, and then weekly basis to review the drafts provided by the Study Groups. Revised drafts were prepared by the Lead Writer across the ensuing 15 months. As semi-final drafts of each Criterion became available, these were presented to the Chancellor and executive staff for review and comment. Once their input had been incorporated, the draft of each Criterion was posted electronically and members of the campus community were encouraged to review and respond to the draft using an electronic survey. Campus input has been incorporated to prepare the final draft.

EVALUATION OF THE THOROUGHNESS OF THE SELF-STUDY PROCESS

In our estimation, our self-study process has been an exhaustive, honest, inclusive, comprehensive, and effective one. We have attempted to review every aspect of the institution, relying upon broad participation from the campus community. Our intent, from the very outset, has been to conduct a completely earnest evaluation of our strengths and weaknesses, and to present our findings in a candid, constructive manner. We believe we have succeeded in doing so, and we recognize the profound benefits of conducting our study in this fashion. At the time of this writing, we can speak only to the effectiveness of the self-study process thus far. The true measure of its effectiveness will emerge over the upcoming decade, as we strive to put our findings to work in the service of continuous improvement.

PURPOSE AND INTENDED AUDIENCE FOR THIS SELF-STUDY REPORT

Our self-study process has been carried out across a period of more than three years. The purpose of this report is to synthesize our findings relative to the HLC Criteria for Accreditation, and to describe our progress on challenges identified by our 1999 review team. Our intent has been to prepare this self-study report for two primary audiences. Our upcoming 2009 HLC site visit served as the impetus for the self-study, and of course, one of the two primary audiences is our 2009 HLC review team. We have tried to capture here the essence of our institution as it has been for much of the ten-year review period, and as it stands at the time of this writing, following numerous recent changes.

We, ourselves, are the second audience for this report. We have remained firmly committed to preparing a thoughtful, objective, and candid evaluation of our effectiveness as an
institution, including both our strengths and our weaknesses. We intend to use this report as a foundation from which to build upon our many strengths, and to strengthen in areas where improvement is needed. Inherent in our motto is the conviction that improvement is always possible — always well worth striving for.

ORGANIZATION OF THE SELF-STUDY REPORT

Following these preliminary segments, we will present an analysis of our responses to the challenges identified by our 1999 review team. We will then launch into the heart of the self-study — namely, to address the five Criteria for Accreditation in sequence, with in-depth responses to the specific Core Components subsumed under each Criterion.

We present ample evidence to support our self-evaluation throughout. We have avoided including cumbersome references in the text of the document, opting instead to simply denote cited materials as “[Evidence]”. We have made this choice to avoid interrupting the flow of the report to the greatest extent possible. In the electronic version of this self-study document, the reader can access the actual evidence by clicking on the word “[Evidence]”. This will link directly to an evidentiary document in the electronic data repository, or to a news release, web page, or other source of evidentiary documentation. In a few specific cases, we include standard references, which appear in green font. Major Criterion and Core Component segments end with evaluative summaries, and in many sections our self-evaluation results in one or more recommendations for new or continued action.

Following our evaluation of our performance relative to the Criteria for Accreditation, we submit two Change Requests (for the online Master of Business Administration degree and the Doctor of Nursing Practice degree).

Finally, detailed institutional data are presented for ease of reference in the UW-Eau Claire Institutional Snapshot segment at the end of our self-study report.
RESPONSES TO CHALLENGES IDENTIFIED IN 1999 REVIEW
Responses to Challenges Identified in 1999 Review

Challenge 1

While there have been increases in faculty and student diversity, the number of minority faculty and students remains low; diversity in the administration still needs to be addressed.

Response

Good progress has been made toward increasing gender diversity among members of the faculty and administration. However, except in limited ways, we have made little progress toward the goal of increasing the representation of minority groups among our students and faculty members.

Introduction

We recognize the inherent value of providing our students with the enrichment that inevitably occurs when learners interact with others of diverse ethnic and racial backgrounds, ages, human capacities, genders and sexual orientations, and with people who ascribe to values, political perspectives, religious beliefs, and other ideas and ideals that differ from their own. The interdependence of the global citizenry is ever-increasing. Aspiring to prepare our students to navigate effectively and contribute in meaningful ways to the greater good of the global community, we are committed to the goal of broadening the horizons of their thinking. We recognize that, to do so optimally, we need to create circumstances that will increase the diversity of our own, immediate learning community.

Notes of Clarification

Data from our Office of Institutional Research inform our response to this challenge. At UW-Eau Claire, the term “faculty” refers to tenured and probationary tenure-track faculty members. The term “instructional academic staff” refers to non-tenure-track instructors.

Gender Diversity

Over the past decade, there has been a marked trend of increasing gender diversity in the instructional staff. The percentage of female instructional academic staff members (both full- and part-time) has increased from 58% [76 of 130] in 1996 to 64% [250 of 391] in 2008. There has also been a steady increase in the proportion of female probationary and tenured faculty members (from 31% [118 of 385] in 1996 to 43% [142 of 334] in 2008). Gender diversity in upper administrative positions has increased over the past decade. According to the 1999 Report of the Comprehensive
Visit, 43% [30 of 69] of our administrators (defined here as senior level administrators, deans, associate deans, assistant deans, and administrative directors, associate and assistant administrative directors) were female. By 2008, that proportion had increased to 54% [37 of 69]. It should be noted, however, that it is difficult to draw direct comparisons due to shifts in position classification over the past ten years. Our Consultant-Evaluators in the 1999 Comprehensive Visit also encouraged us to examine our selection of department chairs. In 1999, 27% of department chairs [9 of 33] were female. In 2008, 30% [9 of 30] were female. While there has been considerable fluctuation, the percentage of female department chairs has remained essentially the same.

ETNIC DIVERSITY

The percentage of instructional staff members (including both faculty and instructional academic staff) identified as members of ethnic minority groups has increased slightly (from 8% in 1997 [42 of 522] to 11% in 2008 [58 of 524]). We recognize this as an area in need of continued attention. Our plans for the future (to be described subsequently) include focused efforts to enhance the diversity of our instructional staff.

Aggregated data for both undergraduate and graduate degree-seeking students show a slight increase in ethnic diversity across the past decade, with 5.3% [573 of 10,758] of our students identified as members of ethnic minority groups in 2008 (compared to 3.9% [394 of 10,217] in 1996). Just as we have specific plans under way to increase the diversity of our instructional staff, our future planning also includes specific strategies to increase the diversity of our student population.

The diversity of the undergraduate student population increased slightly between 1996 and 2008, with the proportion of undergraduate students identified as members of U.S. ethnic minority groups increasing from 3.9% [379 of 9,737] to 5.3% [543 of 10,215]. This increase is largely a reflection of our increased number of Asian American students. Representation of other ethnic minorities in the undergraduate student body showed no marked changes across the decade.

Analysis of the diversity trends for graduate students paints a fluctuating picture. The aggregate data for all ethnic minorities show that in 2008, 5.5% of our graduate students [30 of 543] were members of ethnic minority groups, compared with 3.1% [15 of 480] ethnic minority representation in 1996. This represents an increase in diversity among our graduate students. It is prudent, however, to exercise caution in interpreting the graduate statistics because, with the small total number of graduate students at UW-Eau Claire (543), a difference of just a few minority students can create the impression of a significant shift in representation.

Consistent with UW System guidelines and priorities, our primary efforts to diversify our student body focus on U.S. racial and ethnic minorities. In addition, we value the diversity and enrichment that international students bring to the campus, recognizing that their participation in our programs enhances the educational experience for resident students.
We experienced a temporary decline in international student enrollment (from 1.7% in 1996 [166 of 9,737] to 1.2% in 2008 [118 of 10,215]), primarily as a result of a reduction in the number of visas issued to international students following the events of September 11, 2001. In addition, a 12% increase in nonresident undergraduate tuition in AY 2001-02 almost certainly contributed to this decline. During the first few years after 2001, the decline in international student enrollment at UW-Eau Claire was not as dramatic as the nationwide average, but our overall decline eventually paralleled the national trend. By fall 2008, we saw an apparent reversal of this trend.

This shift toward recovering international student enrollments is attributed to such factors as increased ease of obtaining student visas and the University administration’s spring 2007 decision to increase allocations of tuition remission funds to meet the demands of increasing applications from international students. Further, the UW System’s 2007 decision to reduce nonresident tuition by nearly 15% has made higher education more accessible to international students. We have sustained a high level of diversity in our international student enrollment. Currently, 32 nations are represented at UW-Eau Claire — far more than at most comparable institutions.

Because we view increasing our diversity as a high priority and we recognize that we have significant work to do in this regard, it seems germane to provide a brief description of initiatives under way to address this challenge. (More detail on these important initiatives is provided in Core Components 1B and 4C.) An Equity, Diversity and Inclusivity (EDI) Fellow, appointed in 2008 and reporting to the Chancellor, spearheads our efforts to address more effectively the diversity goals of our institution. The EDI fellow chairs the Equity Scorecard Committee, a group engaged in a UW System initiative to assess our progress in the areas of retention, access, excellence, and institutional receptivity [ EVIDENCE ]. This analysis will provide vital information to guide future actions. The EDI Fellow also works with the Chancellor’s Advisory Committee on Diversity, formed in 2007, to engage the campus community in our EDI work. That committee co-sponsored with the Chancellor a diversity workshop for faculty and staff members in the fall of 2008.

EDI is designated as a key value in our Centennial Plan and during the 2008-09 academic year, we identified specific action priorities that included focused efforts to improve diversity at UW-Eau Claire. For example, in response to the Gold Arrow Priority to “foster student and campus dialog on EDI,” the College of Arts and Sciences Diversity Committee sponsored “Dismantling Racism” retreats and meetings with faculty and staff members, as well as a community forum in AY 2008-09.

These recent initiatives build on efforts begun in the past decade, including partnerships between the Office of Multicultural Affairs and the UW-Eau Claire Foundation created to provide increased scholarships to recruit students of color, mentoring programs for students and faculty members of color, diversity-oriented professional development opportunities for faculty and staff members, an inclusivity initiative for Lesbian, Gay, Bisexual, Transgendered, and Questioning (LGBTQ) students, revitalization of the Commission on the Status of Women, and an initiative to recruit diverse students to the Teacher Education program.

In sum, the data we have presented here certainly do not support claims of dramatic strides forward, although we are encouraged by modest progress in a few isolated areas. Using our strategic planning process as the vehicle, we are vigorously tackling the challenge of strengthening the diversity of our institution. We have undertaken a thoughtful examination of where we are with respect to diversity and, with an eye toward the future, we intend to move forward toward the goal of enriching our diversity, in all its dimensions. This is a challenge of paramount importance — one that will require energetic, sustained, and intentional effort as we continue striving to create an environment that actively invites, welcomes, and supports the success of diverse teachers and learners.

**CHALLENGE 2**

The decline in state financial support has had a negative impact on a number of areas including faculty salaries, faculty recruitment, library staffing, and the development of new initiatives which could respond to regional higher educational community needs.

**Response**

Repeated cuts in State funding have continued to pose challenges over the past decade, leading to the recognition that it will not be feasible to sustain all current
programs at the high caliber for which UW-Eau Claire is known. Difficult prioritization and modification decisions will be necessary. Looking to the future, we are actively engaged in careful strategic planning to optimize our use of available resources.

Context Notes
UW-Eau Claire’s State General Purpose Revenue (GPR) support over the past decade (1997 to 2007) has ranged from a low of $39,645,145 in FY 1997 to a high of $49,691,628 in FY 2003. FY 2008 GPR funds totaled $45,151,054 (data taken from UW System records). These figures serve to set the context for the discussion that follows. A more detailed discussion of how we manage our resources in service to our academic goals is outlined in Core Component 2B.

The level of State financial support can be measured in a number of ways. Over all, the share of State GPR funds allocated to the UW System declined from 9.035% in FY 1998-99 to 7.82% in FY 2007-08.

Since 2001, reflecting this decline in State support for higher education, numerous budgetary restrictions, lapses, and reductions have been imposed on UW-Eau Claire as part of System-wide reductions. As outlined in more detail in Core Component 2B, from FY 2001 through FY 2009 UW-Eau Claire experienced cumulative annual budget reductions of $5,727,842 in base resources and $3,167,410 in one-time cuts. By definition, once a base reduction goes into effect, a loss of that same amount recurs annually thereafter. In effect, cuts to our base resources have resulted in a cumulative loss of $33,497,115 over the past eight years (2002-2009, inclusive). As a campus community, we share a broad recognition that we cannot sustain all current programs with excellent quality in the face of these resource reductions; it is now necessary to prioritize carefully and, in some cases, to modify what we do.

At the same time, several factors have helped mitigate the damage of the reduction in State support. First, our responses to these financial challenges have included a series of increases to undergraduate resident tuition (from $2,594/year in 1999 to $5,240/year in 2009 [an increase of 102%]). (It should be noted that we do not have the latitude, at the institutional level, to raise our tuition by independent decision; such increases must be approved by both the UW System and by the State Legislature.)

Second, in addition to the mandated tuition increases, our students have voluntarily increased their own tuition through the “Differential Tuition” initiative (which contributes approximately $1.5 million annually). They have done so to express their solidarity with the faculty, staff, and administration, and to help fund the enhanced, student-centered educational experiences they so value (to be described in greater detail in Core Component 2B).

A third mitigating factor is that the total amount available for unclassified staff (mostly faculty) salaries has increased from $31,019,294 in FY 1999 to $38,408,352 in FY 2008 (an increase of 23.8%). Although little funding has been available in recent years for merit-based salary increases, small cost-of-living raises have at least been forthcoming in several years.

Description of a fourth mitigating factor requires a bit of historical context. Between 1965 and 1975, UW-Eau Claire experienced a major “growth spurt.” Enrollments expanded from about 4,000 to 11,000 students and three new academic buildings were erected. Many new faculty members were hired during that time frame to keep pace with the rapid growth of the institution. During recent years, many individuals from that “generation” of hires have retired, and others are now approaching retirement. Of course, we continue to hire new faculty members as senior faculty members retire, but (with some important exceptions) new faculty members typically enter the work force at salary figures lower than those earned by the exiting retirees, resulting in a temporary surplus of salary dollars. At the close of a given fiscal year, salary dollars that have not been paid out can be carried over and used to purchase materials and equipment in the subsequent year. This “carry-over” has been critically important because our budgeted funds for materials and equipment always fall short of our needs; supplementation from salary carryovers has been a major factor in allowing us to absorb the impact of the budget cuts. We recognize that this solution is not sustainable and are working to reduce dependence on carry-over funding through implementation of a new budget process (outlined in detail in Core Component 2B) that fosters more accountability for divisional resource allocation.

In addition, our fundraising campaign has exceeded its $50 million goal, and faculty and staff members have brought in considerable funding through extramural grants over the past decade (averaging approximately $5.5 million annually over the past eight years)
$2,182,700) have been approved since 1999. Many of these DIN funds are earmarked for special initiatives and, therefore, do not directly ameliorate the general impact of reductions in State support. However, they do strengthen the overall financial health of our institution.

The myriad variables contributing to the “bottom line” paint a complex picture, to say the least. While individual salaries have increased and tuition has increased, and while funds from Differential Tuition and DINs support targeted initiatives, the amount of money available to support regular, day-to-day operations in specific departments and units has either remained constant or decreased over the past decade. (It should be noted that “constant” is a rather misleading term in light of inflation factors. The net effect has been a decline in available funds.) As a consequence, individual faculty and staff members will report keen awareness that the University has suffered a loss of base resources over the past decade. Because those are the resources used to fund day-to-day operations, such declines are highly salient to faculty and staff members.

Indeed, the steady erosion of State resources has posed challenges. The development of a carefully considered, intentional plan for responding effectively to these challenges is a focal priority of our strategic planning initiative. This initiative has sought to 1) study the impact of funding challenges on the way we have done things in the past; 2) prioritize existing resource allocations efficiently through implementation of our comprehensive program review, as outlined in Core Component 2A; 3) consider new ways of meeting the most important objectives of our mission; 4) increase our resources by pursuing DINs and federal appropriations, and through other innovative means; and 5) focus efforts and available resources to achieve optimal efficacy.

In conjunction with these efforts, as of this writing the Chancellor and his leadership team have begun discussions with UW System to propose a funding model that will include significantly increased Differential Tuition and student financial aid to enhance academic
quality and protect students from escalating tuition costs. While this proposal is not yet finalized, it reflects the University’s commitment to address proactively the significant impact that declining State funding has had and will continue to have on our University and our students.

**CHALLENGE 3**

The funding base and organizational structure for graduate programs need to be addressed.

**Response**

With the number and size of existing graduate programs, the annual funding base is now sufficient to support the needs of the Office of Graduate Studies. The organizational structure for graduate programs has been recentralized and strengthened.

**FUNDING BASE**

In 1999 and up until 2004, the Office of Graduate Studies operated with zero dollars in a base budget; however, most requests for financial resources were met by the Provost’s Office as requested by the Graduate Dean. That approach lacked a formal and consistent strategy of resource allocation to Graduate Studies. In 2004, a permanent annual base budget (approximately $15,000) was allocated to the Office of Graduate Studies. This level of funding has been sufficient to operate the Office and to fund a small number of targeted graduate program initiatives each year. (Specifically, these funds are typically used for services, supplies, travel, and similar operational costs. Staff salaries and graduate assistantships have always been funded through other base budget sources, and therefore were not part of the issue cited in 1999.) The current, annual Graduate Studies budget is $14,725. Of this total, about $10,000 are allocated for services and supplies; $2,000 for travel; and $2,725 for student help. Academic Affairs provides the salaries and fringe benefits for the Graduate Dean and the Dean Assistant. Since its inception in 2004, this budget has always proved sufficient and all reasonable requests have received funding.

Throughout the past decade, the Office of Graduate Studies has allocated a total of 13 Full-Time Equivalent (FTE) for graduate assistantships each year. These hours were allocated to the different departments and programs across campus by the Graduate Dean and totaled 40-42 positions, with associated total salaries for AY 2006-07 of $260,260 ($20,020 x 13 FTE). The budget for the 2007-09 biennium provides a base salary rate of $20,430 ($265,590 total).

It is the opinion of the Graduate Dean, based on several years of analysis of budget and expense trends, that this new base funding approach is sufficient to maintain the normal operations of the Office of Graduate Studies.

**ORGANIZATIONAL STRUCTURE**

**Context Notes**

During the time period leading up to, and following our 1999 review, administration of the graduate programs was decentralized, with each college administering the graduate programs that fell under its purview. That model was perceived (both internally and by the 1999 Consultant-Evaluators) as ineffective.

As part of a University reorganization in 2004, a new Associate Vice Chancellor for Academic Affairs/University Dean of Graduate Studies was named. The person in this position has assumed centralized responsibility for many aspects of graduate programming, including convening and overseeing a Graduate Council that meets monthly; final approval of graduate admissions; awarding of graduate assistantships, Foundation fellowships, Advanced Opportunity Program (AOP) awards, and tuition remissions; graduate degree program plans; time extensions and other requests for exceptions to rules; research papers and theses; and graduation. For uniformity in processing, the Graduate Studies web site has been updated to make all forms for graduate students readily accessible online, and new guidelines and requirements have been promulgated to increase consistency across programs.

Improved mechanisms to assess the effectiveness of graduate programs have been implemented. Historically, when departments have come up for their periodic internal reviews on a seven-year cycle, their self-study reports have focused heavily on undergraduate programs, with far less attention to graduate programs. References to the graduate programs have tended to be more cursory, and have often been included as a relatively obscure component of the larger departmental self-study; the same trend has been true in the reports prepared by the internal review committees. Since 2005, the Dean of Graduate Studies has encouraged internal review committees to prepare separate reports for
graduate programs. The Dean has developed a set of specific questions to facilitate review of graduate programs. This mechanism has generally resulted in more specific and in-depth reviews of graduate programs. The results are brought to the Graduate Council for discussion, and feedback specific to graduate programs is now communicated directly back to the department to facilitate program improvements as a result of the assessment process.

The Dean of Graduate Studies implemented a graduate exit survey in winter 2006. The survey is administered electronically, once or twice annually, just after students have completed their degrees. While this process is still new and evolving, results from the initial two years have already been brought to Graduate Council for discussion and then communicated back to the “home departments.” These data will be used to inform decisions about curricular development and program improvement.

We employed several methods of information-gathering to inform our response to Challenge 3. The four College Deans and several Associate Deans were invited via email to respond to a series of questions related to the efficacy of the current organizational structure. Subsequently, a member of the self-study team interviewed the College Deans to gather more detailed information. Two members of the self-study team visited Graduate Council meetings (once in 2006 and once in 2007) to engage the members in a focused discussion regarding the current organizational structure and its functioning. The information gathered suggests that the move to centralization of graduate studies is widely perceived as a positive and necessary step that has strengthened both the efficacy of operation and the quality of graduate programming at UW-Eau Claire.

Specifically, there was unanimous agreement that the current, centralized model is highly effective; all of those interviewed expressed a strong preference for this model over the former, decentralized model. In their estimation, centralized leadership has resulted in increased coordination, clarity, and focus of the graduate programs. Consensus is that the graduate program is more clearly defined and differentiated under the current leadership, which they described as “skilled, clear, focused, and action-oriented.” The perception is that the current leadership model has significantly increased the goal-directedness and efficacy of Graduate Council. (Incidentally, the 1999 Consultant-Evaluator team pointed out that the Graduate Council was not mentioned in the Graduate Catalogue. This omission has been rectified.)

The following statement is quoted from the report prepared by our 1999 Consultant-Evaluators: “Each college appears to run its own [graduate] programs and the dean appears to decide the fate of those programs. Some programs are capped in terms of enrollment, to the frustration of the faculty, and others with low enrollments are allowed to continue.” In our interviews with members of the Graduate Council, they expressed their perception that administratively-imposed “enrollment caps” do not exist. Rather, enrollments are “functionally capped” by the inherent limitations in faculty members’ time. In addition, since 1999, suspensions of admissions to several graduate programs have resulted either from departmental self-study or the new internal review processes. These include the following: Master of Arts in Teaching-English; Master of Science-Environmental Public Health; Master of Science/Master of Science in Teaching/ Master of Arts in Teaching-Biology; Master of Arts in Teaching-Mathematics; Master of Science in Teaching-Mathematics.

In summary, there is resounding consensus that the centralized model of administration of the graduate program is a major improvement over the past, decentralized model. There is considerable evidence that the overall health of the graduate program and the mechanisms for assessing the quality and effectiveness of specific graduate programs have been considerably strengthened in recent years. Moving forward, the strategic planning process will lead to further development and strengthening of our graduate programs.
**CHALLENGE 4**

There is a lack of centralized coordination for outreach programming, and a plan for providing services for nontraditional students needs to be developed.

**Response**

In July 2000, the coordination of outreach programming was recentralized in the Office of Continuing Education, and this office was physically moved to a single location in February 2001. Plans for providing services and programming for nontraditional students are provided annually by the Continuing Education Office, as well as by the Nontraditional Student Services Office.

The purpose of centralizing Continuing Education (CE) operations within a single office was to optimize services via coordinated programming, shared administrative support, and improved accessibility to a growing base of constituent groups. Described as a “one-stop” office for the community, a site was selected directly adjacent to the campus. Shortly after the merger of individual CE operations, a Unit Strategic Plan was developed and implemented; this plan served as the initial blueprint to guide the growth and direction of coordinated outreach programming. Since that time, the Unit has expanded available subject areas, which now include business, nursing/health care, human services, education, youth, arts and sciences, language and culture, and conferences and special meetings. The Unit also houses the Small Business Development Center and a regional office of the Wisconsin Entrepreneur Network.

CE represents the primary outreach arm of the University and, often times, the first point of contact for the community (especially non-traditional students) to access campus resources, supports, and services. CE is somewhat unique to campus in that it requires a significant dependence on external funding (program fees, sponsorships, grants) to support over 75 percent of its operating budget with the majority of the remaining support realized through an annual appropriation from UW-Extension. This position requires CE to be very entrepreneurial in its approach to programming and in any day-to-day business practices.

In 2008, CE completed a 14-month process to develop its 2008-10 Strategic Plan with support from an external consultant. A primary goal of this effort was to create a plan that serves to more closely align the goals and action plans of the Unit with those of the campus and UW-Extension (Continuing Education, Outreach and E-Learning, and the Division of Entrepreneurship and Economic Development). The recently completed CE Strategic Plan is an outgrowth of both the campus Centennial Plan and the UW-Colleges/UW-Extension 2008-10 Strategic Plan and was further informed through campus and UW-Extension key informant interviews, community focus groups, staff input, market survey, and topic research.

As a result of this process, the following mission for the CE Unit was developed:

UW-Eau Claire Continuing Education/Extension enriches family, community, and economy through accessible education for people of all ages.

The revised CE mission statement is supported by the following six strategic goals:

1. Develop and offer innovative, responsive, and accessible lifelong learning opportunities for diverse audiences.
2. Contribute to regional business, community, and economic development.
3. Provide opportunities for faculty, staff, and community members to share their expertise.
4. Facilitate the engagement of the University with external audiences.
5. Broaden our base of available financial resources.
6. Attract, develop, and support human resources.

In addition, within the past two years, a new revenue sharing program has been implement-
ed and is already generating revenue in some units. There is evidence of increased interest on the part of faculty members in partnering with CE to implement outreach programming that reaches and serves non-traditional students. The CE Director has assigned individual programmers and has hired new staff to act as liaisons between the Colleges and CE, so that even though CE is now centralized, the Colleges have a direct link to its services.

In summary, the evidence collected to date indicates that the new centralized CE unit and multiple approaches for serving non-traditional students are a welcome and effective response to the 1999 challenge.

**CHALLENGE 5**

There is a lack of understanding in how the budget is developed and allocated at the UW System level.

**Response**

Efforts have been undertaken to enhance faculty and staff members’ understanding of budgetary decision-making processes at both the System and institutional levels, as well as to involve them in budget allocation processes at the institutional level.

The budget provided to UW-Eau Claire by the UW System changes by one of two mechanisms — either by fixed, “across-the-board” amounts, or via submission of a supplemental budget proposal (a “DIN,” described above under Challenge 2 and, in greater detail, in Core Component 2B). As mentioned under Challenge 2, recent years have been marked by significant reductions in State support. The Chancellor and executive staff members have communicated with members of the faculty, staff, and student body regarding budgetary issues, sometimes through the University Senate and sometimes via direct presentations to the campus community. Much of this communication has been coordinated by the Vice Chancellor for Business and Student Services and, more recently since the reorganization of that function, by the Chancellor and the Assistant Chancellor for Business and Finance.

An informational session with the University Senate in fall 2000 provided an explanation of how funds are allocated and an overview of the changes affecting UW-Eau Claire since the previous biennial budget. In late April 2003, the Chancellor sent a campus-wide message updating faculty and staff members regarding budget developments and urging attendance at an informational forum to be held in early May. This was followed by a follow-up message from the Chancellor to the entire campus in late August 2003.

In September 2003 the Vice Chancellor for Business and Student Services gave a presentation about the budget process and health insurance issues. Updates appeared in the weekly online Bulletin and administrators developed talking points for consistent communication. A web page was developed and linked directly to the University’s home page to provide timely updates and to engage the campus in open forums to discuss the budget challenges. While some of the documents on that web site are no longer live, the site illustrates the range of information and materials made available to the campus community and the opportunities for faculty and staff engagement with both University and UW System leaders.

In October 2004, in preparation for the State’s 2005-07 biennial budget, the Vice Chancellor for Business and Student Services presented to the University Senate regarding the System’s proposed budget requests. The presentation was focused on the process, challenges, and implications of the biennial budget process and on how UW System’s proposals compared with the Governor’s budget bill.
Again in 2005-07, the State budget impacted UW-Eau Claire in a negative way. In April 2005, the Vice Chancellor for Business and Student Services educated the University community about the 2005-07 biennial budget challenges in an all-campus forum. Campus leaders subsequently involved the University community in responding to the budget reductions through a series of forums designed to gather input and ideas on how the institution could most effectively meet budget challenges. Budget information and schedules of forum meetings were featured in the online Bulletin. Rather than presenting information, these forums were designed to solicit ideas and suggestions for addressing the reductions in resources. The ideas generated during such forums were compiled and shared with the campus community. University leaders followed up with reports to the University Senate Budget Committee and other groups in October 2005 regarding the final budget reduction plan.

In spring 2007, our new Chancellor initiated a major strategic planning process, one of the stated goals of which was to more effectively integrate the University’s planning and budgeting processes. The Chancellor also initiated a parallel effort to address the budget process, appointing a Budget Process Task Force comprised of faculty members, staff members, and a student to work with the Vice Chancellor for Business and Student Services and the four college deans. In support of the Task Force’s efforts to analyze the current budget process and make recommendations for an enhanced model, the Vice Chancellor of Business and Student Services initiated a series of presentations in fall 2007 to educate the campus community about budgetary planning processes and constraints at both the UW System level and the institutional level. Among the groups that received such presentations were the University Senate, Department Chairs, the Chancellor’s Advisory Committee, the Chancellor’s Leadership Group, and the Budget Process Advisory Task Force. During the same academic year, the Task Force began providing periodic updates regarding its work to the University Senate.

In fall 2008, the new budget process was introduced through a series of charrette presentations that included an overview by the University Planning Committee, linking the new budget process to the University’s annual strategic priorities and the planned program and services review. The Director of Business Services and the Academic Affairs Budget Director assisted with the presentations. As outlined in more detail in Core Component 2B, the integrated planning and budget process was designed to engage all levels of the campus community in developing annual budgets.

One feature of the new budget process was the implementation of a Quick Wins process to focus a pool of resources on institutional strategic priorities. Proposals were invited from across campus, 60 proposals were received,
with submissions from every division, and a total of 21 were funded. This process engaged faculty and staff directly in the budget process.

Also during the past academic year, the University Senate has redefined the role for its Budget Committee. Its primary task will now be to observe and provide feedback to administrators and to the University Senate on how the budget process is executed. This function will help to clarify faculty and staff understanding of the budget process at the University.

In the spring of 2009 the University again faced significant reductions in State funding totaling almost $8.6 million over the biennium. The finalization of that budget by the legislature is, as of this writing, still pending. In response to cuts of such magnitude the Chancellor used the newly introduced budget process to engage all divisions in determining the budget reductions. The Chancellor and his Vice Chancellor for Business and Finance held numerous information sessions for the campus, including presentations to the Chancellor’s Advisory Council, the University Senate, a campus-wide open forum, and meetings with the chairs and directors. A Budget Update web page was created to keep the campus informed, and suggestions for budget reduction ideas were solicited through an online survey that received more than 250 submissions. Results of the survey were shared with campus.

In combination, these initiatives represent an effort to provide faculty and staff members with opportunities to gain increased understanding of budgetary processes on several levels, and to recruit their participation in those very processes. While most of these efforts have been reactive in nature, designed to help members of the University community understand the impact of reductions in State support, and to gather input about how best to meet those challenges, the new budget process provides greater opportunities for campus engagement in the process. To date, the efficacy of efforts to enhance campus-wide understanding of budgetary issues and processes has not been evaluated in any systematic way. Moving forward, we recognize that it will be important to evaluate the extent to which such efforts are achieving their intended purposes.

**CHALLENGE 6**

**Assessment of student academic achievement in general education and the redefined baccalaureate degree are still in the formative stages.**

**Response**

We assess our General Education program at the institution-wide baccalaureate level, and such assessment is currently a high priority and the focus of significant effort within our institution. We have made progress in the areas of collecting and analyzing assessment data. A significant challenge remains regarding closure of the feedback loop in the form of intentional use of these data to inform continuous curricular and pedagogical planning and improvement.

The self-study process has yielded divergent opinions regarding the effectiveness of our prior assessment efforts. While some hold the view that we had made good progress since our last review, others disagree. There is general agreement that increased faculty engagement in the assessment process is needed. Following the language of the Higher Learning Commission, we are now striving to shift the campus-wide assessment mindset “from compliance toward commitment.” There is robust consensus that we need to “put our assessment data to work” in ways that lead directly to improved teaching and learning. We need to develop an efficient and systematized method by which to accomplish this aim. We have been working diligently in this direction since 2004.

Student achievement at the baccalaureate level has been assessed using multiple measures over the past decade:

1. The Portfolio project was fully implemented during 1999-00 academic year. WebPortfolios are introduced to students in Freshman Year Experience courses and faculty members are required by University Senate action to post relevant baccalaureate goals on their syllabi. Student portfolios are collected annually and are evaluated by faculty members who are trained in standardized scoring procedures. Portfolio evaluation results from 2001 through 2007 and detailed rubrics for portfolio assessment are available on our Assessment web site.

2. Starting in 1998, exit interviews have been conducted biennially by faculty volunteers. Students are recruited for the exit interviews through capstone courses, with different departments participating on a rotating basis. Scoring rubrics and summary reports for the exit interviews are
also available on the Assessment web site [EVIDENCE].

3. Our institution uses the Collegiate Assessment of Academic Proficiency (CAAP) to assess student reading and writing. Reports from 2001 through 2008 are available on the Assessment web site [EVIDENCE].

4. Survey instruments are also used as indirect measures of general education outcomes. The National Survey of Student Engagement (NSSE) is administered every other year, alternating with an Alumni Outcome Survey (administered by UW System).

Results of these measures are provided to departmental curriculum committees to enable them to assess the effectiveness with which they are helping students achieve the goals of the baccalaureate. The University Assessment Committee prepared a progress report in spring 2005 and the Provost requested that college curriculum committees, the University Academic Policies Committee, and the University General Education Committee discuss the report and prepare written responses. This report and the cover letter from the Provost are available via the following link: [EVIDENCE]. As a result of this process, the goals of the baccalaureate were revised in 2007. The University General Education Committee and the University Assessment Committee are now working to develop effective strategies for measuring learning outcomes related to the new goals.

Our 1999 NCA Consultant-Evaluators expressed the concern that the University Assessment Committee did not include student participation. Since 2006, a student representative has participated actively in the work of the committee.

The goal of strengthening our process for assessing student academic achievement is currently a high priority and the focus of energetic efforts within our institution. We have made progress in gathering and analyzing assessment data. We are currently working to develop effective methods for bringing those data to bear directly on teaching and learning strategies.

**CHALLENGE 7**

State legislative controls and restraints have a tendency to impede university initiatives and fiscal flexibility necessary to fulfill the university's mission.

**Response**

This circumstance remains largely unchanged since the 1999 review and lies beyond the institution’s control.

State-mandated procurement guidelines (e.g., end-of-year purchasing limits, required state contract purchasing, travel policies and restrictions) and administrative rules (e.g., fixed limits on “overload” compensation, state-controlled position allocations, permitted use of special course fees) indeed limit our flexibility and often act in tandem to make our operating environment quite challenging. Similar constraints apply to all State agencies in Wisconsin. Given these external constraints imposed by State requirements, effective management of our own internal policies and procedures becomes increasingly important and is a focus of our planning and continuous efforts toward improvement. An important objective of our strategic planning initiative is to heighten the effectiveness with which we design and carry out our own processes at the institutional level, in order to exercise any available flexibility in an optimal fashion. (This issue is explored in greater depth in the segment of this self-study related to Criterion 2.)

**CHALLENGE 8**

The graduate catalogue should adhere to NCA requirements for publication of institutional affiliation with the Commission.

**Response**

The Graduate Catalogue now states that the University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and provides a contact address and telephone number. (This change went into effect in 2001, with the first printing of the Graduate Catalogue following the 1999 NCA visit.)
In the past three years we have devoted a great deal of energy to our concurrent processes of self-study and strategic planning. These intertwining efforts have resulted in a comprehensive plan to guide our progress as we move forward. In our response to Criterion 1, we will refer often to a set of interrelated concepts and documents; these will be described below.

First of all, we refer to three levels of mission, each of which guides our activities in important ways. Broadest in scope is the University of Wisconsin (UW System) mission, followed by a mid-level core mission that directs all of the comprehensive universities within the UW System. Finally, the select mission for UW-Eau Claire is specific to our own institution.

We will refer frequently to our Centennial Plan, which is the product of an 18-month strategic planning process. The Centennial Plan articulates the vision for UW-Eau Claire, enumerates our core values, and describes seven overarching goals. Each year we identify a set of priorities (our Gold Arrow Priorities) for focused effort, to carry us toward the seven goals. Unifying all of these goals, priorities, and processes is our commitment to the values of equity, diversity, and inclusivity; stewardship and sustainability; innovation and continuous improvement; and effective leadership.

Throughout the entire self-study, we will refer to our learning goals. From 1999 through 2007, the specific name for that set of learning goals was “Goals of the Baccalaureate.” For reasons to be articulated in Criteria 1, 2, and 3, we realized those goals needed revision. Once that revision was made, our new set of learning goals became known as our “Liberal Education Learning Goals.” Throughout our self-study we will use these two terms very specifically, depending upon which time frame we are describing at any given point. There will also be instances in which we need to refer to our learning goals in a more general sense, to subsume the entire review period. For that purpose, we will simply use the generic term, “learning goals.”
Core Component 1A

Our mission documents are clear and articulate publicly our commitment.

Introduction

In response to this first Core Component, we provide evidence that our mission documents articulate our purpose. We describe the multiple layers of mission to which we are committed by virtue of our position and role within the University of Wisconsin System (UW System). Core Components 1A and 1C are inextricably linked, to the extent that it is difficult to talk about one without blending into the other.

Here, under Core Component 1A, we note briefly that our Higher Learning Commission (HLC) self-study process and our strategic planning process illuminated a lack of connection between our written campus mission and our lived mission. We have recognized the need to revise our written (select) mission for UW-Eau Claire to clarify it and to bring it into alignment with our lived mission. We introduce this pivotal issue here, and develop it more fully under Core Component 1C.

Our self-study methods for Core Component 1A included examining our mission documents; reviewing strategic plans for divisions and units; and conducting focus group discussions with students, classified staff members, administrative and professional academic staff members, deans, directors, academic department chairs, alumni, and faculty/instructional academic staff members. Survey data were also collected from all of the above groups. During the HLC self-study project, the University was concurrently engaged in a major strategic planning initiative. These two processes worked in tandem and resulted in a comprehensive strategic plan (known as our Centennial Plan), which includes methods for facilitating continuous improvement. Major outcomes include the initiative to revise the select mission for the University and our adoption of new undergraduate learning goals. Our HLC self-study includes information collected by the HLC Criterion 1 Study Group and by strategic planning work groups, as well as information from University-wide discussions that were built into the strategic planning process.

Context for understanding UW-Eau Claire’s Mission Documents

The University of Wisconsin–Eau Claire operates as one of 11 comprehensive universities in the UW System, which also supports two doctoral institutions (UW-Milwaukee and UW-Madison), and thirteen two-year campuses. The comprehensive universities are defined as “cluster” campuses. Because UW-Eau Claire
is part of the UW System, our formal mission consists of multiple components:

- The UW System mission
- The core mission of the cluster universities
- Our select mission, which is intended to describe the special nature of UW-Eau Claire within the UW System

Each of these levels of our mission is presented verbatim below, for ease of reference.

University of Wisconsin System Mission Statement

The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the UW System is the search for truth.

This system-wide mission presents a clear, public articulation of our commitment, in its most general form.

The Core Mission of the University Cluster Institutions

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the cluster shall:

(a) Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.

(b) Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extra-curricular programs.

(c) Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

(d) Offer a program of pre-professional curricular offerings consistent with the university’s mission.

(e) Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.

(f) Promote the integration of the extension function, assist the University of Wisconsin-

Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

(g) Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the State effectively and efficiently through the sharing of resources.

(h) Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

(i) Support activities designed to promote the economic development of the State.

Although this core mission for the UW System cluster campuses is not readily available in UW-Eau Claire publications, it is easily accessible on the official UW System web site. This statement clearly and publicly articulates our role as one of the cluster campuses.

Select Mission of the University of Wisconsin-Eau Claire

(In effect at the time of this writing)

The University of Wisconsin-Eau Claire is a comprehensive university whose purpose is to foster the intellectual, personal, social, and cultural development of its students. The University provides an academic environment designed to encourage faculty-student interaction and promote excellence in teaching and learning, scholarly activity, and public service. Its residential setting fosters personal and social development through a rich array of co-curricular activities.
The University’s focus is a liberal arts based education across the curriculum in all programs. The University places a special emphasis on experiential learning activities, such as international studies, faculty-student research collaboration, internships, and community service. UW-Eau Claire is the University of Wisconsin System’s Center of Excellence for Faculty and Undergraduate Student Research Collaboration.

In addition to the University of Wisconsin System Mission and the Core Mission of the University Cluster Institutions, the University of Wisconsin-Eau Claire has the following select mission:

- To provide undergraduate education in a broad range of programs, based on a strong general education component emphasizing the liberal arts and sciences, offering degrees in the arts and sciences, allied health fields, business, education, nursing, and other areas that grow clearly from University strengths and meet identifiable regional and state needs.

- To provide graduate education, at the master’s and specialist levels, in select programs that grow clearly from undergraduate strengths and meet identifiable regional and state needs.

- To support and encourage scholarly activities, including research and creative endeavors, that enhance its programs at the associate and baccalaureate level, its selected graduate programs, and its special mission.

- To support the cultural, educational, and economic development of the immediate region in a variety of ways, including its outreach and community service programs.

This select mission for UW-Eau Claire is available to the public on the UW System web site and the UW-Eau Claire web site, and is published in our University Catalogue. The UW-Eau Claire select mission was approved by the UW System Board of Regents in 2002. While the select mission is the Board of Regents’ approved mission for UW-Eau Claire, a number of additional public documents articulate policy and vision for the University. These include our recently revised learning goals (to be detailed presently), mission statements for divisions and units, division-level strategic plans, and a comprehensive UW System diversity plan with select components relevant to UW-Eau Claire.

Our HLC Self-Study Survey showed that, with the exception of our UW-Eau Claire students, the University’s primary constituents are generally aware of the presence of a select mission for the institution and know where to find the select mission documents. There is a prominent web page link to the select mission on the UW-Eau Claire web site and the mission appears in a prominent position within the 2008-09 University Catalogue. Following the self-study survey, several participants arrived for follow-up focus group sessions with copies of the select mission in hand, and were prepared to discuss it in detail. Our findings indicated that, while most constituents are aware of the presence of the select mission statement, it is clear that several other policy documents are more influential in determining University actions. The most prominent of these is our new Centennial Plan.

In cooperation with the study groups that addressed other HLC Criteria, the Criterion 1 Study Group included questions on the campus HLC Self-Study Survey, and followed up on respondents’ answers via focus groups at a later date. Among many other points of interest, we wanted to ascertain the degree to
which our students, staff members, and faculty members are aware of the select mission for UW-Eau Claire. While most constituents expressed awareness of the select mission of the University, focus group data indicated that students were unfamiliar with the select mission. They had a tendency to confuse the select mission with the University’s motto (“Excellence”) or with the institutional learning goals (Student Focus Group Transcripts). It was notable that students reported they seldom (if ever) look for policy information in the University Catalogue or in other print documents. Instead, they reported relying almost entirely upon electronic documents for access to University policy statements.

Most survey and focus group participants were accurately aware that UW-Eau Claire primarily serves 18-25 year old undergraduate students, about 99% of whom come from Wisconsin and Minnesota; that we serve about 500 graduate students; and that about 7% of our undergraduate student body is nontraditional. General consensus was that UW-Eau Claire serves this population very well (HLc Survey and Focus Group Data). According to these findings, our students, staff members, faculty members, and instructional academic staff members hold accurate perceptions about the general demographic make-up of our student body and believe we are effective in carrying out our mission.

**IMPACT OF THE STRATEGIC PLANNING INITIATIVE ON OUR MISSION**

In Academic Year (AY) 2007-08 an ambitious campus-wide strategic planning process was undertaken, resulting in the development of our 2008-2016 Centennial Plan. Hundreds of students, alumni, faculty members, staff members, and external constituents participated in this planning process, which reaffirmed and reinforced our strong, central commitment to our students’ success. Specifically, there was strong agreement that we strive to promote student learning, whole-student development, faculty/student interaction, rigorous academics, liberal education, student preparedness to become productive members of an engaged and global citizenry, and the fostering of a culture that consistently puts student learning first and inspires students to meet high academic standards. As a result of our strategic planning process, we articulated the following new vision for the University:

**We will be the premier undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused undergraduate liberal education and distinctive, select graduate programs.**

The above vision is based on purposeful engagement with four core values identified in the course of our strategic planning process. These core values both honor UW-Eau Claire’s history and look actively to the future. They are articulated in our Centennial Plan (and posted on the strategic planning web site). We present them below for ease of reference:

- Diversity and inclusiveness (see Criterion 4)
- Stewardship and sustainability (see Criterion 2)
- Innovation and continuous improvement (discussed throughout self-study)
- Leadership (see subsequent sections of Criterion 1)

Seven specific University goals emerged from the planning process. These seven goals can be described as falling into two categories: goals related to transforming learning, and goals related to transforming the University. The seven goals are listed below:

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<tr>
<th>Goals for Transformation</th>
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<tr>
<td><strong>Goals to Transform Learning</strong></td>
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<tr>
<td>1. Foster purposeful learning</td>
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<td>2. Promote connected learning</td>
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<tr>
<td>3. Accelerate global learning</td>
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<td><strong>Goals to Transform the University</strong></td>
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<tr>
<td>4. Nurture human resources</td>
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<tr>
<td>5. Amplify financial resources</td>
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<tr>
<td>6. Focus programmatic resources</td>
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<tr>
<td>7. Steward physical resources</td>
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We have identified specific Gold Arrow Priorities (each accompanied by specific action projects) that will lead us toward each of these seven strategic goals, and we began working on the first set of these priorities in fall 2008.

The following schematic shows the interrelationships between the goals, values, priorities, and short-term action projects that organize and unify our efforts to fulfill our mission.
IMPLEMENTING our PLAN | 2008-09

GOAL 1
Foster Purposeful Learning

GOAL 2
Promote Connected Learning

GOAL 3
Accelerate Global Learning

GOAL 4
Nurture Human Resources

GOAL 5
Amplify Financial Resources

GOAL 6
Focus Programmatic Resources

GOAL 7
Steward Physical Resources

UNIVERSITY GOALS
VALUES
GOAL ARROW PRIORITIES
ACTION PROJECTS

GOAL 1
Foster Purposeful Learning

GOAL 2
Promote Connected Learning

GOAL 3
Accelerate Global Learning

GOAL 4
Nurture Human Resources

GOAL 5
Amplify Financial Resources

GOAL 6
Focus Programmatic Resources

GOAL 7
Steward Physical Resources

TRANSFORM LEARNING

TRANSFORM THE UNIVERSITY

University of Wisconsin
Eau Claire

Criterion One
Together, the vision, goals, values, priorities, and action projects represent the products of our strategic planning process (to be described in greater detail under Core Component 2A). We look forward to evaluating the effectiveness of our Centennial Plan now that it is under way, and we are prepared to revise it as necessary to achieve optimal outcomes.

**INITIATIVE TO REVISE THE UW-EAU CLAIRE SELECT MISSION STATEMENT**

One important finding of both our HLC self-study and our strategic planning process was that our written select mission does not provide sufficient clarity and focus to guide our work in a meaningful way. Further, it is removed from the lived mission that almost everyone on campus can readily articulate. Hence, our self-study indicated the need to revise our select mission statement. (This issue will be covered in greater depth under Core Component 1C.)

In response to this finding of our HLC self-study, the University Planning Committee has drafted a new select mission statement for the campus, with the intent of bringing our written mission and our lived mission into alignment. Specifically, the aim is to develop a statement that accurately reflects our commitment to providing a rigorous liberal education characterized by high-quality teaching and learning; and our commitment to student success, faculty/student interaction, and student support and development. At the time of this writing, the new mission statement is in draft form, awaiting consideration by the University Senate. Though we fully recognize this draft statement may undergo significant changes before approval, we present it here to highlight the status of our work on the mission statement at the time of this writing:

**Draft Revised Select Mission Statement for UW-Eau Claire**  
*(Proposed March 11, 2009)*

We serve the public good by educating tomorrow’s leaders. Our integrated, transformative liberal education emphasizes experiential learning and prepares responsible citizens to work toward a more equitable world.

**UNDERGRADUATE LIBERAL EDUCATION LEARNING GOALS ARTICULATE SPECIFIC ASPECTS OF OUR ACADEMIC MISSION**

Our undergraduate academic program centers around our Liberal Education Learning Goals (revised in 2007 from our former Goals of the Baccalaureate). An in-depth discussion of the former and current learning goals, our rationale for revising them, and our efforts to assess students’ progress toward the goals appears under Core Component 2c. To avoid redundancy, we will not duplicate all of that information here. It is, however, germane to introduce our new liberal Education learning Goals (effective December 2007) at this juncture, as these serve to guide and organize our undergraduate academic program. Our Liberal Education Learning Goals help us to be intentional about our students’ learning and the larger environment that supports and fosters it, and about our strategic planning and our initiative to develop a new structure for our General Education program. Our Liberal Education Learning Goals are listed below.

**Goals of the Graduate Degree**

At the graduate level, we have developed (in 2006) a set of goals specific to graduate education, and have initiated assessment of student progress toward those goals via semi-annual exit interviews which began in 2007. The Goals of the Graduate Degree follow:

**Objectives of the Graduate Degree**

Graduates will have the ability to:

1. Demonstrate advanced mastery of the methodology, techniques, and practices specific to the field of study
2. Excel in written and oral communication, with the ability to convey complex ideas clearly, consistently, and logically

3. Demonstrate understanding and mastery for appropriately managing a range of general and discipline-specific ethical dilemmas

4. Utilize the research or scholarship of the discipline and produce scholarly or creative products consistent with disciplinary standards

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**CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 1A**

**Our mission documents are clear and articulate publicly our commitment.**

Based upon our self-study findings, we conclude that our UW System mission statement and our core mission for the cluster institutions are public and provide an accurate and effective articulation of our purpose. Conversely, our self-study process has brought to light a pervasive sense of dissatisfaction with the select mission statement for UW-Eau Claire. Specifically, we recognize the need to bring our written mission statement into alignment with the lived mission of the institution (see Core Component 1C for a more in-depth discussion). Efforts to do so are already under way, with a revised draft statement soon to be submitted for consideration through the shared governance process. Our sole recommendation for Core Component 1A is that we follow through with this important initiative.
In our mission documents, we recognize the diversity of our learners, other constituencies, and the greater society we serve.
In addition to signaling a safe and welcoming environment, a diverse campus and curriculum broadens and deepens the educational experience for our students. Students who encounter and interact with difference will enhance their social competencies and the communication skills that they need to develop into productive and ethical participants within a pluralistic world. As an institution committed to the values of liberal education, the University of Wisconsin-Eau Claire encourages the learning that results from dialogues animated by diverse perspectives.

Achieving a diverse campus community is the first step toward a meaningful incorporation of diversity into the culture of the University of Wisconsin-Eau Claire. Therefore, we are dedicated to the recruitment, retention, and advancement of a diverse student body, faculty, staff, and administration. In the same spirit, we support the diverse teaching and research activity of our instructors. By making this full and accountable pledge to justice, respect, and equity among all people, the University of Wisconsin-Eau Claire strives toward its mark of institutional excellence.

Human diversity is valued as a central component of University life and the campus community, identifiable through our Cultural Diversity requirement for the baccalaureate degree, the infusion of a cultural diversity component in many courses, rich international courses and international learning opportunities, and ongoing efforts to diversify our campus community. (See Criterion 4 for a more in-depth discussion.)

As noted in our Challenges from 1999 and detailed in Core Component 4C of this self-study, despite concerted efforts, diversification of our campus community remains a challenge that requires our energetic attention as we move forward. While we have made forward strides toward increased diversity of gender, sexual orientation, socioeconomic status, ability and disability, and international representation, we must continue our efforts in those regards, and must work to build a stronger base of ethnic and racial diversity in our campus community. A summary of our specific demographic makeup can be found via the following link: [EVIDENCE]. For the purposes of this Core Component, we will keep the focus on our recognition of diversity in our mission documents.

In 1997 the UW System launched an initiative titled Plan 2008, with the aims of increasing the racial and ethnic diversity of the faculty, staff, and student body, and increasing diversity activities on campuses throughout the State. In response to this initiative, we have focused more intently on increasing our ethnic and cultural diversity, as well as developing a more explicitly supportive environment for those of diverse backgrounds. Some of the outcomes of this effort include the following:

- The development of new curricular major and/or minor programs in American Indian Studies, Women’s Studies, and Latin American Studies
- Implementation of the Peer Diversity Educators program
- The appointment of an Equity, Diversity, and Inclusivity Fellow (to be described presently)

The continuing growth of our Center for International Education and our thriving Study Abroad program provide further evidence of our focus on multicultural education. This emphasis may also be seen through diverse programs presented on campus through our Artists and Forum Series (sponsored by University Centers and Programs), the Visiting Minority Scholar/Artist in Residence program, and initiatives supported by Housing and Residence Life (e.g., the MOSAIC program [Making Our School an Intercultural Community]). In addition to University-wide programs, several departmental initiatives are currently in place (e.g., our Social Work program in South Africa, Education and Nursing programs in American Indian tribal communities, and Service-learning projects in inner city areas of Washington, DC).

One of the goals of Plan 2008 was to increase the amount of financial aid available to needy students, thus reducing their reliance on loans. Since the implementation of Plan 2008, collaboration between our Office of Multicultural Affairs and the UW-Eau Claire Foundation has facilitated increased financial assistance to strengthen enrollment,
retention, and graduation of multicultural students. Several new scholarships have been established specifically to support students of diverse ethnic background. Examples include the Diversity Scholars Awards, the Boyken scholarship, and the Lazcano scholarship. Departmental diversity scholarship examples include the Wells Fargo Business Diversity scholarship, the Xcel Energy Business Diversity scholarship, and the Webb Diversity Tuition scholarship.

We have made steady, though gradual progress toward our goal of increasing our enrollments of students of color, as shown in the following table, extracted from the 2008 Achieving Excellence Report.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>1998</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>454</td>
<td>485</td>
<td>503</td>
<td>558</td>
<td>580</td>
</tr>
</tbody>
</table>

(More detailed data can be found in the 2008 Achieving Excellence Report, p. 1.)

We can claim modest progress in our retention of students of color, with second-year retention rates increasing from 72% in 2000 to 81% in 2007. We have not succeeded in increasing graduation rates for students of color. The six-year graduation rate has dropped from 58% for students who entered in 1999, to 49% for students who entered in 2002. (It should be noted that the graduation rate reported here reflects the percentage of students of color who began their college education at UW-Eau Claire and graduated from any institution in the UW System.)

We have several multicultural student organizations (including the Black Student Association, the Hmong Student Association, the Native American Student Association, and the Student Organization of Latinos), and representatives of ethnic minority groups are active participants in student government.

Students and faculty members from the jazz program in our Department of Music and Theatre Arts traveled to Chinese universities, furthering relationships between UW-Eau Claire and these universities. The Chancellor accompanied the musicians on this outreach trip. In response to our renewed emphasis on diversity, the Department of Music and Theatre Arts has implemented the policy that large ensembles should include in every concert tour at least one school of extensive minority or multicultural population.

Awareness of diversity issues has been a theme of the Chancellor’s address to faculty and staff members at our Opening Meetings in 2006, 2007, and 2008. One of the core values expressed in our Centennial Plan is the intent to foster equity, diversity, and inclusivity. The work groups tasked with leading our pursuit of this goal have focused their efforts in six primary areas:

- Recruitment of a more diverse student body
- Retention of diverse students through graduation
- Recruitment and retention of a more diverse faculty and staff
- Enhancement of a welcoming, supportive climate for diverse individuals
- Strengthening of our curriculum and pedagogy to reflect commitment to diversity
- Supporting professional development that will enhance diversity

Quoting higher education researcher K. Patricia Cross (1989):
"...the biggest and most long-lasting reforms of undergraduate education will come when individual faculty or small groups of instructors adopt the view of themselves as reformers within their immediate sphere of influence, the classes they teach every day."

In this vein, many instructors work to expand diversity across the curriculum and within their specific courses. Every department and unit on campus has articulated alignment of its activities with the goals of Plan 2008, as documented in the UW–Eau Claire Plan 2008 Phase II report (December 2004). Specific examples of such alignment can be found at the following link: [EVIDENCE].

Our Affirmative Action Officer meets with faculty and staff search committees and monitors recruitment processes to support efforts to recruit highly qualified employees from diverse backgrounds. The Affirmative Action Office also provides training across campus on anti-discrimination laws.

In 2008, the Chancellor appointed an Equity, Diversity, and Inclusivity (EDI) Fellow to foster dialogue and collaboration across campus on equity, diversity, and inclusiveness and to further our progress toward integrating these principles into our curriculum and climate. The EDI Fellow chairs our Equity Scorecard Team, and is involved in our campus planning and management for two UW System initiatives: the Campus Climate Assessment and “Inclusive Excellence,” an initiative that aims to foster greater diversity, equity, inclusion, and accountability at every level of university life.

At the opening of the 2008-09 Academic Year, the Chancellor sponsored a diversity workshop that met with resounding success. The event was held in the largest meeting venue on campus, and so many faculty and staff members attended (approximately 350) that numerous additional tables had to be brought in.

The College of Arts and Sciences is currently sponsoring a series of events under its Dismantling Racism initiative. More than 40 faculty and staff members from 19 departments, programs, and units, along with several community members have participated in this year-long dialogue, and another cohort of participants began the program in spring 2009.

**CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 1B**

**Our mission documents recognize the diversity of our learners, other constituencies, and the greater society we serve.**

Although our mission documents articulate recognition of the diversity of our learners and the greater society we serve, we recognize the need for continued, concerted effort to bring this commitment to fruition through intentional efforts to strengthen our equity, diversity, and inclusivity. Such efforts are already well under way (e.g., our campus-wide Equity, Diversity, and Inclusivity efforts; the appointment of an Equity, Diversity, and Inclusivity Fellow; the Dismantling Racism project; and others). We need to ensure that we follow through with and build on these efforts as we move into the future. We recognize that sustained effort and resource allocation will be essential to succeed toward this goal. Most importantly, our institutional commitment to equity, diversity, and inclusivity, as reflected in our proposed select mission statement, our Centennial Plan, our Gold Arrow Priorities, and our new Liberal Education Learning Goals all point to the seriousness of our efforts.

Based upon the findings of our self-study, the following recommendations are offered:

1. It will be essential that we implement specific plans to support our strategic initiatives to enhance diversity among our students, faculty, and staff. Resources must be brought to bear in support of these activities if we are to succeed in bringing our aspirations to fruition.

2. We need to follow through with plans to revise the UW-Eau Claire select mission to incorporate recognition and valuing of diversity and equity. Further, we need to continue striving to fully internalize that valuing.
Criterion One
INTRODUCTION

In response to this Core Component, we present evidence that a clear shared understanding of mission pervades UW-Eau Claire, and that there is a strong shared commitment to that mission. Under Core Component 1A, we provided evidence that we have clear mission documents that articulate publicly our commitment. Here, under Core Component 1C, we submit that our students, faculty and staff members, alumni, and community members possess a solid shared understanding of our mission; however, as we noted under Core Component 1A, our self-study has revealed an important lack of connection between our select mission as it appears in written documents, and the lived mission that we all understand, agree upon, and support. We develop that finding in greater detail in the upcoming section. We also describe the relationship between our mission and our planning, budgeting, organizational, and administrative processes.

Our HLC Self-Study Survey was sent out to all students, instructors, and staff members, and to selected alumni and community members. After analyzing the results of the online survey, we followed up by engaging each of the aforementioned constituencies in focus group sessions, with the aim of gaining clarification and additional depth to supplement the survey responses. We also interviewed key administrators who are knowledgeable about the financial workings of the institution. In the segments that follow, we summarize the information collected via these various avenues.

ALIGNMENT OF UNIVERSITY ACTIONS WITH OUR MISSION, VISION, AND VALUES STATEMENTS

As one of the comprehensive institutions within the UW System, we must be responsive to three separate, but related missions: the UW System mission; the core mission of the university cluster institutions; and our own UW-Eau Claire select mission (each of which was presented verbatim under Core Component 1A). These official mission statements are approved at the level of the UW System Board of Regents and any changes require the Board’s approval. In addition, as mentioned in Core Component 1A, numerous other local documents provide more fine-grained guidance for day-to-day activities.
**OUR SELECT MISSION STATEMENT IS IN NEED OF REVISION**

Our HLC survey results showed that most community members and most UW-Eau Claire faculty and staff members and alumni are aware that UW-Eau Claire has a select mission statement, and most of these respondents know that our select mission is published in both the University Catalogue and on the official UW-Eau Claire web site. When invited to state our select mission, however, few faculty members, staff members, students, or alumni were able to do so. Most students who responded to our self-study survey were not aware of the select mission, and those who were aware did not know where to find it.

Interestingly, when provided with copies of all three mission statements (the UW System mission, the core mission, and our select mission), participants in all focus groups expressed general agreement that there is consistency between all three mission statements and our aims at UW-Eau Claire.

While it is clear that almost all faculty and staff members know about UW-Eau Claire’s select mission statement, know where to find it, and (albeit to a lesser degree) know in general terms what it says, focus group responses to our written select mission statement ranged from ignorance, through annoyance, to active dislike. While certainly not inaccurate, there was broad agreement that our UW-Eau Claire select mission statement does not adequately capture the thrust of what our institution aims to accomplish.

Most focus group participants expressed the view that our mission statement fails to describe UW-Eau Claire as a unique or distinctive campus community. In fact, it might well describe any number of other institutions of higher education across the country. A frequent theme was that the select mission seemed to suggest that UW-Eau Claire is trying to “be all things to all constituents,” and that the statement is too generic and diffuse. Further, there was consensus that our select mission has not functioned as a useful tool to guide departments and units in setting goals and priorities.

**OUR “LIVED MISSION”**

As introduced briefly under Core Component 1A, a finding of particular interest and import was that, while many on campus lack the ability to quote our existing mission in detail, most individuals can articulate a clear description of our shared commitment and common purposes. This lived mission is at the heart of what we do at UW-Eau Claire and is a powerful, pervasive, and guiding force.

When asked to articulate our mission spontaneously without access to a copy of the written document, faculty and staff members’ responses generally included the following themes:

- Our strong commitment to student learning serves as the unifying force behind everything we do at UW-Eau Claire.
- We strive actively to facilitate student learning and success.
- We support effective teaching.
- We provide a distinctive, transformative student experience.
- We provide a very high level of direct faculty/student interaction (99% of instruction is delivered by faculty members and instructional academic staff members — not adjuncts).
- We emphasize the importance of a liberal education.
- We offer professional programs that serve the needs of our region.
- Our primary focus is on undergraduate education; we also have strong, focused graduate programs.
- We emphasize the importance of experiential, globally-focused learning.
- We are committed to community engagement.
- We strive to facilitate lifelong learning.
- We prepare students to be effective, engaged citizens of a global society.
- We devote considerable energy to the goal of providing as many undergraduate students as possible with undergraduate research opportunities.
- We provide excellent quality for an exceptional value, compared to similar institutions.

Thus, our self-study process revealed that we essentially have two select missions at UW-Eau Claire — one written and one lived. The above themes, spontaneously articulated in numerous HLC focus groups and discussion sessions, capture our lived mission. This lived mission is at the core of our shared understanding and commitment. This has been one of the most fruitful revelations illuminated by our self-study process, and it has led us to the recognition that we need to align our written mission with our lived one. That project
Criterion One is currently under way, with a draft revised mission statement (presented verbatim under Core Component 1A) before the University Senate for consideration at the time of this writing.

Another important (and uncomfortable) self-study discovery was that across numerous discussions about this lived mission, there was little mention of issues related to equity, diversity, and inclusivity. (This is also true of our written select mission statement.) Though this is painful to acknowledge, it suggests that we have not yet fully internalized or taken full ownership of those values; they are not yet second nature. This may help explain, in part, why we have not made more progress toward diversifying our campus community to date. We appreciate the value of this finding and the implicit message it carries: We have work to do. We will use that information in a constructive manner to inform our efforts as we move forward.

**OUR DAY-TO-DAY ACTIVITIES ARE WELL ALIGNED WITH THE UW SYSTEM MISSION AND THE CORE MISSION FOR THE CLUSTER CAMPUSES**

In the context of focus group sessions, all constituents (students, faculty members, staff members, alumni, and community members) were able to generate meaningful examples of University actions that align with the UW System mission, the more specific core mission for the cluster campuses, and our own UW-Eau Claire select mission. Some of the examples mentioned most frequently included our emphasis on excellence in teaching, and our signature strengths in the areas of faculty/student collaborative scholarly work and international education.

To summarize, we found good alignment between both our UW System mission and our core mission as a cluster campus, and day-to-day operations and activities at UW-Eau Claire. While our select UW-Eau Claire mission is not inaccurate, it fails to fully and succinctly capture our day-to-day lived mission and is, therefore, in need of revision to achieve alignment between the written document and the shared understanding of members of the campus community.
Our mission drives our planning, budgeting, organizational, and administrative processes

The UW System Board of Regents expects each institution to conduct academic planning in accord with all three mission statements (the UW System mission, the core mission for the cluster institutions, and the select mission of the specific campus) (UW System Academic Planning Statement No. 1). At UW-Eau Claire the University Planning Committee (appointed by the Chancellor, in consultation with shared governance) reviews the mission statements of the University and provides planning recommendations to the Chancellor and the University Senate Executive Committee. The Academic Policies Committee of the University Senate is responsible for recommending policies for academic programs (Faculty and Academic Staff Handbook, August 2006, 3.7 & 3.14). UW-Eau Claire must respond effectively to considerable structuring of its budget parameters by external entities (including, but not limited to the State Legislature and UW System Administration). Suffice it to say that the complexities and constraints of those multiple levels of budget controls impinge significantly upon our ability to manage our budgeting and planning in flexible ways. However, to the greatest extent feasible within the parameters of these constraints, we devote considerable effort to ensuring that our planning, budgeting, organizational, and administrative processes are driven by, and aligned with our mission. This has become particularly true since we implemented our most recent strategic planning initiative.

During fiscal years 2001 through 2008, UW-Eau Claire has experienced repeated, major budget cuts, including elimination of more than 50 positions, base reductions and budget lapses (meaning that we have had to return money to the State of Wisconsin at the end of a fiscal year), as determined by the State budget process (UW-Eau Claire Budget Reduction Narrative, Phase I). Moreover, the Governor’s budget for 2009-10 proposes significant additional reductions. These total nearly $2.2 million in base reductions of State support, and an additional $1.5 million one-time reduction in State support. We will not know the final 2009-10 budget reduction amounts until the legislative process is completed.

In response to reductions in State support in recent years, our emphasis at UW-Eau Claire has been to “strategically protect our mission in a time of fiscal uncertainty” (Personal Communication, Provost, February 6, 2003). The Academic Affairs Leadership Council published its Budget Planning Principles and Guidelines (Jan. 6, 2003) for the University community and held a series of forums and meetings to address budget challenges, inviting all members of the University community to submit comments and suggestions. At the time of this writing, as we face the current round of reductions, the Chancellor has initiated similar communications with numerous leadership groups on campus.

In the UW-Eau Claire budget, about $3.1 million come from student segregated fees (Organized Activities). The Student Senate, under Chapter 36.09 (5) of Wisconsin Statutes, allocates these funds subject to the approval of the Chancellor. Auxiliary Enterprises (e.g. residence halls, food service, student center, parking) construct their budgets in accordance with UW System and Regent policies.

What most of us think of as “the budget” includes a capital budget (facilities/buildings) and an operating budget. Both budgets are subject to constraints from the Board of Regents and from State government. For example, UW-Eau Claire has a General Development Plan (2005-11) to guide the capital budget. This plan was created in March 2004, with input from units and academic departments. UW-Eau Claire is currently engaged in developing a facilities master plan, in conjunction with UW System and the Department of State Facilities. Both the General Development Plan and the expected facilities master plan are influenced by our mission to anticipate space needs and match our facilities with institutional needs as we operationalize our mission. However, to build a new building or substantially renovate an existing building, permission must be given and money allocated by the Board of Regents and the State Building Commission. Hence, we are not in full control of our own planning processes.

The general operating budget (the largest amount of money) includes funds for personnel (salaries and benefits), instruction, and academic support programs. This is the budget that impacts our ability to carry out the UW-Eau Claire select mission, because it funds all instructional personnel and all academic department support. In years when the State cuts our budget, careful attention is given to developing an institutional budget that minimizes damage to the institution — especially to instruction.

Our mission has also driven proposals for new academic programs. For example, the College of Nursing and Health Sciences requested and received permission from the Board of Regents to plan a Doctor of Nursing Practice
This process was implemented at the time of this writing. This process required every University unit and department to submit a quality evaluation and enhancement report in spring 2009. We call this self-evaluation process the Program to Evaluate and Enhance Quality (PEEQ) model. It will be described partially here, and discussed again later in the self-study, under Criterion 2. Decisions about campus-wide budget allocations will take into consideration the results of the PEEQ evaluation process. Emphasis will be placed upon making decisions in accord with a department or unit’s ability to demonstrate its effective alignment with the Centennial Plan, and with the lived mission of our institution.

At the time of this writing, we are well under way with our PEEQ process, which is designed as a comprehensive initiative to address the challenges of maintaining excellence despite less-than-ideal financial circumstances. To explain the nature and purpose of the PEEQ process, we present the following quote from the PEEQ web site:

The UW-Eau Claire “Transforming Our Future” Centennial Plan sets a bold vision for us to become the premier undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused, undergraduate liberal education, and distinctive, select graduate programs. For that to happen, we must assess where we are now so that we can focus our efforts for the future. In fact, because our resources are already stretched quite thin — and the current economic climate will likely produce new State budget shortfalls — we cannot develop new campus initiatives without giving up some of the things we currently do. We simply do not have the resources or the personnel to keep adding to our collective load. The PEEQ (Program to Evaluate and Enhance Quality) effort is about setting campus priorities and making intentional choices about what work we will take on and what we will let go. PEEQ is our implementation of the Centennial Plan’s charge to “conduct a comprehensive program and services review to strengthen liberal education and concentrate resources on our priorities.” (Goal 6 priority; Centennial Plan page 16). That plan asks us to act on this now and “conduct a transparent, collaborative, comprehensive review of all campus programs and services, based on national and local standards, to inform the development of divisional plans” (Centennial Plan page 19).

We can make the right choices with a thoughtful, data-informed analysis of where we are, followed by careful planning and prioritizing about where we want to go. Combined with a new budget process, PEEQ and the information it provides to us will help us establish priorities, compare the effectiveness of current University activities, and support initiatives that are clearly linked to the long-term goals of the Centennial Plan (PEEQ web page, Provost’s web site).
UW-EAU CLAIRE
CONSTITUENTS
UNDERSTAND AND
SUPPORT OUR MISSION

Representatives of all UW-Eau Claire constituents indicate support for the principles of our collective mission statements (with the exception of the aforementioned dissatisfaction with our select mission statement).

The University is deeply engaged in ongoing strategic planning and self-study projects that have led to a more focused vision for the University, and that have already led to an initiative to revise the select mission for the campus. In charrettes, written comments, HLC focus groups, and other open meeting opportunities, strong and consistent evidence was presented for the degree to which members of the campus community share a common understanding of the UW-Eau Claire educational mission. Consistently expressed, distinctive features included our commitment to students at all levels, faculty/student engagement, the importance of the teaching mission of the University, and an understanding of education as a personal transformation in the lives of students. These shared goals and commitments have been captured in our Centennial Plan and have been used to frame a draft revised select mission statement for UW-Eau Claire.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 1C

Understanding of and support for our mission pervade the institution.

Our self-study findings indicate widespread understanding of, and support for the UW System mission and the core mission for the cluster campuses. Our sole recommendation for Core Component 1C is that we pursue the initiative already under way to revise our select mission statement, to align it with our lived mission.
INTRODUCTION

At UW-Eau Claire, we have a strong commitment to our shared governance model. To gather and evaluate the information needed to respond to this Core Component, we began by reviewing the multiple mission documents that guide our work, and by reviewing the University’s governance policies and procedures, and the institution’s organizational structure. We included a set of questions specific to this core component in the campus-wide HLC Self-Study Survey. After analyzing the survey data, we followed up through a series of focus groups with students, staff members, and faculty members. Several members of the HLC Study Group that worked on Criterion 1 also played central roles in the concurrent strategic planning initiative, working on similar issues related to leadership, administrative structures, and governance practices. This overlap in HLC self-study and strategic planning personnel set the stage for fruitful cross-pollination of ideas between the two parallel processes.

LEADERSHIP BY THE UNIVERSITY OF WISCONSIN SYSTEM BOARD OF REGENTS

The University of Wisconsin System Board of Regents appoints the President of the UW System and the chief officer (i.e., the chancellor) of each campus. All appointees serve at the pleasure of the Board. The Board delegates to each institution the authority and responsibility to provide leadership as necessary to carry out the mission of the organization (including the core mission for cluster institutions and the select mission of the specific campus). The Board of Regents sets policy for the UW System as a whole, and for each of its member campuses. Among many other functions, the Board sets admission standards, reviews and approves budgets, and establishes the framework within which the individual campuses operate. Wisconsin Statute 36 describes the authority of the Board and the UW System Administration.

We document UW-Eau Claire’s accountability to Board of Regents policies and initiatives through our Achieving Excellence reports (since 1993), Retention and Graduation reports, Plan 2008 reports (on the topic of campus diversity initiatives) and numerous other documents.
Several types of local decisions are subject to approval by the Board of Regents prior to implementation. Examples include decisions regarding tenure and promotion, sabbatical leaves, construction of new buildings or major renovations of existing buildings, and the planning and initiation of new majors and programs of study.

One of the key roles of the Board of Regents is to advocate for UW System institutions with the State Legislature. For example, the Board advocates on our behalf for faculty retention salary funds, base budget proposals for special initiatives, our annual pay plan, and domestic partner benefits. The Board also provides leadership in the form of mandates or encouragement for us to participate in improvement initiatives. For example, the Board has challenged us to increase the diversity of our campus community through such initiatives as the Equity Scorecard, Plan 2008, and the Compass Project. The fact that we are accountable to the Board regarding these initiatives helps us sustain the effort needed to effect meaningful change.

Approval of the Board of Regents is required for initiation of any new academic major program. The Board promotes effective pursuit of our mission by requiring that we consult and/or collaborate with other institutions in the UW System to ensure that any proposed new program will not duplicate or present competition to a program available through a sister institution. This requirement engenders communication and collaboration between UW-Eau Claire and other UW System institutions.

Recently the Board has implemented the requirement that we present a clear academic plan when we request approval to establish new academic programs.

Another initiative deemed important by the Board of Regents is our participation in the Voluntary System of Accountability (VSA). This national program provides a standardized approach to reporting key outcomes. It enables us to demonstrate our accountability to stakeholders in a concise format that allows for comparison with other institutions regarding enrollment, degrees offered, financial aid available, student engagement, and student learning outcomes. Though currently in its infancy and not without its faults, this VSA initiative has the potential to become pivotal in the future and, along with other UW System institutions, we have participated as an early adopter of the system. We have performed as one of the leading institutions participating in the VSA, and we are thus positioned favorably in the competitive environment of higher learning. These are just a few of the ways in which our Board of Regents promotes effective leadership and collaborative processes that facilitate fulfillment of our mission.

**LEADERSHIP BY THE UW SYSTEM ADMINISTRATION**

The University of Wisconsin System (UW System) is a primarily administrative and operational layer of leadership that coordinates the efforts of the 26 campuses in the System, and serves as a liaison between System institutions and the Board of Regents. When an institution wishes to eliminate an academic program, or to establish a new one, its staff members consult with UW System academic
planners to gain approval for these actions. The purposes of this process are to avoid duplication of programs, to ensure that new programs are guided by sound academic planning, and to ensure that programs are aligned with the institution’s mission.

**UW-EAU CLAIRE ADMINISTRATIVE LEADERSHIP STRUCTURE AND PROCESS**

**Structure**

Our administrative structure at UW-Eau Claire is headed by our Chancellor, who reports directly to the UW System President and serves at the pleasure of the Board of Regents. Following is a description of the duties of the Chancellor, excerpted directly from the Wisconsin Statutes:

**Wisconsin Statutes 36.09 (3)**

The chancellors.

(a) The chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions. Subject to board policy the chancellors of the institutions in consultation with their faculties shall be responsible for designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

The University is functionally divided into two major divisions — Academic Affairs and Students Affairs. Our Provost and Vice Chancellor for Academic Affairs serves as our chief academic officer, and our Vice Chancellor for Student Affairs and Dean of Students serves in a similar capacity by overseeing student affairs. The remainder of the senior executive staff members who report directly to the Chancellor do not oversee major divisions of the University, but instead provide advice and counsel to the Chancellor while also overseeing smaller units within the University. These positions include the Assistant Chancellor for Budget and Finance, the Executive Director of the UW-Eau Claire Foundation, and three special assistants to the Chancellor. Within Academic Affairs, there are four academic Colleges (Arts and Sciences, Business, Nursing and Health Sciences, and Education and Human Sciences), each led by a Dean, as well as a Dean of Undergraduate Studies and a Dean of Graduate Studies. For a detailed view of our organizational structure, please review the organizational chart available in our introductory chapter, or at the following link: [Evidence].

**Process**

Throughout the first seven years of this review period, the working relationship between campus administrators and the faculty and staff could perhaps best be described as cooperative and mutually supportive. Lines of communication were open and considerable communication occurred as germane to specific issues as they arose. The administrative leadership model in place during that time frame was characterized by a clear (and traditional) division of labor between the roles of administrators and all other workers on campus. It was a familiar and time-honored model that worked smoothly.

In the past three years, we have shifted to a new leadership model that places a premium on active engagement and collaboration between administrators and representatives from all departments, units, and programs in the institution. Three prominent examples of this new emphasis on collaboration are our administration’s approach to this HLC self-study, the strategic planning initiative, and the PEEQ review process. All three of these major efforts have been designed as broadly inclusive, integrative processes, with great effort expended to recruit participation from as many members of the campus community as possible. All three processes also involved a great deal of dialogue and interplay between administrators and every other group on campus.

Student involvement in our strategic planning effort was encouraged, with special strategic planning brainstorming sessions exclusively for students, student participation in the strategic planning retreat, membership on planning work teams, and participation in campus-wide charrettes. Presentations were made to Student Senate members to keep them abreast of the planning process. Students expressed support for strategic planning by allocating a proportion of their Differential Tuition dollars for strategic planning initiatives.
Students were also integrally involved in the HLC self-study. They participated in piloting the Self-Study Survey, responded to the actual survey, and participated in focus groups. When the Chancellor invited input regarding the budget, more than half of the responses came from students.

Our PEEQ evaluation process involved broad input in the development of the evaluation instrument. Taken together, these examples serve as evidence of robust efforts to ensure that all constituencies throughout the institution have a voice in influencing important initiatives. The collaborative approach to our HLC self-study yielded rich information, and we consider it very successful. More time will be required to ascertain the effectiveness of the collaborative approach to our PEEQ and strategic planning initiatives.

**SHARED GOVERNANCE AT UW-EAU CLAIRE**

**UW System Faculty and Staff**

To understand our shared governance process, it is first necessary to understand the different categories of employees who serve UW-Eau Claire. We have three categories of employees that have a role in shared governance: faculty members, academic staff members, and limited appointment employees (often referred to as “at-will” employees). (We also rely upon the invaluable contributions of our classified staff members, limited term employees, and student workers, but these categories are not included here because they do not have a direct voice in the shared governance process.) At UW-Eau Claire, the term “faculty” refers to individuals who hold the rank of professor, associate professor, assistant professor, or instructor in an academic department or its functional equivalent. Faculty members are typically hired into probationary positions and are eligible for tenure. Almost all of our full-time faculty members (94%) hold the terminal degree in their respective fields.

Academic staff members at UW-Eau Claire are “professional and administrative personnel, other than faculty and classified staff, with duties and types of appointments that are primarily associated with higher education institutions or their administration” (Wisconsin Statute 36.05 (1)). An academic staff member may be either instructional (with responsibility to teach classes), professional (e.g., advisors, counselors, health care professionals), or administrative (e.g., unit directors or program managers). All academic staff members at UW-Eau Claire (with one exception) are required to have a minimum of a Bachelor’s degree, and 71% hold the Master’s degree (Faculty and Academic Staff Handbook, Chapter 5, p. 38). Of the academic staff members who hold teaching positions, 31% hold the terminal degree.

Administrative leaders in the UW System (including but not limited to chancellors, provosts, and deans) are in an employment category referred to as “limited appointments.” An individual in this type of appointment “serves at the pleasure of the authorized official who made the appointment” (Unclassified Personnel Guideline #2, p. 1). Those with limited (or “at-will”) appointments participate in shared governance at UW-Eau Claire, as prescribed by our University Senate Constitution.

Classified staff members hold State of Wisconsin civil service positions and their employment policies and procedures (e.g., hiring, promotion, transfers, or testing for an entirely different job) follow Office of State Employment Relations standards. Many, but not all classified staff members are represented by one of eight possible unions, depending on the nature of their specific position. Individuals in classified positions can transfer into positions within their counterpart pay range and below in any State agency — not just within the University or within the UW System. Examples of some of the classified staff positions at UW-Eau Claire include Academic Department Associates, University Service Associates, information technology specialists, electricians, and custodians.

Classified staff members do not have statutory governance rights or responsibilities within the UW System, because they are already represented by their respective unions. However, their work and their input are essential to the fulfillment of the University’s mission. UW-Eau Claire is intentionally including classified staff members in any activities that are not assigned expressly by State statute to university faculty members, academic staff members, or students. Classified staff members served as members of all of our HLC Study Groups, and we have taken seriously our self-study finding that we need to do a better job of seeking and valuing the input of our classified staff members (discussed in a subsequent criterion). In fact, as a direct result of our self-study findings, classified staff members have been invited to participate in the Chancellor’s Strategic Budgeting Task Force, the strategic planning initiative, and the PEEQ Evaluation Teams. An annual Excellence in Performance awards...
recognizes the contributions of a member of the classified staff.

Collaborative teamwork among members of the four categories of employees described above (faculty, academic staff, administrators, and classified staff) enables us to fulfill our mission in many important ways. Selected examples of such cooperation include effective collaborations between faculty members, staff members, and administrators on projects such as our Equity Scorecard initiative, our Compass Project, and our participation in the Liberal Education & America’s Promise initiative, each of which will be detailed in other segments of this self-study.

**The Structure of Shared Governance at UW-Eau Claire**

According to Wisconsin Statutes, both faculty members and academic staff members have shared governance rights and responsibilities. Within the UW System, distribution of decision-making responsibilities and actions is determined by Wisconsin Statute 36.09 (4), which assigns to faculty members primary responsibility for the curriculum and for faculty and academic staff matters. Wisconsin Statute 36.09 (4m) assigns responsibility for academic staff matters to the University academic staff.

The **UW-Eau Claire Faculty and Academic Staff Handbook** is fully aligned with UW System policies and provides guidance for implementation at the local level. Written policies and procedures in the **Handbook** provide umbrella guidelines for the work of academic departments, colleges, units, and administrative leaders. The University Senate Personnel Committees interpret and apply the System-wide framework through shared governance actions at the local level. In the UW System, faculty tenure and probationary appointments, personnel policies and procedures, and shared governance rights and responsibilities are defined by Wisconsin Statute 36.

Our joint Faculty and Academic Staff Senate (henceforth referred to as the University Senate) is the shared governance body empowered to act in matters of faculty and academic staff responsibility and concern. Most representatives to the Senate are elected by their departments and units, though some are elected at large by the faculty and academic staff. On an annual basis, the Executive Committee of the Senate reviews the composition of the Senate (**Handbook, Chapter 3, p. 22**).

The University Senate Chair, our Faculty Representative to the UW System, and our Academic Staff Representative to the UW System are on partial time reassignments for their Senate-related responsibilities (40%, 20% and 20%, respectively).

The Chancellor meets regularly with the University Senate and its Executive Committee. The Chancellor and the Provost/Vice Chancellor for Academic Affairs are non-voting members of the full Senate and the Senate Executive Committees. The Chancellor has final authority to approve new or revised policies and procedures. Established regulations provide procedures for resolving differences if the Chancellor does not accept a Senate recommendation. (This occurs only on extremely infrequent occasions.)

Student governance is also mandated by Wisconsin Statute and supports significant elements of the UW-Eau Claire academic mission. Our Student Senate offers opinions to the University Senate, to our campus administrators, and to UW System administrators. Segregated fees of approximately $2.5 million annually are managed by the Student Senate, to support Student Health Services, Davies Center, student legal services, and some Information and Technology services. Our students have repeatedly elected to pay additional monies (known as Differential Tuition) in order to support special initiatives and opportunities, including faculty/student scholarly collaboration, Service-Learning, capstone experiences, First Year Experience classes, and several other value-added student opportunities. Differential Tuition operates in an ideal fashion on our campus, in that Student Senate collaborates with administrators to determine how Differential Tuition funds will be allocated. The Differential Tuition program serves as an exemplar of the innovative and effective cooperation between our students, faculty members, and administrators. The University Senate and the Student Senate each have a liaison to their counterpart organization, and student input is weighed carefully in decision-making at the institutional level.

**The Process of Shared Governance at UW-Eau Claire**

At UW-Eau Claire, shared governance is not a structure, but a process. The nature of this process is such that, while one group may have primary responsibility for a given issue, shared governance approval is required in order to enact change. On our campus, there is a strong sense of cooperation between administrators
and members of the University Senate. Members of Senate work groups regularly provide updates to keep administrators abreast of their progress on specific projects and initiatives.

However, our shared governance process can at times be cumbersome and less than optimally efficient. In fact, as mentioned in our introductory chapter, it is not uncommon to hear people on campus refer to “the Eau Claire Way.” The term is typically voiced with ambivalence because it has connotations of both strength and weakness. From the positive angle, “the Eau Claire Way” refers to our commitment to excellence and our aspirations to perform at the highest caliber in everything we do. Hence, there are aspects of “the Eau Claire Way” in which we take great pride. On the other hand, the term also refers to our tendency to adhere to the status quo and to deliberate long and hard before stepping outside the way we have always done things. In our efforts to ensure excellence and due process, we often deliberate an issue nearly “to death.” This makes for a slow, laborious process that sometimes hampers our ability to move forward expeditiously. While we can fairly claim that our decision-making process is sound and reliable, it is anything but nimble.

Requests for UW System approval for new initiatives require two phases. We must first initiate a “Request to Plan,” and later must submit a “Request to Implement.” This is a somewhat more cumbersome protocol than in many other university systems, where a single request is all that is required. There is a tendency on our campus to assume that gaining UW System approval is difficult and unlikely. This leads to skepticism about submitting proposals to UW System, with our default assumption seeming to be that our requests will not be approved. This assumption has not been borne out in actuality, as UW System has on numerous occasions been supportive of our initiatives. Nonetheless, it is an assumption that hinders our progress.

It is also important to explain that shared governance extends far beyond the realm of the University Senate and Student Senate. The shared governance model is embedded in many day-to-day processes within the institution. For example, personnel matters in academic departments are handled most directly by the Department Personnel Committee, which reviews the performance of instructors according to a Department Evaluation Plan that is generated at the department level and approved at the administrative level. Performance reviews are forwarded to the dean of the appropriate college, and then to the Provost and Vice Chancellor for Academic Affairs. Thus, personnel processes facilitate communication and collaboration between departments, their deans, and the Provost. Input from all of these levels is valued and considered carefully in making personnel decisions, including promotion and tenure decisions.

Another example of collaborative decision-making is our mechanism for selecting chairs of academic departments. Each department recommends one or more candidates to serve as chair. This recommendation is forwarded to the dean of the appropriate college, who recommends a chair selection to the Provost. These mechanisms help to ensure agreement by both faculty members and administrators that appropriate personnel decisions are made, and that the department chairs selected meet with the approval of both the administrator supervising the chair’s work, and the approval of the department members. In both of these instances (and many others) our structures and procedures demonstrate effective and collaborative leadership at several institutional levels.

Self-Study Findings Regarding the Effectiveness of our Shared Governance Process

Speaking in general terms, results from our HLC Self-Study Survey (spring 2007) indicate that the majority of people in our institution perceive having the opportunity to participate in decision-making processes through shared governance. Specifically, 72% of students, 74% of faculty and instructional academic staff members, 75% of administrative and professional academic staff members, and 48% of classified staff members somewhat agree, agree, or strongly agree that they have adequate opportunity to participate in our institution’s shared governance decision-making processes. The lower level of satisfaction among members of our classified staff points to the need for improvement in this regard. Smaller percentages (52% of academic and professional academic staff members; 66% of faculty and instructional academic staff members) feel that University administrative structures promote meaningful participation in decision-making.

Between 60% and 75% of faculty members, instructional academic staff members, administrative and professional academic staff members, and classified staff members somewhat agreed, agreed, or strongly agreed that our shared governance processes
support effective faculty, academic staff, and administrative leadership.

Our self-study revealed divergent perspectives regarding the effectiveness of our combined University Senate model. One point of view is that the combined Senate facilitates collaboration between faculty and academic staff members, with elected membership ensuring broad representation from all areas. A differing point of view is that our Senate functions with limited effectiveness and efficiency. These two viewpoints are not necessarily in conflict. The Senate is large and representative, and it is also often slow to act. Partly because of its large size, which results from inclusion of representatives from both the faculty and the academic staff, decision-making processes tend to be laborious (as described above).

We have had no instances of no-confidence votes and no initiatives to remove leaders because of perceived ineffectiveness. When incumbent chairs of our University Senate have run for re-election, they have been elected, suggesting a high level of confidence in their work.

**CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 1D**

**Governance and administrative structures promote effective leadership and support collaborative processes that enable us to fulfill our mission.**

Our self-study findings indicate that our governance and administrative structure and processes support collaborative efforts toward fulfilling our mission. Numerous combined faculty/academic staff committees provide opportunities for shared perspectives, productive collaboration, and the development of policies that enhance understanding and support for our shared mission. Student participation in shared governance has been vital in helping UW-Eau Claire maintain its standard of excellence. The spirit of working together for student success, shared across the entire campus community, is central to our processes.

Our shared governance approach to decision-making has both strengths and shortcomings. On one hand, our process tends to be decidedly slow, laborious, and somewhat change-averse — characteristics which sometimes impede our progress. On the other hand, our meticulous attention to careful consideration and due process prevents us from making impetuous decisions that we might later regret. Most members of our University community express the view that they have adequate opportunity for input to decision-making processes. This is decidedly less the case for members of our classified staff, with just less than half expressing that they have adequate opportunities to influence decisions.

Based upon our self-study findings, the following recommendations are offered:

1. We need to welcome and value the input and contributions of all members of our University community. Self-study data suggest that we are falling short in this regard with respect to our classified staff members. There is a persistent tendency for classified staff members to feel marginalized. Moving forward, it is important that we address this problem by assuring a genuine valuing of the input of all members of our work force, and consistent, explicit communication and demonstration of that valuing.

2. The strengths of our shared governance process are its stability and thoroughness. However, these benefits sometimes come at the cost of efficiency and imagination. We can strengthen our decision-making processes by prioritizing issues and by working together to increase our momentum and efficiency so that we avoid hindering our own progress.
INTRODUCTION

Our self-study findings confirm that UW-Eau Claire upholds and protects its integrity. Seeking feedback from students, faculty members, staff members, and community members, we posed specific questions about academic integrity as well as non-academic, operational integrity. We gathered information through our HLC Self-Study Survey, and probed for clarification of those findings via focus group discussions.

UW-EAU CLAIRE POLICIES ARE CLEARLY STATED AND AVAILABLE TO CONSTITUENTS

Like all other State-supported universities in Wisconsin, UW-Eau Claire operates under a complex umbrella of federal regulations and State statutes. In addition to government regulations, UW-Eau Claire is part of the UW System, which has promulgated its own policy documents under the auspices of the University of Wisconsin Board of Regents and the University of Wisconsin System Administration. Local interpretations and implementation guidelines for these rules are found in various campus publications.

Currently, many of our University-wide policies are accumulated in our Policybook, which is maintained and published in electronic form on the University web site. University-wide policies and procedures are also published in the Faculty and Academic Staff Handbook and in the Student Services and Standards Handbook, which is also available on the UW-Eau Claire web site.

In addition to the above documents that articulate general institutional policies, there are numerous examples of more specific policy documents that are maintained at the division or department level. Each academic department has a Department Evaluation Plan (DEP) which sets forth criteria that serve as the basis for annual performance evaluations, post-tenure reviews, and decisions about promotion and tenure.

Our Office of Research and Sponsored Programs provides written policies regarding sabbatical leaves, Institutional Review Board guidelines, guidelines for treatment of human and animal subjects in research, and several specific grant programs. Our Affirmative Action web site provides policy documents including recruitment procedures and equal opportunity policy and complaint procedures. The Academic Affairs web site provides policies related to classroom instruction, computer and network usage, departmental reviews,
Copyright laws, certificate programs, and credit-bearing certificate programs [Evidence].

These multiple sources of information serve to exemplify the wealth of policy information made available by UW-Eau Claire but also show the need for a more user-friendly approach to locating applicable policies. To this end, we are moving toward an entirely online policy library where all policies ranging from federal statutes to departmental policies will be available on one indexed and searchable web page. The policy library page should be operational by the end of calendar year 2009.

**UW-EAU CLAIRE IS FAIR IN IMPLEMENTING ITS POLICIES**

The students, faculty and academic staff members, and community members who responded to our HLC Self-Study Survey overwhelmingly expressed the opinion that UW-Eau Claire operates with integrity in the implementation of academic policies. Ninety-one percent of instructors and 89% of students agreed that our academic policies are fair. However, numerous students expressed dissatisfaction with the University policy that instructors must maintain attendance records. Some students viewed this policy as infringing upon their right to make individual choices about class attendance.

Survey respondents did not identify any failures on the part of the University to fairly implement federal laws, State regulations, or local policies. UW-Eau Claire is in compliance with all applicable regulations. The strong consensus among all survey and focus group participants was that UW-Eau Claire operates with integrity and fidelity to its mission statement.

**UW-EAU CLAIRE IMPLEMENTS ITS POLICIES CONSISTENTLY**

Survey and focus group participants expressed the view that in almost all respects, UW-Eau Claire consistently implements its policies. One exception was that some students and instructors expressed concern that academic integrity policies [Evidence] are not always consistently applied. In response to an item about uniform academic policy implementation, 20% of instructors disagreed, and several expressed concern that faculty responses to plagiarism differ across disciplines. Student survey responses echoed this perception. This suggests that improvement is needed to ensure consistent enforcement of academic integrity policies.

**UW-EAU CLAIRE ACCURATELY AND HONESTLY PORTRAYS ITS VALUES AND MISSION TO THE PUBLIC**

The public is accurately aware of the strengths and nature of UW-Eau Claire. Specifically, the public accurately views us as a liberal arts-based institution, and there is broad awareness of our signature strengths in the areas of Service-Learning, Study Abroad opportunities, and rich opportunities for students to engage in intensive scholarly collaborations with faculty members. In essence, these are the cornerstones of our lived mission. As evidence of this accurate public perception, UW-Eau Claire is consistently ranked among the top universities in its category in publications such as the *U.S. News & World Report* rankings, *Princeton Review*, and the *Open Doors* report.

**CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 1E**

**UW-Eau Claire upholds and protects its integrity.**

Our self-study findings show widespread agreement that our policies are clearly stated and readily available to those who need to access them. There is also strong agreement that our policies are fair and that we act with integrity to uphold them. Our findings indicate that in almost all regards, there is strong agreement that policies are implemented consistently. The one important exception is concern expressed by some students and some instructors that we need to increase the consistency with which we enforce policies related to academic integrity and misconduct. We believe that as an institution, we accurately and honestly portray our values and mission to the public.

We can continue to strengthen our efforts to uphold and protect the integrity of UW-Eau Claire by taking steps to encourage instructors to respond consistently to incidents of academic misconduct, and to know and carefully follow the due process guidelines set forth in the *Student Services and Standards Handbook*. 
By definition, effective planning for the future must be characterized by perpetual motion. Indeed, if we begin to feel any sense of having completed our future planning and preparation, we need to take that as a warning signal. In this Core Component we describe our former planning approach, our new approach to planning, and the rationale for the change.

Until recently, we operated according to a rolling Five Year Plan, with updates occurring every two years. In other words, at a given point in time, a plan was in place that covered the upcoming five-year time span. At two-year intervals (i.e., more often than the full five-year time frame covered by any given plan), the University Planning Committee (UPC) worked with the Chancellor to update the plan and extend it out another two years, most often without radical changes.

The UPC posed questions to departments and units regarding their efforts toward plan initiatives, and departments and units responded to those questions in their annual reports. The information gathered in this manner was then used to update the existing plan. The intent of this approach was to foster reciprocal influence between the plan and the departments and units in which it was to be carried out. This strategy yielded a large measure of stability and a small measure of incremental growth — perhaps an effective balance during a period of rapidly shifting leadership and budget constraints.

The Five Year Plan approach did enable us to excel in our signature areas (for example, faculty/student scholarly collaboration, international education, and Service-Learning), and we weathered a series of significant budgetary challenges without losing the high quality for which we are well-known. However, while this model allowed us to sustain things we were already doing well, it did not serve to spark and guide intentional growth and development of the institution. One might say we collectively took up residence in a comfortable routine of relative stasis from which we approached the word “plan” as a noun, rather than as a verb.

The former, Five Year Plan strategy lacked any mechanism for linking the planning process to budget allocations. A significant problem was that the sequential, incremental changes that arose from this strategy usually involved the addition of new programs and initiatives without identifying what former initiatives would be relinquished in order to reallocate resources. New initiatives accumulated to the point that
the plan became unwieldy (to say the least). In effect, we gradually moved toward expecting ourselves to be all things to all people. To give the reader the full flavor of this problem, the last version of our Five Year Plan (as updated for the 2005-07 biennium) contained 18 strategic initiatives, with more than 100 action items. (Under Criterion 4, we will describe our concern about the sustainability of current faculty and staff work loads; it seems likely that this trend of cumulative initiatives across time has contributed to that problem.)

In his remarks at the opening of the 2006-07 academic year, our Chancellor noted that, although our previous approach had served us well in the past, strategic planning processes and models in the world of higher learning were changing rapidly, and we needed to respond by swinging into more intentional action. He identified strategic planning and continuous improvement as central priorities of the Chancellor’s Office. In May 2007, UW-Eau Claire hired an Assistant to the Chancellor for Strategic Planning whose first task was to lead us in an inclusive process to create an effective and engaging strategic plan. The Chancellor emphasized that once that plan was articulated, the strategic planning process would continue in an ongoing cycle of planning, focused implementation, assessment, and refinement. He highlighted the importance of being clear about our mission, and ensuring that all planning and assessment efforts are aligned with that mission.
The planning process that has ensued since 2007 is lively and ongoing. A year-long visioning process engaged hundreds of students, faculty and staff members, and community members who contributed ideas and comments through listening sessions, a planning retreat, work group proposals, charrettes (i.e. interactive presentation/input sessions), online forums, information sessions, and focus groups. The UPC shifted its efforts from writing Five Year Plans to coordinating ongoing planning, implementation, and assessment of planning effectiveness. The UPC organized and synthesized the extensive input gathered during the visioning effort into an initial working draft of the strategic plan. After campus-wide vetting including review by both the University Senate and the Student Senate, the draft plan was refined and the final plan was accepted by the Chancellor in May 2008. The full title of the plan is Transforming Our Future: The UW-Eau Claire Centennial Plan, 2008-2016. We refer to the document simply as our Centennial Plan.

With the Centennial Plan in place, during the 2008-09 Academic Year the University community has continued its commitment to collaborative engagement and continuous improvement by identifying annual implementation priorities (known as our “Gold Arrow Priorities”), working on key performance indicators, integrating a new budget process in support of the planning goals, and launching a comprehensive program review system. For background and details, see our Strategic Planning web site [Evidence]. All of these strategies are designed to integrate our planning and engage faculty and staff members in aligning their efforts with our new vision. While our new planning model is still very much a work in progress, we have taken the vital first steps in a regular 10-year planning cycle (“Ongoing Strategic Planning,” Centennial Plan, p. 24).

In the past two years we have begun to approach strategic planning in a radically altered fashion. We have shifted from a “traditional and predictable” approach toward one that is innovative, change-oriented, and future-focused. Our former model resulted in a plan — a document — but did little to spur the action necessary to impel us forward. Our new model also results in a plan, but almost all of our energy is now focused on the action of planning. In fact, the document itself is almost irrelevant now that our seven goals are energetically driving real planning. Our current strategic planning process is vigorous and far-reaching. It seeks to focus the collective energy of the campus community, in order to maximize our effectiveness in a higher education climate characterized by unprecedented competition.
INTRODUCTION

Since our 1999 HLC review, we have made a highly intentional, major shift to a more progressive, forward-looking, and action-oriented planning process that includes heightened attention and responsiveness to economic and societal trends occurring regionally, statewide, nationally, and globally. In this segment of the self-study, we articulate how our new approach is more effective than our former approach in helping us respond to shifting societal and economic trends. We describe specific ways in which we meet regional needs for higher education and for professional services, needs of regional employers, and needs for state-of-the-art technology. Finally, we discuss the importance of integrating our planning and budgeting processes in light of current fiscal challenges.

OUR IMPROVED STRATEGIC PLANNING PROCESS

Our new approach to strategic planning integrates our priority-setting, planning, budgeting, and decision-making processes. Our Centennial Plan outlines a continuous 10-year planning cycle that is aligned with our HLC accreditation cycle, such that each informs and facilitates the other. Consideration of any challenges identified by our HLC Consultant-Evaluators will be intrinsic to our annual planning processes.

The ongoing planning cycle calls for annual action plans, which we call our “Gold Arrow Priorities.” These action plans call for analysis of strengths, weaknesses, opportunities, and threats (SWOT) related to our identified priorities, and for periodic review of the alignment of our long-term goals with the vision and values of the University. Concurrent with the implementation of our Centennial Plan, the University Planning Committee has identified five specific and immediate tasks which form the agenda for UW-Eau Claire through the end of 2009 (Centennial Plan, p. 19). All five of these tasks are either planned or currently in progress:

1. Develop annual action priorities with measurable criteria for success.
   [ EVIDENCE ] [ EVIDENCE ]

2. Implement a new budget process integrated with planning priorities.
   [ EVIDENCE ] [ EVIDENCE ]

3. Conduct a transparent, collaborative and comprehensive evaluation of all University programs and services.
   [ EVIDENCE ]

4. Create Academic Affairs and Student Affairs plans aligned with the
Centennial Plan (Currently under development; documents not yet available at the time of this writing).

5. Reinvent General Education to align with the strategic vision and our Liberal Education Learning Goals. [EVIDENCE]

This new planning process strengthens our ability to prepare realistically for the future, and to respond flexibly and effectively as our societal and economic contexts change.

Enhancing Our Responsiveness to Local and Regional Needs via Strategic Planning

Though our former approach to planning monitored the internal campus environment via feedback from annual reports, the resulting plans did not attend sufficiently to external threats and opportunities, including changes in our fiscal climate and pending demographic shifts in student enrollments. To plan effectively, we must stay abreast of regional, statewide, national, and global trends. In an increasingly competitive higher education environment, UW-Eau Claire must scan both its internal and external environments in order to set a successful course that anticipates and is responsive to contextual shifts. Our new Centennial Plan addresses this need.

Our new strategic planning process incorporates several evidence-driven mechanisms designed to enhance our planning efficacy. These include community focus groups; the SWOT analyses conducted by the strategic planning work groups; and the use of national data, market surveys, viability assessments for new programs, and input from community advisory committees. As part of our strategic planning process, we engaged community members in envisioning future directions for UW-Eau Claire. Specifically, we held both informal forums and focus groups targeting several specific sets of constituents (for example, members of the business community, area health care organizations, non-profit organizations, etc.) from Eau Claire and the surrounding areas. A complete listing of community participants and the questions posed and discussed can be found in the appendices of the final report submitted by Strategic Planning Work Group 3 [EVIDENCE]. Ideas generated in these focus groups served as the foundation for our strategic planning work groups’ proposals for both community engagement and facilities development. All strategic planning work groups completed analyses that looked beyond campus borders to regional needs and to best practices in higher education. These environmental scans directly shaped the development of our Centennial Plan.

External Entities that Facilitate Our Planning

We rely upon information from national organizations such as the Association of American Colleges and Universities (AAC&U), the American Association of State Colleges and Universities (AASCU), and the American Council on Education (ACE) to help us stay abreast of emerging needs and trends in education. In addition, many programs maintain national accreditation [EVIDENCE], thereby keeping informed of trends and expectations via their respective accrediting bodies. Because we have a thriving teacher preparation program at UW-Eau Claire, some aspects of our planning are also guided by initiatives of the Wisconsin Department of Public Instruction and agencies
that accredit education-related professional programs.

RESPONSIVENESS TO REGIONAL NEEDS FOR ACCESSIBLE HIGHER EDUCATION

In this section, we offer several examples which demonstrate that we attend and respond to regional needs for higher education. Despite the aforementioned shortcomings of our former approach to strategic planning, and despite the budgetary uncertainties under which we currently operate, we have adhered to our standards for high-quality education, and have undertaken several significant changes between 1999 and 2009. During that time frame we closed several graduate and undergraduate programs (majors, minors, emphases, certificates, etc.), and added several others.[ Evidence ] Some of the additions involved innovative initiatives such as our Women’s Studies Major (the only such program in the western part of the State) and the dual-degree engineering program involving cooperation of two of our departments (Physics & Astronomy, and Geology) with the University of Minnesota-Twin Cities. Though such new initiatives are certainly worthy and valued, they characterize our style of growth from 1999 through 2007, in that they arose from departmental interests, rather than originating from a focused, institution-wide vision. As we move forward, we are placing strong emphasis upon aligning all new initiatives with the overarching institutional vision.

Our Continuing Education/Extension (CE) unit serves as the primary outreach arm of our institution, and serves a broad base of external constituents and partners, including professional associations, government agencies, business/employer interests, other professional audiences, and community members. The CE unit regularly solicits input from these key audiences through market surveys — especially prior to development and implementation of new programs. (The CE unit also makes its expertise available to support the institution, often assisting academic planners with needs analyses and other aspects of graduate and undergraduate program development.) All programs offered through our CE unit must satisfy established viability assessment criteria before financial resources are devoted to their development and implementation. Defined regional need represents one of several criteria applied to this process, along with evaluation of existing competition, potential for growth, mission-centrality, and collaboration potential.[ Evidence ]

To this end, our CE unit holds membership in Eduventures — a Boston-based higher education research collaborative that provides research support and services to members and presents customized research reports on its web site. To provide specific examples of the effectiveness of these market research processes, we next describe how they were employed in our development of several new programs.

Specific Initiatives to Respond to Regional Needs for Higher Education

Our New Bachelor of Liberal Studies Degree

We have recently developed a new Bachelor of Liberal Studies degree (approved in 2008). This new degree program will serve our growing population of returning adult students as well as traditional students. The Bachelor of Liberal Studies degree emphasizes the liberal education mission of the University and holds the same high standards for academic rigor as our other programs, while allowing students to construct a degree plan tailored to their individual learning interests and needs. Some of the required seminar courses for this degree will be offered online and at times that are more accessible to nontraditional students. A market survey of regional employers indicated a regional need for such a program,[ Evidence ] and the program was designed according to the needs and preferences expressed by potential students.[ Evidence ].

Our New Master of Social Work Program

The Department of Social Work has recently initiated a new Master of Social Work (MSW) program in collaboration with UW-Madison, in response to longstanding community interest in having such a program located in Eau Claire. This interest was confirmed by the Community Advisory Committee to our Department of Social Work, and through periodic alumni surveys conducted by the Department of Social Work. The plan to collaborate with UW-Madison’s School of Social Work in bringing their MSW program to UW-Eau Claire emerged as the most cost-effective way to meet the needs expressed by the community. A survey was conducted to determine the specific modes of instruction, class schedules, and other details that would best address the needs of potential graduate students.[ Evidence ]. The majority of survey respondents expressed a preference for a part-time, weekend program that would include face-to-face contact with instructors. The program has been designed in
accordance with those and other preferences registered by potential participants. This new graduate program will include an accelerated track for students who enter already holding a Bachelor’s degree in social work.

Our New International Business Initiatives

Through its close connection to the local business community, our College of Business received input that our students needed a higher level of world knowledge, as well as specialized skills to function effectively in an increasingly global business world. In response to this input, the College of Business submitted a successful grant that has been used to increase international content in numerous courses, establish international faculty exchanges, and assist local businesses in developing their international markets. The International Business minor and certificate program were both implemented in Academic Year 2003-04. Students in these programs gain enhanced cross-cultural communication skills, learn strategies for expanding products into new markets, gain an understanding of international markets, and develop competitive global business strategies. The international business minor requires students to complete an international experience. The International Business Program Advisory Council (IBPAC) (which consists of area business representatives, our Center for International Education, and numerous faculty and staff members) provides ongoing feedback to optimize our ability to prepare our students for success in the global business world.

Our Request for Funds to Expand Our Graduate and Undergraduate Nursing Programs

Our Nursing program has responded to regional higher education needs by taking action to address the shortage of qualified nurses. As a result of data collected and collaborative discussions undertaken in the past several years, the UW System nursing deans worked with UW System administrators to gain funding to expand graduate and undergraduate nursing education throughout the UW System. This was accomplished by submitting a Decision Item Narrative (or DIN), which is a proposal for a base budget increase to support a new initiative of significant proportions. This successful DIN proposal (effective in the 2007-09 biennium) resulted in new funds for several UW System institutions. UW-Eau Claire’s share of the DIN provided funding to serve 24 additional students in the accelerated Bachelor of Science in Nursing (BSn) program and 8 additional students in the regular BSn program through our Marshfield site.

The “Marshfield site” is a distant site housed at St. Joseph’s Hospital in Marshfield, Wisconsin. The UW-Eau Claire nursing program at the Marshfield site is administered through the use of interactive video technology combined with direct instruction from on-site faculty members. The 6.7 FTE for the Marshfield site are distributed among nine faculty and staff members (2 full-time faculty members, 6 part-time instructional academic staff members, and 1 academic department associate). The program has only one purpose: the delivery of a focused nursing program to a total of approximately 72 students, at the time of this writing. When the expansion (resulting from the DIN described above) is complete, the program will serve 96 students. The Marshfield site is designed to serve the needs of individuals in Central Wisconsin who are employed and who are geographically bound, but wish to pursue the BSN degree. The program delivers core undergraduate nursing courses, selected graduate courses, and selected RN-to-BSn courses (the latter via online and interactive video technology). It therefore does not constitute a full off-campus facility.

Nursing Initiative to Establish a Doctor of Nursing Practice Program

In 2004, the American Association of Critical-Care Nurses (AACN) issued a position statement that resulted from nationwide feedback which indicated that the level of graduate education for advanced practice nurses must be increased. This recommendation was made due to the ever-increasing complexity of the health care environment, the associated complexity of patient care, and national concerns about patient safety and quality of care. Specifically, the AACN position statement explained that by the year 2015, the Master of Science in Nursing (MSN) will no longer be considered a viable degree option for individuals wishing to become advanced practice nurses. The Doctor of Nursing Practice (DNP) will be required. In response to this important shift, and in order to keep pace with developments in the health care environment, we have received approval from our Board of Regents to develop and offer a DNP program at UW-Eau Claire. This self-study document includes a Change Request through which we seek permission from the Higher Learning Commission to offer this degree program.
**Initiatives to Welcome and Support the Success of Diverse Learners**

We have embarked on several initiatives in pursuit of our goal to welcome and support a more diverse student body, faculty, and staff. At the national level, there is increasing attention to the need for institutions of higher learning to begin planning actively to serve the needs of non-optimally prepared students.

At UW-Eau Claire, we have begun to address this imperative by participating in AAC&U’s “Give Students a Compass” project, which aims to increase our effectiveness by focusing on how well we currently serve traditionally underserved populations. As one of only nine institutions selected nationwide for this project, we have chosen to focus on first-generation, low-income students, and how we might improve our programs for them as well as for underserved groups identified by our participation in the Equity Scorecard project.

The Compass Project builds upon initiatives already under way via strategic planning, General Education reform, revision of our undergraduate learning goals, and assessment of our First Year Experience and other academic and co-curricular programs. Findings of the Compass Project will help shape a new General Education program model currently being drafted and built upon the basis of AAC&U’s LEAP outcomes.

If our investigation confirms that the focus population truly has been underserved by potentially high-impact programs such as First Year Experience, internships, faculty/student research, Service-Learning, and our Honors Program, we will extend our research to discover best practices elsewhere, and explore implementation strategies to enact those practices on our campus.

Because of its focus population, our Compass Project may prove to be a valuable companion to the Equity Scorecard project in its consideration of outcomes for first-generation, low-income students and racial minority students. Finally, the Compass Project will lead to the development of reliable assessment measures to enable us to document progress in our attempt to better serve students that our current efforts may have been leaving behind.

Under Criterion 4, we will present in-depth information regarding our concerted efforts to respond to the changing demographics of our region, and to build the diversity of our faculty, staff, administration, and student body. These initiatives include our Equity, Diversity, and Inclusivity (EDI) initiative (which includes the appointment of an EDI Fellow), our Equity Scorecard project, our Dismantling Racism initiative, and our continued efforts to...
provide our students with opportunities for cross-cultural experiences, whether through studying abroad or through gaining experience with diverse populations closer to home.

The aforementioned examples, though they represent only a few highlighted initiatives, serve to demonstrate our energetic efforts to assess systematically and respond optimally to regional needs for accessible higher education.

**Strategic Planning Initiatives in Graduate Studies**

In addition to the campus-wide planning process that resulted in our new *Centennial Plan*, colleges and units have also developed new strategic plans, or updated existing plans. One notable example has been the alignment (led by our Dean of Graduate Studies and our Graduate Council) of the planning process for the graduate program with the institution-level strategic vision. During AY 2007-08, the members of the Graduate Council met monthly to identify strategic directions that would align well with the *Centennial Plan*. This planning process resulted in a set of specific initiatives to be pursued across the next several years, including potential new programs in writing (an MA degree program), public administration (an MPA degree program), tribal administration (also an MPA program), social work (the MSW degree program in collaboration with UW-Madison), and nursing (the DNP degree program for which we are submitting a concurrent Change Request).

Other initiatives under consideration include new strategies to generate revenue to support graduate programs, and the development of a model that more accurately acknowledges and incorporates the intensive nature of graduate instruction and thesis advising in the computation of teaching load. Interested readers may refer to a set of summary notes synthesizing the results of these preliminary strategic planning efforts by the Graduate Council at the following link: [EVIDENCE].

**Responsiveness to Regional Needs for Professional Services**

UW-Eau Claire serves as a resource for the broader community and region by providing a broad array of professional services. Community needs come to our attention through two primary avenues. First, in the course of their professional work, faculty and staff members often become aware of specific needs for professional services and implement initiatives to try to meet those needs. Second (and with increasing emphasis in the past three years), our strategic planning process has sought community input regarding needs for professional services, and we
are increasingly aware of the importance of aligning new professional service initiatives with the overarching mission and priorities of the institution.

The list of professional services provided to the community and region by our undergraduate and graduate students, faculty members and staff members is such an extensive one that it is simply not feasible to describe all such services here. The many ways in which we serve the broader community will be developed in much greater depth in our response to Criterion 5. Here, we present just a few examples that reflect our responsiveness to community needs for professional services.

**Specific Initiatives to Respond to Regional Needs for Professional Services**

**Human Development Center**

Our Human Development Center (HDC) is an interdisciplinary service in which undergraduate and graduate students and faculty members from Communication Sciences and Disorders, Social Work, Nursing, Special Education, Curriculum and Instruction, and School Psychology collaborate to provide intensive assessment and intervention for children and adolescents with a wide variety of emotional, behavioral, and communicative problems and/or physical disabilities. The HDC is an invaluable resource for the community in that all assessments and interventions are closely monitored by faculty members with a high level of expertise in their respective professions. The interdisciplinary team model provides comprehensive services of a nature and at a level of intensity rarely (if ever) available outside a university setting.

This service benefits our undergraduate and graduate students by enabling them to practice their developing skills with direct coaching from faculty members, and to learn from peers and faculty members in allied health professions. The HDC also provides our students with outstanding opportunities to collaborate with faculty members in applied research directly related to their professional development and the development of the fund of knowledge in their respective professions.

**Request for Funding of Graduate Program in Applied Behavior Analysis**

In response to encouragement from the Wisconsin Department of Health Services and members of our regional professional community, we are working to develop a graduate program (at the master’s level) in Applied Behavior Analysis, with the goal of increasing the number of professionals eligible for certification as Applied Behavior Analysts. Such an increase in the number of certified professionals will address a documented shortage in school systems and in treatment programs for children with autism. We have submitted a DIn proposal to increase resources for this proposed graduate program. At the time of this writing, we are awaiting notification as to whether the program will be funded.

**Request for Funding to Expand Teacher Education in Targeted Areas**

In the College of Education and Human Sciences, a system-wide teacher education DIN has focused on providing UW-Eau Claire with funding to hire a recruiter/advisor, a faculty member, and a half-time support staff member. The goal of this DIN is to increase the number of students of color and the number of students in “critical needs” areas in teacher education programs. Critical needs areas are those areas (science, math, special education, and English language learning) without sufficient numbers of teachers being trained to meet the needs of our region. Further, as the racial/ethnic makeup of our region shifts, it is important to train a workforce that is representative of regional demographics and that understands the culture of the peoples of the region.

The above is by no means a comprehensive list, but we submit these examples as evidence of our commitment to assessing and responding optimally to regional needs for professional services.

**ATTENTION TO THE NEEDS OF REGIONAL EMPLOYERS**

We attend carefully to the input of regional employers regarding their emerging needs for a well-educated work force. Of the 26 academic departments submitting annual reports in 2007, 14 have formal departmental or college-wide advisory boards that consist largely of regional employers. All departments that do not have formal advisory boards (and many that do) have faculty members who are engaged in community projects or internship/clinical settings through which they receive considerable employer input. Changes are often made to academic programs in response to employer feedback (Annual Reports). All four colleges benefit from the input of advisory boards, which typically include community leaders, parents, and alumni. Our Board of Regents has allowed each chancellor to assemble a local board of visitors; our Chancellor convenes a Chancellor’s Council
In summary, each of the aforementioned initiatives is the result of careful attention to State, regional, and societal needs, and involves collaboration with regional economic and educational partners in order to meet those needs. As such, these initiatives exemplify our success in preparing for a future shaped by societal and economic trends.

ATTENTION TO TECHNOLOGICAL ADVANCES

One final dimension of our responsiveness to societal and economic trends is our careful planning for instructional technology. In recognition of the importance of keeping pace with rapid advances in technology, the University has a focused planning process dedicated solely to technology. Units responsible for technology (such as McIntyre Library and Learning and Technology Services [our campus IT unit]) operate according to longstanding and carefully developed strategic planning processes. An in-depth description of these processes appears under Core Component 4c, in the segment regarding our efforts to prepare students to live and work in a technological society, so we will not cover it in detail here, except to report that data from focused evaluation methods show high levels of satisfaction with the technology services offered by both LTS and McIntyre Library. (The findings of these student, staff, and faculty satisfaction evaluations will be described under Core Component 2B.)

INTEGRATING PLANNING AND BUDGETING PROCESSES IN LIGHT OF FISCAL CHALLENGES

As a public institution, our reality is that we are constrained not only by limitations in the amount of financial support provided by the State and allocated to us by UW System Administration, but also by the process through which our resources are administered. In several recent years we have experienced significant decreases in State allocations — sometimes in the form of a priori cuts to our base budget, and sometimes in the form of being required to “give back” funds that had already been allocated. Between 2000 and 2009, these cuts have resulted in a cumulative total loss of $36.6 million, such that we now have approximately $6 million less per year in operating funds than we had before. Further complicating our planning and budgeting process was the State Legislature’s 3-month delay in approving the 2007-09 biennial budget.

Such financial changes and uncertainties make effective long-range planning challenging, to say the least. Although we would of course prefer not to face such challenges, one outcome of our shifting financial picture has been positive. Our recent budget cuts and give-backs have pressed us, in no uncertain terms, to become more flexible and more intentional in our fiscal planning processes, and to take up the challenge of clarifying our priorities.

Our former internal budget allocation scheme (quite predictably) evolved parallel to our former planning process in that it facilitated the maintenance of the institutional status quo, rather than supporting intentional and coordinated strides forward — or the need...
to prioritize our work and make choices to further those priorities. Departments and units submitted annual budgets through deans and directors with little expectation of change from the previous year. The “squeaky wheel” method of budgeting (in which available dollars were allocated according to whoever made a timely and compelling case with key administrators) was too often the default practice. While we could get by with this budget model in a system of static resources, it did not support effective reallocation or alignment with changing institutional priorities. Until recently, the link between our budget process and institutional planning was a tenuous one. In tandem with our strategic planning initiative, we have taken strides to strengthen that linkage.

In fall 2008, we implemented a new budget process designed expressly to facilitate such linkage. While day-to-day budget operations continue for usual business items, new principles will be applied when new initiatives are put forth. This new budget model includes a process for annual campus review and discussion of strategic priorities prior to development of department and unit budgets. All budgets are evaluated relative to the specific Gold Arrow Priorities in place at the time, and administrators make decisions based upon comparative analyses of all proposals. This process will provide key decision makers (deans, directors, vice chancellors) with an opportunity to consider all budget requests and proposed allocations within a broad University-wide context, and will set the stage for cross-divisional discussions about institutional priorities and potential collaborations. This new process puts in place mechanisms for soliciting ideas for new spending, and for proposing reallocations or reductions of resources in directions consistent with the priorities articulated in the Centennial Plan.

Budgetary changes begin when a department or unit proposes a change it desires to make. The proposal is first reviewed by the appropriate director or dean, who ranks its merits relative to those of all proposals submitted within that particular unit or college. The ranked proposals are next reviewed by the two vice chancellors (Academic Affairs and Student Affairs) and the Assistant Chancellor for Business and Finance for ranking at the division level. Finally, these ranked proposals are forwarded to the Chancellor, who renders final decisions in consultation with the vice chancellors.

In short, our new budget strategy follows a communication model that we anticipate will inform where shifts need to occur in order to enhance the alignment of our institution as a whole. Moving forward, we are optimistic that the new model will result in enhanced mission-centrality and priority-based decision-making. At the time of this writing, we are in our first year of using this new budget model, so we have not yet had sufficient experience to ascertain its strengths and weaknesses. As we put the new model to the test of actual use, we will observe and adjust as needed to optimize its efficacy.
USING ASSESSMENT TO INFORM PLANNING DECISIONS

While our longstanding annual report process did support ongoing planning and feedback at the department level, it was disconnected from resource allocation. Our review of department and unit annual reports submitted in 2007 yielded the following observations:

- 16 reports made little or no mention of forward-looking plans.
- 9 reports described plans centered around coping with resource limitations.
- 21 reports described plans focused on maintaining existing initiatives and services.
- 5 reports articulated plans to move toward a future that would be significantly different from the past.

It is important to note that past instructions for preparing annual reports did not call expressly for a focus on future planning. Thus, our annual reports have focused on reviewing past accomplishments rather than formulating future plans. Having recognized the limitations of this approach, a simple shift in the focus of annual reports from retrospective to prospective is expected to spur forward movement.

In fall 2008, we initiated the Program to Evaluate and Enhance Quality (PEEQ) as a first, bold step in the direction described immediately above. Every department and unit across the entire institution prepared a self-study in response to a series of questions designed to evince evaluation and evidence of how each department's and unit's efforts are aligned with the Centennial Plan. These PEEQ self-studies were reviewed by an internal panel of PEEQ evaluators who were charged with assisting the administration in prioritizing initiatives and aligning resources in accord with those priorities.

PEEQ reviews will supplant the usual annual report process for AY 2008-09. If successful,
the best features of the PEEQ process will serve as the foundation for future annual report and program review processes. This PEEQ initiative is a pivotal process in many ways, as described earlier in Criterion 1, and to be detailed again in Core Component 2D.

A key feature of UW-Eau Claire’s new planning focus is a commitment to making evidence-informed decisions. This is not new for our institution. Annually, we track a range of measures for the UW System via the Achieving Excellence Report in order to measure our progress year-over-year and also to evaluate our performance relative to our peer institutions within the state on indicators such as retention and graduation rates, student engagement, and other markers of success. With the development of our Centennial Plan, we also identified institutional-level Key Performance Indicators for each of our seven goals, as well as measures that will help us assess progress in achieving our strategic goal to become the premier undergraduate learning community in the Upper Midwest. The resulting list of Key Performance Indicators (KPIs), currently numbering almost 40, is a work in progress. These KPIs were developed during AY 2008-09 and build on measures for which we currently have data. Some of the proposed KPIs are not currently assessed, as they continue to be refined as part of an ongoing campus conversation on how to measure quality learning.

Our goal, not yet accomplished as of this writing, is to house the KPIs on an intranet to provide the campus community with a centralized “dashboard” repository for all our measures, providing an easy-to-read snapshot of our progress. This dashboard will be used regularly by University leaders to identify areas that need attention or support, to flag potential problems, and to identify institutional achievements. The KPIs will be reviewed every six months to inform decisions about which institutional priorities should be identified as Gold Arrow Priorities each year.

We have taken major strides in the past two years to redesign our strategic planning and resources allocation processes, with the goals of conducting a candid assessment of our strengths, weaknesses, threats, and opportunities; using those findings to inform strategic planning initiatives; and creating a direct linkage between the strategic planning and resource allocation processes.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 2A

Preparing for a Future Shaped by Multiple Societal and Economic Trends.

In summary, we are optimistic that our new approach to planning for the future, which emphasizes linking resources to our strategic priorities, is a major step in the right direction. Moving forward, we are eager to see the results of this new approach unfold across time. We will continue to evaluate its effectiveness and use our findings to guide continuous improvement. This reciprocal relationship between planning and evaluation at the administrative level parallels our heightened efforts to assess teaching and learning outcomes at the academic level — all designed with the aim of planning as effectively as possible to provide the best possible educational experience for our students. We offer the following recommendations for our continued progress:

1. Continue forward with our new model of integrated strategic planning and budget planning, including completion of the five action tasks set by the University Planning Committee, and progress in the areas specified in the current set of Gold Arrow Priorities.
2. Continue to seek and respond to community and regional input as we evolve.
3. Evaluate the effectiveness of this new planning model and its sub-components, and refine strategies toward the goal of continuous improvement.
Our resource base supports our educational programs and our plans for maintaining and strengthening their quality in the future.

**INTRODUCTION**

Since our last HLC review in 1999, even under continuing, extremely challenging fiscal circumstances, UW-Eau Claire has received numerous honors and distinctions at the institutional, departmental, and individual levels. While we would never claim that individual and institutional accolades “prove” that our resource base is sufficient to ensure high educational quality, we do think such accomplishments signify something important about the way we marshal our institutional resources. We offer here a few examples selected from our most notable accomplishments.

Based upon comparative measures of quality against cost, *Kiplinger’s Personal Finance* magazine has continued to include UW-Eau Claire in its “100 Best Buys” for higher education in the nation. UW-Eau Claire has also consistently been named among the “Best Midwestern Colleges” and one of “America’s Best Value Colleges” by *The Princeton Review*. Our annual number of freshman applications far exceeds our enrollment capacity, with a record 8,060 applications received for approximately 2,000 available freshman seats in 2008-09. The following figure shows our numbers of applications, admissions, and enrollments across the past decade.

We continue to attract valedictorians and Wisconsin Academic Excellence Scholars, and we enrolled an institutional record of 11 National Merit Scholars in fall 2007. We rank 8th among master’s level institutions in the nation for the number of our students who receive Fulbright awards, and one of our students was recently selected as a Rhodes Scholar. Two of our recent students have been named to *USA Today’s “All College Academic First Team.”* UW-Eau Claire has been named in the President’s
Higher Education Community Service Honor Roll for each of the three consecutive years since the award was established. More than 97% of our graduates reporting during this 10-year accreditation period are either enrolled in a post-baccalaureate education program, or are employed.

UW-Eau Claire consistently earns citations in U.S. News & World Report’s “America’s Best Colleges” guide, which ranked UW-Eau Claire 4th among the top public regional universities in the Midwest in its 2008 listing. Our Wisconsin Youth Sports Program (formerly the National Youth Sports Program) was named the top program of its kind in the nation. Our Forensics team has won the State championship for 17 consecutive years, and recently placed 6th nationally. The Spectator was named Wisconsin’s best college newspaper. Our Concert Choir was honored with the Fondazione Laboratorio Mediterraneo International Peace Award.

In sum, though the above list is far from comprehensive, we believe these exemplars serve as signals that our efforts and intentions come to fruition in meaningful, demonstrable ways. Following the upcoming segment about our budgeting and planning processes, we will describe several major challenges our institution has faced and/or will face in the immediate future (specifically, dramatic decreases in State support, a serious shortfall of funds with which to maintain our physical infrastructure, and an extremely high number of retirements occurring over a short time span). We take considerable pride in the fact that our applicant numbers and broad recognition of our accomplishments have continued to grow during a time of unprecedented challenge.

In order to demonstrate that our resource base is (or in some respects, is not) sufficient to support our progress and our plans, we first need to provide descriptions of our financial resources, our human resources, our physical plant resources, and our materials and technology resources. The reader will also require an understanding of the processes by which each of those categories of resources is allocated. We will therefore approach this segment of our self-study by addressing each of these specific areas in turn.

The financial planning process for UW-Eau Claire originates externally. UW System Administration prepares a biennial budget request based upon input from each institution in the UW System. In January of every other year, UW System sends out allocations and guidelines, and requests proposals for Decision Item Narratives (DIn). Each institution identifies budget priorities as they relate to system-wide and institutional strategic plans. The UW Board of Regents formally adopts the UW System budget in June and usually sets tuition by July. Occasionally, significant delays occur in the State budget process; for example, tuition for the 2007-08 year was set by the UW Board of Regents in August, 2007 — several months before of the State budget was passed.

With the exceptions of four specific DIN initiatives in the decade from 1999 to 2009 (specifically for the Chippewa Valley Initiative; NanoSTEM; Nursing; and Education), allocations as set forth by UW System have been incremental, thereby perpetuating our former, incremental planning process (as described under Core Component 2A). Budget reductions in recent years have required our administrators to reallocate resources and to make difficult decisions in response to changing circumstances. While not all such budget decisions are based upon campus-wide input, during the last major round of major budget cuts in 2005 our administrators held open forums with all staff members to discuss possible areas for reduction or elimination. These forums served as the source of many innovative ideas about how best to respond to the increasing financial challenge.

**OUR BUDGET PROCESS AND PLANNING**

Internally, the objectives set forth in our new Centennial Plan serve to guide financial planning (as described in detail under Core Component 2A). Our budget reflects an operationalization of institutional plans and priorities regarding how best to move forward within the constraints of limited resources.

At the institutional level, funds are allocated in an annual budget. Departments and units may suggest incremental adjustments to annual budgets for their respective areas, and these modified budget proposals are aggregated as they move up administrative lines. Next, deans and directors forward aggregated information along with their perceptions of the needs and priorities put forward by the departments and units under their leadership. Development of the budget is coordinated by key administrators, who work together to ensure that budget plans balance out against a target level set by the UW System Administration. Finally, the budget is approved by the Chancellor.

Due to a combination of conservative fiscal management and, to a lesser extent, to the normal turnover of faculty and staff members
(through retirements, resignations, unfilled positions, etc.) that results in salary savings each year, UW-Eau Claire typically has carry-over funds available from one year to the next. In some budget categories (e.g., program revenue, indirect costs), cash balances carry over directly from one fiscal year to the next in individual accounts. For general program revenue funds (the bulk of the University’s budget), carry-over funds from all units of the University are aggregated at the institutional level, and are first used to balance the overall University budget. Often, significant carryover funds remain available after this has been accomplished.

In the decade since our last HLC review, carry-over dollar amounts have ranged from a low of $802,233 in 2002 to a high of $3,413,780 in 2006. These funds nominally revert to UW System for rectification of the overall system budget, and in about September of each year, each campus is given increased spending authority proportional to that campus’s share of the overall carryover. Deans and associate vice chancellors can submit requests to the Provost to recover a portion of the remaining carry-over funds. In general, some attention is given to returning unused carry-over dollars to colleges and units in proportions that roughly reflect the origins of the saved dollars. In other words, carry-over funds are usually directed back to their general source of origin, for allocation at the discretion of the appropriate administrator — usually at or above the level of dean. Associate vice chancellors, directors, and deans can then allocate those recovered carry-over dollars to support or augment initiatives.

In the 2001-03 biennium, UW-Eau Claire received its first-ever major base budget increase (from the State) to fund new program initiatives. As mentioned briefly above, such an initiative is called a DIN (Decision Item Narrative), and the funding is allocated to the financial base of the University for a specific purpose. The 2001-03 Chippewa Valley Initiative provided almost $2 million for expansion of facilities, additional faculty FTE, and increased enrollments in the Computer Science and Information Systems departments to meet growing regional demand for these high technology fields.

In the 2007-09 biennium, UW-Eau Claire was again awarded a base increase of $1,993,700, but this time as a result of three separate DINs. (Two of those DINs were actually UW System-wide initiatives in which UW-Eau Claire will play only one part, and one DIN was specific to UW-Eau Claire in collaboration with UW-Stout.) These three DINs were part of the UW System’s Growth Agenda for the 2007-09 biennium.

UW-Eau Claire’s contributions to the System’s growth priorities were initiatives designed to increase access for non-traditional students and to enhance specific graduate programs (such as nursing and teacher education) and the NanoSTEM Initiative, which is a cooperative effort with UW-Stout. That latter initiative resulted in a base increase of almost $2 million for expansion of facilities and equipment in our Materials Science Center, additional faculty and staff FTE, and increased enrollments in STEM related fields.

**UW-EAU CLAIRE’S RESOURCE BASE**

While the funding allocated to us by UW System for general operations has increased since 1999 (if considered only in terms of absolute dollar amounts), our effective buying power has not. Despite the increase in absolute funding dollars from 1999 through 2007, the inflation rate of approximately 25% during that same time period resulted in essentially flat buying power (U. S. Bureau of Labor Statistics, Consumer Price Index).
The following figure presents our general operational funding from 1999 to the present (after subtracting out financial aid funds that are distributed directly to students). For comparative purposes, the figure also shows the inflation-adjusted buying power of these dollars across time.

Of further concern, indices that more specifically reflect higher education costs (e.g., the Higher Education Price Index; the U.S. Employment Cost Index for Higher Education) estimate increases in higher education costs during the same time period to be in the range of 30% to 35%. This heightened degree of inflation in higher education has occurred, in part, because such a large proportion of higher education budgets are allocated to human resources. For example, in Fiscal Year 2007, about 87% of our General Purpose Revenue (GPR) and fee-based operating budget (excluding academic building debt) was allocated for salary and fringe benefit costs. Thus, while overall budgets have increased, cost-to-continue items such as salaries, fringe benefits (including health insurance), and utilities have significantly surpassed those increases, thereby creating budgetary strain. This has resulted in an appreciable decrease in net funding available to support University programs. The following table shows a comparison of our expenditures for these three major budget items at the time of our last HLC review, and currently.

Compounding the challenges of these rapid inflation rates, we have concurrently experienced several sharp decreases in State funding since 1999, with little recourse other than to offset these losses by increasing our tuition. Public institutions of higher learning nationwide are experiencing similar challenges; however, Wisconsin was one of only six states in the country to cut higher education funding by more than 7% in the 2003-05 biennium. In fact, Wisconsin has ranked 49th of the 50 states in terms of budget increases to support higher education during the time period from 2003 to 2008 (Wisconsin Taxpayers Alliance, September 23, 2008, p. 1). Quoting from the September 17, 2008 issue of Focus (published by the Wisconsin Taxpayers Alliance), “Over the past 25 years, UW funding has generally trailed inflation, total State spending, State school funding, and ‘higher ed’ expenditures in other states” (p. 1). So far, we have been able to meet the demands of decreasing State support by widespread “trimming and tightening,” and through significant tuition increases, but repeated decreases in State support have definitely resulted in less discretionary funding for new initiatives.

To illustrate this challenge and how we have responded to it, the following figure shows UW-Eau Claire’s history of funding from all sources across the past decade, demonstrating our need to compensate for reduced State support (typically referred to as General Purpose Revenue, or GPR) by increasing funding from other sources.

Criterion Two
We continue to rely on operational receipts, gifts, and grants in order to maintain and improve the quality of the educational experience we provide for our students. While our gross income in actual dollars from gifts/grants and from operational receipts has increased, the proportion of our total operating budget coming from those two sources has remained essentially constant since 1999.

We will narrow our scope, now, to focus on the effects of these changes upon the specific segment of our budget known as the General Operations Budget, which is used for major expenditures including salaries, benefits, services and supplies, permanent property, utilities, and certain forms of student aid. To continue to carry out our mission under conditions of reduced State support, it has been necessary to increase our tuition substantially (but within the constraints dictated by the State Legislature).

The following figure shows the relationship between declining State GPR support and the resulting need for compensatory tuition increases. Although our primary focus throughout this self-study is on the past ten years, it is helpful to set a wider-angle context here; hence, this figure commences with data from the late 1970s, to provide a sense of the cumulative trend across the past three decades. It is important to note the time frames in the figure in order to gain a full appreciation of our financial trajectory. Specifically, the first and second bars are separated by eight years; the second and third bars are separated by fifteen years; the third and fourth bars are separated by only three years; and thereafter, data are presented annually.

The procedure at private universities and many public universities is for independent boards and the campus leaders they select to have decision-making power regarding student tuition. In contrast, in the State of Wisconsin, elected officials render decisions regarding tuition. So in essence, we face a conundrum in that the same legislative body that has repeatedly curtailed State support to the UW System in recent years has simultaneously placed stringent caps on the extent to which we are able to compensate for those lost resources through increased tuition (Wisconsin Taxpayers Alliance, September 17, 2008).

With declining GPR support and with cuts to funding of various student financial aid programs (including the Wisconsin Higher Education Grant [WHEG], Lawton, and Advanced Opportunity Program [AOP] grants totaling $30 million), the accessibility of higher education to the neediest students has been reduced to a significant degree. In Fiscal Year 1994, gift assistance represented 35% of the total dollars distributed by our Financial Aid office, while self-help constituted 65%. In Fiscal Year 2007, gift assistance represented only 28%, with the remaining 72% coming from self-help.

These trends of increasing education costs and decreasing gift aid will continue to impact the neediest students, resulting in increased loan debt, longer work hours, less time to study and, in some cases, more time to degree — or even the inability to obtain a degree. Tuition is expected to increase by at least another...
Criterion Two

5-6% annually over the next biennium, on top of tuition increases of almost 70% at UW-Eau Claire since 2002-03 [ evidence ].

These necessary tuition increases have placed additional burden on our students and their families, and such increases run counter to our strong desire to make higher education as accessible as possible. However, it should be noted that, despite the necessity of increasing our tuition in recent years, our tuition remains lower than that of many of our peers, and our student fees are less than student fees at the other comprehensive UW System institutions. The table below compares our 2008-09 tuition-and-academic-fees cost for full-time (resident) undergraduate students, to the mean for other UW-System schools, to selected peers with whom we compete for students (University of Minnesota-Duluth and Winona State), and to regional peers with whom we compete in regional rankings (Truman State and University of Northern Iowa).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Annual Tuition &amp; Academic Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota-Duluth</td>
<td>$10,260</td>
</tr>
<tr>
<td>Truman State University</td>
<td>$6,458</td>
</tr>
<tr>
<td>Winona State University</td>
<td>$5,768</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>$5,524</td>
</tr>
<tr>
<td>UW System Institutions (mean tuition for all campuses)</td>
<td>$5,468</td>
</tr>
<tr>
<td>UW-Eau Claire</td>
<td>$5,240</td>
</tr>
</tbody>
</table>

UW-Eau Claire has long maintained a centrally-held reserve pool comprised of monies from a variety of sources, including excess tuition revenues (resulting from larger than expected enrollments), indirect cost revenues from federal grants, and a portion of the annual carry-forward of unspent funds from the prior fiscal year, to name just a few. Historically, when budget shortfalls or State-mandated “lapses” (i.e., one-time budget cuts) have occurred at or near the close of a given fiscal year, these reserve funds have been used to “make up the difference.”

In recent years, as State funding has declined, we have relied increasingly upon these reserve funds to mitigate the budget pressure, to the extent that we have depleted the principal in that reserve pool. On one hand, we are fortunate to have these reserves available “for a rainy day,” and we have not tapped into our reserves without thoughtful consideration. On the other hand, we have used our reserves, at times, to shield us from having to make difficult decisions to reduce or eliminate programs or services.

As we move forward we will need to come to grips with the real possibility that if recent trends continue, we cannot continue to rely on those reserves as we have in the past. To respond to this concern, we will need to work hard to develop new sources of revenue. We will also need to prepare to make difficult decisions about the allocation of scarce resources, and may sometimes need to forego programs and services in order to balance our budget and still preserve a portion of our reserve pool. It will be essential to found such decisions upon critical data analysis and solid evidence (such as that recently gathered through our PEEQ review process).

We are optimistic that our resource base will continue to support our plan for maintaining and strengthening innovative academic programs, due to the infusion of additional financial support via four permanent DIN budget supplements. These funds have helped offset State funding reductions.

To summarize, though it has been necessary to increase tuition in recent years, we have remained “cost friendly” despite a decades-long trend of reduced support from the State. We operate very efficiently and strive to derive the maximum possible value from each dollar we expend.

DIFFERENTIAL TUITION AND A SUCCESSFUL CAPITAL CAMPAIGN: TWO BRIGHT SPOTS IN OUR FINANCIAL PICTURE

Despite the above challenges, we have cause for celebration in other respects. The first of these is related to the fact that, beyond their basic tuition and academic fees, our students (across all programs) have elected to pay additional “Differential Tuition,” which at our institution refers to additional tuition paid expressly to support special learning initiatives. These include Faculty/student scholarly collaboration, First Year Experience courses, Service-Learning, senior practicum and internship experiences, and numerous other “value-added” learning activities that basic tuition and fees are insufficient to sustain.

As a result of action by our Student Senate in 1996, UW-Eau Claire was the first UW System campus to implement Differential Tuition at the institutional level rather than at the program level. In subsequent resolutions, our students have further strengthened their commitment for celebration in other respects. The first of these is related to the fact that, beyond their basic tuition and academic fees, our students (across all programs) have elected to pay additional “Differential Tuition,” which at our institution refers to additional tuition paid expressly to support special learning initiatives. These include Faculty/student scholarly collaboration, First Year Experience courses, Service-Learning, senior practicum and internship experiences, and numerous other “value-added” learning activities that basic tuition and fees are insufficient to sustain.

As a result of action by our Student Senate in 1996, UW-Eau Claire was the first UW System campus to implement Differential Tuition at the institutional level rather than at the program level. In subsequent resolutions, our students have further strengthened their commitment
to the Differential Tuition initiative, first by voting to establish it at a fixed rate, then later voting to increase the amount by 4.5% each academic year (since 2004).

A second optimistic factor is that, working in cooperation with our UW-Eau Claire Foundation, we recently completed a highly successful capital campaign, launched in 2002 and concluded at the close of 2007. The initial goal of this campaign was to raise $35 million, but when we reached this target well ahead of schedule, the goal was raised to $50 million. We are delighted to report that the effort came to a close having surpassed even the second goal, by raising a total of nearly $54 million. The rousing success of this campaign speaks volumes about our positive relationships with our alumni and our community.

While the capital campaign was a huge success, most of the funds garnered through that process are designated to support specific projects and programs, or to provide scholarships for deserving students, or currently exist in the form of bequests and planned gifts that will not become available until some time in the future. So, although those contributions certainly add appreciably to the overall financial health of the institution, they cannot typically be used to fund general operations.

**Conclusion and Recommendations Regarding Resource Base**

In summary, though the overall gross dollar amount in our budget has increased since 1999, concurrent inflationary pressures and marked reductions in State support have resulted in circumstances requiring increases in tuition to offset those effects. If we view these same challenging circumstances through a different lens, however, the positive outcome is that we have also been forced to become keenly intentional in our allocation of resources. We recognize the need to strengthen existing revenue streams and establish new ones. Our Centennial Plan makes explicit the need to develop these new resources and to make optimal use of such resources once we secure them.

We are currently transitioning to a more inclusive and intentional budget process that is closely linked to quality indicators. The new system involves prioritization and the protection of high-quality initiatives. This is necessary in order to keep costs manageable for students and maintain our reputation for providing outstanding educational value — which is what has continuously placed us among the top rankings on benchmarks like the ones we celebrated at the outset of this Core Component. We are well under way with this transition at the time of this writing, and our recommendation in this regard is simply to continue moving forward according to our Centennial Plan.

**Expenditures**

The following figure presents the breakdown of University expenditures, expressed in terms of the percentage of the overall budget represented by each category of expenditure. As one would expect given inflation, the actual amount spent on each activity has increased across time. However, as a percentage of the total budget, expenditures within specific categories have remained relatively constant since 1999, with the largest change occurring in student financial aid. Clearly, little appreciable change has occurred in terms of proportional expenditures across the past decade.

**Our Human Resource Base Supports Planning for High-Quality Educational Programs**

To carry out the ambitious initiatives we have articulated in our Centennial Plan, we need a resource base that can support the vigorous efforts it will require. This segment of Core Component 2B addresses our strengths and challenges in that regard, from the perspective of our human resources.
We have about the same number of students as a decade ago; we have approximately the same number of positions as a decade ago; and roughly the same number of those positions remains designated as teaching positions. Therefore, we have maintained our human resource base with little change since our last review. Moving forward, however, we do face some human resources challenges.

First of all, the number of positions available is significantly limited by UW System rules, and by the fact that the respective disciplines are motivated to protect teaching positions allocated to their particular areas. Second, our workforce is aging rapidly, with a large number of retirements anticipated over the next few years. In this segment of our self-study, we will describe strengths and opportunities related to our resource base, as well as threats.

The collective human resource at UW-Eau Claire is the primary reason for our educational effectiveness. Without the unwavering commitment, dedication, enthusiasm, and spirit of each UW-Eau Claire employee, all the planning in the world would be for naught.

We recognize that to sustain outstanding educational quality, it is essential that we take outstanding care of our human resources. In fact, the first goal of our former Five Year Plan was, and the first four goals of our new Centennial Plan are about sustaining and enhancing the quality of our teaching, learning and personal-development environment.

Numerous personnel restrictions limit our flexibility to shift positions to meet changing needs. Specifically, these include position controls at the UW System level, rules regarding tenure, unclassified staff rules, and classified staff rules that are related to their unionization. State and UW System mandates also come into play. In the past decade, those mandates have included decreases in both dollar allocations and FTE allocations, and several of those decreases have been required from specific areas (such as purchasing, or administrative vs. instructional positions). Comparisons of annual data can reveal trends, but it is important to keep in mind that those figures provide only a snapshot of a specific point in time. The actual numbers never remain static.

Our Human Resources unit recruits for classified positions, and administers benefits and workers’ compensation. Classified FTE has remained fairly static over the past ten years in both full and part-time positions, with a net loss of 10 positions.

The hiring of faculty and academic staff members is handled at the individual department or unit level with final decisions being made at the division or college level, with guidance and assistance from our Affirmative Action office. The charts below illustrate changes in the composition of the faculty and academic staff from 1999 through 2006. Teaching FTE has remained relatively stable since 1999. Indeed, the 446.7 teaching FTE in 2006 represented the high point since 1998. The decrease of the equivalent of approximately 23 faculty FTE positions from 1999 to 2006 has been offset by a 28.5 FTE increase in instructional academic staff (IAS). These IAS positions allow flexibility and rapid response to changing needs.

The increased use of instructional academic staff members has not arisen from any administrate-level agenda to save money in salaries; rather, decisions to hire
instructional academic staff members occur at the department level, and are based upon departments’ estimations of the optimal way to fill a particular vacant position at a specific point in time. A specific example which may serve to illustrate this point occurs in Nursing. It is not typically feasible to hire doctoral-level nurses directly into faculty positions due, in part, to the fact that such individuals can earn appreciably more working as professional nurses than they can earn in an academic setting. To address this challenge, our Nursing program frequently hires instructional academic staff members to fill immediate instructional needs, and supports these individuals as they progress toward the doctoral degree.

The figure below shows our net decrease in positions filled by teaching faculty members and the commensurate increase in positions filled by instructional academic staff members. Total faculty and academic staff FTE during this time period increased less than 1.0 FTE.

Non-teaching FTE has decreased by 4.2 FTE overall from 1999 to 2006. The figure below presents data regarding non-teaching staff members and “at-will” positions (i.e., positions in which the person serves at the will of the administrative supervisor) across time. It is important to point out that several of the new positions created in recent years have resulted in extramural grant funding for special projects (e.g., our McNair program and our Women and Gender Equity center).

A valuable finding of our self-study has been that, despite the relative stability depicted in the figure above, many on campus hold a very different perception. Specifically, there is a robust “working understanding” among faculty and staff members, which holds that there has been a significant increase in the number of administrative hires, concurrent with an appreciable drop in the number of faculty and instructional staff members. It is possible that a shift did, indeed, occur between the mid-1980s and the mid-1990s, with fewer positions for faculty and more positions for support staff, particularly in the area of instructional technology. It is extremely challenging to track the actual numbers of positions due to the fact that job duties are constantly shifting. Many members of the campus community ascribe firmly to anecdotal evidence of continuing decreases in faculty positions, though we have been unable to identify objective evidence in support of this perception.

Discussions in our University Senate have yielded a call for the Key Performance Indicator approach to be applied in order to illuminate the sources of these discrepant perceptions, and to ascertain the facts of this matter. Preliminary conversations in the course of this self-study suggest that faculty and staff members, in general, may be operating with a lack of sufficiently detailed information regarding the complex reorganizational changes which have occurred in recent years. It seems likely that increased administrative communication with the campus as a whole may go a long way toward reconciling the discrepant perceptions and achieving clarity on this issue.

In addition to, and in the context of external constraints that limit our flexibility regarding faculty and staff positions, we also face a challenge in terms of our aging workforce. The median age of all UW-Eau Claire employees is 52, and more than 50% of our workforce will become eligible for retirement in the next decade. The following chart shows the age composition of our workforce.
Although the anticipated wave of retirements will require massive hiring of teaching and administrative personnel, it also presents an opportunity to hire with a direct eye toward the priorities identified in our Centennial Plan. With UW System salary levels significantly below peer institution medians for faculty (~8.5%), administrators (~16%), and academic staff (~23.4%), UW-Eau Claire will be challenged to compete with institutions across the country as we strive to hire and retain highly-qualified applicants.

To summarize, we do have the ability to hire individuals to meet specific needs within the academic disciplines; but that is the extent of the latitude we have at the local level. Because external restrictions limit our ability to shift positions in a flexible manner, we lack optimal ability to redirect human resources toward new focal points as we evolve through the sequential phases of our strategic plan. Looking forward, we anticipate a continuing need to respond effectively to those external restrictions. Taken together with the challenges of declining State financial support, this human resource challenge points up a cross-cutting theme — namely, the importance of maximizing our potential by approaching planning in new and highly creative ways, to make the very most of the resources we do have at our disposal.

We take considerable pride in our accomplishment of having sustained the level of instructional quality for which we are known, notwithstanding externally-imposed constraints. We remain firmly committed to this aim as we look to the future. And, we are keenly aware that we will need to attend carefully to the management of our invaluable human resources in the ways that best support individual and collective productivity, career satisfaction, and the provision of an excellent educational experience for our students.

**FACILITIES AND CAPITAL BUDGET PLANNING**

To sustain an effective learning environment, we are challenged to develop plans for maintenance of our physical plant in a climate of ever-tightening fiscal constraints. Our facilities, infrastructure, and equipment must be maintained in compliance with relevant codes and consistent with the needs of our students, faculty members, and staff members for safe, effective spaces that are conducive to learning. This segment of Core Component 2B focuses upon planning efforts, strengths, and challenges specific to our physical facilities, with particular attention to the challenge of deferred maintenance that results from the concurrent aging of most of our buildings, within the temporal context of shrinking State support.

**Funding Processes for Facilities and Capital Budget Planning**

We have made significant progress in facilities and capital budget planning since our 1999 review. It is relevant to note here, however, that facilities and capital budget planning involve some processes that are outside our control at the institutional level — namely, factors such as funding, statutes, administrative codes, UW System policies and procedures, and rules of the Wisconsin Department of Administration – Division of State Facilities (DSF). Facilities, structural repairs, and renovations costing more than $5,000 are generally eligible for funding by the State Department of Administration. Maintenance and repair projects exceeding $25,000 must be contracted by the same. Valid needs up to $150,000 are promptly funded and constructed within one year. Projects exceeding that amount are rank-ordered, and only selected, high-priority projects are funded and constructed within the biennium. Projects involving only renovation were not funded at all in the 2007-09 biennium.

One consideration that limits our ability to pursue institutional priorities with regard to our physical plant is the fact that our proposed projects are ranked along with all projects from all system campuses. Consequently, we may identify a specific project as being of very high priority, but if the project does not rank high relative to proposals from other UW System institutions, it may not garner funding.
Changes in our Approach to Facilities Planning

Since 1999, our approach to facilities planning has changed in both process and scope. Specifically, we have moved from a model of infrastructure renewal to a more holistic planning approach. This new approach includes administrative evaluation to ensure alignment of facilities plans with academic and financial plans, all in consultation with relevant stakeholders and within the context of our Centennial Plan. We have also developed and filled a new position for a campus facilities planner, who is tasked with ensuring the integration of facilities planning with budgets and priorities.

The Maintenance Backlog Concern

When the University first participated in a new statewide process of comprehensive-prescriptive maintenance inventorying and planning, it was found that UW-Eau Claire had a significant and growing maintenance backlog (2003-2005 UW-Eau Claire General Development Plan Backlog of Maintenance and Repair Submittals). Among the most pressing needs are those for renovations to the heating, ventilation, and air conditioning (HVAC) systems of academic buildings; these are an institutional priority. Specifically, of UW-Eau Claire’s nine top-priority major repair projects for which funding has been requested of the State, six are HVAC renovations.

Another important goal is related to the accessibility of our facilities for individuals with
disabilities. While we have responded to all specific needs for accommodations, and have completed all renovation, remodeling, and new construction projects in compliance with the Americans with Disabilities Act (ADA), we can do more. Moving forward, we challenge ourselves to progress toward the full spirit of ADA by enhancing accessibility to the greatest extent our resources will allow.

During the two-decade period from 50 to 30 years ago, UW-Eau Claire underwent a huge growth boom. The majority of our buildings and facilities were constructed during that twenty-year period. We now face the very serious concern that all of those buildings are showing the effects of age and the inevitable wear-and-tear of vigorous daily use. Our buildings, much like our faculty, are all “coming of age” at the same time, leading to deep concerns about how we are going to fund the necessary major maintenance, repairs, and renovations needed to keep these trusty old buildings safe and functional.

Some of our buildings are maintained using General Purpose Revenues (GPR) from the State, while others are maintained using program revenue (PR) generated here on our campus. For example, academic buildings are maintained using State funds, while residence hall maintenance is funded by the rent paid by students to live in those structures. The following graph shows the age of campus buildings funded through both sources. The figure rather dramatically indicates the sharp spike in building renewal funding that will be needed across about a twenty-year time span beginning right now, as a consequence of the “new building boom” that occurred 50 to 30 years ago (UW-Eau Claire General Development Plan).

While the 1999-2001 development plan included seven projects totaling $15,600,000 (1999-2001 UW-Eau Claire General Development Plan), the 2007-09 General Development Plan included 37 projects totaling $216,500,000 (2007-09 UW-Eau Claire General Development Plan). This comprehensive plan requires funding well in excess of previous funding patterns. Specifically, over the 1997-2006 decade, actual funding of the capital budget has averaged approximately $8,000,000 per biennium; planned future capital budget requests will require average funding of more than $48,000,000 per biennium in the upcoming decade. In light of recent funding trends, we are concerned that available resources may fall considerably short of the amounts needed. This will likely pose a significant challenge as we strive to implement planned construction and renovations, and to maintain, furnish, equip, clean, and provide technology and electrical power for our existing physical facilities.

Our maintenance backlog is a matter of significant concern. One way to compute maintenance backlog is to estimate the amount that would be required in order to complete all deferred projects, and then divide that by the estimated replacement cost of the entire institutional infrastructure. Using this approach, campus experts estimate that our maintenance backlog represents approximately 9.43% of what it would cost to rebuild the institution’s facilities from the ground up. This is higher than the estimated industry standard of 8%. However, despite this fact, industry standards suggest that this ratio falls within the “Adequate” range, meaning that the physical infrastructure meets requirements, but some corrective repair and/or corrective maintenance is required. Detailed contextual information and a description of how these figures were derived can be found in the document titled Facility Condition Assessment and Related Information in the HLC data repository. [Evidence]
The Need for a Systematic Approach to Major Repairs

We recognize the need to develop a more systematic approach to identifying and prioritizing major repairs. Though our Facilities staff members are familiar with our buildings and physical resources and hold a solid working knowledge of what needs to be done, we lack a fully cohesive, strategic plan for decision-making. We have recently secured funding to develop a comprehensive campus master plan for all physical resources.

This process will be carried out at the institutional level. The intent of the first phase will be to establish a baseline from which to measure our net progress across time. Periodic internal inspections (at intervals of approximately four years) will provide a mechanism for identifying and prioritizing new maintenance needs as previous projects are completed. It must be noted that we will need to identify additional resources in order to carry out this ambitious project.

We have recently redesigned our facility/general development planning processes and directions. This is a major step in the right direction. But looking to the future, the next step will be to develop a more effective system by which to advocate for increased State support for the maintenance of our facilities, since funding from the State is the single most crucial element needed to relieve the backlog.

Although available resources are falling short of the funding needed to keep up with maintenance needs, we have certainly been able to complete numerous, major renovations during the past decade. The following table lists the twelve projects completed since 1999 that required budgets in excess of $1 million.

In summary, the majority of our physical facilities were constructed during a relatively brief time span. Consequently, these same buildings are all aging concurrently, such that we have now entered a time period during which many major renovations and repairs of essential importance are needed. The harsh reality is that our need for dramatically increased resources to maintain our physical facilities is colliding with dramatically decreased state support — and all of this is set in a temporal context of inflationary pressure. To say that we are concerned about our ability to maintain our physical plant effectively under these circumstances would be an understatement.

Looking to the future, this challenge poses a significant threat and requires our focused attention. We recognize the importance of moving forward expeditiously with planned efforts to address this issue, in order to identify and implement workable solutions. To this end, our Chancellor is leading an initiative to build relationships with public and private partners and to explore opportunities for joint projects with City, County, and private developers that will help us respond more flexibly to our facility needs, as well as to the needs of the community. This initiative will require sustained effort across time, and will not address all of our facility challenges; nonetheless, it will be a critical piece in our comprehensive approach to our facility needs in the coming years.

<table>
<thead>
<tr>
<th>Renovation Project</th>
<th>Cost</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovations to Phillips Hall (science building)</td>
<td>$12,618,000</td>
<td>1999-2006</td>
</tr>
<tr>
<td>Renovations to McPhee Hall (athletic complex)</td>
<td>$6,891,200</td>
<td>2005-2008</td>
</tr>
<tr>
<td>Construction of Boiler Baghouse</td>
<td>$2,673,284</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Installation of Upper Campus Chilled Water System</td>
<td>$2,657,800</td>
<td>2006-2008</td>
</tr>
<tr>
<td>Replacement of Roofs on Hibbard, McPhee and Schofield Halls</td>
<td>$1,944,000</td>
<td>2005</td>
</tr>
<tr>
<td>Construction of Media Lab (Communication/Journalism instructional lab)</td>
<td>$1,812,000</td>
<td>2005-2008</td>
</tr>
<tr>
<td>Reinforcement of Lower Campus Riverbank</td>
<td>$1,547,000</td>
<td>1999-2006</td>
</tr>
<tr>
<td>Classroom Renovations for Instructional Technology * (classrooms campus-wide)</td>
<td>$1,257,600</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Installation of Energy Improvements (campus-wide)</td>
<td>$1,104,000</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Renovations to McIntyre Library</td>
<td>$1,098,000</td>
<td>2004-2008</td>
</tr>
<tr>
<td>Replacement of Heating Plant Controls</td>
<td>$1,083,700</td>
<td>2005-2006</td>
</tr>
<tr>
<td>Replacement of Boiler</td>
<td>$1,053,000</td>
<td>2003-2004</td>
</tr>
</tbody>
</table>

*This was only the first in a series of major classroom technology renovations totaling $3,166,012 since 1999.
Our technology needs have been studied extensively, both from the aspirational perspective of striving to acquire state-of-the-art technology, and from the practical perspective of setting priorities according to the resources available. Results of the study are published in the **LTS Strategic Plan**. LTS employs a formalized planning method based on analysis of strengths, weaknesses, opportunities, and threats (SWOT). Industry trends in higher education, UW System initiatives, and campus-specific input are all included in environmental scans. The goals and objectives of our campus frame the creation of the Information Technology plan, which also includes specific projects and ongoing management of the current environment.

LTS has developed a forward-looking technology asset management plan, with rotations/replacements planned 12 to 15 years into the future. The budget, funding sources, and associated rules require long-range planning to work effectively across broad time horizons. Planning addresses lab and curricular computing, networking, email, telecommunications (voice) technologies, and other shared technologies, but stops short of planning personal computing technology for faculty and staff members. Details of the Distance Education asset rotation plan, classroom technology rotation, and General Access Lab rotation can be found in the **LTS Strategic Plan** (pages 34, 45, and 46, respectively). Rotation schedules for VoIP (Voice-over-Internet Protocol) phones, servers, electronics (routers and switches), audio, photo, software titles, and other LTS-managed assets are also available.

### Library Planning

Effective in 2000, our McIntyre Library has also adopted a formal strategic planning process. The strategic plan includes all aspects of Library service, including technology. Much of the funding for public computers and service equipment comes from the Student Technology Fee, which provides approximately $1,015,000 annually to support technology. The Library works closely with LTS and the Student Technology Commission to make sure that student needs are met. Careful planning and budgeting processes also inform decisions regarding library databases. Evaluation methods include unit reviews, surveys, spontaneous feedback, usability studies, and annual reports.

McIntyre Library regularly participates in LibQual+ (a nationally-recognized web survey designed to assist libraries in meeting the needs of students, faculty members, and staff members). Our Library first utilized the LibQual+ survey in 2004, and it was repeated in 2008. Results show that McIntyre Library always ranks high as a place to study and conduct research. Over 45% of our students reported using the library on a weekly basis, with another 17% using it daily. Students’ comments prompt continuing efforts to provide access to increasing numbers of electronic full-text journals, and to increase the number of computers in the library. The results of the most recent LibQual+ survey (spring 2008) sparked a collaborative effort between the Library and LTS to ensure that every group study room has a computer with a large-format, wall-mounted monitor.
Funding Sources for Technology, Equipment, and Furnishings

In all these areas of planning, we have been actively identifying and quantifying needs, and developing plans to fund the resolution of those needs. We utilize a combination of funding mechanisms to support technology, equipment, and furnishings:

- Our Lab Modernization program augments annual budgets to procure and maintain substantial equipment and specialized software items for instructional use. This fund, also designed to facilitate innovation and invention in our lab environments, amounts to approximately $400,000 annually.
- The Classroom Renovation - Instructional Technology capital program has funded replacement of classroom furnishings and installation of up-to-date teaching stations and instructional technology. Since 2000, we have invested more than $3,166,000 to update instructional technology and renovate classrooms. This extensive project aims to install high-quality teaching technologies, enhance the comfort and utility of learning spaces, and enhance accessibility for students with disabilities. The plan for this initiative prioritized renovation of the largest-capacity learning spaces first, with the goal of maximal positive impact on teaching and learning. Mid-sized learning spaces came next, followed by the smallest classrooms, which are still being completed at the time of this writing. Accessibility improvements included the replacement of tiered floors in lecture halls with ramped floors or lifts, installation of assistive devices for students with visual and hearing impairments, and acoustic improvements for general purposes as well as for students with auditory difficulties such as tinnitus.

Deans and department chairs have expressed concern that the outdated furnishings and equipment in some laboratory and office spaces may serve as a discouraging factor when we are striving to attract highly qualified faculty and staff members. This is an area in which we can improve by developing a systematic and intentional approach to updating furnishings and equipment, as feasible. Curricular labs have been funded with non-recurring funds, and require ongoing support resources as dependence upon these work spaces increases. Reliable funding for continuing support costs will be essential.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 2B

Our resource base supports our educational programs and our plans for maintaining and strengthening their quality in the future.

To summarize our findings for Core Component 2B, we take considerable pride in the fact that we have maintained the excellent standard of education for which we are well-known, despite significant challenges across the past decade. Specifically, we have experienced sharp decreases in State support over the past ten years, and have had little recourse other than to offset these cuts by increasing our tuition. Notwithstanding this fact, UW-Eau Claire still provides a good value compared to regional peers.

In response to our fiscal challenges, we initiated a strategic planning process which resulted in the development of our Centennial Plan. This plan serves to guide and unify all aspects of our institutional operations. We have revised our planning and budgeting processes such that the two are now closely linked, and such that both align with the Centennial Plan.

From about 30 to 50 years ago, UW-Eau Claire underwent a major growth period, during which large numbers of faculty members were hired and many of our campus buildings were built. Consequently, we now find ourselves in the midst of a very large wave of retirements and concurrent aging of our infrastructure, both of which are cause for concern — particularly in light of our current, challenging financial picture. Nonetheless, we are optimistic that our strategic planning initiative, and our revised planning and budgeting processes will be effective mechanisms through which we can respond effectively to these challenges.

On the basis of our self-study observations, we offer the following recommendations:

1. At the institutional level, it is important to explore new funding resources with the State that recognize our needs for more flexibility with regard to tuition and other resources.
2. Follow through with plans to develop a comprehensive master plan for facilities.
3. Align and integrate that facilities master plan with institution-wide plans.
INTRODUCTION

Numerous assessment and evaluation mechanisms are in place to promote continuous improvement at UW-Eau Claire. Our assessment plan calls for evaluation of student learning to be carried out at multiple levels, beginning in the classroom, continuing at the department and program level, and culminating at the institutional level. The goals of all assessment processes at UW-Eau Claire converge on the single purpose of ascertaining the degree to which we are facilitating a positive, effective learning experience for our students.

In recent years, we have devoted increasing attention to our system for evaluating student learning outcomes, and have recognized the need to strengthen our assessment system. We remain in the midst of that strengthening process at the time of this writing, and we are optimistic that our recent acceptance to the HLC Assessment Academy will provide ideal structure and guidance to help us reach our goals.

As we have developed more focused processes for strategic and budgetary planning, we have also recognized the need to redesign our assessment methods at the level of departments, programs, and units, to evaluate their alignment with strategic initiatives at the institutional level. In this segment, we present evidence of our ongoing assessment processes in three major categories:

- Assessment of student learning
- Academic department and program reviews
- Non-academic unit reviews

(A detailed discussion of our process for evaluating the performance of faculty and academic staff members can be found under Core Component 4A.)

We wish to note here that we have recently undertaken a comprehensive evaluation initiative (the Program to Evaluate and Enhance Quality [PEEQ]) that we anticipate will have direct and positive impact on the effectiveness with which we facilitate student learning at all levels, and the extent to which each department, program, and unit on campus aligns with our overarching institutional mission. Additional information about the PEEQ process can be found under Criterion 1, and under Core Component 2D, both of which squarely address mission centrality.

CORE COMPONENT 2C

Our ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
ASSESSMENT OF STUDENT LEARNING

The Need for Strengthened Assessment of Student Learning

Our 1999 HLC team observed that our assessment strategy was in its “formative” stages. That constructive criticism signaled a need for action. And we did, indeed, take action. In the past ten years we have devoted considerably more attention and effort to assessment of student learning than was true in the past. Across time, however, as we implemented our enhanced assessment strategy, we grew increasingly dissatisfied with its form and function.

We have now moved into a more intentional, organized initiative to strengthen and refine our methods for measuring student learning. Under the guidance of the HLC Assessment Academy and with careful attention to best practices, we are working to identify the strengths, weaknesses, and general efficacy of our current assessment strategies, and to instill institution-wide commitment to the essential nature of assessment. Moving forward, we will refine our measurement strategies and articulate a clear plan for systematic implementation. The resulting data will be harnessed and put to constructive use to inform continuous improvement based on an action-oriented, “observe-and-improve” model.

At the time of this writing our student learning assessment efforts are focused on the following aims:

• To support academic departments in developing assessment strategies that are aligned with our new Liberal Education Learning Goals, and that lead to annual action plans
• To develop an assessment plan specific to General Education, also aligned with the Liberal Education Learning Goals
• To work with co-curricular programs and units toward alignment of their assessment strategies with the Liberal Education Learning Goals
• To develop assessment strategies that are credible, useful, feasible, and sustainable, and that build upon what we are already doing well

To present a cogent description of the current status of our assessment strategy, it is necessary to set this discussion in historical context along two major dimensions. First, we note recent nationwide changes regarding assessment philosophy and methodology. Second, we provide some UW-Eau Claire-specific historical context by describing recent changes in our institution-level learning goals.

Recent Shifts in the Philosophy and Methodology of Assessment

The prevailing zeitgeist regarding assessment throughout much of the past decade was that, to be valid, evaluation of student learning must be carried out by “objective” observers at the institutional level — separate and removed from the day-to-day learning environment. During that time, the guiding philosophy in assessment seemed to be that the more complex the plan, the better, and the more independent the assessment measures were from instruction, the better. At that time, for example, a faculty member’s evaluation of a student’s paper or examination was not considered a valid assessment of the degree to which the student had attained academic goals. This one-step-removed approach was thought necessary to avoid the potential biases of instructor assessment. As an institution, we followed those national trends.

In the years immediately following our 1999 HLC review, we focused our energy on institution-level assessment. In recent years we have recognized the shortcomings of that approach. Consequently, our comments regarding assessment of student attainment of the institution-level learning goals are admittedly self-critical. The purpose of our critique is not to place blame for what we see as the lack of success of our former assessment effort, but rather to spur continued improvement.

As is often the case, the full complexity of our assessment plan was not apparent until we began to implement it. Because of the complexity of that former assessment plan, its effective implementation would have required far greater resources than have been available over the past decade. Increasing the degree of student and faculty participation in the assessment process has been difficult, to say nothing of the challenges inherent in trying to develop valid, reliable methods of assessing student papers, interviews, and other products. Though we worked hard to improve our assessment strategies in the past ten years, we remained dissatisfied with their efficacy and also recognized the need to “close the loop” by bringing assessment findings to bear on curricular decision-making. In the next sections, we describe our efforts to address these concerns.
Assessment philosophy has shifted significantly in recent years, in the direction of bringing the assessment of student learning “back home” to the classroom, under the direct auspices of the specific faculty member who is best equipped to evaluate student progress in her or his area of expertise. Of course, classroom-embedded assessment cannot be the sole source of data; it is also necessary to carry out institution-level measures. The ideal assessment strategy is one that combines both the up-close, fine-grained analysis best designed and implemented by the instructor, with a more global, “big-picture” overview that can best be achieved through exit interviews, surveys, and nationally benchmarked measures. These are the directions we are pursuing as we work to strengthen our assessment strategy.

**Overview of Changes in Our Institution-Level Learning Goals**

For most of the decade since our 1999 HLC review, we operated with a set of eleven “Baccalaureate Degree Goals and Outcomes for Student Learning.” (In the interest of readability, we will henceforth refer to these as the “Goals of the Baccalaureate.”) In hindsight, we recognized that eleven goals were too many and that some of those former goals were too narrowly circumscribed. In fact, general consensus among both students and instructors was that the Goals of the Baccalaureate were too complex and obtuse. A second concern was that many of those goals were quite discipline-specific, thereby perpetuating “departmental silos,” rather than promoting cross-disciplinary synthesis.
In December 2007 we developed a new set of five Liberal Education Learning Goals, based largely upon the “essential learning outcomes” delineated in the Liberal Education and America’s Promise (LEAP) initiative advanced by the American Association of Colleges and Universities (AAC&U). A bit later in this Core Component, we will present a more in-depth discussion of how we arrived at the decision to revise our learning goals. At this juncture, we will simply present a listing of the former and new goals, to provide a sense of how they compare. The eleven former Goals of the Baccalaureate and our five new Liberal Education Learning Goals are presented in the table below, for purposes of general comparison. The reader will note considerable continuity.

<table>
<thead>
<tr>
<th>Former Goals of the Baccalaureate and New Liberal Education Learning Goals</th>
</tr>
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</table>
| **Former Goals of the Baccalaureate**
  
  Effective 1995-2007
  
  The baccalaureate experience will provide students with:
  
  1. An understanding of a liberal education
  2. An appreciation of the University as a learning community
  3. An ability to inquire, think, and analyze
  4. An ability to write, read, speak, and listen
  5. An understanding of numerical data
  6. An historical consciousness
  7. International and intercultural experience
  8. An understanding of science and the scientific method
  9. An appreciation of the arts
  10. An understanding of values
  11. An understanding of human behavior and human institutions |
| **New Liberal Education Learning Goals**
  
  Effective December 2007-Present
  
  The goals of a UW-Eau Claire liberal education include:
  
  1. Knowledge of human culture and the natural world
  2. Creative and critical thinking
  3. Effective communication
  4. Individual and social responsibility
  5. Respect for diversity among people |

The scope of this self-study is set to cover the entire past decade, since our last HLC review in 1999. Therefore, we first present a description of our strategies for assessing our former Goals of the Baccalaureate. Following that, we describe the series of events that led to the revision of our learning goals, which then gave rise to our new plan for assessing student learning outcomes.

The following table presents a highly condensed overview of the assessment strategies we used to evaluate the extent to which our students were achieving the former Goals of the Baccalaureate.
### Assessment Strategies for Achieving the Former Goals of the Baccalaureate

<table>
<thead>
<tr>
<th>Goals of the Baccalaureate (former)</th>
<th>Measures (former)</th>
</tr>
</thead>
</table>
| Understanding of a liberal education | Exit Interviews  
                      National Survey of Student Engagement (NSSE)  
                      Student Opinion Survey  
                      ACT Alumni Outcomes Survey |
| Appreciation of the University as a learning community | ACT Alumni Outcomes Survey  
                      Exit Interviews  
                      NSSE |
| Ability to inquire, think, and analyze | Portfolios  
                      ACT Alumni Outcomes Survey  
                      NSSE |
| Ability to write, read, speak, and listen | Portfolios  
                      Standardized Test (CAAP reading/writing/essay sub-tests)  
                      NSSE |
| Understanding of numerical data | Standardized Test (CAAP math sub-test)  
                      Portfolios  
                      NSSE  
                      Exit Interviews |
| Historical consciousness | Portfolios  
                      ACT Alumni Outcomes Survey |
| International and intercultural experience | Portfolios  
                      NSSE  
                      ACT Alumni Outcomes Survey  
                      Student Opinion Survey  
                      Exit Interviews |
| Understanding of science and the scientific method | Portfolios |
| Appreciation of the arts | Student Opinion Survey  
                      Exit Interviews  
                      ACT Alumni Outcomes Survey |
| Understanding of values | Portfolios  
                      ACT Alumni Outcomes Survey  
                      NSSE  
                      Exit Interviews |
| Understanding of human behavior and human institutions | Portfolios  
                      ACT Alumni Outcomes Survey |

We did not assess all goals each year. Rather, we followed a revolving timeline in which every learning outcome was assessed at least once every four years; some were assessed more frequently, depending upon the schedule for administering the specific measures used to evaluate each outcome.

Next, we provide a description of each of the measures we employed to assess our former Goals of the Baccalaureate, beginning with indirect measures and following with a description of direct measures. Examples of specific resulting data are provided to illustrate the utility of each type of measure.

**Sources of Data**

In the course of our self-study, we examined a 2007 report prepared by the University Assessment Committee (UAC), the 2006 *Report on Exit Interviews*, the 2007 *ACT/CAAP (Collegiate Assessment of Academic Proficiency) Linkage Report*, and the 2004 and 2006 Summary Reports of our NSSE results. In spring 2005 the UAC prepared the *Progress Report: Assessment of Student Academic Achievement* (which summarized the results of all types of assessment). This report served as an important source of assessment data for the present self-study.

**Indirect Assessment Measures**

**Student Opinion Survey (SOS)**

Designed and administered by ACT, the Student Opinion Survey (SOS) is a nationally standardized instrument that enables us to compare our students’ perceptions against those of students from a large national sample. The SOS also allows us to add custom-designed items to assess student perceptions specific to our unique institutional mission.
and goals. (We have used the SOS to assess Goals of the Baccalaureate numbers 1, 7, and 9, and our complete SOS reports from 1999, 2002, and 2005 are available through our Assessment web site.) Under our former assessment plan, national mean scores were used as benchmarks (or alternatively, 60% “strongly agree” + “agree” responses to local questions for which national means were not available). Attainment of the benchmarks was taken as evidence that our students were attaining the specific subset of Goals of the Baccalaureate measured using the SOS. To show the type of data obtained via the SOS, the following chart presents a single example indicating student responses to a locally-written question about increasing appreciation of the arts.

As is true with all measures, the SOS has clear limitations. First, although the SOS yields quantitative data, it is essential to remind ourselves frequently that those data are based upon subjective student opinion. Therefore, data from the SOS do not necessarily indicate whether a goal has been met; instead, they simply tell us whether students perceive themselves as having progressed toward a specific learning goal. Second, it is important to keep in mind that student responses to a single item cannot serve as conclusive evidence regarding the extent to which we are accomplishing a specific goal (hence, our strategy of combining multiple measures for any given goal). Third, no information is available regarding the validity and reliability of the SOS items themselves.

### National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is a standardized survey instrument that allows us to compare our students’ perceptions with those of many other institutions nationwide regarding some key elements of the undergraduate learning experience. Six NSSE items were aligned with our former Goals of the Baccalaureate. In the current review period, we have used NSSE data to assess those six goals each time we have administered the NSSE (2001, 2004, 2006), and have compared our students’ mean self-report ratings against the mean self-report ratings of the national sample. Both the national means and our local
means remained remarkably stable across the three administrations, and in all three years our student ratings very closely approximated national means. In light of this stability across time and for the sake of simplicity, we will present local and national data from the most recent year only (2006). (The specific language of the NSSE items appears to the left in the Y axis labels, accompanied by a note identifying the specific local Goal of the Baccalaureate to which it corresponds.)

**Senior Exit Interviews**

In alternating years during the early portion of the review period, faculty members were selected to interview graduating seniors using a standardized set of questions. Faculty members were trained to conduct the interviews and to assess each student’s responses on a three-point scale (1=poor, 2=acceptable, 3=outstanding). Each faculty member interviewed three to four seniors, for a total of approximately 100 interviews each time exit interviews were conducted.

As an example of the type of data obtained through this method, with respect to Goal 1 (Understanding of a Liberal Education) students were asked to discuss the value of General Education and the connections among various disciplines. For a score of 3, the student’s answer must show depth and insight regarding the value of General Education courses. A score of 1 would indicate that the student’s response showed little understanding, or an inaccurate understanding of the value of general education courses.

Again, only some of the Goals of the Baccalaureate were assessed each year. Item scores for each individual student were used to compute an overall mean for that student. A mean score of 2 or higher indicated that the student had met the goals assessed by the interview. Individual student means were then used to compute a composite mean across the entire sample.

The figure below presents the sample means from the two most recent Senior Exit Interviews (2004 and 2006). For clarity of graphic representation, only the data from the most recent year (for each goal) are presented. We judge this to be an effective and accurate method for summarizing the data, given the fact that students’ ratings have differed only slightly from year to year. Specifically, scores have hovered right around the benchmark score of 2 — usually slightly above. Comprehensive data from the Senior Exit Interviews can be accessed via the following link: [EVIDENCE].

These data demonstrate that our students’ perceptions of our effectiveness in helping them achieve the specified goals compare favorably with the perceptions of students in the national reference group. A theme that will be mentioned multiple times throughout this self-study (wherever NSSE data are presented) is that the NSSE provides a subjective measure of student perceptions — not an objective measure of student skill. We must therefore be careful to interpret NSSE data in a manner that accurately represents the nature of the instrument. Recognizing the inherent limitations of self-report measures, we employed the NSSE as one of several measures of our students’ learning.

Because the Senior Exit Interview is a local instrument, no national data are available for comparison. We acknowledge that the small sample size and the lack of solid inter-rater reliability are significant limitations that call for caution in interpreting the interview data. Notwithstanding these limitations, the value of the Senior Exit Interview is that it provides a unique lens through which to view student outcomes, thus enabling us to identify themes of strength and weakness. As one strand of a comprehensive assessment strategy, we do think the interviews are useful. Using our internally-defined benchmark of 2.0, the
composite sample means indicate that our students are meeting the standards we have set for them on the goals evaluated using the Senior Exit Interview.

**Direct Assessment Measures**

**Portfolio Assessment**
Throughout most of the review period, each student admitted to UW-Eau Claire was encouraged to maintain a portfolio of written work completed across the course of his or her undergraduate education. Students were given instructions to include scholarly products that would serve as evidence of their progress toward eight specific Goals of the Baccalaureate (the remaining three Goals were assessed via different methods.) Students received instructions about what sorts of assignments to include as evidence for each Goal. The portfolios were to include papers from the freshman, sophomore, junior, and senior years, so that skill-development could be evaluated.

During their final semester, selected seniors were asked to provide their portfolios for assessment by a group of faculty readers. The Director of University Assessment visited capstone courses on a rotating four-year schedule, to request that students submit their portfolios. This plan was designed to sample from all departments on campus at least every four years. Samples sizes varied widely due to the sizes of the respective departments and instructors’ differing strategies for handling the portfolios. Initially, participation was minimal (i.e., perhaps less than ten portfolios in the first year), but as instructors began to structure the University portfolio as a requirement for the course grade, participation rose steadily across time (to nearly 500 portfolios in 2007).

Every summer a team of faculty members was appointed to read student portfolios. Each summer, a subset of the Goals of the Baccalaureate was reviewed. Papers were rated on a 4-point scale, where 1=Poor; 2=Fair; 3=Good; and 4=Excellent. The internally-determined benchmark is a mean score of 2.0 or higher. Again, we present the composite sample mean scores for the most recent year in which each Goal was evaluated. (The comprehensive portfolio data can be accessed at the following link: [EVIDENCE].)

As demonstrated in the preceding figure, our students have met or exceeded the internally determined benchmark of 2.00 for most of the Goals assessed. Ratings have fallen slightly below the benchmark only on Goal 5 (Understanding Numerical Data) and Goal 7 (International and Intercultural Experience).

As demonstrated in the preceding figure, our students have met or exceeded the internally determined benchmark of 2.00 for most of the Goals assessed. Ratings have fallen slightly below the benchmark only on Goal 5 (Understanding Numerical Data) and Goal 7 (International and Intercultural Experience). Upon using the portfolio assessment strategy for several years, we recognized several significant limitations: To ensure credible assessment of students’ attainment of the Goals of the Baccalaureate, having a complete, or at least representative, sample of portfolios is essential. Unfortunately, not all students were conscientious in maintaining their portfolios. Further, students who did submit portfolios did not necessarily include all of the types of papers we requested, and sometimes included papers that were not particularly relevant. These factors further narrowed the limited portfolio data set.

In another vein, the training period for faculty evaluators was brief (typically one day at the beginning of the portfolio evaluation week). We recognize that additional training time would be necessary to establish consistent rating standards and to achieve inter-rater reliability. For these reasons, we have been dissatisfied with the reliability and validity of the portfolio data, and have decided to discontinue the portfolio project, at least for the time being.

**Exit Portfolio Mean Ratings**

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<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquire, Think, Analyze (Goal 3)</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Write, Read, Speak, Listen (Goal 4)</td>
<td>2.3</td>
<td>2.1</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Understanding Numerical Data (Goal 5)</td>
<td>2.0</td>
<td>2.0</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>Historical Consciousness (Goal 6)</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>International/Intercultural Experience (Goal 7)</td>
<td>2.3</td>
<td>2.2</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Understanding Science/Scientific Method (Goal 8)</td>
<td>2.2</td>
<td>2.2</td>
<td>2.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Understanding Values/Ethics (Goal 10)</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Understanding Human Behavior/Institutions (Goal 11)</td>
<td>2.3</td>
<td>2.2</td>
<td>2.3</td>
<td>2.4</td>
</tr>
</tbody>
</table>

1=Poor          2=Acceptable       3=Outstanding

The Collegiate Assessment of Academic Proficiency (CAAP) Test
The Collegiate Assessment of Academic Proficiency (CAAP, published by ACT) is a quantitative test that assesses students’...
attainment of mathematical and language skills at the end of their second year of college. The CAAP is linked to the ACT, such that a student entering college with a specific ACT score is expected to perform within a specific range on the CAAP by the end of the sophomore year. In other words, the ACT score is expected to predict future performance on the CAAP. The CAAP score indicates how well a student is performing academically, relative to that prediction. If students achieve the predicted CAAP scores, we take that to mean they are progressing appropriately in college.

Composite sample scores from our students indicate how they are performing relative to the national comparison sample. Our internally-determined benchmark is that we want our students to demonstrate achievement at or above the national mean in Reading, Writing, and Mathematics. The following figure presents our students’ performance relative to national means for 2006. (Note: A score of 40 is the “floor” and a score of 80 is the “ceiling” for this measure.)

As illustrated in the figure above, the CAAP results provide evidence that UW-Eau Claire sophomores meet or exceed the national means in each area. These data add confidence to data gathered through portfolio assessments, and indicate that our students are achieving at acceptable levels in the areas of reading, writing, and mathematics (each of which is related to one of the Goals of the Baccalaureate). Detailed results of the CAAP can be accessed via the following link: [EVIDENCE].

Transitioning from our Former Assessment Strategy to our Current Assessment Initiative

Having delineated our former approach to assessment, we now shift to a description of the series of transitional events that brought us to our current juncture. A summary chart tracing the timeline that brought us to our current stage of development at the time of this writing can be accessed via the following link: [EVIDENCE].

As mentioned previously, we approved our new Liberal Education Learning Goals in December 2007, and have since undertaken the next step, which is to develop a comprehensive new assessment plan. Here we provide a historical narrative of the watershed events that initiated this transition, and a snapshot of where our assessment process stands at the time of this writing. It is important to note that during this transition from our old to our new assessment plan, we have continued to evaluate our students’ progress toward the Goals of the Baccalaureate. Reports from these activities (portfolio assessment, exit interviews, surveys and the CAAP) are available on the Assessment website [EVIDENCE]. We now turn to a description of how we came to revise our learning goals.
Assessment and Revision of Institution-Level Learning Goals (1995-2007)

Since our 1999 Comprehensive Visit, we have pursued a full slate of direct and indirect assessment activities (described above). The University Assessment Committee (UAC) facilitated and monitored this process, following our Plan for Assessing Student Academic Achievement (which was active from 1995 through 2007). Annual reports about the Goals of the Baccalaureate included recommendations for improvement of the assessment process.

During these years, we followed our assessment plan diligently. However, across time we came to the realization that although we were collecting a wealth of assessment data, our assessment plan lacked a systematic mechanism for use of those data to inform decision-making toward enhanced student learning. We experienced growing dissatisfaction with our methods, and this dissatisfaction served as the impetus for change.

In retrospect, the year 2005 proved to be a watershed period in the evolution of our assessment methods. The UAC prepared an extensive summation of assessment data covering the years 1995 through 2004 (the 2005 Progress Report: Assessment of Student Academic Achievement). The Provost distributed this report (henceforth referred to as the Progress Report) and required each department and unit to submit a written response to the report.

A follow-up “mini-conference” convened by the UAC provided a forum for curriculum committees across campus to discuss their responses to the Progress Report. Notably, most of the discussion focused on our assessment processes, rather than on our assessment findings. Several common themes emerged from this mini-conference, one of the most important being resounding agreement that eleven Goals of the Baccalaureate were too many. That goal structure inadvertently set the stage for departments to identify with just one or two goals and to view the remaining goals as the responsibility of other departments. (For example, English was perceived as being responsible for writing effectively; History for historical consciousness; Music and Theatre Arts for “appreciating the arts,” and so forth.) The Goals of the Baccalaureate were not facilitating synthesis; rather, they reinforced perceptions of circumscribed bodies of knowledge and “academic silos.”

Consensus also emerged that our benchmarks for comparison to national peers were set too low, and that faculty members lacked confidence in the efficacy of the portfolio assessments as a way to assess students’ achievements. Participants expressed a shared desire for the UAC to develop more manageable and useful assessment practices.

In February 2006, a team of department chairs, academic deans, and members of the Academic Affairs division attended a workshop conducted by assessment expert Barbara Walvoord. This workshop sparked a brainstorming session that resulted in a new set of learning goals that were essentially a synthesis of the old eleven Goals of the Baccalaureate. These served as the impetus for the Provost to appoint an ad hoc committee to develop and propose new institution-level learning goals.

This ad hoc Committee to Facilitate Discussion of University Learning Goals articulated a set of “draft goals” to replace the Goals of the Baccalaureate. These goals were adopted in December 2007 via approval by the University Senate. These new goals informed the Centennial Plan’s emphasis on intentional teaching, and complemented the UW System’s collaboration with the AAC&U’s Liberal Education and America’s Promise (LEAP) initiative to “champion the value of a liberal education for all college students.”

Assessing Student Learning: The Future

Our self-study process yielded widely differing viewpoints regarding the status of assessment on our campus. Some members of the campus community focused primarily upon the weaknesses of our existing system, while others focused optimistically on the process under way to effect improvement of our assessment methods. The two points upon which everyone seemed ready to agree were that 1) considerable effort has been devoted to assessment across the past decade since our previous HLC review; but 2) we still have significant room for improvement in terms of systematic employment of our assessment data to drive decision-making processes.

We are wiser about assessing student learning than we were in 1999. At the time of this writing, the new assessment plan is pending approval by faculty governance. Central features of this new plan include the imperative for academic departments, General Education, and other academic programs to:
• Align their learning outcomes with the Liberal Education Learning Goals;
• Map their curricula to identify exactly where specific outcomes are to be taught and assessed;
• Schedule assessment activities and report annually about which outcomes were assessed; and
• Report annually on what actions were taken to advance student learning.

One of the central aims of our comprehensive new assessment plan is to draw upon the expertise and judgment of faculty members in the assessment process. Whereas the old plan called for direct assessment of student learning from a vantage point quite removed from the site of teaching and learning, the new plan emphasizes classroom-embedded assessment, designed to close the assessment loop, as recommended by Barbara Walvoord. (Dr. Walvoord provided a general assessment lecture, two half-day assessment workshops, and focused consultations with individual departments at the outset of the 2006-07 academic year.) In Dr. Walvoord’s consultation sessions, she repeatedly emphasized the importance of designing assessment strategies that are practical, relevant, and feasible. In most individual department consultations, she noted numerous strengths and encouraged department members to build upon existing strengths in their assessment methods, rather than starting all over to create radically altered assessment methods.

For the assessment of student learning to become part of our culture of teaching and learning, faculty members need to see how the assessment of student learning can make a difference — because it leads to improved programs and improved student learning. With the wisdom born of experience, the momentum of our Centennial Plan, and the will of our faculty to make a better University, we are optimistic about the next iteration of assessment of student learning at UW-Eau Claire.

UW-Eau Claire has recently been admitted into the HLC Assessment Academy. We have new institution-level learning goals and a new Council for Assessing and Advancing Student Learning (CAASL), which is responsible to lead, implement, and sustain assessment activities on campus. We have developed a new comprehensive plan to assess student learning in the majors, General Education, and the co-curricular aspects of our institution.

The primary mission of the former University Assessment Committee (UAC) was to ensure accountability and to oversee implementation of the University Assessment Plan. This former committee has recently been replaced by CAASL, which continues some of the overview and review functions, but which has taken on the important mission of helping academic and co-curricular programs develop and improve plans for assessment of student learning. Faculty members are encouraged to think of CAASL as a resource, rather than simply a decision-making body or a policy-enforcing body.

**PERIODIC REVIEW OF ACADEMIC DEPARTMENTS AND PROGRAMS**

**Department and Program Review at the Undergraduate Level**

Another important dimension of our ongoing assessment is our periodic review of academic departments and programs, which occurs according to a seven-year cycle. The department or program under review prepares a self-study that is submitted to an internal review committee and to an external reviewer. Both gather additional data through interviews with students, faculty and staff members, and administrators, and both write evaluation reports to which departments and programs can respond. For undergraduate programs, the evaluation reports are submitted to the University Senate Academic Policies Committee (APC), which prepares recommendations for the Provost.

In preparation for this HLC self-study, we analyzed a convenience sample of 16 reviews (from a total of approximately 30) from the seven-year cycle just completed. Specifically, our examination included a review of the APC’s recommendations to the Provost, the Provost’s letter to the department or program, and the department’s or program’s response. Many of the reports followed up regarding problems noted in prior reviews and described subsequent improvements the department or program had made in response. In most cases the APC offered recommendations for improvements in curriculum, advising, scholarly activity, and clarification of Department Evaluation Plan (DEP) documents and other policies.
Our review yields evidence that departments and programs make meaningful progress in response to this review process, and most reviews indicated evidence of improvement since the previous review. Nevertheless, there is discontent with the process, in that many people see it as an exercise that has little practical impact. This perspective prevails because in the past, budgetary decisions have not been tied systematically to review findings. While progress has been made, there has been a general sense across campus that program reviews do not achieve meaningful impact upon resource allocation decisions. In Core Component 2D, we will describe our Program to Evaluate and Enhance Quality (PEEQ), which is designed to address this concern directly.

Program Review at the Graduate Level

Graduate programs undergo a review process similar to that described above for undergraduate programs. Information from the prior review cycle, the self-study prepared by the graduate program, and current reports from the external and internal reviewers are forwarded to the Graduate Council. Graduate Council members include (from each college) the dean, two graduate faculty members, and one student, as well as ex officio members from Admissions, Research and Sponsored Programs, Continuing Education, Records and Registration, the McIntyre Library, and Student Senate.

The Graduate Council reviews all information submitted regarding the program under review, and members determine whether to affirm the external and internal reviewer reports. The Graduate Council oversees any actions recommended by the graduate program, by the review team, or by Graduate Council itself.

Reviews typically result in the identification of strengths and weaknesses, along with specific recommendations for improvement. Our review indicates that graduate programs use the feedback from their reviews to strengthen the educational experience provided to students. In recent years the review process has resulted in the indefinite suspension of three graduate programs, with those decisions being made on the basis of enrollment, availability of faculty members, and other resources. Taken together, these findings demonstrate that the review process leads to meaningful change toward continuous improvement.

Periodic Review of Non-Academic Units

The review process for non-academic units is similar to the process for reviewing academic departments and programs. The unit submits a self-study to an internal review committee appointed by the Associate Vice Chancellor for Academic Affairs, who serves as the campus program/unit review coordinator. In addition to these self-studies for periodic review purposes, most units also collect data through mechanisms such as satisfaction surveys. Some of these are administered online, others by phone, and others at the time the consumer receives service. Findings from satisfaction surveys provide valuable feedback regarding student, faculty, and staff perceptions of the quality and efficacy of the services received. The resulting data serve to inform unit self-studies and to guide continuous improvement.

Members of the review committee interview relevant faculty and staff members and others as considered appropriate. The review committee prepares a report organized according to a series of standard questions, along with the answers yielded by the evidence collected. The report is forwarded to the appropriate supervisor, who collaborates with the unit director in developing an action plan to implement the recommendations in the report. The unit director reports on progress toward the goals of that action plan at annual meetings.

In the course of preparing our HLC self-study we examined documents from sixteen recent unit reviews, selected intentionally because of their direct influence on student life, and on teaching and learning [EVIDENCE]. In the unit reviews we examined, we found evidence of excellent performance, as well as evidence that units are responsive to recommendations from their internal review committees and strive to improve their services or instruction according to the feedback garnered through the review process. Unfortunately, annual meetings do not always occur, and there is no systematic mechanism to ensure consistent implementation of recommendations.
CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 2C

Ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Generally speaking, our academic departments have assessment plans in operation for their majors and, while these have room for improvement, basic mechanisms are in place. Departments have the benefit of internal structures that facilitate discussions about assessment and continuous improvement. Therefore, our General Education program is a primary focus of our current assessment efforts.

Across the board, our assessment strategy is moving toward optimizing opportunities for classroom-embedded assessment that is streamlined, purposeful, and feasible in light of available resources. Emphasis is placed upon faculty members designing assessment strategies to answer questions that interest them regarding their students’ learning. Classroom-embedded assessment does not require separate, imposed, or artificial processes, and gives faculty members primary ownership of the assessment process.

There is much debate about the current state of our assessment processes, as well as lack of consensus about what avenues of change would best lead us toward improvement of our strategies for assessing student learning. These differing perspectives give rise to the sort of vigorous debate that we anticipate will lead us toward optimal solutions. Our participation in the HLC Assessment Academy will also provide structure to support growth and development of our assessment methods.

Based upon the findings of our self-study, we offer the following recommendations:

1. Follow through with the assessment plan we are developing through the HLC Assessment Academy.
2. Develop a systematic mechanism to ensure active use of department, program, and unit review to inform continuous improvement.
CORE COMPONENT 2D

All levels of planning align with our mission, thereby enhancing our capacity to fulfill that mission.

MISSION CENTRALITY

As described in detail under Core Component 2A, we have both formal and informal mechanisms in place to encourage and support alignment with our vision and mission at all levels. Since 1999 all departments and units have prepared annual reports in which they describe how their activities align with the strategic plan. This pervasive mapping of day-to-day activities to the institution-wide vision aligns all planning efforts with the common mission of the institution.

Our UW-Eau Claire Foundation has also aligned its strategic planning process with the Centennial Plan. Members of the Foundation Board met regularly with the University’s Office of Strategic Planning and members of the University Planning Committee as the Foundation’s plan was developed, and the resulting strategic plan is linked directly to the key goals identified by the University in its Centennial Plan.

Also detailed previously is the fact that the University has numerous formal and informal advisory committees which provide community perspective on the operations and plans of the University. These committees form a system of checks and balances that keep us true to our constituents and mission.

The University has invested in professional development for key leaders to strengthen their efforts toward integrated planning. Faculty leaders attended meetings of the National Consortium for Continuous Improvement in Higher Education, and numerous administrators (representing all divisions) have attended the Society for College and University Planning (SCUP) Institute on integrated planning.

In 2008, following the development of our Centennial Plan, the Chancellor’s Leadership Group (which includes students, staff members, and faculty members) identified the institution’s first set of Gold Arrow Priorities — initiatives identified as action priorities for Academic Year 2008-09. Almost a third of our faculty and staff members attended information forums and shared their ideas about the annual priorities, the budget, and the PEEQ process (described below). Faculty and staff members were encouraged to submit budget proposals for initiatives directly tied to the Gold Arrow Priorities identified for Academic Year 2008-09. In subsequent years, the Gold Arrow Priorities will be reviewed and refined to help the University align annual action initiatives and resources consistent with our Centennial Plan.

Such formal structures and processes are certainly important in aligning campus planning with the University’s official goals, objectives, and mission. However, the best evidence of
such alignment lies in the pervasive dedication to student learning that characterizes our day-to-day operations. As described in greater detail in Criterion 1, while faculty and staff members might have difficulty reciting the official mission of the University, or the detailed initiatives of the Centennial Plan, we believe every person working at UW-Eau Claire will tell you that the heart of our “lived mission” is student learning. We submit that this common purpose is shared by every individual, and across all entities in our institution, and that every department and unit on campus carries out this lived mission in its daily activities. Annual reports for 2007 described a wealth of activities in direct and indirect support of student learning experiences and outcomes. Beyond this, our investment of energy in the service of student learning cannot be boiled down to circumscribed bits of evidence. We have every confidence that our deep commitment to student learning will be evident to any observer as the force that drives and unifies every aspect of what we do.

**USE OF THE PROGRAM TO EVALUATE AND ENHANCE QUALITY (PEEQ) TO STRENGTHEN AND ALIGN OUR ASSESSMENT PROCESS**

While the assessment strategies described previously (under Core Component 2C) have provided valuable feedback to inform improvement at the department, program, and unit levels, we have recognized the need to strengthen our assessment process to make it more efficient, and to make it useful in evaluating the degree to which departments, programs, and units are working in effective alignment with institutional goals. We are well under way with a specifically-defined, comprehensive initiative to address the challenges of maintaining excellence despite less-than-ideal financial circumstances — namely, our Program to Evaluate and Enhance Quality (PEEQ). A full description of this PEEQ process can be found under Criterion 1.

Though there is widespread awareness across campus that the PEEQ process is likely to lead to some difficult decisions, there is also a shared acceptance of the fact that our financial circumstances will very likely require such decisions, and we will be wise to inform our decision-making through an intentional and evidence-based evaluation process that is designed to help us align the efforts of all departments and units with the overarching institutional priorities set forth in our Centennial Plan. Our intent in initiating the PEEQ process was to strengthen the relevance and efficacy of our assessment method by asking departments, programs, and units to articulate in precise terms how their initiatives are aligned with institutional priorities as outlined in the Centennial Plan. Though not yet available at the time of this writing, our findings from the PEEQ process will be available by the time HLC consultant evaluators are on campus in fall 2009.

Moving forward, we anticipate that the resulting findings will be instrumental as we clarify our priorities and strive to the make optimal use of available resources. We may incorporate some of the most effective elements of the PEEQ process as components of our future strategy for evaluating administrative units and academic departments and programs.

**OVERALL CONCLUSIONS AND RECOMMENDATIONS FOR CRITERION 2**

**Planning for the Future.**

At UW-Eau Claire we hold Excellence as “our measure, our motto, our goal.” We take pride in the fact that UW-Eau Claire has emerged over the years as a pace-setter in many respects. However, the bar in higher education continues to rise as innovations of the past become commonplace. Current fiscal pressures require us to develop creative new ways to sustain the outstanding education for which we are well known, and we must hold ourselves to high standards of accountability (to our students, to the UW-System, to legislators, and to the public we serve). We have taken up the challenge to pursue continuous improvement through comprehensive, transparent, and strategic planning processes, with the goal of positioning UW-Eau Claire as Wisconsin’s premier undergraduate learning community.

To bring this goal to fruition we must employ sound data collection methods; solid fiscal management; intentional, mission-based administration; and constant awareness of our environmental context. A great deal has changed at UW-Eau Claire in the past three years. However, it is important to note that leading into this recent period of flux during which we have “renovated” our strategic planning process, we had already embarked on a course that flowed quite naturally into the Centennial Plan. Preliminary work was already underway to redefine General Education to coincide with our new Learning Goals. We had identified the need to revise our review processes to include prioritization according to
clear criteria. And our re-accreditation self-study had highlighted areas for focused attention.

At the time of this writing, most departments and units are making good progress toward meaningful assessment methods that will guide our continued progress. Work continues on a master academic plan to guide the academic future of the institution. Our recent strategic planning process has brought momentum to these initiatives and unified them in the service of institution-wide goals. The evolution of our planning efforts over the past decade has been driven by an institutional culture that is fundamentally dissatisfied with “good enough.”

Under the guidance of the HLC Assessment Academy, we are strengthening our assessment of student learning. We are developing classroom-embedded strategies for assessing student learning; increasing our attention to the assessment of our General Education program; and formulating plans to ensure systematic employment of assessment findings to improve our education approaches.

While our assessment, planning, and continuous improvement efforts have not always produced the effective outcomes we desire, faculty and staff members across the University continue to invest time and energy in creating an ambitious, student-focused vision for the future. It is this culture of shared commitment that will support our efforts in the coming years.

Building on more than a decade of department- and unit-level planning and annual reporting, as well as our overarching mission and vision, we are already making marked progress on the five action steps outlined in our Centennial Plan. These initiatives form the foundation of our goal of becoming a more aligned, nimble, and innovative institution.

The findings of our self-study lead us to offer the following recommendations as we move forward. The first five of the seven come directly from our Centennial Plan.

1. Develop annual action priorities with measurable criteria for success, as outlined in the Centennial Plan. (Our Gold Arrow Priorities will form the template for annual action plans that will assist the campus in aligning activities to specific initiatives. In the coming years we plan to expand the Gold Arrows to identify divisional and department-level priorities. We are currently developing a “dashboard” for key performance indicators, which we will use to monitor our progress, and to inform future planning.)

2. Follow through with implementation of the new budget process, which is carefully integrated with institutional priorities. (We expect that our new budget process will need to be refined as we learn from experience. From now through 2010 we will be in transition, and we expect the new process to be fully operational from that point forward.)

3. Complete the comprehensive evaluation of all University programs and services (under way at the time of this writing). (The PEEQ process will inform our future resource allocations. This evaluative process will be instrumental in developing a more evidence-driven planning process, and it is to this end that we anticipate that elements of PEEQ may be incorporated into the annual report process for all departments and units, and into the seven-year program review cycle.)

4. Implement academic and divisional plans in full alignment with the Centennial Plan. (All of our colleges now have strategic plans and have been working to align those plans with the institution-level Centennial Plan. Moving forward, the University Planning Committee will be working to encourage all divisions — especially Academic Affairs and the colleges — to develop plans that are aligned with our Centennial Plan. Such alignment will be essential if the budget process is to work effectively. We are working to engage all divisions in assuring that all decisions align with the Centennial Plan.)

5. Redesign General Education in full alignment with our strategic vision. (Our core mission is to model and foster transformative learning. An initiative to revise General Education has been under way for the past two years. According to the timeline we have established, we aim to accomplish significant positive change in our General Education program by 2012. Assessment of student learning will be integral in our revised GE program.)

6. Follow through with the assessment plan we are developing through the HLC Assessment Academy.

7. Develop and implement a systematic mechanism for providing feedback from the periodic review process to non-academic units, and for ensuring that such feedback is used to guide improvement.
CRITERION THREE

STUDENT LEARNING AND EFFECTIVE TEACHING
At UW-Eau Claire, effective teaching in the service of student learning is the purpose that motivates and lends coherence to everything we do. In the past decade (along with our colleagues nationwide) we have become more keenly aware of the imperative to develop effective assessment strategies to measure the efficacy of our efforts, and to bring our assessment findings to bear to achieve continuous improvement. We are working energetically to strengthen our assessment system. Our admission in the fall of 2008 to the HLC Assessment Academy has helped to organize and energize our efforts. In Criterion 2, Core Component 2C, we provided a detailed description of the assessment system we have used during the first two-thirds of this review period. Here (specifically in Core Component 3A), we focus on salient aspects of our emerging assessment plan. Even as we work to refine our assessment methods, we can confidently provide a wealth of evidence that effective teaching and student learning are our highest priority, and that both are certainly occurring at UW-Eau Claire. We begin with an explanation of the specific terms we will be using to describe our institutional learning goals throughout Criterion 3.

Explanation of Specific Terminology
Throughout Criterion 3, we will use three different terms to refer to our goals for student learning. From 1999 until 2007, we operated according to a set of eleven Goals of the Baccalaureate. In December 2007, we reaffirmed our commitment to the core value of liberal education in our academic programs, replacing those eleven former goals with a new set of five Liberal Education Learning Goals. We will use each of these terms intentionally to denote the specific set of goals to which we are referring in any given passage. We will use the term “learning goals” very deliberately when we intend to refer collectively to such goals across the entire review period, without separating out the former set and the new set. We will also refer to our new Learning Outcomes, which elaborate upon the Liberal Education Learning Goals and identify measurable outcomes for each goal.

In both Criterion 1 and Criterion 2, we have discussed our adoption of the new Liberal Education Learning Goals, because this has been a major change that cuts across multiple Criteria and Core Components. Because our learning goals are so central to all of the Core Components in Criterion 3, we present the comparative list of both sets of learning goals again here, for ease of reference.
<table>
<thead>
<tr>
<th><strong>Former Goals of the Baccalaureate</strong></th>
<th><strong>New Liberal Education Learning Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The baccalaureate experience will provide students with:</td>
<td>The goals of a UW-Eau Claire liberal education include:</td>
</tr>
<tr>
<td>1. An understanding of a liberal education</td>
<td>1. Knowledge of human culture and the natural world</td>
</tr>
<tr>
<td>2. An appreciation of the University as a learning community</td>
<td>2. Creative and critical thinking</td>
</tr>
<tr>
<td>3. An ability to inquire, think, and analyze</td>
<td>3. Effective communication</td>
</tr>
<tr>
<td>4. An ability to write, read, speak, and listen</td>
<td>4. Individual and social responsibility</td>
</tr>
<tr>
<td>5. An understanding of numerical data</td>
<td>5. Respect for diversity among people</td>
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<tr>
<td>6. An historical consciousness</td>
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<tr>
<td>7. International and intercultural experience</td>
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<td>8. An understanding of science and the scientific method</td>
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<tr>
<td>9. An appreciation of the arts</td>
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<tr>
<td>10. An understanding of values</td>
<td></td>
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<tr>
<td>11. An understanding of human behavior and human institutions</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

In our response to this Core Component, we present evidence that we are actively engaged in continuous improvement of our learning goals and our strategies for assessing student learning in light of those goals. With our new Liberal Education Learning Goals in place, we are now working to support the efforts of our academic departments and programs to develop clearly-stated, discipline-specific learning goals, to align those goals with the overarching institutional learning goals, and to develop assessment strategies to gauge the effectiveness of their curricula in fostering student progress toward those goals.

In Criterion 2 (Core Component 2C) we provided a brief description of our replacement of the former Goals of the Baccalaureate with our new Liberal Education Learning Goals. Our purpose for doing so in Criterion 2 was to provide the necessary context for a detailed description of our assessment processes during the first two-thirds of this review period. In this Core Component, where learning goals are the central focus, we provide considerably more detail as relevant to the clarity of our learning goals and the extent to which they set the stage for effective assessment.

REVISION OF THE LEARNING GOALS AND REVISION OF THE ASSESSMENT PLAN: SYNERGISTIC PROCESSES

An effective learning environment is one in which learning goals and the assessment of learning are inextricably linked in a continuous feedback loop. Therefore, we begin this Core Component with a description of our rationale for revising our institutional-level learning goals and the process by which we did so. We follow with a description of how our assessment processes are now being redesigned to provide optimal feedback about how our students are progressing toward those new goals, and how we intend to achieve institution-wide goal alignment and a highly effective continuous feedback loop.

REVISION OF OUR LEARNING GOALS: RATIONALE AND PROCESS

The University Assessment Committee and the Office of Institutional Research produce extensive assessment reports each year; however, during the first two-thirds of this HLC review period, the valuable data contained in those reports were not being used to their optimal potential. Members of our University
Assessment Committee recognized the need to facilitate campus conversations about our assessment processes, the resulting findings, and the ways in which assessment data could be employed more actively and systematically to inform continuous improvement.

In response to this recognition, the University Assessment Committee compiled available data and shared its findings with the University community via the 2005 Progress Report: Assessment of Student Academic Achievement [ Evidence ]. This report was distributed to college curriculum committees, the University General Education Committee, and the Academic Policies Committee, with a request from the Provost that each of these entities respond to a series of questions about (1) whether the (former) Goals of the Baccalaureate were appropriate for UW-Eau Claire; (2) whether accurate descriptions were in place regarding what students should learn in order to achieve those goals; (3) whether our benchmarks were set at appropriate levels; and (4) whether curricular improvements were needed. Further, respondents were asked to provide suggestions regarding improved methods to measure students’ progress toward the learning goals.

This request for input generated a great deal of discussion and many insightful responses, most of which centered around dissatisfaction with the Goals of the Baccalaureate and the need to clarify expectations regarding student learning, in order to facilitate effective assessment. The emerging consensus was that we should change the Goals of the Baccalaureate, which were viewed as too numerous and too discipline-specific. The Assessment Committee gathered input from college curriculum committees, the University General Education Committee, and the Academic Policies Committee via a series of face-to-face conversations.

The Provost convened a University-wide meeting to discuss our institutional learning goals. Again, the general consensus at this meeting was that the Goals of the Baccalaureate required revision. A process to facilitate continued campus-wide conversation about learning goals was formulated at this meeting and a committee was assembled to carry out that responsibility.

In fall 2006, departments, programs, units, colleges, curriculum committees, and student organizations held discussions of the proposed learning goals. The committee then revised the proposed goals based on the resulting feedback. The University Senate sponsored a conversation regarding the revised goals. Taking into consideration the input gathered through all of the above processes, the committee recommended a new set of Liberal Education Learning Goals, which were adopted by the University Senate in December 2007. The next step was to develop a set of Learning Outcomes which would elaborate on the Liberal Education Learning Goals and facilitate the measurement of student progress toward the goals. After a painstaking review process involving extensive campus discussion, these Learning Outcomes were adopted in April, 2009.

**Liberal Education Learning Goals and Outcomes**

“Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings” (Association of American Colleges and Universities).
Liberal Education Learning Goals and Outcomes

The Liberal Education Learning Goals identify the broad and general knowledge, skills, and values for all UW-Eau Claire graduates. The Learning Outcomes define the Liberal Education Learning Goals so that academic departments and programs and co-curricular units and programs can develop specific outcomes. All UW-Eau Claire students will develop and demonstrate concentrated learning in more than one of the Liberal Education Learning Goals and Outcomes via the major. All UW-Eau Claire students will develop and demonstrate connected learning across the Liberal Education Learning Goals and Outcomes via General Education.

<table>
<thead>
<tr>
<th>Liberal Education Learning Goals (Approved December 2007)</th>
<th>Learning Outcomes (Approved April 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Human Culture and the Natural World (knowledge)</td>
<td>UW-Eau Claire students will develop a depth of knowledge about human culture. UW-Eau Claire students will develop a depth of knowledge about the natural world.</td>
</tr>
<tr>
<td>Creative and Critical Thinking (skill)</td>
<td>UW-Eau Claire students will develop and use creative thinking skills in academic and social contexts. UW-Eau Claire students will develop and use critical thinking skills in academic and social contexts.</td>
</tr>
<tr>
<td>Effective Communication (skill)</td>
<td>UW-Eau Claire students will effectively write, read, speak, and listen in academic and social contexts.</td>
</tr>
<tr>
<td>Individual and Social Responsibility (value)</td>
<td>UW-Eau Claire students will develop skills and values for ethical reasoning. UW-Eau Claire students will use ethical reasoning in civic and professional contexts.</td>
</tr>
<tr>
<td>Respect for Diversity Among People (value)</td>
<td>UW-Eau Claire students will develop knowledge for living in a pluralistic society and a globally interdependent world. UW-Eau Claire students will develop and use skills for promoting equity, diversity, and inclusivity in civic and professional contexts.</td>
</tr>
</tbody>
</table>

Our adoption of the new Liberal Education Learning Goals and then, elaboration into specific, measurable Learning Outcomes represent important steps forward toward a strengthened and more intentional connection between our goals for our students’ learning, our assessment of the extent to which such learning is occurring, and the use of the resulting findings to inform continuous improvement.

Evaluating and Strengthening Our Assessment Strategies

As described in extensive detail under Criterion 2 (Core Component 2C), our 1995 Plan for Assessment of Student Academic Achievement called for implementation of multiple direct and indirect assessment measures at both the program and institutional levels. The institution-level measures included exit interviews; a University-wide portfolio; the Collegiate Assessment of Academic Proficiency (CAAP) in math, writing, and reading; and two surveys — the Student Opinion Survey (SOS) and the National Survey of Student Engagement (NSSE). By design, this former plan focused on assessing our former Goals of the Baccalaureate, and did not specifically provide for evaluation of the General Education program. We consider the development of an effective system for evaluation of General Education to be among our highest priorities as an institution at this juncture.

An essential characteristic of a sound assessment system is that it provides for evaluation of the effectiveness of the
assessment method itself. As we have tested the mettle of our former assessment plan throughout much of this HLC review period, it has become increasingly clear that, although that plan served us well in some respects, it has fallen short of our expectations in others. (Please see our discussion of this in Core Component 2C for additional detail.) Further, we need to be responsive to nationwide shifts in higher education assessment methods in recent years. In combination, these factors led us to the clear recognition that our assessment processes were in need of revision and refinement. As mentioned previously, UW-Eau Claire was admitted into the HLC Assessment Academy in the fall of 2008. The Assessment Academy is providing support and ideas for implementing and sustaining assessment practices that foster improved student learning and reporting to internal and external stakeholders. Participation in the Academy involves the development of a proposal for strengthening our assessment system across the period of four years. Our emerging assessment plan (to be described momentarily) is the product of our participation in the Academy. Our Academy mentor has reviewed our project, and will provide consultation as we work through the phases of implementation.

Summary of Assessment of Student Learning throughout the Review Period
Next, we present a summary of our efforts across the past ten years to assess student learning in effective and meaningful ways.

In 2001, our University Senate enacted the following measures to strengthen our assessment process:

1. First Year Experience instructors were asked to introduce incoming students to the Goals of the Baccalaureate and the portfolio project.
2. Instructors were directed to identify the specific Goals of the Baccalaureate addressed in each course, to make those explicit on their course syllabi, and to indicate to students which specific course work could be used as evidence of their attainment of those Goals.
3. Academic advisers were directed to discuss the University portfolio requirement with their advisees.
4. Students in capstone courses and experiences were required to participate in some part of the assessment of the baccalaureate (e.g., exit interviews, surveys, or the portfolio).

Designation of capstone courses as collection points for portfolios, and requiring capstone students to participate in the assessment of the baccalaureate helped to increase student participation in, and instructor awareness of, the importance of these assessment efforts. Exit interviews were conducted every other year, with students selected according to a calendar designed to rotate through all academic units in a three- to four-year cycle. (At the time of this writing, exit interviews and the evaluation of portfolios have been placed on hiatus due to concerns about insufficient reliability and validity.)

Drawing on data from the 2005 Progress Report (from portfolio assessments and CAAP data), in 2007 the Assessment Committee prepared a report titled Closing the Loop and Moving Forward. This report was sent to the academic departments. It focused on three goals that were considered to be core: (1) writing effectively; (2) thinking critically; and (3) reasoning numerically/quantitatively. Departments were provided with summaries of student achievement for these three goals, and were asked to indicate whether the findings accurately reflected instructor observations of student performance.

Two prominent themes emerged from the departmental responses:

1. Department-level observations corroborated the results of the 2005 Progress Report in that instructors were dissatisfaction with students’ writing skills. Specifically, while some instructors were satisfied with the caliber of student writing by the time of graduation, they expressed frustration that this level of student writing skill occurred only with intensive remedial efforts on the part of upper-division course instructors. Others expressed the view that their students had not achieved the expected level of writing skill even by the time they graduated, despite intensive efforts on the part of instructors.

2. Departments with subject matter that did not require math were not confident regarding their students’ math abilities.

In response to these findings, the Assessment Committee recommended that the University focus its attention during AY 2007-08 on better understanding students’ writing performance in the Introduction to College Writing course (English 110). The resulting project asked English 110 instructors to use a common rubric to assess student writing. The aims of the project were to (1) initiate a gradual transition toward increased classroom-embedded assessment;
(2) provide professional development opportunities for instructors regarding effective methods for evaluating student writing; and (3) help instructors improve the writing of their students by having all instructors emphasize a common set of writing skills.

The results of the evaluation showed that while students demonstrate strength in basic writing mechanics, they need to improve in developing an argument and integrating source material into their writing in accurate and meaningful ways. Detailed information including additional findings is available in a 2008 report prepared by the Writing Program Director [Evidence].

Self-Study Findings Regarding the Status of Assessment of Student Learning

Our review of our assessment processes reveals that all academic departments and programs are working toward improved systems for assessing student learning and, as might be expected, are at widely differing stages of developmental progress. We can show evidence of numerous pockets of highly effective assessment methods and use of the resulting data to inform continuous improvement toward enhanced teaching effectiveness and student learning.

Our Women’s Studies program serves as an example of a highly sophisticated and effective assessment strategy which ensures a complete feedback loop. The Women’s Studies assessment plan includes clearly articulated learning goals that are evaluated using both direct and indirect measures. First, papers from specific upper-division courses and capstone projects are gathered and archived each year. The instructors of these courses prepare reports assessing students’ work on specified projects as that work relates to program goals.

Second, all instructors teaching Women’s Studies courses are asked to specify how they address the learning goals of the program. The Women’s Studies Curriculum Committee analyzes instructor responses to determine which program goals are not being sufficiently addressed and specific curricular changes are suggested to close any gaps that are identified.

Third, the program administers an annual exit survey of graduating majors and minors, to gather feedback regarding the program’s learning goals and the classes in which each learning goal was addressed. The Women’s Studies program has developed a feedback system to ensure the effective use of assessment information to improve the program and enhance student learning. Annually, the instructors of specified upper-division courses present their reports, and exit survey findings are shared at the Women’s Studies annual meeting. Based upon their assessment findings, instructors identify at least one change recommendation upon which to focus in the upcoming year.

During AY 2008-09, the Women’s Studies Curriculum Committee worked to clarify the program’s goals, develop learning outcomes for those goals, and align their program goals with the University-level Liberal Education Learning Goals and Outcomes. The Women’s Studies program serves as just one exemplar of some of the highly effective assessment that is already occurring at UW-Eau Claire. We look forward to all departments and programs moving toward this level of evaluative effectiveness as we work to implement and refine our new assessment plan, under the guidance of the HLC Assessment Academy.

Based on information in the AY 2004-05, 2005-06, and 2006-07 departmental annual reports, we can point to similarly effective assessment programs under way in other departments, including Communication Sciences and Disorders, Curriculum and Instruction, Special Education, Nursing, Chemistry, Computer Science, History, Geology, Information Systems, and numerous others. These programs have established clear goals and outcomes with multi-dimensional assessment strategies including comprehensive exams, course-embedded assessment, and/or capstone presentations.

Many professional programs within the University are subject to accreditation reviews by external professional organizations. (A full listing of our departments and programs which maintain professional accreditation can be accessed via the following link: [Evidence].) In such instances, the professional program review process replaces the external reviewer in our program review process. Programs that are subject to external accreditation review tend to be more advanced in the articulation of their assessment plans, as well as more progressive in implementing program changes based upon assessment findings.

For example, the College of Business uses both direct and indirect assessment methods to measure student learning relative to College goals. Specifically, students’ oral communication skills are measured directly in their capstone presentations. To measure students’ progress toward technology and content goals, instructors other than the
instructor of record participate in evaluating student responses to specific course examinations. Indirect evaluative information is gathered via focus groups with representatives of the local business community and through senior surveys.

Each department in the College of Business is working to develop and/or refine assessment measures to evaluate student progress toward department-specific learning outcomes. The majority of departments conduct both exit interviews and alumni/ supervisor surveys. These departments are also working on course-embedded assessments specific to departmental goals. Data gathered from this assessment program in the College of Business has informed several important curricular changes, including increased focus on the influence of cultural differences, implementation of case studies to help students understand the practical applications of the theoretical material they are learning, and increased attention to ethical issues.

In the three years of annual report data analyzed in the course of conducting our self-study, definite movement toward more clearly defined assessment plans has been observed for all academic departments. First, the plans outline more specific and direct measures of student learning. Second, there is increasing discussion of the ways in which departments use assessment findings to improve courses and programs.

While significant progress has been made in these areas, many departments can still improve by implementing direct, course-embedded measures of student learning and by articulating clear strategies for the subsequent use of assessment data to enhance student learning. Further, we recognize that our former approach to assessment was too far removed from the site where the learning actually occurs, and that we can strengthen our system considerably by embedding assessment practices within our courses. It will be important, of course, to continue to gather data from a “big picture” perspective, using measures such as the NSSE, the CAAP, and other macro instruments, but we are moving distinctly toward increasing course-embedded measurement. This shift, along with our adoption of the new Liberal Education Learning Goals and Outcomes, our redesign of the General Education program, and our recognition of the importance of assessing the learning that is fostered through the work of our co-curricular programs, has led us to take important strides forward toward a stronger, more vital assessment strategy, to be described next. We look to the HLC Assessment Academy to mentor, guide, and support this work.

Our New Council for the Assessment and Advancement of Student Learning (CAASL)

To facilitate institution-wide progress toward improved assessment processes, we have shifted our approach at the planning level. Specifically, our former University Assessment Committee has been replaced (effective fall 2008) by our new Council for the Assessment and Advancement of Student Learning (CAASL). We wish to shift away from the perception of assessment as something mandatory that must be done, toward the perception of assessment as an integral aspect of the scholarly endeavor — one that will provide the information we need to guide us in giving our students the best possible educational experience. A concerted effort is being made to define CAASL as a resource to assist and support departments and programs in developing assessment systems that work effectively to answer their own questions about their students’ learning. CAASL will work in concert with the idea that effective assessment, at the most fundamental level, begins at the site where learning occurs.

The 16 members of CAASL are as listed below:

- Chair: Director of University Assessment
- A representative from the dean’s office of each academic college and from the Dean of Students
- Faculty representatives: one from each professional college and three from the College of Arts and Sciences
- Two representatives from co-curricular units and programs

Two initial priorities of CAASL are: 1) to help curricular programs and academic and administrative support programs develop, implement, and sustain useful and effective plans for assessing and improving student learning; and 2) to demonstrate to internal and external stakeholders the successes of our students and our ongoing efforts to improve student learning [EVIDENCE].

CAASL will review the assessment plans of curricular programs and academic and administrative support programs to ensure that they are consistent with HLC guidelines. Specifically, departments and programs will be expected to outline their assessment methods and describe how the resulting findings are utilized to enhance student learning.
will prepare an annual summary report for Academic Affairs regarding our students’ achievement of the Liberal Education Learning Goals. The report will be used by deans, directors, department chairs, department assessment committees and coordinators, and instructors to inform continuous improvement of their assessment processes and student learning.

CAASl will develop and implement institutional-level assessment activities and will bi-annually review the effectiveness of assessment plans and practices at the University level. CAASl will soon revise the Assessment web site to provide assessment resources to departments and programs. The web site will also be a vehicle for distributing reports on the status of assessment activity at UW-Eau Claire, and the status of student achievement of department, program, and institutional learning goals. This web site will be an important tool to assist departments, programs, and the entire institution in efforts to maintain useful and sustainable assessment practices.

Our Emerging Assessment Plan

The Director of University Assessment and the members of CAASl have outlined an assessment strategy that responds to the changing needs of our institution. This plan is, in part, an early product of our participation in the HLC Assessment Academy. The following is a schematic showing the basic elements and phases of the new assessment plan.

Our new process for assessing student learning will consist of three strands, all of which will be aligned with our institutional-level Liberal Education Learning Goals. Assessment at the broad institutional level will include the following nationally-normed measures: the National Survey of Student Engagement (NSSE), the ACT Alumni Outcomes Survey (AOS), and the Collegiate Assessment of Academic Proficiency (CAAP). While these broad measures provide us with the ability to compare ourselves to national normative data, they provide little specific guidance to help us improve student learning in classrooms and other learning environments. A pivotal feature of the emerging assessment plan is that it will establish meaningful assessment practices at the actual site of learning.

Our new assessment model identifies three categories of environments in which student learning occurs: 1) academic departments and
programs; 2) General Education courses; and 3) co-curricular programs.

Our students’ learning will be optimized when every entity subsumed under each of these three categories of crucial learning environments works in concert with the overarching Liberal Education Learning Goals. This means that all academic departments and programs, all aspects of our General Education program, and all co-curricular programs need to clarify and articulate how they intend to foster and support student learning. In our academic departments/programs and in our General Education program, the primary avenue for student learning will be through learning goals and outcomes that are in full alignment with our Liberal Education Learning Goals. Each co-curricular program will also articulate how it fosters or supports student learning, and where germane, specific learning goals and outcomes will be articulated.

Our students’ learning will also be optimized when all entities in the three learning environments implement systematic methods to assess the success of their efforts to effect student learning. Each of the three phases of our new assessment plan corresponds directly to one of the three learning environments. We are already well under way with Phase One (assessment of learning in the degree programs) and early planning and conceptualization are under way, in preparation for Phases Two and Three.

Phase One: Discipline-Specific Assessment within Degree Programs

We are currently implementing Phase One with an assessment snapshot exercise. The snapshot is a set of worksheets to determine how far along each department or program has come in assessing student learning outcomes. For the assessment snapshot, each academic department will complete the following activities:

- Align the goals and learning outcomes for their majors with the institution-level Liberal Education Learning Goals and Outcomes.
- Map the curriculum for the major, identifying those courses in which learning outcomes are taught, practiced, and assessed. Curriculum maps are used as tools for departments to identify the degree to which the curriculum and learning outcomes are aligned and intentional.
- Complete an assessment plan rubric which will be reviewed and approved by the Council for Assessing and Advancing Student Learning (CAASL).
- Consult with CAASL to identify priorities toward developing and implementing ongoing, sustainable, and useful assessment practices for each major in the department.

The assessment snapshots will be reviewed by CAASL and, based upon those reviews, the Director of Assessment will begin consulting individually with academic departments and programs to help them optimize the effectiveness of their assessment plans (beginning in fall 2009). These consultations will be tailored to the developmental level of the specific department’s or program’s current assessment practices. For some, the consultations will be geared toward establishing a workable assessment plan. For departments and programs that have already developed sophisticated assessment systems, the focus will be on continuous improvement.

Phase Two: Assessment of our General Education Program

Before we can design and implement a system to assess our General Education program, we must first reach agreement on how that program is to be revised. At the time of this writing we are in the midst of the discussions that will result in a new approach to General Education. As these discussions are taking place, assessment issues remain at the forefront of our minds. We will be striving to weave effective assessment methods into the fabric of the revised GE program, so that systematic assessment will begin immediately upon implementation of the new GE program.

Phase Three: Assessment of Co-Curricular Programs

Another important aspect of our work to infuse the assessment of student learning into all processes on our campus has been a discussion of how to establish and assess student learning goals that are relevant in units and departments whose support of student learning occurs outside the classroom environment (for example, the Academic Skills Center, the Center for International Education, Housing and Residence Life, First Year Experience, and others). Most of such departments and units were able to identify at least one student learning goal as part of their assessment efforts (HLC Self-Study Survey). The degree to which assessment procedures for those goals were clearly articulated varied widely across departments and units.
Active assessment also occurs at the graduate level. The Office of Graduate Studies has a clearly established mission and now has clearly articulated learning goals. The plan for Graduate Studies assessment is two-fold, consisting of an institutional-level exit survey and more focused assessment mechanisms embedded within specific graduate programs. The Office of Graduate Studies administered its first exit survey in March 2007. The Graduate Studies Office compiles data from the exit surveys on an annual basis. Two reports are currently available for AY 2006-07 (N=22) and AY 2007-08 (N=8).

Our Office of Graduate Studies has recently worked with assessment consultant Barbara Walvoord to develop mechanisms beyond the exit survey for assessing the graduate outcomes. Acting upon Dr. Walvoord’s advice, the Office of Graduate Studies plans to support each program in embedding assessment strategies into their curricula, rather than implementing additional measures at the institutional level. The Office of Graduate Studies reports considerable variability among specific graduate programs in terms of the extent to which assessment strategies have evolved. Some programs are already embedding assessment quite effectively (especially programs such as the Master of Science in Communication Sciences and Disorders, the Master of Business Administration degrees, and others that must respond to external accreditation standards). Some of the other programs have student learning assessment plans that are in earlier stages of development. Current areas of focus for the Graduate Studies Program include work to establish clear outcomes at the program level, develop program-embedded assessments, and design follow-up procedures to ensure that assessment findings are implemented to achieve continuous improvement.

As part of our self-study, we surveyed instructors and staff members about their knowledge of, and degree of engagement in, planning the institution-level learning goals (HLC Self-Study Surveys). We conducted our HLC Self-Study Survey in September of 2007, so the results presented here refer specifically to our former Goals of the Baccalaureate, which were in effect at that time. A report of our findings from this survey can be accessed at the following link: [Evidence].

Several departments and programs are already implementing highly sophisticated and effective assessment systems. This tends to be particularly true of programs that are accredited by professional organizations, but there are several exceptions to that general trend. Some departments and programs that are not subject to accreditation review need to develop direct strategies for assessing student learning.

Across the entire institution, we need to become more systematic and intentional in using assessment results to inform decisions about curriculum, pedagogy, and other avenues for learning. We have been admitted to the HLC Assessment Academy and have developed
an updated plan for effective assessment of student learning. We are currently in the initial phase of implementation at the time of this writing.

As we work continually to revise, refine, and strengthen our assessment processes, we are intentionally including participants not only from academic departments, but also from departments and units that support academics, and we are addressing ways in which these departments and units can develop student learning goals and outcomes, systematically measure progress toward those goals and outcomes, and implement changes in response to assessment feedback.

Based upon our self-study findings, we offer the following recommendations for continuous improvement of our articulation of student learning goals, and of our methods of assessing students’ attainment of those goals.

Looking to the future, we are challenged to move forward with the implementation of our emerging assessment plan.

1. We recognize that strengthening our assessment processes should be an institutional priority, and that we must invest sufficient resources to support this important work.

2. Individual departments and programs will need continued support to develop and implement more direct and intentional assessment of student learning, and to employ the resulting data to inform curricular and pedagogical improvements to maximize student learning.

3. Department- and program-specific learning goals and assessment methods must be clearly and intentionally aligned with our new Liberal Education Learning Goals, and with our institutional-level plan for assessing student learning.

4. As we reconsider our General Education program, we will be building in systematic processes for assessing student learning in GE courses.

We recognize that a considerable distance lies ahead of us in this pursuit; we are working energetically to strengthen our strategies for assessing student learning, and we are making good progress.
INTRODUCTION
At UW-Eau Claire we have always emphasized effective teaching as our highest priority. From our inception as a normal school that prepared students for the teaching profession, to our current role as a comprehensive State university that offers a wide array of undergraduate programs and select graduate programs, we have remained, first and foremost, a teaching institution. According to our select mission statement, our primary purpose at UW-Eau Claire is “to foster the intellectual, personal, social, and cultural development of [our] students.” Effective teaching is the focal point around which all efforts toward this goal are organized. Full-time instructors (faculty and instructional academic staff members) deliver the overwhelming majority of the teaching that occurs at UW-Eau Claire. In this segment of our self-study we provide extensive evidence that UW-Eau Claire values and supports effective teaching.

VALUING EFFECTIVE TEACHING
The value we place on effective teaching at UW-Eau Claire can be gauged in several ways. First, we articulate the importance of teaching through numerous planning, policy, and procedure documents. These include our Centennial Plan, mission and vision statements of units in Academic Affairs and Student Affairs, the Faculty and Academic Staff Handbook, academic department evaluation plans, and other University documents. Second, the perceptions of faculty and instructional staff members offer an important index of the value placed upon excellent teaching. Third, we consider student evaluations as one important index of effective teaching. Fourth, the recognition and rewards bestowed to acknowledge outstanding teaching serve as testament to the value we assign to teaching effectiveness. Each of these indices will be described in turn, below.

Our Planning, Policy, and Procedure Documents Demonstrate Commitment to Effective Teaching
Our new Centennial Plan provides the clearest statement of the high priority we assign to teaching and learning at UW-Eau Claire. The vision statement articulated in the Centennial Plan declares that “[we] will be the premier undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused, undergraduate liberal education, and distinctive, select graduate programs.” Further, our Centennial
Plan identifies “transforming learning” as the University’s first foundational goal. Specifically, the Centennial Plan calls for a focus on three goals related to effective teaching:

1. To foster purposeful learning;
2. To promote connected learning; and
3. To accelerate global learning.

The first of these goals — purposeful learning — requires that the University “create structures and practices to support the development of purposeful, strategic educators.” The distinct emphasis in our Centennial Plan on promoting student learning, and the strong commitment of the University community to our Centennial Plan serve as powerful indications of the importance we assign to effective teaching.

The mission and vision statements of units in Academic Affairs, as well as those of Student Affairs units that provide supportive programs, reflect our commitment to effective teaching as enunciated in UW-Eau Claire’s select mission statement:

“The University provides an academic environment designed to encourage faculty-student interaction and promote excellence in teaching and learning, scholarly activity, and public service.”

As one specific example, the College of Arts and Sciences vision statement (adopted in 2006 as part of the College strategic plan) declares that the purpose of the College is to “foster in our students the development of critical thinking and other intellectual skills along with the attitudes and abilities that enable them to live as educated, engaged, and empowered leaders and members of society.”

And commitment to effective education extends beyond the classroom. For example, University Centers, a unit in Student Affairs, is responsible for cultural programs that link the campus and community, co-curricular programs and activities, and services. The stated mission of our University Centers unit is to “develop people as well as intellects through programs and cultural opportunities, University organizations and governance, services and facilities, and employment and internships.” Once again, effective teaching is embedded in the very purpose of these and many other supportive units at UW-Eau Claire.

Our Faculty and Academic Staff Handbook (henceforth referred to simply as the “Handbook”) includes the following statement that makes explicit our commitment to effective teaching: “The University of Wisconsin-Eau Claire is committed to continuous self-evaluation as one means of ensuring the quality of the education it offers students. The periodic review of faculty performance is an integral part of this process. As such, it has as its primary purpose the maintenance and improvement of the quality of instruction provided by the individual faculty member and the quality of programs offered at the departmental or college levels” [EVIDENCE]. Chapter 5 of the Handbook establishes the general criteria and procedures for conducting periodic performance reviews of personnel (including procedures for salary recommendations, and for reappointment, promotion, tenure, and post-tenure reviews) [EVIDENCE].

All academic departments have evaluation plans that serve to guide personnel decisions. Periodic reviews of instructors must include information from student evaluations and colleague evaluations of classroom performance. In addition to the annual performance reviews conducted for all faculty members as part of the salary recommendation process, we provide our probationary faculty members with in-depth annual performance reviews (unlike some institutions where the first evaluation does not occur until the third year, and the second not until the time of consideration for tenure). Department Personnel Committees [EVIDENCE], department chairs, the college deans [EVIDENCE], and the Provost work together to provide probationary faculty members with straightforward assessment of a formative nature early in their careers, while they can make use of such information to strengthen their performance. As faculty members progress toward tenure, the emphasis of their performance evaluations shifts gradually toward a more summative focus. This approach to evaluation provides probationary faculty members with valuable information to support their professional development and maximize their likelihood of success when the time for the tenure decision arrives.

The following quote from the template for Department Evaluation Plans (provided by the Provost’s Office) embodies our institution’s strong commitment to effective teaching, and clearly demonstrates that solid teaching, and to be prioritized above all other aspects of instructor performance: “While individuals will vary in strengths and interests, effectiveness in teaching shall be the most important criterion for all evaluations. Poor performance in teaching alone is sufficient to support a negative performance review” [EVIDENCE]. Consequently, all department evaluation plans now explicitly assign teaching effectiveness the highest priority for instructor performance review. These plans are available for review in the HLC data repository [EVIDENCE].
The reappointment, tenure, and promotion recommendations written by the college deans and the Provost serve as further strong evidence that effective teaching is our highest priority at UW-Eau Claire. In the 2006-07 Annual Report for the College of Arts and Sciences, the Dean provided several samples from that year’s recommendations. These excerpts illustrate a strong commitment to effective teaching, with examples of commendations for highly effective teaching, acknowledgement of major improvement from the previous years, and identification of areas in which improvement is needed. In the same vein, the following quote from a reappointment recommendation letter from the Provost to a probationary faculty member embodies the importance placed upon teaching effectiveness: “In particular, because UW-Eau Claire most values student learning, I encourage you to continue to improve your teaching effectiveness.”

This message about the paramount importance of effective teaching is communicated to instructors long before they receive their first performance review. The document titled, Information Provided to All UW-Eau Claire Faculty Candidates describes the criteria for tenure in the following way: “Effective teaching is always the most important factor to be considered. Second to that is research/scholarship/creative activity (as defined in your discipline), followed by service and advising. Research, scholarship, and creative activity are important at UW-Eau Claire, but never more important than effective teaching.”

Self-Study Findings Regarding Faculty and Instructional Academic Staff Members’ Perceptions of the Value Placed on Effective Teaching

Our various planning, policy, and procedural documents make it absolutely clear that effective teaching is greatly valued at UW-Eau Claire. To be meaningful, however, these words on paper must be perceived by instructors as accurately reflecting the true values of the institution. Our HLC Self-Study Survey presented faculty and instructional academic staff members with an item stating that they believe their department values effective teaching. Of the 210 faculty and instructional academic staff members responding, 201 (95%) expressed agreement with that statement. In response to a parallel item stating that University administrators value effective teaching, 166 (80%) faculty and instructional academic staff members expressed agreement. The following table presents those responses in finer detail:

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Total in Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My department values</td>
<td>74%</td>
<td>16%</td>
<td>5%</td>
<td>95% N=201</td>
</tr>
<tr>
<td>effective teaching</td>
<td>N=156</td>
<td>N=34</td>
<td>N=11</td>
<td></td>
</tr>
<tr>
<td>Administrators value</td>
<td>22%</td>
<td>33%</td>
<td>25%</td>
<td>80% N=166</td>
</tr>
<tr>
<td>effective teaching</td>
<td>N=45</td>
<td>N=69</td>
<td>N=52</td>
<td></td>
</tr>
</tbody>
</table>

These findings serve as powerful evidence that most of our instructors perceive their department colleagues and administrators as valuing excellent teaching. Clearly, the statements in our mission and policy documents about the importance of excellent teaching are not just empty rhetoric. On the contrary, that commitment rings true in the ears of our faculty members and instructors.

Although 80% is certainly still a large proportion, our finding that less instructors are convinced of the valuing of effective teaching at the administrative level than at the department level calls for further exploration. This finding is rather surprising, given the strong language from administrators emphasizing the importance of teaching effectiveness, as described above. This important issue, and its relationship to the relative valuing of research, is explored in depth under Criterion 4 (Core Component 4A).
Student Evaluations Provide a Valuable Measure of Teaching Effectiveness

Student evaluations provide an important index of teaching effectiveness. UW-Eau Claire has not historically used a single, institution-wide instrument for student evaluations. Rather, departments currently have latitude to determine the methods they will use for student evaluations of instruction. An informal workgroup led by faculty members in the Department of Psychology initiated discussion of this issue in spring 2008. Our Center for Excellence in Teaching and Learning (CETL) sponsored a Community of Practice (which included students) to continue the discussion of optimal methods for gathering student input about instructor effectiveness. Regardless of which particular evaluation method is used, all personnel decisions for faculty and instructional academic staff members (i.e., decisions regarding reappointment, promotion, tenure, and post-tenure review) require consideration of student input via evaluations of their instructors’ teaching effectiveness.

Recognition and Rewards for Outstanding Teaching Performance

As described above, teaching effectiveness is the top priority in our periodic review of faculty and instructional academic staff members’ performance, and UW-Eau Claire recognizes and rewards effective teaching in numerous ways. Until approximately midway through the current review period, salary recommendations could specify that an instructor was deserving of a salary increase on the basis of outstanding teaching performance. These increases were fixed increments, and each department had a certain quota of such increases that could be awarded. The manner in which these salary increases were awarded varied widely between departments. In AY 2003-04, that former system was replaced with a new performance rating system. Though individual academic departments have latitude to decide on precise weightings for various aspects of instructor performance, effective teaching is considered as part of all salary recommendations.

Every fall at the opening meeting of our academic year, the Chancellor presents awards that recognize outstanding contributions in all areas of performance (teaching, scholarly productivity, advising, and service). The recipient of the Excellence in Teaching Award is selected by a vote of the most recent three years of alumni and is accompanied by a monetary prize. This has been a longstanding award at UW-Eau Claire. Certainly, excellent teaching is demonstrated by more than one faculty member each year. In an institution the size of UW-Eau Claire, and with our strong emphasis on effective teaching, it seemed important to build additional mechanisms through which to recognize outstanding teaching performance. Indeed, there has been an effort to do so in recent years.

Specifically, the University has strengthened its recognition of outstanding teaching by increasing the salience of two other teaching honors. Each year, the University nominates one faculty member for the Council for Advancement and Support of Education (CASE) Professor of the Year Award and nominates
another faculty member for the UW Board of Regents Teaching Excellence Award. Prior to 2006, these nominees received brief mention at the opening meeting. Beginning in 2006, by decision of the Faculty Awards Committee, greater emphasis has been placed upon these honors, and both are now accompanied by a monetary prize. The fact that our UW-Eau Claire Foundation has secured funding to support these awards serves as evidence of our Foundation’s commitment to fostering outstanding teaching, as well.

Parallel efforts are also under way at the college level. The College of Arts and Sciences Strategic Plan (2006) includes an objective to design and implement a program of annual faculty and staff awards. A committee of faculty and instructional academic staff members, in consultation with the Dean, developed five college-level teaching awards (the Career Excellence in Teaching Award for tenured faculty members; the Pre-Tenure Faculty Excellence in Teaching Award; the Instructional Academic Staff Excellence in Teaching Award, the Excellence in Faculty-Staff Mentorship Award, and the Excellence in Contributions to General Education Award). Fundraising efforts have resulted in readiness to support these awards, and they are expected to be initiated during the 2009-10 academic year.

The College of Nursing and Health Sciences also has college-level awards that recognize outstanding teaching. These include the Ihle Family Award for Caring, the Van Ort Award for Faculty Creativity and Scholarliness, and the Ostmoe Award for Faculty and Academic Staff Excellence in Clinical Instruction. The College of Education and Human Sciences awards the Ron Satz Teacher/Scholar Award each year to a faculty or instructional academic staff member who demonstrates dedication to student success, valuable scholarly contributions, active professional participation, and commitment to cultural diversity and democratic ideals.

Taken together, our planning, policy, and procedure documents; our procedures for evaluating instructor performance; and the system of rewards we have in place to acknowledge outstanding teaching serve as conclusive evidence of the very high value placed on teaching effectiveness at UW-Eau Claire. With that valuing established, we next describe the mechanisms in place at UW-Eau Claire to support effective teaching.

**SUPPORT FOR EFFECTIVE TEACHING**

A university that places its highest premium on effective teaching invests resources to support professional development that will result in improved teaching and learning. In this segment of our self-study, we present ample evidence that such support occurs at UW-Eau Claire. We describe the efforts of our former unit, titled the Network for Excellence in Teaching, and our new unit, titled the Center for Excellence in Teaching and Learning (CETL); the role of our Office of Research and Sponsored Programs; and the ongoing work of our colleges and departments to support exemplary teaching at UW-Eau Claire. (A closely related discussion can be found under Core Component 4A.)

**Note of Clarification:**

Until 2008, our Network for Excellence in Teaching (NET) held primary responsibility for professional development related to teaching and learning at UW-Eau Claire. In May 2008, as the first step in implementing our new Centennial Plan, we established our new Center for Excellence in Teaching and Learning (CETL) to provide increased institutional support toward the aim of strengthening student learning.

It is somewhat challenging to organize our description of the services provided by our former Network for Excellence in Teaching (NET), and our current Center for Excellence in Teaching and Learning (CETL). Many of these services were instituted by NET and are continuing under the guidance of CETL, under the same or similar program names. Some offerings were planned and sponsored by NET, and CETL carried them to completion. In the pages that follow, we first describe programs and initiatives that have elements of continuity from NET to CETL. We then describe the shift in focus that occurred with the establishment of CETL, followed by a description of some of the new programs and offerings CETL has implemented.

**Our (Former) Network for Excellence in Teaching (NET) and the (New) Center for Excellence in Teaching and Learning (CETL)**

**Professional Development Workshops and Presentations**

Our Network for Excellence in Teaching (NET) sponsored a rich variety of professional development programs for instructors during this ten-year review period. These offerings both supported and celebrated effective teaching. For example, each academic year began with a full-day workshop on a selected pedagogical issue or innovation. These workshops were led by nationally respected faculty development professionals from institutions around the nation. Some recent examples have included the following:

...
These opening-session teaching workshops were augmented with follow-up programs during the ensuing academic year. To give a sense of these presentations, some recent examples are provided in the following table.

### Professional Development Workshops and Presentations

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Wehlberg</td>
<td>Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning</td>
<td>August 2008</td>
</tr>
<tr>
<td>Linda Suskie</td>
<td>The Assessment Toolbox, Part 1: Creating Meaningful Assignments for Your Students</td>
<td>August 2007</td>
</tr>
<tr>
<td>Anastasia Morrone</td>
<td>Motivating and Engaging Students in the College Classroom</td>
<td>August 2006</td>
</tr>
<tr>
<td>Maryellen Weimer</td>
<td>Learner-Centered Teaching</td>
<td>August 2005</td>
</tr>
<tr>
<td>Kathleen McKinney</td>
<td>Overview of Scholarship on Teaching &amp; Learning</td>
<td>August 2005</td>
</tr>
<tr>
<td>L. Dee Fink</td>
<td>Designing Courses for More Significant Student Learning</td>
<td>August 2004</td>
</tr>
</tbody>
</table>

These opening-session teaching workshops were augmented with follow-up programs during the ensuing academic year. To give a sense of these presentations, some recent examples are provided in the following table.

### Follow-Up Programs

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Nelson Laird</td>
<td>Using NSSE and FSSE Data to Understand and Enhance Student Learning Outcomes</td>
<td>May 2007</td>
</tr>
<tr>
<td>Barbara J. Millis</td>
<td>Conducting Effective Classroom Observations</td>
<td>Oct 2006</td>
</tr>
<tr>
<td>Renee Meyers</td>
<td>Group Dynamics in the Classroom</td>
<td>June 2006</td>
</tr>
<tr>
<td>Leslie Owen Wilson</td>
<td>When Backwards Thinking is Forward Thinking: Recreating Courses Through a New Design</td>
<td>May 2006</td>
</tr>
<tr>
<td>L. Dee Fink</td>
<td>Team-Based Learning</td>
<td>May 2005</td>
</tr>
<tr>
<td>L. Dee Fink</td>
<td>Designing Courses for More Significant Student Learning</td>
<td>May 2005</td>
</tr>
</tbody>
</table>

NET also sponsored a wealth of other professional development and support opportunities for instructors. These included a mentoring program for new faculty members, consultation and training regarding effective instructional design, writing workshops to support instructors in preparing their Scholarship of Teaching and Learning research projects for publication, and a series of Faculty Learning Communities. A listing of Faculty Learning Communities can be found at the following link: [Evidence].

### UW-Eau Claire’s Teaching Scholar Program

Our UW-Eau Claire Teaching Scholar program (which is distinct from the Wisconsin Teaching Scholars program, to be described presently) is a signature program that was initiated by NET and is now continued by CETL in support of effective teaching. The program provides full-time faculty and instructional academic staff members with the opportunity to engage in a year-long professional development project focused on the Scholarship of Teaching and Learning.

The Teaching Scholar program is part of UW-Eau Claire’s Scholarship of Teaching and Learning (SoTL) initiative, which began in AY 2003-04, supported by grants from the UW System Office of Professional and Instructional Development (OPID) and by local matching funds. The SoTL initiative seeks to advance the practice of teaching and enhance student learning through scholarly inquiry. Each August, our Teaching Scholars (joined by other faculty volunteers) present research posters at the Teaching and Learning Symposium. Twenty faculty members have served as Teaching Scholars from 2004 through 2008.

NET also sponsored BookTalks each semester, some of which focused specifically on diversity topics, with funding from the UW System Institute on Race and Ethnicity. A complete listing of the books selected can be found at the following link: [Evidence].

---

**Criterion Three**
The Wisconsin Teaching Scholars and Wisconsin Teaching Fellows Programs

The Wisconsin Teaching Scholars program, sponsored by the UW System, is designed for mid- to late-career tenured faculty members who have had experience in examining teaching and learning issues. One Wisconsin Teaching Scholar is accepted from each institution in the UW System per year. Each Scholar in the program designs a scholarly teaching project that aims to increase understanding of factors that improve student learning. Teaching Scholars are expected to disseminate the results of their work in a publication, conference presentation, campus workshop, or via other appropriate forums. UW-Eau Claire nominates one faculty member for the Wisconsin Teaching Scholars program each year. The parallel Wisconsin Teaching Fellows program is designed for early-career instructors during their first ten years of teaching. UW-Eau Claire nominates one instructor for the Teaching Fellows program each year.

Our New Faculty Learning Community/New Faculty College Program

In AY 2005-06, NET instituted the New Faculty Learning Community, and the program now continues under the guidance of CETL; the program is now known as the New Faculty College. This program takes place immediately before fall semester classes begin. Its purposes are to (1) provide new instructors with assistance in developing their courses and their teaching skills; (2) provide them with information about how to access the many resources and supports available to assist them in their teaching endeavors; and (3) to foster a sense of community and cohesiveness among new instructors.
Our New Faculty College is the follow-along aspect of this program as new instructors continue their development throughout their first year. They are encouraged to take advantage of as many opportunities as they can, and they have the latitude to select the program elements that best match their individual needs. Participants can attend monthly seminars on teaching and learning topics such as instructional design, assessment of learning, facilitation of active learning using technology, course/unit redesign, collaborative learning) and each was designed to facilitate specific teaching improvements for the participants. Each workshop provided an opportunity for the six to ten participating faculty and instructional academic staff members to design or redesign their courses and instructional materials.

Teaching-Learning Institutes
NET also conducted Teaching-Learning Institutes in January and May of most academic years. Each of these multi-day seminars focused on a particular topic related to teaching and learning (e.g., problem-based learning, engaging active learners using technology, course/unit redesign, collaborative learning) and each was designed to facilitate specific teaching improvements for the participants. Each workshop provided an opportunity for the six to ten participating faculty and instructional academic staff members to design or redesign their courses and instructional materials.

Instructional Technology Support through NET
Our NET staff members provided extensive instructional technology support to assist instructors in learning about new technologies that would enhance teaching effectiveness and student learning. Every semester and during summer and interim sessions, NET provided a steady stream of small-group workshops, each designed to introduce instructors to a specific technology tool. NET staff members also provided extensive individualized consultation with faculty and instructional academic staff members to assist them in mastering specific instructional technologies. Our (former) NET functioned under the auspices of our Learning and Technology Services division. We will describe NET’s technological contributions, along with those of other LTS sub-units as part of our description of learning resources that support student learning and effective teaching (in Core Component 3D).

Satisfaction with NET Services
These and other NET programs were largely successful as measured by participant satisfaction. The Network for Excellence in Teaching Assessment Data Report (2006) indicates strong user satisfaction with the programs. The report shows that a majority of instructors across campus had at least one contact with NET staff members or programs.

Still, despite growing participation in certain programs such as the Teaching and Learning Symposium and the New Faculty Learning Community, NET staff members felt they were not reaching as many instructors as would be ideal. In the fall of 2004, NET conducted a Teaching-Learning Needs Assessment Survey, which revealed the probable reason. When asked to identify barriers to participation in professional development events, 157 of the 182 comments (86%) mentioned time pressures (e.g., heavy work loads; competing demands of research, service, and advising obligations; and difficulty balancing work with personal life). This cross-cutting theme is explored further in Criterion 4.

Our New Center for Excellence in Teaching and Learning: A Shift in Focus
Building upon the excellent contributions of the NET program, efforts were undertaken to strengthen support for effective teaching. The Center for Excellence in Teaching and Learning (CETL) was created to provide professional development for instructors that would improve student learning both inside and outside the classroom, to cultivate the intentionality of educators, and to increase instructor participation in professional development programs. A $100,000 donation from a UW-
Eau Claire alumnus has been committed to CETL.

CETL focuses its services on conceptual, pedagogical issues related to teaching. The establishment of CETL is one aspect of our endeavor to create a more visible balance between the emphasis placed on continuous improvement and outstanding performance in teaching, and the emphasis placed on research endeavors.

CETL is organized around the following aims:

- To advocate for commitment to teaching and learning
- To encourage professional development for all educators
- To build an inclusive community of educators
- To engage instructors in timely teaching and learning endeavors
- To provide educators with access to community learning space

The following table lists the programs offered by CETL during AY 2008-09:

<table>
<thead>
<tr>
<th>Events</th>
<th>Meetings</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty College – Orientation Week</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Showcase of Excellence</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Catherine Wehberg Lecture (sponsored by NET, carried out by CETL)</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td>Christine Johnston Lecture</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>Presidential Inauguration Webcast</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>New Faculty College – Topic Meetings</td>
<td>3</td>
<td>4-10</td>
</tr>
<tr>
<td>Drop-In Discussions</td>
<td>10</td>
<td>6-18</td>
</tr>
<tr>
<td>Winterim Institute</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Webinar - Digital Storytelling</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Webinar - “Teaching Millennial Students”</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>iClicker Workshop</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Science Writing Workshop</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Interim Institute</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communities of Practice</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purposeful Educator</td>
<td>11</td>
<td>3-6</td>
</tr>
<tr>
<td>Student Evaluation of Instruction</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Let Me Learn</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Summer Online 2009</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>CETL Scholars</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reading to Learn</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Civic Agency</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Preparing to Teach</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Digital Storytelling</td>
<td>3 days</td>
<td>3</td>
</tr>
<tr>
<td>Immersion Experiences</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Creating Equity, Diversity, and Inclusion in the Classroom</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Civil Rights Pilgrimage</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Communities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tao of Tairyland</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Educating Students Together</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Cross Cultural Connections</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Widening the Circle</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>White Privilege</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Defending Diversity</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CETL Services</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Assessment</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>SoTL Research</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>
CETL has also implemented a new Summer Curriculum Development Grant program, with funding from Differential Tuition. This program provides summer stipends for educator/student teams to work on curricular changes which will be assessed during the following academic year.

In summary, our former Network for Excellence in Teaching initiated and carried out a wealth of supports for effective teaching to enhance student learning. Many of these programs are now being carried forward by our new Center for Excellence in Teaching and Learning, in addition to numerous new initiatives in support of effective teaching.

Our Office of Research and Sponsored Programs Provides Support for Intensive Faculty/Student Scholarly Collaboration — A Hallmark of Effective Teaching at UW-Eau Claire

One of the most vibrant and distinctive examples of effective teaching at UW-Eau Claire is the extensive scholarly collaboration between our faculty members and undergraduate students. These collaborations entail a great deal of faculty/student interaction outside the classroom environment (usually involving a faculty member and either a small group of students or an individual student), and typically combine aspects of both research/creative activity and intensive teaching. Our Office of Research and Sponsored Programs (ORSP) provides extensive support for these collaborative endeavors. For example, ORSP provides financial support to facilitate the dissemination of scholarly findings and professional participation. To provide some
sense of the scope of this support, in AY 2007-08, ORSP received 226 requests for a total of $130,689. ORSP was able to fund 224 of these requests (in whole or in part), for support totaling $80,396 (2007-08 Office of Research and Sponsored Programs Annual Report). A detailed description of our flagship faculty/student scholarly collaboration program and the support provided by ORSP will be presented in Core Component 4A.

Support for Effective Teaching by Our Colleges and Departments

Our colleges and departments support effective teaching in a variety of ways, including providing mentoring for probationary faculty members and assisting them in designing effective professional development plans. Departments and colleges consistently communicate the expectation that faculty members will contribute to new knowledge in their fields of expertise and maintain active participation in professional organizations as relevant to their respective disciplines.

In its 2006 strategic plan, the College of Arts and Sciences articulated a specific goal to “improve the working environment for faculty, staff, and students in the College of Arts and Sciences to support more effective teaching, learning, scholarly, and creative endeavors” [EVIDENCE]. Along those lines, the College of Arts and Sciences (sometimes in cooperation with the other three colleges) has in recent years organized afternoon discussions on academic topics (such as academic freedom, interdisciplinary courses, and others) and semester-long reading groups on books related to teaching (e.g., Making the Most of College: Students Speak Their Minds [author Richard J. Light]; Effective Grading [author Barbara Walvoord]).

The College of Nursing and Health Sciences closes each academic year by sponsoring an annual Evaluation Day for all faculty and instructional academic staff members. Recent topics of discussion have included developing new cultural immersion experiences, student achievement on assessment and licensing tests, and issues related to equity and diversity. A member of the CETL staff led a discussion on teaching strategies to improve student learning during the 2008 Evaluation Day.

The aforementioned examples provide evidence that our colleges are providing support for student learning through effective teaching.

A review of departmental annual reports (all of which are available for review in our HLC data repository [EVIDENCE]) showed that academic departments often function inherently as learning communities, with frequent discussions about effective teaching and student learning. Several departments (including Nursing, Communications Sciences and Disorders, Management and Marketing, and Psychology) report that they have formal mentoring programs to facilitate and support the teaching effectiveness of their new faculty members. Many departments (including Foreign Languages, Geography and Anthropology, Sociology, and Social Work) report that they hold occasional faculty seminars on teaching topics. Three social science departments (Economics, Political Science, and Sociology) have begun a “Social Sciences Seminar” series to foster discussion of academic issues among their disciplines. Several departments report journal clubs in which students and faculty members discuss scholarly readings of mutual interest. These examples provide evidence of active support for effective teaching and student learning at the department level.
CONCLUSIONS AND RECOMMENDATIONS FOR CORE COMPONENT 3B

UW-Eau Claire values and supports effective teaching.

We have provided extensive evidence that UW-Eau Claire both values and supports teaching effectiveness. We are, first and foremost, a teaching university. In fact, we submit that our commitment to the highest possible caliber of teaching is one of the greatest strengths of our institution. This deep commitment to excellent teaching is inseparable from our parallel commitment to student learning, and pervades all aspects of our academic programming. Our policy and planning documents provide clear evidence of the high priority placed upon effective instruction. We recruit and retain exceptional faculty and instructional academic staff members who daily live out our mission of teaching excellence. We take great pride in the quality of their contributions to the learning and enrichment of our students.

Our new Center for Excellence in Teaching and Learning, building upon the solid foundations established by our former Network for Excellence in Teaching, provides a rich array of professional development offerings to help faculty and instructional academic staff members excel in the classroom. The allocation of increased resources to this endeavor is expected to further strengthen our already robust supports for teaching of exceptional quality.

Although many faculty and instructional academic staff members express concern that heavy work loads prevent them from making optimal use of the rich resources available to support their development as effective teachers, and some uncertainty about the administration’s valuing of effective teaching, relative to expectations for scholarly productivity, our faculty and instructional staff members are certainly unified in the common aim of providing our students with the finest instruction possible.

We acknowledge that we always have room for further improvement in this, our most important priority, and we acknowledge the need to address work load concerns and clarify the relative expectations for teaching and scholarly productivity. (Both of these challenges are cross-cutting themes of our self-study, and both are explored in detail in Criterion 4.)

In the spirit of fostering continued improvement in our already strong tradition of effective teaching, we offer the following recommendations:

1. Consistent with a cross-cutting theme of the self-study, address concerns expressed by faculty and instructional academic staff members that heavy work loads prevent them from making optimal use of available resources to support their development as effective teachers.

2. Explore further the uncertainty expressed by some instructors about the administration’s valuing of effective teaching, relative to other expectations, with the aim of clarifying that effective teaching remains the highest priority at UW-Eau Claire.

3. Following a cross-cutting theme that threads throughout our self-study, bring the resulting findings of these explorations to bear in intentional, active, and systematic ways that will support both the continuous improvement of teaching effectiveness and the job satisfaction of faculty and instructional academic staff members.
Criterion Three
INTRODUCTION

In this segment of our self-study, we present evidence that UW-Eau Claire creates effective learning environments. Data from the National Survey of Student Engagement (NSSE), the Student Opinion Survey (SOS), campus-specific surveys, and other sources provide evidence that UW-Eau Claire provides a learning-conducive environment in which all learners are supported and diversity is respected. We begin this Core Component with some brief introductory information about our learning environments in the broadest sense. Then, because we are first and foremost an environment to which students come to obtain academic learning, we launch into the heart of the Core Component by describing the ways in which our academic programs foster effective learning.

But reminiscent of the old African proverb, “it takes a village,” academic scholarship most certainly does not occur in a vacuum at UW-Eau Claire. Rather, the support of student learning is either the direct or indirect purpose of every unit in the institution. The latter portion of this Core Component is devoted to a description of the many non-academic programs and units that contribute in essential ways to the creation of an effective environment that is conducive to student learning.

FOSTERING LEARNING ENVIRONMENTS THAT SUPPORT ALL LEARNERS AND RESPECT DIVERSITY

An effective learning environment is one in which learners can access the necessary academic supports, connect readily to University resources, and live and learn in pleasant surroundings, with a sense of safety. The NSSE includes items designed to measure students’ perceptions of these and many other aspects of the services provided by their university. The summary table below presents the perceptions of our students, as reflected in their responses to selected NSSE items that address specific aspects of our learning environment.
### Student Responses to Selected NSSE (2006) Items Regarding the Effectiveness of the Learning Environment at UW-Eau Claire

<table>
<thead>
<tr>
<th>NSSE Item</th>
<th>% of First-Year Students Responding “Quite a Bit” or “Very Much”</th>
<th>% of Seniors Responding “Quite a Bit” or “Very Much”</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Eau Claire provides the support I need to succeed academically.</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>I feel comfortable contributing to class discussions and asking questions.</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>I feel connected to UW-Eau Claire and its faculty members, staff, and students.</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>I feel safe at UW-Eau Claire, no matter where I am or what time of the day it is.</td>
<td>96%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The responses of our alumni to the ACT Alumni Outcomes Survey (2003) indicate a similarly positive view of the learning environment at UW-Eau Claire.

### Alumni Responses to Selected ACT Alumni Outcome Survey (2004) Items Regarding the Effectiveness of the Learning Environment at UW-Eau Claire

<table>
<thead>
<tr>
<th>AOS Item</th>
<th>% of Alumni Responding “Quite a Bit” or “Very Much”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic success is encouraged and supported at UW-Eau Claire.</td>
<td>90%</td>
</tr>
<tr>
<td>I feel an individual sense of belonging at UW-Eau Claire.</td>
<td>65%</td>
</tr>
<tr>
<td>I felt safe and secure on campus at UW-Eau Claire.</td>
<td>89%</td>
</tr>
</tbody>
</table>

All of these percentages (for both the NSSE and the AOS) are higher than national averages, providing evidence that we are succeeding in creating a learning environment in which our students feel encouraged, supported, welcome, connected, and safe.

## OUR APPROACH TO ACADEMICS CREATES EFFECTIVE LEARNING ENVIRONMENTS

Certainly, in an institution of higher education, a serious approach to academic scholarship and other aspects of the academic program must set the stage for effective learning environments. In this segment, we describe our adherence to high expectations for academic performance, our small class sizes, active learning strategies, faculty/student interaction, and our provision of quality
academic advising as important ways in which we foster effective learning.

**Academic Expectations Contribute to our Effective Learning Environment**

Our *Centennial Plan* articulates our vision as follows: “We will be the premiere undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused, undergraduate liberal education, and distinctive, select graduate programs” [EVIDENCE]. One of the two foundational goals set forth in the *Centennial Plan* is to transform learning such that both learners and educators value a culture of rigorous, intentional learning. Pedagogical transformations and innovations are to include the establishment of interdisciplinary “gateway colloquia” designed to teach students how to engage in critical inquiry. Such critical inquiry will serve as a foundation for the rigorous academic experience we strive to provide at UW-Eau Claire.

In addition, our *Centennial Plan* calls for immersion experiences in which students engage in intensive international and/or multicultural learning activities designed to promote critical thought, reflection, and analysis. Thus, our longstanding commitment to maintaining high academic standards is reaffirmed in our *Centennial Plan*. In addition (as described in detail in Core Component 3A), Goal 3 of our new Liberal Education Learning Goals and Outcomes squarely addresses our desire to help students apply creative and critical thinking skills in academic and social contexts [EVIDENCE].

In all NSSE questions assessing academic demands, higher percentages of seniors than first-year students perceived an emphasis on higher-level thought processes, thereby reflecting increased emphasis on conceptual and critical thinking in upper-division courses. It seems probable that when students arrive here in their first year, they are more accustomed to memorization of factual material, and that by the end of their senior year, their own developmental progress has combined with encouragement from their instructors to engage more actively with the material they are learning, and to *apply* their heightened critical thinking skills.

<table>
<thead>
<tr>
<th>Percentage of Students Expressing the Perception of Emphasis on Memorization of Factual and Conceptual Material (NSSE, 2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All UW-Eau Claire percentages are based on cell sizes &gt; 660)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
</tr>
<tr>
<td>Seniors</td>
</tr>
</tbody>
</table>

These findings suggest we do not differ dramatically from other UW System and Carnegie Peer institutions in terms of the degree to which memorization is emphasized; the discrepancies are slightly larger for first-year students than for seniors [EVIDENCE].

Parallel data from the 2004 Faculty Survey of Student Engagement (FSSE) showed that only 26% of instructors perceived an emphasis on factual memorization. The following table presents faculty perceptions about aspects of higher-order thinking in their lower-division and upper-division courses.
Faculty Responses to Selected FSSE (2004) Items Regarding Fostering Students’ Higher-Order Thinking Skills
(All percentages are computed based upon cell sizes > 45)

<table>
<thead>
<tr>
<th>FSSE Item</th>
<th>% of Faculty Responding “Quite a Bit/Very Much” or “Often/Very Often” for Lower-Division Courses</th>
<th>% of Faculty Responding “Quite a Bit/Very Much” or “Often/Very Often” for Upper-Division Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>80%</td>
<td>86%</td>
</tr>
<tr>
<td>Making judgments about the value of information, arguments or methods, such as examining how others gathered and interpreted data, and assessing the soundness of their conclusions</td>
<td>67%</td>
<td>78%</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>74%</td>
<td>87%</td>
</tr>
</tbody>
</table>

These data indicate the faculty perception that their courses emphasize several facets of high-order thinking, and that this occurs to an even greater degree in upper-division courses than in lower-division courses, as might be expected given student developmental considerations.

Data from the ACT Alumni Outcomes Survey (AOS, 2004) show the perception on the part of 84% of our alumni that UW-Eau Claire provides an intellectually stimulating atmosphere. Instructors (73%) express the perception that our students are required to spend significant amounts of time studying and completing their academic work (FSSE, 2004). Our students report that they spend a significant amount of time on study and academic work. In fact, the data in the following table indicate that slightly more of our students perceive spending significant time on studying and academic work than is true for students in other UW System universities and Carnegie Peer institutions.
Small Class Sizes Contribute to our Effective Learning Environment

Small class sizes contribute to our effective learning environment at UW-Eau Claire. Our average class size is 28 students (with 28% of classes having fewer than 20 students and 51% of classes having between 21 and 40 students). According to our 2006 NSSE data, 95% of our students were somewhat or very satisfied with class sizes (2006 NSSE). According to 2005 SOS data, 92% of respondents were either satisfied or very satisfied with class size relative to type of course (SOS, 2005). Similarly, our alumni expressed satisfaction with their class sizes, with a mean rating of 4.27 on a 5-point scale (AOS, 2003).

In our 2007 HLC Self-Study Survey, some faculty and instructional academic staff members indicated dissatisfaction with class sizes, but the majority did not view class size as being a significant problem. Specifically, 33% percent of instructors indicated that having too many students in their lower-division classes was either “frequently” or “almost always” a problem, compared with only 21% who indicated similar concerns in their upper-division classes (2007 HLC Self-Study Survey of Faculty and Instructional Academic Staff Members).

Many of our students report that they give class presentations (21% of first-year students; 68% of seniors) and prepare projects in collaboration with peers (41% of first-year students; 45% of seniors).

These findings serve as evidence that our students’ active learning opportunities increase as they progress into their upper-division courses. Our Centennial Plan articulates the goal of further enhancing active learning for all students via immersion experiences.

Active Learning Strategies Contribute to our Effective Learning Environment

While our performance is similar to that of our UW System Peers on measures of active learning, we lag slightly behind our Carnegie Peers in this regard (2006 NSSE data). Comparative data are presented in the following table.

<table>
<thead>
<tr>
<th>NSSE Item</th>
<th>UW-Eau Claire</th>
<th>UW System Peers</th>
<th>Carnegie Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ask questions in class/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contribute to class discussions.</td>
<td>Freshmen 55%</td>
<td>49%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Seniors 68%</td>
<td>69%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Many of our students report that they give class presentations (21% of first-year students; 68% of seniors) and prepare projects in collaboration with peers (41% of first-year students; 45% of seniors).

The NSSE also provides a Student-Faculty Interaction Benchmark. This mean rating represents a composite of six specific items that ask students to report on their experiences of interacting with faculty members outside the classroom. (Specific items which load on this Benchmark will be enumerated immediately following.) The following table shows our students’ responses compared with students in the UW System and at Carnegie Peer institutions.

Faculty-Student Interaction Contributes to our Effective Learning Environment

As we will describe fully in Criterion 4, UW-Eau Claire has an extremely strong program of faculty-student research and scholarly collaboration (31% of senior respondents to our 2006 NSSE reported having worked on a collaborative project with a faculty member).

Centennial Plan articulates the goal of reducing class size (in selected classes) for incoming students. To address this goal, plans are under way to implement small gateway colloquia for our first-year students.

Though our class sizes at UW-Eau Claire are quite small compared to many institutions, our
UW-Eau Claire Means on the NSSE Student/Faculty Interaction Benchmark, As Compared with UW System and Carnegie Peers (NSSE, 2006)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>UW-Eau Claire</th>
<th>UW System Peers</th>
<th>Carnegie Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction Benchmark Means (2006)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>31.2</td>
<td>30.2</td>
<td>32.8</td>
</tr>
<tr>
<td>Seniors</td>
<td>42.6</td>
<td>40.8</td>
<td>42.6</td>
</tr>
</tbody>
</table>

These data show that our students’ responses to the NSSE items related to faculty-student interaction are on par with those of students at peer institutions. Detailed findings from the individual NSSE items that load on the Student-Faculty Interaction Benchmark are presented in the table below.

UW-Eau Claire Students’ Responses to Individual NSSE Items Loading on the Student-Faculty Interaction Benchmark (NSSE, 2006)

<table>
<thead>
<tr>
<th>NSSE Item</th>
<th>% of UW-Eau Claire First-Year Students Responding “Often” or “Very Often”</th>
<th>% of UW-Eau Claire Seniors Responding “Often” or “Very Often”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>Seniors</td>
<td></td>
</tr>
<tr>
<td>Use email to communicate with an instructor</td>
<td>79%</td>
<td>88%</td>
</tr>
<tr>
<td>Discuss grades or assignments with instructors</td>
<td>42%</td>
<td>55%</td>
</tr>
<tr>
<td>Talk about career plans with a faculty member or advisor</td>
<td>30%</td>
<td>42%</td>
</tr>
<tr>
<td>Discuss class ideas with an instructor outside of class</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Never work with an instructor outside of class</td>
<td>67%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Effective Academic Advising Contributes to Our Effective Learning Environment

Our academic advising system at UW-Eau Claire is structured so that students with declared majors are advised by faculty members in their home departments, while undeclared students receive academic advising through our central Academic Advising office. This system allows students with declared majors to make early connections with faculty members in their disciplines, and enables undeclared students to receive guidance from advisers who are familiar with the entire UW-Eau Claire curriculum.

In AY 2006-07, the Provost formed an Advising Task Force to examine our advising system and offer evidence-based recommendations for improvement. The task force examined documents related to advising; met with members of the campus community who would have valuable input regarding advising processes; surveyed students, faculty members, department chairs, and staff members from the Academic Advising office; attended an advising conference; explored other institutions’ models for advising; and brought an expert on academic advising to campus to evaluate and provide feedback.

At the conclusion of this examination process, the task force submitted a comprehensive report. According to that report, the task force found that advising is taken seriously at UW-Eau Claire and those surveyed were satisfied with the quality of advising. The task force offered ten specific recommendations for further improvement of our advising services. These recommendations focused primarily on the following suggested improvements:
• Make advising information (for academic advisers) clearer and more visible
• Increase faculty involvement in decision-making about advising
• Increase training for faculty advisers
• Strengthen recognition for excellent advising
• Develop a system for evaluating the effectiveness of advising
• Use available technology to shift toward a more forward-focused advising emphasis

Our new PeopleSoft technology system include mechanisms to facilitate these goals.

The Advising Task Force Student Survey data indicate that a majority of our students are satisfied with the quality of academic advising at UW-Eau Claire, but there is room for improvement. Specifically, 65% of students rated the quality of their academic advising as “excellent” or “good” [EVIDENCE]. Similarly, data from the SOS (2005) and the NSSE (2006) show that more than 66% of students are satisfied or very satisfied with the academic advising they receive. The NSSE findings further showed that our students’ satisfaction with advising is comparable to that of students at UW System and Carnegie Peer Institutions.

Degree audits help students and their academic advisers track student progress toward completion of degree requirements. Eighty-four percent of student respondents agreed or strongly agreed that their advisors were able to explain the requirements for graduation as they were detailed on the degree audit. One specific recommendation of the Advising Task Force was to develop a “forward planning” component to the degree audit to enable students and their advisers to plan more effectively and efficiently. The data generated by such planning could also serve to inform future curricular offerings. This recommendation is also echoed in our Centennial Plan’s call for the development of online tools to aid students and advisers in developing and maintaining learning plans.

One important issue noted by the Advising Task Force was dissatisfaction on the part of advisers with the evaluation and recognition of, and system for rewarding, high-quality advising. Specifically, only 16% of advisors in the College of Arts and Sciences, 5% in the College of Business, 13% in the College of Nursing and Health Sciences, and 24% in the College of Education and Human Sciences expressed satisfaction with the current recognition/reward system for advising [EVIDENCE]. The Task Force recommended that more venues for recognizing excellent advising be established; this will require that we develop a systematic approach to evaluating the quality of advising.

Clean, Carefully-Maintained Buildings and Grounds Contribute to the Effectiveness of our Learning Environment

Carefully-maintained, clean buildings and grounds contribute in essential ways to creating an environment that is conducive to learning. Staff members in our Facilities Management unit help to ensure that our learning spaces are cool during hot weather, warm during cold weather, and well-ventilated at all times. Our Custodial staff works hard to keep our buildings clean, and our Building and Grounds staff keeps both indoor and outdoor areas free of safety hazards, and provides beautifully-maintained landscaping that adds immeasurably to the appealing appearance of our campus.

Feedback from the ACT Student Opinion Survey (administered every third year from 1984 through 2005) suggests that student responses to these efforts are consistently positive. For example, the 2005 report notes that “satisfaction with the general condition of buildings and grounds… [was] well above both the public and national indices…” The same report indicated progress, in that “the percentage of students dissatisfied… [with conditions in classrooms or lab facilities] decreased from 10.2 percent in 1999, to 8.6 percent in 2002, and is now at 6.8 percent” (ACT Student Opinion Survey, 2005). These findings, in combination with a careful look around our campus, serve as ample evidence that the members of our Facilities staff are making important contributions to our learning environment.

PROGRAMS, UNITS, AND INITIATIVES OUTSIDE THE CLASSROOM THAT CONTRIBUTE TO THE EFFECTIVENESS OF THE LEARNING ENVIRONMENT AT UW-EAU CLAIRE

“A true learning environment provides for both formal instruction, and for learning that takes place without instruction” [E. Broussard, The Chronicle Review, May 1, 2009].
Our University Police Force Maintains a Safe Learning Environment

Our UW-Eau Claire Police work in close collaboration with federal, State, and local law enforcement agencies, as well as with all entities on campus, to ensure the safety of our learning environment. According to its mission statement, the University Police force strives “to provide a friendly atmosphere in which all individuals on campus can feel safe and secure.” Police officers patrol with marked police vehicles supported by bicycle and foot patrol officers whenever possible. The University Police force includes a Chief of Police, a Lieutenant, two Sergeants, one Detective, six full-time Officers, four part-time Officers, and a Police Services Associate. The force supplements its person-power by hiring students to assist with clerical tasks and student patrol duties. All UW-Eau Claire Police officers have law enforcement-related degrees and have completed police recruit training as required by the State of Wisconsin. A detailed crime statistics report for UW-Eau Claire is available for review at the following link: [Evidence].

Efforts to Ensure a Learning Environment in which Diversity is Valued and Respected

We strive to create a learning environment in which diversity, in all its dimensions, is valued and respected. The NSSE (2006) data in the following table summarize our students’ perceptions of our success in this regard.

<table>
<thead>
<tr>
<th>NSSE Item</th>
<th>% of First-Year Students Responding “Quite a Bit/Very Much” or “Often/Very Often”</th>
<th>% of Seniors Responding “Quite a Bit/Very Much” or “Often/Very Often”</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Eau Claire fosters an environment where racial and ethnic diversity is respected.</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>UW-Eau Claire fosters an environment where persons of all genders are respected.</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>UW-Eau Claire fosters an environment where persons of all sexual orientations are respected.</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>UW-Eau Claire fosters understanding people of other racial and ethnic backgrounds.</td>
<td>45%</td>
<td>54%</td>
</tr>
<tr>
<td>Instructors include diverse perspectives in class discussions or assignments.</td>
<td>61%</td>
<td>69%</td>
</tr>
</tbody>
</table>

These student perceptions provide evidence that although we are succeeding in fostering a learning environment that is respectful of diversity of race, ethnicity, gender, and sexual orientation, we can improve by increasing the degree to which we provide our students with learning opportunities that strengthen their knowledge and understanding of diverse people and perspectives. To this precise point, our College of Education and Human Sciences recently sponsored a workshop by Mathew Ouellett, a nationally recognized expert in teaching and learning. Dr. Ouellett discussed teacher self-awareness, student diversity, and pedagogy for infusing diversity throughout the curriculum [Evidence].

The student perceptions reflected above, in combination with other measures described in Criterion 4, show that we have work to do in terms of creating an environment that fosters appreciation for diversity. As an institution, we are engaged in continuing efforts to improve our campus climate for diverse students, faculty members, and staff members. We are striving to recruit, retain, and support the success of students, instructors, and staff members who will help us broaden our appreciation and understanding of diversity of race, ethnicity, gender, sexual orientation, ability and disability, religion, and ideology.
Support for Diversity is Reflected in our Centennial Plan

Our Centennial Plan (in Goal 2 and Goal 3) squarely addresses issues related to diversity. One element of Goal 2 specifies that we will recruit and retain diverse students, faculty members, and staff members. Goal 3 states that we will “make possible an international or multicultural immersion experience for all students, diversify and internationalize the campus and curriculum, and expand international student enrollment” (Centennial Plan, pp. 11-12). UW-Eau Claire has taken focused and energetic action toward these goals which, although now made explicit in our 2008 Centennial Plan, have been important priorities prior to that time as well.

Seeking to Inform Our Diversity Efforts through the Equity Scorecard Project

UW-Eau Claire is also participating in the Equity Scorecard project, which will assess how effectively we serve students of color. In March 2008, University administrators worked with staff members from the UW System Office of Academic Diversity and Development to assemble an evidence team representing all four colleges, our Academic Skills Center, our office of Institutional Research, and our Affirmative Action office. This team reviewed existing UW-Eau Claire data to identify achievement gaps for students of color.

The Equity Scorecard team considers a broad data set, including admission records, graduation rates, gradepoint averages, and course grades. Analysis of these data can help identify “equity gaps,” which can include low retention rates; or under-representation of students of color in specific academic majors, financial aid awards, or recognition for academic accomplishments. When equity gaps are identified, the Equity Scorecard team works to identify why such gaps exist, and then invites the campus community to participate in developing solutions. The Equity Scorecard team will prepare four interim reports — one on each of the major areas (access, retention, excellence, and institutional receptivity) — and a final report will be presented to the campus community upon completion of the evaluation process. To date, the interim reports on access and retention are available and can be reviewed on the Equity Scorecard web site.

Diversity Efforts Sponsored by the College of Arts and Sciences

Our College of Arts and Sciences has taken a leadership role to help UW-Eau Claire progress toward equity, diversity, and inclusivity. In 2006, the Dean formed an Arts and Sciences Diversity Advisory Committee (ASDAC). This committee of students and faculty members provides information about diversity and equity initiatives in an academic setting for the Dean, the Chairs Council, and all members of the College. As part of its work to assist search and screen committees, ASDAC has collected resources from other universities to help departments recruit excellent and diverse applicants. ASDAC has also raised faculty and staff awareness of UW-Madison’s Women in Science and Engineering Leadership Institute (WISELI) as an excellent resource.

Alignment with the UW System Inclusivity Initiative for LGBTQ People

The UW System has recently launched its Inclusivity Initiative for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) People. The mission of this initiative is to promote the success of all UW System students, staff members, and faculty members, and support the development and dissemination of new knowledge concerning LGBTQ people and issues. The goals of the initiative are to (1) promote educational experiences and campus climates that are welcoming, inclusive, and equitable for LGBTQ students, staff, and faculty members; (2) promote equal access, retention, and success of LGBTQ students, staff, and faculty members throughout the UW System; (3) advance LGBTQ scholarly activities within, across, and beyond our institutions;
and (4) enhance communication concerning LGBTQ issues within, across, and beyond our institutions. In line with this initiative, several offices and individuals in our Student Affairs and Academic Affairs divisions recently co-sponsored a social gathering to promote conversation about how to build a strengthened sense of community for LGBTQ students, staff members, and faculty members [ Evidence ]. Outcomes of this conversation included plans to continue conducting research to study climate issues for LGBTQ individuals on our campus.

Office of Multicultural Affairs (OMA)

Staff members in our Office of Multicultural Affairs (OMA) work to create a welcoming and engaging environment for students from ethnically and culturally diverse backgrounds. During the summer of 2008, the OMA conducted five pre-college programs. Collectively, these programs invited a total of 130 youths to visit UW-Eau Claire and while they were on campus, provided them with programming to support their development of the academic and social skills needed for success in postsecondary education.

In cooperation with the UW-Eau Claire Foundation, the OMA awarded over $154,000 in scholarships to 170 students in 2008. These scholarships were used to help recruit and retain academically promising students from historically underrepresented groups.

In summary, while we are making strides toward creating a good climate for diversity on our campus in some respects, we can certainly do more to welcome and foster diversity in all its dimensions, and to continue working to create a campus climate which respects diversity of thought and diversity of people. We are committed to these goals, and have taken up these challenges in very active ways in recent years. (Additional information about these efforts — especially as focused on diversity in our mission documents, and fostering our students’ learning about diversity — is presented in Core Components 1B and 4C, respectively) We will describe the services we provide for students with disabilities under Core Component 3D, because these services directly support student learning.

STUDENT DEVELOPMENT PROGRAMS SUPPORT EFFECTIVE LEARNING ENVIRONMENTS

UW-Eau Claire provides a variety of student development programs that complement the traditional classroom learning experiences and contribute to the overall learning environment on our campus. In this segment we present information about how we help our first-year and transfer students adjust effectively to the learning environment; how our Career Services unit assists students in preparing for their work life after graduation; programs to promote leadership; and the contributions of Housing and Residence Life, Student Health Services, our Forum and Artists Series, Athletics, Recreation and Sport Facilities, and other out-of-class activities to our effective learning environment.
Helping First-Year Students Adjust and Succeed

Orientation for Incoming Students

Our New Student Orientation process involves 15, one-day orientation sessions during the summer. All incoming students are required to attend one of these sessions, and concurrent parent sessions are also provided. In the morning, students meet in groups of eight with an adviser and a student assistant. During the afternoon, each student consults individually with an adviser. Our Phase II Orientation occurs just before fall classes begin. This one-day event includes a picnic and a speaker who emphasizes the importance of academics. Students then meet in small groups and attend a student services fair. Those who have declared a major meet with faculty and staff members in their respective major departments. Phase II Orientation leads into a series of “CUBEfest” (Creating the Ultimate Blugold Experience) activities designed to provide new students with a social environment in which they can begin to form acquaintances with other incoming students.

First Year Experience (FYE) Program

In our First Year Experience (FYE) program, new students have the opportunity to enroll in a small section (20 students or less) of a regularly offered University course that typically has a much larger enrollment. The goals of the FYE program are to introduce students to the value of a liberal education; enhance academic skills; facilitate students’ connections to the University and the community; and enhance students’ accountability for their own education. A more advanced student mentor provides an introduction to college-level thinking and engages class members in activities outside the classroom.

Supporting Transfer Students

We also provide services to facilitate a smooth transition for our transfer students. During this 10-year review period, we have worked to increase our support for transfer students, who make up approximately 25% of the students entering the University each year. We now have a required orientation for transfer students during which they are introduced to the vast array of student services and academic entities. They also meet individually with an academic adviser. Two members of our Advising staff are designated specifically as transfer advisers. An ad hoc Transfer Advisory Group has been established to explore additional ways to support the transition and ongoing success of our transfer students. This work group is expected to become more formalized in fall 2009.

Supporting the Career Development of Students

An effective learning environment helps students plan effectively for their careers after graduation. Our Career Services and Advising offices are located proximally and the staff members in these two offices collaborate to provide programming for students who are undecided about their majors or career plans. A new Career Exploration course and opportunities for vocational interest testing have strengthened our services to this group in recent years. Our Career Services office and many departments and programs assist students in securing internships through which they can develop career competencies. Our students’ responses to the 2006 NSSE indicated that 52% of seniors reported that they had participated in, or were planning to participate in an internship or practicum experience. This finding places us in a position comparable to our UW System and Carnegie peers, as measured by the NSSE.

The University also offers many student employment positions that provide students with valuable leadership experience and on-the-job learning. Examples include tutoring in the Academic Skills Center; serving as an Orientation Assistant, Peer Health Educator, Residence Hall Assistant, or Career Services Assistant; serving as an intern in Admissions; or serving as a Student Manager in the Student Center.

Leadership Opportunities

Of course, a great deal of important learning occurs outside the classroom environment. Our students can choose from more than 220 student organizations, all of which have faculty or staff advisers. We work actively to develop our students’ leadership skills. A leadership conference (open to all students) is held each fall, and Housing and Residence Life offers a leadership retreat for its students. Our students participate energetically in the shared governance process through the Student Senate, which plays a pivotal role in determining how segregated fees are allocated. Just at the time of this writing, one of our students who has been vigorously involved in student government here on campus has been selected to serve a two-year term as a Student Regent on the UW System Board of Regents.
Housing and Residence Life Contributes to our Effective Learning Environment

Our Housing and Residence Life unit works purposefully to enhance students’ overall learning experience. A variety of programs, including Peer Diversity Educators, TV-10, Residence Hall Association, National Residence Hall Honorary, Judicial Board, and a Global Learning Community provide students with rich opportunities to enhance their learning. Detailed information about these and additional opportunities is available on the Housing and Residence Life web page:

Health and Wellness Services Contribute to Effective Learning Environments

At UW-Eau Claire, we encourage students to develop a healthy lifestyle. In addition to providing acute health care services, our student Health Services unit has a Health Educator and coordinates a Peer Health Education Program. Our student Peer Health Educators provide programming on health-related topics in residence halls and classes. Four years ago, UW-Eau Claire received a grant from the U.S. Department of Education to create a Center for Alcohol Studies and Education (CASE). Although the grant funding has now ended, the University continues to support this important initiative to educate students about the damaging effects of alcohol abuse and dependence.

Forum and Artists Series Enriches our Learning Environment

Our Forum Series at UW-Eau Claire was established in 1942, placing it among the oldest continuous lecture programs in the United States. Recent speakers have included Jim Hightower, Anne Simon, Cornel West, Howard Zinn, Michael Fedo, Louise Hogarth, Robert Zubrin, Tariq Ali, Gloria Steinem, John Perkins, Robert Saposky, David Orr, Loung Ung, and Helen Caldicott. The complementary Artists Series brings world renowned musicians, dance troupes, and thespians to campus. Examples include medalists of the Van Cliburn International Piano Competition, the Tibetan Monks, Pilobolus Dance Theatre, The Baltimore Consort, and Moses Hogan. The offerings of the Artists and Forum Series enhance our learning environment and expand students’ awareness by exposing them to some of the most outstanding artists and thinkers of our time.

Our Athletics Program Creates an Effective Learning Environment for Student Athletes

Participation in organized athletics offers our students far more than simply the opportunity to compete in a sport. Our Athletics program works hard to create an environment that fosters student learning, and does so with considerable success. Each year since 2003-04, two to four UW-Eau Claire students have been named Wisconsin Intercollegiate Athletic Conference (WIAC) Scholar-Athletes, for a total of 19 Scholar-Athletes over a five-year period from 2003 through 2007, inclusive. (One award per sport is made in the State of Wisconsin.
each year.) UW-Eau Claire recipients of this
distinction have included athletes in soccer,
volleyball, women’s cross country, men’s cross
country, women’s golf, women’s basketball,
women’s softball, women’s indoor track and
field and women’s outdoor track and field,
men’s swimming, men’s basketball, men’s
indoor track and field, and football.

In 2003-04, 233 UW-Eau Claire students were
named to the WIAC Scholastic Honor Roll,
which requires a minimum GPA of 3.00. That
number has increased steadily each year, to
315 in 2007-08. The mean GPA of student
athletes at UW-Eau Claire ranged between
3.03 and 3.09 for each year between 2003-
04 and 2007-08. (These means have been
computed using the GPAs of more than 500
students each year.)

These academic successes have occurred in
tandem with athletic successes. In 2007-08,
UWEC ranked 10th nationally among National
Collegiate Athletic Association (NCAA) Division
III Colleges (420 institutions) in overall program
success (The Director’s Cup, selected by the
United States Sports Academy). This was in a
conference that placed five of its nine schools
in the top 21 in the rankings. At the time of this
writing, UW-Eau Claire is holding onto this #10
ranking for the 2008-09 academic year. Each
year, the NCAA honors 14 Division III athletics
programs by conferring the Jostens Community
Service Award. Our student-athletes, coaches,
and Athletics staff members have been
honored with this prestigious award three
times in the past seven years, in recognition
of the outstanding community service they
provide in Eau Claire and the Chippewa Valley.

These honors and accomplishments serve as
evidence that our Athletics program creates
effective learning environments by holding high
academic standards for student-athletes, and
contributes to the richness of their educational
experience in ways that go far beyond honing
their athletic skills.

University Recreation and
Sport Facilities Enhance the
Learning Environment

Extensive recreation and sports programming
and facilities enhance the overall learning
environment at UW-Eau Claire. Students have
access to excellent fitness facilities as well
as intramural and club sports. Off-campus
canoeing and backpacking trips are arranged
in addition to on-campus programming related
to wellness. Students can take advantage of
aerobics, aquatics, archery, bowling, a climbing
wall, an indoor track, disc golf, massage
therapy, racquetball, and a ropes course. These
recreation and sport facilities and opportunities
contribute to the overall well-being and quality
of life of our students, thereby enhancing their
learning environment.

Out-of-Classroom Activities
Enhance the Effectiveness of
Our Learning Environment

Data from our HLC Self-Study Survey provide
evidence that the above programs, activities,
and services that occur outside the classroom
provide a wealth of support for student learning by enriching the learning environment, as shown in the following table:

<table>
<thead>
<tr>
<th>HLC Self-Study Survey Data (2007): Value Placed upon Extracurricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLC Survey Item</td>
</tr>
<tr>
<td>Participating in extracurricular programs and activities was an important part of my UW-Eau Claire experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HLC Self-Study Survey Data (2007): Influence of Out-of-Classroom Activities on Breadth of Academic Interest (% Responding “Agree” or “Strongly Agree”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLC Survey Item</td>
</tr>
<tr>
<td>Campus programs and activities outside the classroom encouraged me to develop a broad range of academic interests.</td>
</tr>
</tbody>
</table>

These results suggest that our campus programs and activities are contributing to breadth of knowledge for students, as more than 50% of respondents in every category expressed the perception that students at UW-Eau Claire are encouraged to develop a broad range of academic interests by participating in such opportunities.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 3C

At UW-Eau Claire, we create effective learning environments.

The success of our students reflects our broad, coordinated effort to create an environment that will optimize their learning. We believe the information we have presented in this Core Component serves as solid evidence that we create an effective environment that is conducive to learning. With that said, there is always opportunity for improvement.

For example, we have shown here that on most NSSE measures, we approximate the outcomes of our UW System and Carnegie Peers. If we aspire to be the “premier undergraduate learning community in the Upper Midwest,” we must not simply be on par with our comparison group — we must excel. We are continuing our efforts to enhance diversity on our campus.

We communicate the expectation that academic work should be a priority for our students, and that such work should be balanced with other activities that support their life of learning in effective ways. UW-Eau Claire has an extensive array of programs and services for special populations and a range of student development programs, the staff members of which work in cooperation with academic colleagues to create and foster an effective environment for student life and learning.

Based upon our self-study findings, we offer the following recommendations for further improvements to the very solid foundation we
already have in place to support teaching and learning:

1. Work toward increased integration of the academic and co-curricular facets of our learning environment.

2. In keeping with the institution’s heightened efforts to increase equity, diversity, and inclusivity on our campus, we should also design and implement a system through which to recognize and reward faculty and staff contributions to these efforts.

3. Follow through with the recommendations of the Advising Task Force, to develop a system to evaluate and reward effective advising, increase training for advisers, and use available technology to shift toward a more forward-focused emphasis in advising.
INTRODUCTION

In this Core Component, we present evidence that UW-Eau Claire provides ample resources in support of student learning and effective teaching. Many of our support resources are physical (e.g., library materials, study areas, computers, laboratories, and the technology and equipment provided in classrooms and other learning spaces), while other resources are provided in the form of services (e.g., library instruction, computing and technology training, and learning skills enhancement). In the upcoming segment, we have chosen to focus on the resources provided in four specific areas: (1) library support, (2) technology support, (3) support provided in classrooms and other learning spaces, and (4) support for academic learning. (Note: Our former Network for Excellence [NET] in Teaching and our new Center for Excellence in Teaching and Learning [CETL] also provide a wealth of valuable services to this end, but these will not be repeated here, as they have been presented in detail under Core Component 3B.)

Data from our 2004 Faculty Survey of Student Engagement (FSSE) show that the great majority of faculty respondents hold the perception that UW-Eau Claire provides students with the support they need to help them succeed academically (96% expressed agreement for lower-division courses; 89% for upper-division courses). Data from our 2006 National Survey of Student Engagement (NSSE) show that 78% of first-year students and 75% of seniors agree (“quite a bit” or “very much”) that they receive the support they need to succeed academically.

MCINTYRE LIBRARY PROVIDES SERVICES IN SUPPORT OF TEACHING AND LEARNING

Our McIntyre Library is the central conduit for information needed by faculty members to teach effectively, and by students to learn successfully.

Library Holdings

McIntyre Library holds more than 500,000 books in the stacks; 20,000 volumes in the reference collection; 1,700 current subscriptions to periodicals; government publications; and special collections (e.g., the University Archives; the Area Research Center of the Wisconsin Historical Society; Rare Books; and Local History books, photographs, and maps). Electronic databases, Interlibrary Loan services, and Universal Borrowing privileges further expand these numbers. The
Library subscribes to 150 electronic databases. Our students typically conduct more than 1.3 million searches and retrieve more than 1.7 million full-text articles in an academic year. The Library web page serves as a useful gateway to these electronic resources, and also helps students and instructors locate resources in the McIntyre library physical collections.

Library Study Spaces and Equipment

The McIntyre Library is a central study destination on our campus. Study groups can reserve private study rooms, all of which have computers or computer access. A study room designated for use by graduate students, a conference room, study carrels for instructors and staff members, and two instructional classrooms are also available. The 4th and 5th floors of the Library are designated as quiet study floors. More than 85 computers are available throughout the building, including those housed in three general access computer labs. Students can borrow laptops, digital cameras, and video cameras from the Library for use in their course assignments.

Services Provided by Library Staff

Our librarians offer the traditional array of services through four focal points: the Reference Desk, the Circulation Desk, Periodicals, and Special Collections. Students working at physical locations outside the Library may access Library assistance by emailing questions to the Reference staff. Library staff members also provide in-class library training as requested by instructors. These sessions often include hands-on exercises and are tailored to specific learning outcomes identified by the librarian and the faculty member. In recent academic years, our librarians who participate in the Library’s Information Literacy Program have taught more than 200 sessions to nearly 5,000 students annually. Finally, the Library provides librarian assistance for online courses taught through Desire2Learn (D2L, which is the UW System online course provider).

Monitoring Usage of Library Resources and Services

The McIntyre Library routinely collects data regarding utilization of Library resources and services. Checkout and re-shelving data are gathered to monitor usage of books and journals. The Head of Reference reviews usage statistics on an annual basis. Room and equipment usage is tracked. Entry gates equipped with a counter system allow for measurement of building usage.

The effectiveness of the Library’s holdings is assessed on a regular basis. Rapid increases in journal subscription costs have served as an incentive to evaluate subscription usage. Findings from this evaluation process resulted in cancellation of low-use journals, thereby enabling the Library to make optimal use of available resources. Specifically, in AY 2006-07, the Library worked in cooperation with academic departments to cancel journal subscriptions totaling $100,000 in value. Limited library space and need for current, pertinent collections necessitate continual evaluation of the Library’s print collection. Library staff members have also collaborated with instructors to remove outdated and seldom-used books.

Assessment of Satisfaction with Library Services

Students and instructors evaluate Library instruction sessions. In spring 2007, the Library posted a weekly survey on the Library home page for the purpose of collecting additional student feedback. Responses to these surveys provided valuable information about student preferences for quiet floors, cell phone usage guidelines, book drop locations, and the installation of a library café. The McIntyre Library Advisory Group (which consists of an undergraduate student, a graduate student, a classified staff member, an academic staff member, and faculty members from all four colleges) advises the Director of Libraries, helping to determine how survey data will be used to inform improvement.

The 2005 ACT Student Opinion Survey (SOS) revealed that the Library was the University resource most used by students (96% reported using the Library), and that Library users expressed a high level of satisfaction (91% reported being satisfied or very satisfied with library services). In 2008, the Library participated in a nationally recognized library service survey called LibQUAL+. Findings from this survey corroborated findings from the SOS and other sources. Specifically, results showed that the Library and its services are used extensively, and instructors and students are satisfied with the quality of resources and services provided. Of the 2,095 respondents, more than 61% reported using resources on Library premises at least weekly; 63% reported accessing Library resources through
the web page at least weekly. In response to
the question, “In general, I am satisfied with
library support for my learning, research, and/
or teaching needs,” instructor and student
responses yielded a mean score of 7.3 on a
9-point scale (where a score of 9 indicated the
highest level of satisfaction).

Taken together, the data presented above
provide clear evidence that the McIntyre Library
is a crucial resource upon which students
and instructors rely heavily for support of
effective teaching and successful learning, and
that Library users are very satisfied with the
resources and services available through our
Library.

**OUR LEARNING AND TECHNOLOGY SERVICES UNIT SUPPORTS LEARNING AND TEACHING EFFECTIVENESS**

The mission of our Learning and Technology Services unit (LTS) is “to provide services that foster learning for students and promote excellence in education and scholarship.” Like the Library, the work of LTS is pivotally important to daily operations at UW-Eau Claire. The many resources provided by LTS in direct support of student learning and effective teaching include computer access, distance education, the Help Desk, technology training, and media production services [EVIDENCE].

The following table shows the number of staff members assigned to each functional area within LTS.

<table>
<thead>
<tr>
<th>LTS Staff Member Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LTS Functional Area</strong></td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Audio, Graphics, Photo, and</td>
</tr>
<tr>
<td>Training</td>
</tr>
<tr>
<td>Campus Solutions</td>
</tr>
<tr>
<td>Classroom Design and Budget</td>
</tr>
<tr>
<td>Classrooms and Learning Spaces</td>
</tr>
<tr>
<td>Documentation and Publications</td>
</tr>
<tr>
<td>D2L (course management system)</td>
</tr>
<tr>
<td>Distance Education Support</td>
</tr>
<tr>
<td>Electronics, Desktop, and Sound Support</td>
</tr>
<tr>
<td>Mainframe and Web Development</td>
</tr>
</tbody>
</table>

The next table shows the number of instructional technology employees on our campus, 71 of whom work in our LTS unit. The table also shows that there is approximately one computer for every three people on campus.

**Number of Instructional Technology Employees**

<table>
<thead>
<tr>
<th><strong>UW-Eau Claire</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralized IT (i.e., LTS) workers</td>
</tr>
<tr>
<td>Decentralized IT (i.e., non-LTS) workers</td>
</tr>
<tr>
<td>Total computers</td>
</tr>
<tr>
<td>Computers supported/centralized IT staff members</td>
</tr>
<tr>
<td>Headcount supported/centralized FTE IT worker</td>
</tr>
<tr>
<td>Computers per campus headcount</td>
</tr>
</tbody>
</table>

*survey data reported for FY 2007, this number has now increased to 11.25 while LTS staff decreased to 67 (65.12 FTE).

** does not include faculty and student personally owned computers
Student Access to Computers

Students have computer access throughout the UW-Eau Claire campus. There are nearly 700 computers available in general access labs across campus. All of our residence halls are networked, and the campus now has wireless capability everywhere except in the residence halls, as illustrated in the figure that follows. (Wireless access is generally not feasible in the residence halls due to the nature of their construction.)

LTS Services

LTS Help Desk

Our LTS Help Desk is the central point-of-contact for LTS services. Students, faculty members and staff members are encouraged to contact the Help Desk for assistance as technology needs arise. The Help Desk provides assistance through three avenues:

1) a physical space located in Old Library; 2) a phone number; and 3) a web page that provides answers to frequently-asked questions and problems [ EVIDENCE 1]. A recent innovation has been the establishment of the “ResCom Help Desk,” which provides a physical space, a phone number, and a web page, all designed to help with the particular computer problems encountered by students in their living spaces.

LTS Technology Training for Students and Instructors

LTS trains students and instructors to use the computers and software supported by the University. For help-seekers who operate relatively independently, LTS provides an Online Help Documentation page which contains links to instructions for many software programs. Computing Assistance and Training (CA&T) staff members offer scheduled workshops on new software and create customized workshops upon request. The CA&T staff works with interested instructors to design and deliver appropriate computer skills training for particular classroom assignments.

Workshops are offered each year to help students learn the software to create posters for Student Research Day. In spring semester 2008, LTS facilitated 12 poster design workshops for 74 registrants, provided 29 students with individual poster assistance, and with the cooperation and assistance of faculty members, printed 297 professional-quality posters. Of the 487 posters printed between December 2007 and October 2008, 61% were printed in April 2008. A poster preparation web site maintained by LTS contains tips and instructions and allows students and instructors to submit their printing requests [ EVIDENCE 1]. Examples of these posters can be viewed in most academic departments across campus, and in UW-Eau Claire’s portion of the UW System student research database [ EVIDENCE ].

During 2007-08, 91 workshops and 221 in-class technology training sessions were offered by the Bringing Instructional Technology to Students (BITS) training staff. These workshops included topics such as MS Office 2007, PDF forms, the web survey tool, digital photography, Excel, video editing, poster creation, and an introduction to UW-Eau Claire computing for new employees.

Many current teaching methods incorporate audio, video, graphic, and photographic media. Our LTS Media Production staff members share their production expertise and equipment with faculty and instructional academic staff members who wish to learn how to produce such materials for use in classroom instruction. During AY 2007-08 the Audio Division fulfilled 217 requests for direct instruction services across all academic departments. Graphic Design staff members have assisted instructors in creating videos for online courses, capturing narration, adding background sound/music to audio and visual instructional media, creating digital stories, using photo software to enhance visual communication, using PowerPoint with optimal effectiveness, and creating research posters. A more detailed description of these trainings can be accessed in the hlC data repository [ EVIDENCE ].

LTS Supports Distance Education and Continuing Education

LTS provides technical and operational support for the University’s Distance Education (DE) programs, including support of three
DE classrooms, and teleconferencing and videoconferencing capabilities.

For example, LTS works closely with our College of Nursing and Health Sciences (CNHS) to provide connectivity to the Marshfield satellite campus, in support of the Collaborative Nursing Program, and to provide planning, design, equipment purchasing, installation, and maintenance services. Recently, our CNHS, with LTS assistance, added third distance education rooms at both the Marshfield site and the Eau Claire site.

LTS also collaborates extensively with our Continuing Education unit to facilitate access to learning experiences for non-traditional students and community members. For example, in 2008 LTS assisted Continuing Education in offering 29 courses taught in regular classrooms or labs, 18 courses that used D2L technology, and 7 courses taught in specialized distance education classrooms.

Use of Assessment Findings to Improve Technology Services

LTS engages in continual assessment of its services. For example, LTS collects real-time usage data (updated every five minutes) to track trends in computer use in the general access computer labs [EVIDENCE]. These highly specific data are used to determine the ideal sizes, locations, and hours of availability for such labs. To give one specific example of the effective use of such data, in 2005 a general access computer lab was moved from Schneider Social Sciences Hall to the Library, partly due to comparatively low usage. This change provided a more convenient physical location for students and allowed for expanded hours of availability. The vacated space in Schneider Hall was converted into a much-needed classroom, thereby enhancing our services to students on multiple dimensions.

All technology training workshops are evaluated by participants, and evaluation data are used by the training staff to improve the effectiveness of future training sessions. Participant responses regarding the quality and usefulness of training workshops tend to be overwhelmingly positive, as can be seen in the detailed data available via the following link: [EVIDENCE]. Help Desk staff members also track all requests for assistance and document the outcomes of each request. This information is used continuously to help optimize the availability and effectiveness of services.

LTS is currently working to strengthen its process for evaluating resource use and effectiveness. In the LTS Operating Plan for FY 2008, the LTS Managers concluded that “LTS should investigate a more formalized campus-wide process for soliciting feedback regarding… services” and should “include client needs and desires in… decision-making processes.” The same report included discussion of the need to provide clear information to students, faculty members, and staff members regarding points of contact for specific types of questions and needs, and the need to strive toward increased student and instructor awareness of the many services offered by LTS [EVIDENCE].

While uncertainty about services may hinder the optimal use of the resources provided by LTS, evidence suggests a rather high level of satisfaction with LTS services. In the 2005 ACT Student Opinion Survey, 80% of student respondents reported that they used computer services (making computer services the fourth-most-used service on campus). Moreover, 83% percent of student respondents indicated they were satisfied or very satisfied with the services provided by LTS (making computer-related services the fifth-highest ranked service on the satisfaction index).

Faculty and instructional academic staff members were asked, via our HLC Self-Study Survey, whether lack of adequate technology in their classrooms was a problem. Their responses are presented in the table below.

<p>| HLC Self-Study Survey Data: Instructor Satisfaction with Classroom Technology |</p>
<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Almost never a problem</th>
<th>Sometimes a problem</th>
<th>Frequently or always a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of adequate technology in my classroom (is a problem)</td>
<td>60%</td>
<td>26%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Clearly, the resources provided by LTS contribute in essential ways to student learning and effective teaching at UW-Eau Claire. The LTS unit is engaged in energetic efforts to evaluate the efficacy of its services, and continues to make active use of evaluation findings to inform continuous improvement efforts.

IMPROVEMENTS TO CLASSROOMS AND OTHER LEARNING SPACES SUPPORT LEARNING AND TEACHING EFFECTIVENESS

Classrooms and learning spaces outside the traditional classroom (such as labs, studios, and performance areas) are critical to the quality of instruction at any institution of
higher learning. These spaces must have adequate technology, modern equipment, and appropriate arrangement to facilitate student learning and effective teaching. UW-Eau Claire has made considerable progress in keeping pace with rapid technological changes.

Availability of Technology in Learning Spaces

A review of the 2006 Survey of General Assignment Classroom Assessment and Instructional Technology revealed that most of the general assignment classrooms (approximately 4 out of 5) have “Level 3” technology (i.e., an instructor computer station, a video data projector, a DVD/VHS player, and a document camera). Of the 158 technology-appropriate classrooms, only 32 fell short of this standard.

UW-Eau Claire has devoted considerable resources to enhancing its classroom technology in recent years. The figure below shows our success in this endeavor; the figure illustrates the percentage of classrooms that currently contain each type of instructional technology.

Funding for Upgrading Technology and Renovating Learning Spaces

In general, funds for renovating learning spaces and replacing and upgrading technology at UW-Eau Claire come from four sources:

1. State Classroom Renovation and Instructional Technology (CRIT) dollars (provided biennially) are used to support improvements in classrooms that lack adequate instructional technology. (These funds are managed by our Facilities Planning and Management unit.)

2. The UW System provides funds annually for Laboratory Modernization and Classroom Modernization. (These funds are administered by the Provost and funded projects are implemented by LTS and the academic departments.)

3. LTS has a small annual budget for classroom technology projects.

4. University “carry-over” funds (described in Criterion 2) are sometimes spent to improve classrooms.

New academic buildings and major renovation projects may also be funded by the State’s biennial budget. For example, the top three proposals on UW-Eau Claire’s “Priority Sequence Project List” are for projects that include classrooms and learning spaces:[ EVIDENCE ]

- A new (primarily academic) building
- Renovations and addition to Haas Fine Arts Center (including a space to replace Kjer Theatre)
- Renovations to Schneider Social Sciences Hall.

In the 2007-09 biennium, State support provided for renovation of spaces for Kinesiology, Athletics, and Recreation, including a space for the Dance program ($1,461,000), and renovations to a stage floor, a theatre shell, and stage lighting in our Haas Fine Arts Center ($510,300).

Our College of Business has been very successful in attracting private donations to fund major renovations and technology upgrades in classrooms and other learning spaces. Some prominent examples include the Cargill Lab, the Cargill Collaboration Center, and the Susan K. Tietz Information Communications Lab.

Assessment Results Influence Planning to Improve Classroom and Laboratory Learning Spaces

UW-Eau Claire carefully evaluates the use and effectiveness of classrooms and other
learning spaces. Our Facilities Planning and Management (FPM) unit prepares a General Development Plan, which articulates concerns and long-term space priorities. FPM staff members monitor classroom demand and solicit input from department chairs and unit directors across campus.

The most visible decision-making process involves Laboratory Modernization funds. “Lab Mod” proposals are written by department chairs for consideration by the college dean who, in turn, communicates her or his prioritized recommendations to the Provost. From Fiscal Years 1996 to 2008, the Laboratory Modernization program funded laboratory improvement projects totaling $4,083,805.

For Classroom Modernization decisions, the dean, department chair, the Classroom Services Manager of LTS, and the Planning Analyst of FPM meet annually to discuss priorities. LTS recommends priorities to the deans and the Provost. Since 1996, UW-Eau Claire has spent $1,473,032 on Classroom Modernization projects. CRIT funding is on a two-year cycle and often shares the same informational meeting as Classroom Modernization. In recent years, both Laboratory Modernization and Classroom Modernization funds have been sufficient only to replace existing technology — not to fund new technology in rooms that are operating below Level 3.

Second, we can improve by ensuring communication among the many individuals involved in classroom renovation decisions, and by making the decision process more systematic. Our self-study focus groups yielded input from department chairs that meetings to decide upon appropriate uses of Classroom Modernization and CRIT funding have not always occurred in recent years. It may be helpful to clarify that such meetings are held only in years when Classroom Modernization and CRIT funds are available. Some department chairs noted that they are not always informed of final funding decisions, or of progress on projects that affect the instructors in their departments.

These findings suggest that, looking to the future, systematic consultation with department chairs and instructors during the early planning phases would optimize the efficacy of modernization projects.

Challenges in Optimizing Learning Spaces

While faculty and instructional academic staff members are usually pleased with improvements to the learning spaces in which they teach, two challenges arise. First, the available dollars are not sufficient to fund all of the needed classroom and learning space improvements. Each year, several important (and already frugal) Laboratory Modernization proposals go unfunded; and Lab Modernization funds are much greater than the funding reserved for Classroom Modernization. In recent years, both Laboratory Modernization and Classroom Modernization funds have been sufficient only to replace existing technology — not to fund new technology in rooms that are operating below Level 3.

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Consistency of Classroom Technology Facilitates Effective Teaching

Because instructors shift frequently from one classroom to another, it is important to standardize the available technology to facilitate smooth transitions. To this end, standardized Crestron control systems have been installed in the majority of our campus classrooms, making it relatively easy for instructors to adapt from one classroom to the next. In addition, the packaging and deployment of over 400 curriculum-specific software titles makes these applications available in any lab or classroom with the same attributes.

Computer Rotation Schedules Facilitate Effective Teaching and Student Learning

LTS maintains a hardware rotation schedule for students and instructors, and monitors for potential software upgrades. Over 85% of the hardware managed by LTS is updated according to a rotation plan. Office, lab, and classroom computers are on a four-year rotation plan. Other classroom technologies, audio, video, and distance education equipment have varying schedules. Rotation schedules are designed to ensure that the large numbers of computers on campus remain serviceable under warranty. The rotation plan, along with central purchasing, also provides hardware consistency, which creates efficiencies for software updates, parts needed, and training for repair technicians.
Academic Supports Facilitate Student Learning

We have a broad array of programs, units, and services in place to support student learning. In this segment of our report, we will focus primarily upon the Academic Skills Center (ASC) and a series of programs and services designed to support the success of specific student populations.

The Academic Skills Center Facilitates Student Learning and Effective Teaching

Our Academic Skills Center (ASC) supports students in becoming independent, efficient, and confident learners. The ASC provides several specific services and programs to support successful student learning, including the following:

- Free individual tutoring is provided to enhance learning strategies and skills in mathematics, reading, study skills, writing, and English as a second language.
- Free group tutoring is available for selected entry-level foreign language, math, and science courses.
- Diagnostic evaluation in mathematics, reading, study strategies, learning strategies, writing, and English as a second language helps students gain insight about their academic strengths and weaknesses.
- Specialized tutoring is provided for students with disabilities, United States multicultural students, and students who participate in the Student Support Services program (to be described presently).

ASC staff members also teach developmental courses, including Introduction to University Curriculum; Learning Strategies for Science; College Learning Strategies; Critical Thinking; Strategies for Academic Success; and a Student Success Seminar. Finally, the ASC administers two special programs that assist at-risk first generation students as they enter the University: the Collegiate Bridge Program and the Commanding English Program, to be described momentarily.

While open to all students, the ASC is particularly helpful in providing important learning support for first-generation, low-income, and multicultural students. Nearly 24% of the students who use the ASC are American multicultural students while only 4.9% of the overall student population is multicultural. Further, 58% of students who use the ASC are economically disadvantaged, compared to 47% in the overall student population.

Our Collegiate Bridge and Commanding English Programs

The Collegiate Bridge and Commanding English Program combine academic courses, tutoring, and intensive peer mentoring to help students adjust effectively to the University learning environment. In 2008-09, the Collegiate Bridge program served 32 incoming students. Each student enrolled in a common core of courses (English 110 or 099, Religion 100, and GEN 100), thus creating an informal learning community. Thirty of these 32 students (94%) were retained to the second semester. Fifty-one students are accepted to the 2009-10 Collegiate Bridge Program.

Thirteen students enrolled in the Commanding English Program in 2008-09 as a condition of their acceptance to the University. They each enrolled in a 3-credit GEN 100—Introduction to the University Curriculum section as a Freshman Year Experience (FYE) course during the fall semester. All 13 students (100%) were retained to the second semester, during which they took a 3-credit GEN 103—Critical Thinking in the Discipline course paired with GEOG 111—Human Geography.

Peer mentoring and close monitoring of student progress enhance students’ chances for successful retention at the University. Both of these programs (Collegiate Bridge and Commanding English) regularly assess academic standing, retention, course grades, and graduation rates of participating students, and both programs have advisory boards to assist in evaluation of the programs.
Measurement of Academic Skills Center Utilization and Effectiveness

The ASC collects data to measure utilization of its services and programs, and assesses the effectiveness of those programs and services on a regular basis. For example, according to a recent ASC Annual Report (2007-08), 783 students received a total of 6,628 hours of tutoring; 343 students received diagnostic evaluation; and 514 students received instruction through 32 sections of General Arts and Sciences (GEN) courses.

The ASC tracked the academic success rates of a group of 143 students who received specialized tutoring in content areas. These were students who were referred by Services for Students with Disabilities, the Office of Multicultural Affairs, and Student Support Services. Eighty-six percent of the 80 students in the fall, and 75% of the 63 students in the spring maintained good academic standing.

Courses for Students with Academic Difficulty

Two ASC courses serve students who have encountered academic difficulty. College deans require students who are on probation following suspension to enroll in GEN 201 — Student Success Seminar, and recommend that students on academic warning, probation, and conditional status enroll in GEN 110 — Strategies for Academic Success.

Outcome data from AY 2007-08 showed that, of the 66 students who completed the GEN 201 course, 55% regained good academic standing by the end of the term. Though it is impossible to determine how those same students might have fared in the absence of services through the ASC, these evaluation data do suggest that ASC programs and services are supporting academic success for many students in academic difficulty.

Effectiveness of ASC Programs as Measured by Retention and Graduation Rates

The ASC strives to provide academic support programs that increase the retention and graduation rates of the students it serves. Data for years 1998-2008 were analyzed for continuation to the third term, and for cumulative graduation rates. Retention data will be presented first.

Students who elected to take GEN 102 or GEN 103 in their first fall semester at UW-Eau Claire were more likely to be retained to the third semester, and they were more likely to graduate than similar students who did not choose to enroll in these courses.

New freshmen who enrolled in GEN 102 or GEN 103 during fall semesters were compared across 10 years to freshmen who were eligible (ACT composite score < 21 and High School rank in Class < 70th percentile), but did not enroll in either course. Those students who enrolled in GEN 102 or GEN 103 had retention rates from 1.0% to 10.2% higher (3.84% average) than those who did not enroll in either GEN course.

<table>
<thead>
<tr>
<th>New Freshmen Who Enrolled in GEN 102 or GEN 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>In GEN 102 or 103</td>
</tr>
<tr>
<td>Continuing to Term 3</td>
</tr>
<tr>
<td>Not in either GEN course</td>
</tr>
<tr>
<td>Continuing to Term 3</td>
</tr>
</tbody>
</table>

The above data suggest a clear trend of effectiveness of ASC programming in enhancing the retention rates of at-risk students.

Similar results were found for Collegiate Bridge (CB) students. Of the 153 students who participated in the CB Program from fall 2002-05, 86.3% were retained to the third term, while 82.7% of all students at UW-Eau Claire were retained to the third term during the same time period.

Six-year graduation rates of freshmen from the first five of those ten entry-years were analyzed. In four out of five years, the graduation rates of students who enrolled in GEN 102 or GEN 103 were higher than for those who were eligible, but did not take a GEN course (by an average of 4.5%). The following table presents summarized comparison data.
These data provide clear evidence that students who enter UW-Eau Claire with lower ACT scores and high school class percentile rankings than their peers are more likely to succeed if they make use of the services available through the ASC.

The criterion used to assess learning in the ASC tutorial program is that “at least 70% of students tutored in content areas will earn a ‘C’ or better in the course” for which they are tutored. Data from the ASC 2007-08 Annual Report confirms that, over all, the ASC met this objective, as shown in the table that follows.

### Percent of Students Tutored in the ASC Who Received a Grade of ‘C’ or Better (2007-08 ASC Annual Report)

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>C OR BETTER FALL 2007</th>
<th>C OR BETTER SPRING 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>English 100 for CEP</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>GEN 100 for CEP</td>
<td>75.0%</td>
<td>6/8</td>
</tr>
<tr>
<td>French and German 101, 102, 201, 202</td>
<td>100.0%</td>
<td>10/10</td>
</tr>
<tr>
<td>Spanish 101, 102, 201, 202</td>
<td>90.3%</td>
<td>28/31</td>
</tr>
<tr>
<td>Biology 100, 110, 111, 130, 151, 214</td>
<td>74.1%</td>
<td>20/27</td>
</tr>
<tr>
<td>Chemistry 100, 103, 104, 150</td>
<td>84.3%</td>
<td>43/51</td>
</tr>
<tr>
<td>Economics 103</td>
<td>33.3%</td>
<td>2/6</td>
</tr>
<tr>
<td>Physics 100, 211, 212</td>
<td>93.8%</td>
<td>15/16</td>
</tr>
<tr>
<td>Psychology 100</td>
<td>75.0%</td>
<td>6/8</td>
</tr>
<tr>
<td><strong>Total In All Content Areas</strong></td>
<td><strong>82.8%</strong></td>
<td><strong>130/157</strong></td>
</tr>
</tbody>
</table>

These successful outcomes are reflected in the general satisfaction indicated by ASC program participants. Data from student evaluations of ASC tutors indicate that 90% of students are satisfied with the quality of the tutoring they received. In 2007-08, a total of 783 students (approaching 8% of the UW-Eau Claire student population) received tutoring from the ASC. Fall 2008 tutorial usage increased by 20% over fall 2007 usage (number of tutored students increased from 333 to 522), while tutoring costs were held constant. A similar number of students was served in spring 2009. Usage increased by 30% over fall 2008 usage (the number of students tutored increased from 333 to 434). An additional 343 students received diagnostic evaluations from ASC professional staff and 514 students enrolled in GEN courses coordinated by the ASC.

Taken together, these evaluative data provide clear evidence that the Academic Skills Center is effective in supporting student learning.

**SERVICES TO SUPPORT THE SUCCESS OF SPECIFIC STUDENT POPULATIONS**

At UW-Eau Claire, our commitment to foster effective learning environments for all students is evident through a variety of programs and services geared toward specific populations.

**Our Honors Program and Blugold Fellows Program Optimize the Educational Experience for Outstanding Students**

Two programs are designed to optimize educational experiences for outstanding students. First, our University Honors Program serves students who have demonstrated exceptional intellectual achievement. To be admitted to the Honors Program, entering students must be in the top 5% of their high school class and must have a minimum ACT composite score of 28 or an SAT score of 1280. As part of the Honors Program, students participate in Honors Seminars, Honors Colloquia, and special Honors sections of regular course offerings, all of which offer in-depth intellectual experiences for students. Data from our 2005 Student Opinions Survey...
Criterion Three

(SOS) show that seven out of ten respondents from our Honors Program indicated they were either satisfied or very satisfied with the quality of the program. Historically, our Honors Program has served a small number of students well. We are currently exploring ways to build on the existing strengths of the program.

Second, our Blugold Fellows program offers outstanding incoming students the opportunity to collaborate with faculty members on scholarly projects, beginning as soon as they arrive on campus in their first year. Blugold Fellows must rank in the top 25% of their graduating class and must score 25 or higher on the ACT, or 1700 or higher on the SAT.

Together, these two programs challenge and support the academic success of some of our most promising students.

TRIO Grant Programs

Several programs funded by a federal TRIO grant help to enhance the UW-Eau Claire learning environment for specific subsets of students. These include Student Support Services, the Ronald McNair Postbaccalaureate Achievement program, our Educational Opportunity Centers, and our Upward Bound program. Some of these programs are described below, while others are highlighted in other segments of our self-study.

Student Support Services (SSS)

Our Student Support Services (SSS) program provides focused supports for students who are at high risk of failing to graduate. Federal eligibility guidelines require that at least two-thirds of the program participants be either (1)
students who are both first-generation and low-income, or (2) students with disabilities. The other one-third may be first-generation only or low-income only. All program participants must demonstrate a need for academic support services in order to successfully complete a baccalaureate degree. A significant percentage of the students who are eligible for this program are students of color (currently 39% of program participants). If the retention and graduation rates for SSS participants match the overall rates for the institution, the Department of Education considers the program to be highly successful.

The SSS program currently provides 300 participants with academic assistance in the form of advising, tutoring, career counseling, peer mentoring, and study skills instruction, as well as some direct financial assistance in the form of grant aid. Over 4,000 students have been involved in this program since it was established at UW-Eau Claire [EVIDENCE].

Although SSS program participants enter the University with lower ACT scores than the student body as a whole, the participants have generally outperformed their peers in returning for the second year. The following table compares the first- to second-year retention rates for students in the SSS program with those for the UW-Eau Claire population as a whole.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>ACT Composite</th>
<th>High School Rank</th>
<th>Retention Rate to Next Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UWEC First-Year Students, 2004-05</td>
<td>24.4</td>
<td>76</td>
<td>83.0%</td>
</tr>
<tr>
<td>All SSS First-Year Students, 2004-05</td>
<td>21.1</td>
<td>68.5</td>
<td>88.4% (84 of 95)</td>
</tr>
<tr>
<td>All UWEC First-Year Students, 2005-06</td>
<td>24.3</td>
<td>75.9</td>
<td>82.3%</td>
</tr>
<tr>
<td>All SSS First-Year Students, 2005-06</td>
<td>21.1</td>
<td>71.6</td>
<td>86.9% (73 of 84)</td>
</tr>
<tr>
<td>All UWEC First-Year Students, 2006-07</td>
<td>24.3</td>
<td>75.5</td>
<td>80.7%</td>
</tr>
<tr>
<td>All SSS First-Year Students, 2006-07</td>
<td>20.7</td>
<td>68.9</td>
<td>80.0% (60 of 75)</td>
</tr>
<tr>
<td>All UWEC First-Year Students, 2007-08</td>
<td>24.5</td>
<td>75.6</td>
<td>82.8%</td>
</tr>
<tr>
<td>All SSS First-Year Students, 2007-08</td>
<td>21.1</td>
<td>69.4</td>
<td>84.5% (71 of 84)</td>
</tr>
</tbody>
</table>

In three of the four years shown, the retention rates for the at-risk students in the SSS program exceeded the retention rates for all first-year students at UW-Eau Claire (who had significantly higher entering ACT scores). These data indicate that the SSS program is effective in enhancing retention from the first to the second year.

In recent years the SSS program has intensified its individual contact with program participants with the aim of increasing graduation rates. The following table shows six-year graduation rates for students who started at UW-Eau Claire in 2000, 2001, and 2002.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>ACT Composite</th>
<th>High School Rank</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UWEC Students Starting 2000-01</td>
<td>23.6</td>
<td>74</td>
<td>59.1%</td>
</tr>
<tr>
<td>All SSS Students Starting 2000-01</td>
<td>22.7</td>
<td>75.3</td>
<td>51.3% (58 of 113)</td>
</tr>
<tr>
<td>All UWEC Students Starting 2001-02</td>
<td>23.6</td>
<td>73</td>
<td>59.8%</td>
</tr>
<tr>
<td>All SSS Students Starting 2001-02</td>
<td>22.5</td>
<td>73.6</td>
<td>61.2% (60 of 98)</td>
</tr>
<tr>
<td>All UWEC Students Starting 2002-03</td>
<td>23.6</td>
<td>75</td>
<td>60.7%</td>
</tr>
<tr>
<td>All SSS Students Starting 2002-03</td>
<td>22.4</td>
<td>72.7</td>
<td>60.7% (54 of 89)</td>
</tr>
</tbody>
</table>

Data for the latter two cohorts shown above suggest that the intensified, individualized contact with SSS students may be contributing to graduation rates that are now commensurate with those of all UW-Eau Claire students.
Taken together, these findings indicate that the SSS program contributes in important ways to the effectiveness of the learning environment at UW-Eau Claire by increasing retention and graduation rates for the students it serves.

Ronald E. McNair Postbaccalaureate Achievement Program, Educational Opportunity Programs, and Upward Bound Program

Our Ronald E. McNair Postbaccalaureate Achievement Program targets two groups: low-income first-generation students and students whose race/ethnicity designates them as underrepresented among American doctoral recipients. The Mcnair program prepares these students to enter graduate school to pursue research doctorates. Each year at UW-Eau Claire, ten to twelve new undergraduate McNair Scholars embark upon two years of intensive mentoring, specialized curricular and co-curricular offerings, collaborative research, and paid internships. UW-Eau Claire McNair Scholars are chosen via faculty nomination. Much empirical evidence exists for the success of the UW-Eau Claire McNair Program, which initiated operation in 2000. This evidence includes the following:

- 90% of our McNair Scholars who have graduated have subsequently enrolled in graduate programs (with 87% enrolling in the semester immediately following graduation).
- 100% of UW-Eau Claire McNair Scholars enrolled in graduate school are fully funded by fellowships, scholarships, and internships.
- Since our first McNair graduating class in 2001, 11 of our McNair Scholars have completed doctoral degrees, and another 8 doctorates are anticipated by August 2009.
- Our McNair Scholars have gone on to attend prestigious graduate institutions in 21 states and 4 foreign countries, and Scholars’ research has carried them to 20 foreign countries.
- Our McNair Scholars have acquired prestigious national fellowships, scholarships, and internships from Mellon, Fulbright, Newberry, Ford, Mitchem, NIDA, NIH, NSF, Los Alamos National Laboratory, National Center for Drug Control, Mayo Clinic, and New York State Council on the Humanities.
- The McNair learning community is a model of diversity, with 30% underrepresented students, 95% low-income first-generation students, and 20% older-than-traditional-age students.

Extensive evaluation data for the McNair program can be found at the following link: [Evidence]. Detailed information about the McNair Program can be accessed via our McNair web page [Evidence].

A third program funded by TRIO involves our Educational Opportunity Centers, which provide counseling and college admission assistance for adult students who are considering post-secondary education. Through its satellite office, this program serves more than 1,100 eligible adults each year [Evidence]. The fourth program supported by the federal TRIO grant is Upward Bound, a detailed description of
which can be found under Criterion 4, and at the Upward Bound web site [EVIDENCE].

Support for Students with Mental Health Difficulties, or Who Violate Laws and Codes of Conduct

Counseling Services

Our Counseling Services unit provides individual, group, and couples counseling to assist students in adjusting effectively to the learning environment. The focus is on short-term counseling for focused concerns, with referral to more intensive outside mental health services as needed. Counseling Services staff members also work to enhance the UW-Eau Claire learning environment for ethnically and culturally diverse students. In 2006, Counseling Services designated a Senior Psychologist as its Multicultural Counseling Coordinator. This individual provides the Counseling Services staff with in-services, information, and consultation to support their efforts to deliver multiculturally sensitive counseling. Information about specific services can be accessed on the Counseling Services web site [EVIDENCE].

A 2007 client feedback survey conducted by Counseling Services showed that 88% of respondents were fairly or completely satisfied with the extent to which they had accomplished their intended aims as a result of the counseling services they received [EVIDENCE]. A counseling needs assessment (2009), conducted by a faculty/student collaborative research team, surveyed a random sample of 2,000 UW-Eau Claire students. Of the 356 who completed the survey, 24% reported they had used Counseling Services (note that this surprisingly high proportion likely reflects sampling bias), and 77% of these reported that their college experience had been better as a result of the counseling received [EVIDENCE].

Consistent with nationwide trends in higher education in recent years, increased numbers of our students are coping with significant mental health problems (UW System Program Review of UW Counseling Services, 2008) [EVIDENCE]. Unfortunately, across the ten-year period under review in this self-study, reductions in State funding have resulted in decreased staffing in our Counseling Service. The collision of these two trends has resulted in decreased availability of services, when more students need mental health services than ever before [EVIDENCE] [EVIDENCE]. Our Counseling Services staff has made several adjustments to try to respond to this challenge. Details of these efforts can be accessed at the following link: [EVIDENCE].

Collaborative Efforts to Assist Students Who Violate Laws and Codes of Conduct, and Students with Mental Health Difficulties

Staff members in Housing and Residence Life, the University Police, Student Health Services, Counseling Services, the Dean of Students Office, and the academic college deans’ offices are often the first points of contact for students who are struggling with mental health challenges. Personnel in all of these units work closely with Counseling Services and with faculty members and services in the larger community to link students with the type of assistance they need. Staff members in the Dean of Students Office, the University Police, and Housing and Residence Life collaborate to assist students who violate laws or University codes of conduct. Whenever feasible, these situations are approached as teaching/learning opportunities, and emphasis is placed on assisting the student in learning from the experience in order to make wiser choices in the future.

Services for Nontraditional Students and Veterans

Nontraditional students make up approximately 10% of our total student population. Our Nontraditional Student Adviser provides information and support for these students. This adviser sends out a weekly electronic newsletter, provides workshops and programs to support the success of nontraditional students, and coordinates numerous scholarships for nontraditional students. A more detailed description of our services for nontraditional students will be presented in Criterion 4.

We have recently established a Veterans’ Advisory Group to assist us in coordinating the services we provide for our growing number of students who are veterans. In-services have been offered to faculty and staff members, to enhance their understanding and awareness of the needs of students who are veterans.

Services for Students with Disabilities

UW-Eau Claire provides academic services and accommodations for all students with documented disabilities. By doing so, we comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and UW System policy. Our Services for Students with Disabilities office offers a variety of services to ensure that our facilities and programs are accessible and create effective
learning environments for students with disabilities. These services include:

- Assistive technology
- Tutoring
- Readers
- Scribes
- Note-taking assistants
- Course materials in alternative formats
- Test accommodations
- Interpreter and captioning services
- Individual guided tours to orient students with disabilities to accessible entrances, restrooms, elevators, and other accessible aspects of the physical campus

A more detailed description of these services can be accessed via the following link: [Evidence]. While our services and facilities are in compliance with ADA, we are aware of the imperative to continue striving to exceed the minimum standards, in order to make our learning environment as convenient, safe, and functional for members of our campus community with disabilities, as it is for non-disabled individuals. (This topic is also discussed, from a slightly different aspect, in Core Component 2B.)

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 3D

Our resources support student learning and effective teaching.

The selected examples presented in this section of our self-study serve as evidence that UW-Eau Claire places a high priority on, and invests extensive physical and human resources in, student learning and effective teaching. Library services, computing services, learning spaces, learning skills, remediation, and other supportive resources are all focused on facilitating student learning. We are, of course, constrained to some extent by budgetary realities, such that we cannot accomplish all we aspire to accomplish. However, we are fortunate to have sufficient funds to meet and often exceed essential needs in support of student learning and effective teaching.

Moving forward, we offer the following recommendations for continuous improvement in our support of student learning and effective teaching:

1. While we have a solid, long-term planning system for classroom modernization, we could become more effective by implementing similar long-range planning systems for modernization of laboratories and other learning spaces. It will be beneficial to plan further in advance, to facilitate more efficient and effective use of available resources.

2. To increase our ability to fund more of the proposed improvements to learning environments on our campus, it will be useful to investigate ways to secure private funds to match public funds, thereby enabling us to close the gap between essential renovations and aspirational improvements.

OVER-ARCHING CONCLUSIONS FOR CRITERION 3

Student Learning and Effective Teaching.

Based upon the findings of our self-study, we conclude that UW-Eau Claire shows marked strength in the following areas:

- The University has adopted new University Liberal Education Learning Goals and Outcomes.
- Assessment efforts at both the institutional and department/program levels have gained considerable momentum, with some departments and programs exhibiting outstanding use of assessment to inform continuous improvement.
- Effective teaching is highly valued as the most important performance area for instructors.
- We have an extensive array of programs and services for special populations and a range of student development programs that
work in tandem with academic programs to create an overall effective learning environment.

- Our Library, Learning and Technology Services unit, Academic Skills Center, and numerous specialized programs direct extensive resources toward supporting student learning and effective teaching. (Please also see our discussion of our former Network for Excellence in Teaching and our new Center for Excellence in Teaching and Learning, under Core Component 3C, for more information about support for effective teaching.)

**RECOMMENDATIONS FOR CRITERION 3**

- In keeping with the institution-wide effort toward increased alignment and mission centrality, and in accord with our new assessment plan, we must work to align program, unit, and department goals and outcomes with our new University Liberal Education Learning Goals and Outcomes.

- Following a cross-cutting theme of this self-study, and also in alignment with our new assessment plan, develop more direct measures of student learning in each program, and use data from assessments to inform improvements in curriculum and pedagogy.

- Identify continued development of effective teaching skills as an explicit expectation of instructors.

- Continue to work toward effective ways to evaluate, recognize, and reward effective teaching.

- In keeping with a cross-cutting theme of the self-study, continue working to increase campus diversity.

- Implement the recommendations offered by the Advising Task Force to further improve student advising.

- Continue careful planning to optimize the use of available resources to renovate learning spaces and keep teaching and learning technologies up-to-date.
Criterion Three
CRITERION FOUR

ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE
At UW-Eau Claire, we certainly provide a rich life of learning for our students — that is our *raison d'être*. But a university is a community of learners and, as such, must foster a life of learning for all of its members — faculty, staff, and administrators alike. We place a premium upon doing so, and some of our greatest strengths as an institution speak directly to this point.

In our response to Criterion 4, we present rich and broadly varying evidence that we foster scholarly inquiry. UW-Eau Claire is designated as the University of Wisconsin System’s Center of Excellence for Faculty and Undergraduate Student Research Collaboration. At most institutions of higher learning, intensive scholarly collaborations with faculty members are reserved for graduate students — or at best, for a very small number of unusually gifted undergraduate students. At UW-Eau Claire, our faculty and instructional academic staff members devote enormous energy to engaging as many undergraduate students as feasible in their programs of research and creative activity. Rather than being reserved for only the most gifted undergraduates, these experiences *transform* many of our undergraduates into outstanding scholars. This is in keeping with the key goal of transformative learning that is expressly stated in our *Centennial Plan*.

It is important to point out that faculty/student collaboration is not limited only to the empirical research arena. On the contrary, students can take advantage of rich opportunities to engage in creative collaborative endeavors with their instructors in music, art, literature, dance, and theatre. Students can work with faculty members on exploratory, historical, theoretical, and descriptive research. In short, the scholarly pursuits our faculty members and many instructional academic staff members take them in a vast array of directions, and they invite students to accompany them in those pursuits. Students frequently co-author papers and presentations with their faculty mentors, and disseminate their findings at scholarly conferences.

UW-Eau Claire supports professional development activities for its faculty and staff members, and such opportunities vary according to the work responsibilities of the employee. In particular, faculty and instructional academic staff members who hold licenses or other credentials for professional practice are expected to maintain their credentialed status through continuing education.
Our General Education program is the primary vehicle for providing our students with broad, cross-disciplinary knowledge. As described in previous segments of our self-study, we are in the process of revising our approach to General Education (GE). In Core Component 4B, we present more detailed information about the bases for our dissatisfaction with the existing structure of our GE program. We also present data which attest to our efforts to encourage creative, critical thought and analysis, especially as students move into their upper-division courses.

As our entire world becomes a single global community, it is imperative that we prepare our students to navigate with skill, awareness, and sensitivity in a diverse global society. We have an exceptionally strong Study Abroad program at UW-Eau Claire, with approximately one out of four of our students taking advantage of an international study experience by the time they graduate. We are also striving to build the equity, diversity, and inclusivity of our own campus community — not only by welcoming students, faculty, and staff members from diverse backgrounds, but by also supporting their success once they arrive. We spoke to our efforts in this regard in Criterion 1, and will explore the issue further here, in Core Component 4C.

UW-Eau Claire provides excellent technological support for students, faculty, and staff members. Technology is infused within many courses, and members of the campus community can access a wealth of helpful services to assist with technology needs, as we describe in Core Component 4C.

Finally, our faculty and staff members model the importance of the ethical and responsible acquisition, discovery, and application of knowledge. This modeling occurs through careful attention to the standards for the treatment of human and animal subjects in research, through expressly stated expectations for adherence to the principles of academic integrity, and through the responsible use of copyrighted materials.

In the segments that follow, we present ample evidence that inquiry, creativity, practice, and social responsibility thrive at UW-Eau Claire.
INTRODUCTION

Excerpts from Key Institutional Documents

“We are committed to improving information literacy skills for our community, encouraging lifelong learning, and providing resources that meet the differing needs of learners and promote the spirit of inquiry.”

From the Vision Statement of McIntyre Library [ EVIDENCE ]

“The University is concerned with students as individuals and seeks to bring them into close contact with a faculty who, by its scholarly attainments, devotion to studies, and concern for teaching, is able to instill a love of learning.”

From the UW-Eau Claire Bill of Student Rights and Responsibilities, p.12 [ EVIDENCE ]

“Students develop an ability to think, inquire, and analyze.”

“Students continue to engage in learning activities after graduation.”

From our former UW-Eau Claire Goals of the Baccalaureate and Outcomes for Student Learning (in effect from 1994-2007)

“UW Eau Claire students will develop skills and values for ethical reasoning and life-long learning.”

From our new UW-Eau Claire Liberal Education Learning Goals & Outcomes (effective Spring 2008) [ EVIDENCE ]

These excerpts from key institutional documents make manifest our commitment to creating an environment that fosters a life of learning, and that provides rich opportunities for members of our campus and broader community to pursue such learning.

Our mission and policy documents combine to form the foundation from which we strive to promote a life of learning [ EVIDENCE ] [ EVIDENCE ]. Building upon this solid foundation, we take action to promote a life of learning through specific institutional structures, and through strategic commitment of financial resources. This section of the self-study describes our efforts to promote a life of learning; how these efforts are perceived; and evidence that such efforts are fruitful. Our discussion of Core Component 4A is subdivided into segments focusing on students, faculty, staff, and community.
We challenge our students to practice active inquiry through the complementary avenues of academic, creative, and extra-curricular activities; many departments explicitly design their curricula to facilitate students’ development of research and problem-solving skills (Annual Reports of Academic Departments). Enhancing these basic efforts to a significant degree is our vigorous program of faculty/student collaborative scholarly activity, to be described next.

Faculty/Student Collaboration: A Signature Program

Faculty/student collaborative research and creative projects are particularly strong and vibrant avenues through which we prepare our students as lifelong learners. In 1988, UW-Eau Claire was designated as the UW System’s Center of Excellence for Faculty and Undergraduate Student Research Collaboration (“the Center”). This Center, together with its associated programs, serves as a cornerstone of student and faculty commitment to a life of learning. This Center, the Office of Academic Affairs, and Differential Tuition initiatives (described in detail in an earlier segment of this self-study) work together to provide extremely strong support for faculty/student collaborative projects. All academic departments and even a few co-curricular units engage students in scholarly and creative activities mentored by faculty and staff members; in numerous departments, these efforts are vigorous (Annual Reports of Academic Departments; Annual Reports of Non-Academic Units).

Many of the fruits of these collaborative scholarly endeavors are showcased annually at our Student Research Day, which celebrated its 17th anniversary in 2009. Designed to give students the opportunity to present the results of research conducted independently or in collaboration with faculty mentors, this event celebrates students’ scholarly accomplishments and highlights the important role of faculty and academic staff members in mentoring the scholarly process. Student Research Day encourages dissemination of the products of scholarly activity from all disciplines, and has become a highlight of the unique educational experience we offer. The number of research posters has grown by more than 60% since the year 2000; as a result, the event was relocated in 2007 to Zorn Arena (the largest venue on campus) to accommodate the hundreds of participants and visitors.

The 239 posters presented at our 2008 Student Research Day included 412 unique student authors, and represented 30 departments across all four colleges. For many students, the event provides an important opportunity to practice their presentation skills, as they prepare to present their work at professional conferences.

Our students and faculty members contribute to the body of scholarly knowledge far beyond
the borders of our own institution, in the form of scholarly presentations at regional, national, and international conferences, and through publications in scholarly journals. Abstracts of these contributions are catalogued biennially in a publication titled, *UW-Eau Claire Center of Excellence for Faculty and Undergraduate Student Research Collaboration: Scholarly Contributions*. The publication for the 2005-2007 biennium included the work of 310 different students, under the mentorship of 101 faculty and instructional staff members. In addition, numerous undergraduate and graduate students earn co-authorship with their faculty mentors on papers published in scholarly journals.

Many additional students who engage in collaborative scholarly and creative activity with faculty members annually present the products of their work in venues other than Student Research Day. Examples include art exhibitions by students pursuing the Bachelor of Fine Arts degree; the senior theses required of all History majors and presentations given through the Public History Seminar; scholarly articles published in the *Prism* journal by some Philosophy majors; student participation in the English Festival; the theses and scholarly presentations of our graduate students; and recitals, concerts, and dramatic performances by students in the Department of Music and Theatre Arts. The latter department also frequently features lecture-recitals that provide students with an opportunity to share with the audience the rapprochement between in-depth research and performance skills. Students compete for opportunities to perform as concerto soloists and conductors in special concerts hosted by the University Bands and University Orchestra. These, and other in-depth scholarly and creative activities involving intensive mentoring by faculty members are cited by many academic departments as extremely important in promoting life-long learning skills (Annual Reports of Academic Departments, 2007).

The fact that our students prize these experiences has been made explicit by their consistent votes to help fund faculty/student collaborative projects through the Differential Tuition program. We are extremely proud of our energetic program of faculty/student scholarly collaboration, and consider it one of our “marks of excellence.” Tremendous energy is devoted to these intensive collaborative teaching/learning endeavors. In fact, the degree to which we engage in faculty/student collaboration is a distinctive hallmark that sets UW-Eau Claire apart from otherwise-similar regional public universities.

In summary, our faculty/student scholarly collaboration program serves as a vibrant example of our marked strength in promoting a life of learning for our students. As this signature program continues to grow, one factor that places a cap on our ability to increase the number of students involved in these intensive faculty-mentored experiences is limited faculty time. Faculty members have requested that the University consider implementing a system in which their mentoring of student scholarship (including both undergraduate collaborations and graduate theses) is counted formally as part of their teaching load.

### Specific Learning Goals and Outcomes Related to a Life of Learning for Our Students

#### Undergraduate Students

As previously described, in Academic Year 2007-2008 we completed the process of revising our learning goals. Specifically, we transitioned from the eleven former “Goals of the Baccalaureate” to our five current “UW-Eau Claire Liberal Education Learning Goals and Outcomes.” At the time we began our self-study process, the goals most closely related to Core Component 4A were for our students to “develop an ability to inquire, think, and analyze” and to “engage in learning activities after graduation.” The majority of our self-study process took place while these former goals were still in effect, and our self-study will therefore reflect this language.

Each summer from 2000 through 2007, a team of faculty members reviewed a sampling of baccalaureate portfolios using a set of specific rubrics. Evaluators scored student work on a 4-point rating scale (1=below basic; 2=fair; 3=proficient; 4=exemplary). Our internally-determined benchmark for acceptable performance is a rating of 2.00. As is always true with this sort of assessment, inter-rater reliability issues must be borne in mind when interpreting the findings. Nevertheless, the findings of the portfolio evaluations are of value and relevance as one component of our broader assessment structure.

From 2001 to 2003, student work samples were evaluated to assess students’ ability to synthesize information from multiple sources in effective ways. Findings show that ratings of juniors’ and seniors’ synthesis skills consistently exceeded ratings of freshmen’s synthesis skills. Perhaps the most useful
aspect of the table below is the bottom line, which shows the magnitude of improvement between freshmen and juniors/seniors:

<table>
<thead>
<tr>
<th>Portfolio Ratings: Synthesis of Information from Sources</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>1.76</td>
<td>2.19</td>
<td>1.90</td>
</tr>
<tr>
<td>Juniors/Seniors</td>
<td>1.85</td>
<td>2.23</td>
<td>2.60</td>
</tr>
<tr>
<td>Difference</td>
<td>+0.09</td>
<td>+0.04</td>
<td>+0.70</td>
</tr>
</tbody>
</table>

In 2004, the portfolio evaluations began to focus on a slightly different learning outcome, in place of the “synthesis” outcome — specifically, the ability to “inquire, think and analyze.” The purpose of this shift was to broaden the array of example types that could be included. The aggregate ratings of juniors’ and seniors’ ability to inquire, think, and analyze have consistently exceeded those of freshmen, as shown in the following table:

<table>
<thead>
<tr>
<th>Portfolio Ratings: Ability to Inquire, Think, &amp; Analyze</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>2.10</td>
<td>1.79</td>
<td>2.27</td>
<td>2.02</td>
</tr>
<tr>
<td>Juniors/Seniors</td>
<td>2.70</td>
<td>2.27</td>
<td>2.80</td>
<td>2.27</td>
</tr>
<tr>
<td>Difference</td>
<td>+0.30</td>
<td>+0.48</td>
<td>+0.53</td>
<td>+0.25</td>
</tr>
</tbody>
</table>

Indirect assessment data corroborate these findings. Three cycles of NSSE data suggest that students perceive their courses as providing opportunities to develop their analytic, integrative, and synthesizing skills. There are marked increases in their awareness of these valuable opportunities as they progress from their first year to their junior and senior years, as shown in the following table:

<table>
<thead>
<tr>
<th>NSSE Data: Student Perceptions of Opportunities to Analyze, Integrate, and Synthesize (% Responding “Quite a Bit” or “Very Much” to Relevant Items)</th>
<th>2001</th>
<th>2004</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent has your coursework emphasized learning how to analyze?</td>
<td>77%</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>N=285</td>
<td>N=290</td>
<td>N=463</td>
</tr>
<tr>
<td>Difference = +8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent has your coursework contributed to learning to think critically and analytically?</td>
<td>72%</td>
<td>84%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>N=283</td>
<td>N=285</td>
<td>N=439</td>
</tr>
<tr>
<td>Difference = +12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often have you worked on a paper or project that required integrating ideas or information from various sources?</td>
<td>72%</td>
<td>88%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>N=285</td>
<td>N=289</td>
<td>N=465</td>
</tr>
<tr>
<td>Difference = +16%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent has coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?</td>
<td>61%</td>
<td>75%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>N=285</td>
<td>N=289</td>
<td>N=464</td>
</tr>
<tr>
<td>Difference = +14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taken together, the above data from the NSSE and from our reviews of students’ portfolios show that we are succeeding in our efforts to promote a life of learning for our students, by helping them develop skills to inquire, think, and analyze; and to synthesize information from multiple sources.
Graduate Students
We have a growing graduate program at UW-Eau Claire, and our graduate programs place considerable emphasis on developing students’ commitment to a life of learning. In 2006, the Office of Graduate Studies began conducting exit surveys to gather students’ feedback regarding numerous aspects of their educational experience, including their perception of the extent to which they have satisfied the graduate learning outcomes (Graduate Catalog, 2007-2009, p. 12). Graduate students’ responses to the exit interview question directly related to this skill are presented in the following table, and show strongly positive results.

| Graduate Exit Survey: Ability to Use and Produce Scholarly or Creative Products |
|-------------------------------|-------------------|-------------------|
|                               | 2006-07 N=20      | 2007-08 N=8       |
| Excellent                     | 43%               | 62%               |
| Good                          | 43%               | 38%               |
| Fair                          | —                 | —                 |
| Unacceptable                 | 5                 | —                 |
| N/A                           | 10                | —                 |

While only the School Psychology and English programs require a thesis of all graduate students, the thesis option is strongly encouraged in several other programs (History, Communication Sciences and Disorders, Special Education) and is therefore frequently pursued by the students in those programs. In addition, as part of our effort to promote and celebrate a life of learning, each year we submit one graduate thesis to the Midwest Association of Graduate Schools contest for outstanding graduate theses, and host a campus presentation led by that graduate student.

Alumni
Data from four cycles of the ACT Alumni Outcomes Survey (AOS) since our last self-study indicate that, according to the perceptions of our graduates, UW-Eau Claire’s impact on students’ development of higher-order thinking skills has remained consistently high, as shown in the table below:
Our students and, to an even greater degree, our alumni perceive the UW-Eau Claire curriculum as helping them develop the necessary skills to become creative life-long learners. Data from the ACT Alumni Outcomes Survey also show that most of our graduates view their UW-Eau Claire experience as having significantly influenced their commitment to a life of learning, as summarized in the table below:

| ACT Alumni Outcomes Survey: Percentage of UW-Eau Claire Alumni Reporting UW-Eau Claire had a “Moderate” or “Major” Impact on Their Commitment to a Life of Learning |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| 79%  | 78%  | 82%  | 83%  | 88%  |
| N=598 | N=411 | N=361 | N=166 | N=269 |
career level. (See the numerous Department Evaluation Plans in our HLC Data Repository [Evidence].) All faculty personnel actions related to promotion and tenure require faculty members to demonstrate sufficient scholarly or creative productivity. Our institution-wide commitment to this standard is consistently upheld by department personnel committees, department chairs, college deans, and the Provost.

Our Office of Research and Sponsored Programs (ORSP) provides extensive support for faculty and instructional academic staff members as they develop and pursue their scholarly and creative work. Quoting from the ORSP website:

The primary mission of the Office of Research and Sponsored Programs is to maintain a supportive environment for research, scholarly, and creative endeavors of the faculty and academic staff. The ORSP coordinates and administers a variety of internally funded research and professional development programs, directs the activities of the Center of Excellence for Faculty and Undergraduate Research Collaboration, and facilitates proposal preparation and submission to extramural agencies in order to serve the needs of the institution. The ORSP views research, scholarly and creative activity, and professional development as integral parts of the University, and as activities necessary to maintain the highest level of teaching and scholarship. Through this service... the ORSP supports and promotes the select mission of the University of Wisconsin-Eau Claire [Evidence].

About 75% of the faculty and instructional academic staff (IAS) members surveyed in the course of our self-study expressed feeling well-supported in their scholarly pursuits [Evidence], although comments indicate that fuller funding for travel to scholarly conferences would be helpful. Faculty members gave mixed reviews regarding their perceptions of the valuing of their scholarly endeavors by department chairs, college deans, and the Provost. In retrospect, it is clear that a series of more specific questions on our self-study survey would have helped us more fully understand these differing perspectives. As we will discuss in greater depth momentarily, department chairs, department personnel committees, college deans, and the Provost do express their valuing of faculty members' scholarly accomplishments in the context of the performance review process; instructors say they value these acknowledgments of their scholarly and creative work.

Institutional support for continued learning among faculty members in the form of scholarly and creative activity is evident in a variety of tangible ways, including:

- Our annual Scholarship Award and our annual nomination for the CASE U.S. Professor of the Year award
- Our campus and UW System funding support for scholarship and for travel to present scholarly findings
- Our high level of support for the sabbatical leave program (an average of 10-15 sabbaticals per year) [Evidence]
- The support of the Provost, the Colleges, the Office of Research and Sponsored Programs (ORSP), and individual departments for cost-sharing to build and maintain our research infrastructure
- The Provost's support for faculty time reallocation to work on federally funded research projects that carry full indirect cost funds
- Our annual Authors Celebration event and website (established in 2006)
- Scholarship of Teaching and Learning (SoTL) activities sponsored by our former Network for Excellence in Teaching (NET) and by our current Center for Excellence in Teaching and Learning (CETL)
- The UW System Wisconsin Teaching Fellows & Scholars program

Evidence of our faculty's active engagement in scholarly and creative activity can be found in:

- Our Report on Publications and Other Scholarly Activities (The Report for the 2005-07 biennium reported the work of 310 students under the mentorship of 101 faculty and staff members) [Evidence]
- The number of faculty and staff members who participate in faculty-student research collaborations (153 represented at our 2008 Student Research Day)
- The number of faculty members who travel to professional meetings/exhibits/performances to present the results of their scholarly and creative work (295 trips in FY07 totaling $242,000 in support through UW-Eau Claire funds)
- Participation in the Faculty/Staff Forum
- Participation in the Symposium on Scholarship of Teaching and Learning (SoTL)
- Departmental seminar series in numerous departments

There are natural limits to the amount of scholarship faculty members can accomplish because of our university's standard 12-
hour teaching load. A significant concern is that faculty mentoring of student research, including graduate theses, is not counted in the faculty member’s teaching load. While the expectation of scholarship at UW-Eau Claire has increased across the past 20 years, no concomitant adjustment in regular classroom teaching load or service obligation has occurred. Notwithstanding, faculty and staff members remain committed to their scholarly work — and especially to involving students in scholarly collaborations. UW-Eau Claire remains an institution committed to effective teaching, but in the past two decades there has been a marked increase in emphasis on scholarly productivity. This shift has given rise to a further important concern.

Comments elicited by our self-study survey and focus groups indicate an important lack of clarity — indeed, a perception of conflicting messages — regarding the relative valuing of teaching versus scholarship at UW-Eau Claire. Faculty members commented that in printed materials (such as mission statements and the Department Evaluation Plans by which all academic departments evaluate the performance of their faculty members) and in verbal communications (with department chairs, department personnel committees, and administrators), effective teaching is consistently identified as the highest priority for faculty members. In contrast, however, they point to evidence that seems to suggest the institution may, in actuality, place greater value on research productivity and the securing of extramural grants. For example, faculty members note that research publications and funded grants are far more frequently highlighted on the University’s website than are accomplishments in effective, innovative teaching. These messages are perceived as discrepant, and are the source of significant concern among some faculty members.

Our findings from the self-study survey and focus groups led to a series of individual follow-up interviews and electronic communications with college deans, the Associate Vice Chancellor for Academic Affairs, the Director of CETL, and the Provost. The purposes of these focused conversations were to communicate the above concern; to obtain administrators’ perspectives on the issue; and to explore possible avenues for resolving the apparent discrepancy.

One factor that likely contributes to this issue is the fact that scholarly publications and grants are very circumscribed and easily quantifiable — more so, perhaps, than teaching innovations.

We need to develop an intentional system through which innovative and outstanding teaching can be recognized and rewarded at a level commensurate with our identification of teaching as our primary institutional purpose. Tangible scholarly accomplishments such as funded grants and published papers are readily noticed, and our Office of Research and Sponsored Programs provides a highly developed system that ensures such accomplishments garner recognition. We lack a parallel system for identifying and acknowledging outstanding performance and innovation in the classroom.

Nevertheless, we can report some recent progress in this regard. We have a longstanding Excellence in Teaching Award, the recipient of which is elected annually by alumni from
our three most recent graduating classes. In addition, we have expanded rewards for exceptional teaching by bringing two other forms of recognition to the forefront (specifically, the UW-Eau Claire CASE U.S. Professor of the Year nominee and the UW-Eau Claire nominee for the Regents’ Excellence in Teaching Award). Formerly, these received only momentary mention, but both are now announced at our annual Blugold Breakfast and both are accompanied by monetary awards. Further progress is encouraged in the form of developing awards to recognize outstanding teaching at the college level. With 530 faculty and instructional academic staff members, we need to find ways to acknowledge and celebrate the work of more than three outstanding teachers per year.

Another positive step has been our recent establishment (in Spring 2008) of the Center for Excellence in Teaching and Learning (CETL). This initiative builds upon the prior contributions of our Network for Excellence in Teaching (NET), and directs increased human and financial resources toward support for instructor professional development and teaching innovation.

At the time of this writing, discussions are also under way at the university and college levels to initiate a “focus on teaching” series that would periodically highlight the work of faculty members who develop innovative instructional strategies. The recipient of the Excellence in Teaching Award is now invited to give a presentation showcasing effective teaching approaches.

All of these are steps in the right direction. Moving forward, it is essential that we, as an institution, achieve clarity and consistency between what we say we value as paramount, and what we demonstrate that we most prize.

Faculty members expressed appreciation of the broad array of on-campus opportunities for personal and professional enrichment, although they indicate that the high demands on their time prevent them from taking advantage of many opportunities outside their immediate area.

Our faculty members expend a tremendous amount of energy striving to excel in both their teaching and their creative/scholarly pursuits, as well as in service and advising, leading to important questions about the sustainability of this level of effort across time. Our new Centennial Plan (which involved extensive faculty participation) promises progress in this regard, in that it expressly states the following goal: “Commit to a shared culture of respecting work and life balance.”

In sum, we take pride in this rich and extensive evidence that our faculty members are energetically pursuing highly productive programs of creative and scholarly work, both individually and in collaboration with students. They view the teaching/learning process as a continuous and reciprocal one. They consider it their mission, through the example they set, to inspire their students to a perpetual desire of all of us who work here — namely, student learning. Some staff members impact student learning in very direct ways, while others serve in more indirect, supportive roles. Whatever a given person’s set of job tasks may be, each individual on our staff is an integral member of our learning community and, as such, should have opportunities to pursue a life of learning.

Our self-study survey and focus group discussions yielded mixed reviews regarding the extent to which members of our Classified Staff and Administrative and Professional Academic Staff perceive the institution as fostering their life of learning. Some expressed high levels of satisfaction, while others expressed a desire for increased support for their professional development. Assuring that all members of the University community receive support for continued learning opportunities, as relevant to their respective roles, appears to be an area in which we have room for improvement.

Our staff members serve a vast array of functions, each of which contributes in a unique and essential way to the shared goal of all of us who work here — namely, student learning. Some staff members impact student learning in very direct ways, while others serve in more indirect, supportive roles. Whatever a given person’s set of job tasks may be, each individual on our staff is an integral member of our learning community and, as such, should have opportunities to pursue a life of learning.

In that spirit, units and departments generally support and, in many cases, encourage professional development activities for staff members. [Annual Reports of Non-Academic

Support for a Life of Learning for Our Staff

Note of Clarification:

The reader is reminded that we have two groups of “staff” members on our campus: Classified Staff members and Administrative and Professional Academic Staff members. In the upcoming segment, it is sometimes most germane to discuss the two groups together; in other cases, separate discussions are necessary.

Our self-study survey and focus group discussions yielded mixed reviews regarding the extent to which members of our Classified Staff and Administrative and Professional Academic Staff perceive the institution as fostering their life of learning. Some expressed high levels of satisfaction, while others expressed a desire for increased support for their professional development. Assuring that all members of the University community receive support for continued learning opportunities, as relevant to their respective roles, appears to be an area in which we have room for improvement.

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In that spirit, units and departments generally support and, in many cases, encourage professional development activities for staff members. [Annual Reports of Non-Academic
Some units organize in-house professional development activities that are directly relevant to their employees, and our Classified Staff Professional Development Committee organizes some on-campus programming. Funding is available to all staff members (except Limited Term Employees [LTEs]) for travel to, and participation in professional development activities, including tuition reimbursement for degree-seekers. In their annual reports, several units mention that they have staff members who are either working on, or have recently completed degrees. Notwithstanding, we have room for improvement, as evidenced by the findings to follow shortly.

It is not always possible to cover full costs for professional development activities, and the ability to support such activities varies significantly across units and departments because some have greater discretionary funding resources than others. Some members of the Classified Staff indicated that they are “not permitted to engage in professional development activities during working hours.” (There is no institutional policy that specifies this; such decisions would likely be individualized at the department or unit level.) Other Classified Staff members indicated that heavy work-loads prevent them from taking advantage of professional development opportunities.

Focus on Classified Staff
Forty-two percent of our Classified Staff members who responded to the self-study survey expressed the perception that they receive sufficient support for professional development; 25% reported they do not receive sufficient support. Focus group conversations with unit directors suggest that this is primarily a problem of inconsistent financial resources across departments and units.

Forty-nine percent of the Classified Staff members who responded to our survey expressed the view that they receive positive credit in performance reviews for pursuing professional development. These findings suggest the need to implement a consistent, equitable approach to supporting professional development for our Classified Staff members.

A finding of considerable importance and concern is an undercurrent in survey comments and focus group discussions indicating that some Classified Staff members feel they are viewed as “second-class citizens” for whom professional development is not as important as for other members of our University community. The team of HLC consultant-evaluators that visited UW-Eau Claire in 1999 encouraged us to seek ways to become more inclusive of Classified Staff members. The fact that our Classified Staff members are unionized may contribute in unavoidable ways to this sense of separateness. For example, the unionized status of Classified Staff members precludes their formal participation in the shared governance process. Some of these influences may be inherent “facts of life” that accompany unionization. However, there may be additional factors related to campus culture that contribute to Classified Staff members’ feelings that their contributions are regarded as less valuable than the contributions of others in the campus community. It is important that we continue striving to identify, and then set about changing aspects of our institutional culture that contribute to this counterproductive feeling. (This issue will be addressed momentarily, in a subsequent section relevant to all staff members and faculty.)

Focus on Administrative and Professional Academic Staff
About half (51%) of our Administrative and Professional Academic Staff (APAS) members who responded to the HLC self-study survey said they receive sufficient support (in the form of funding and/or time) for professional development. Slightly more (56%) expressed the perception that they receive positive credit in performance reviews for their participation in professional development activities. In a follow-up focus group conversation, APAS members suggested that the University consider initiating professional development leave options for APAS members.

Focus on All Staff Members
Staff members expressed valuing the richness of on-campus opportunities for personal and professional enrichment, and report that they take advantage of such opportunities as time permits. Three-fourths of our APAS members (77%) and 65% of our Classified Staff members who responded to the survey said that campus events and programs play an important part in their life of learning.

Taken together, our self-study findings suggest we need to strengthen our support of professional development activities for both our APAS and our Classified Staff members, and encourage all supervisors to recognize professional development activities in performance reviews. Professional development planning should be an element of the performance evaluation process.

Focus on All Staff Members and Faculty
Stepping back to take a “macro” look at the entire UW-Eau Claire community, our self-study findings suggest that we are already
doing many things “right” in our efforts to support a life of learning. With that said, our self-study process has illuminated two issues which seem to call for targeted consideration. First, a theme that permeated all formal and informal self-study conversations with our colleagues was that people generally feel their workloads are so heavy that they are limited in the time they can devote to other activities that would promote their continued learning and quality of life. A number of faculty members noted irony in the fact that they are expected to (and wish to) advance knowledge in their scholarly fields, yet they find it difficult to find time to keep abreast of developments in their respective disciplines. Individuals across the full spectrum of roles on campus report that demands on their time exceed the time available. They describe difficulty in prioritizing their work time and deciding what not to do. This circumstance is clearly not optimal. It will be beneficial to seek ways to moderate our campus culture of over-work and the fact that being “too busy” has become the norm. We are optimistic about the future in this regard, because our new Centennial Plan identifies a commitment to “a shared culture of respecting work and life balance” as a prominent goal.

The second issue arose directly from self-study survey questions regarding the institution’s support of a life of learning for staff members. We learned that providing space for open-ended comments on the survey was a good idea, because respondents answered a question we had not thought to ask. In the spirit of earnest self-evaluation, we include it here (though it ranges slightly afield from the core issue of promoting a life of learning) because we consider it so important. Staff members pointed out a continuing need to create a campus community in which all members know they are valued and have a meaningful voice in the ongoing evolution of the institution.

Several significant steps have been taken to this end. The intertwining processes of this self-study and our strategic planning initiative involved very deliberate and extensive measures to ensure that all members of the University community were invited and encouraged to participate. We relied upon input gathered from members of the Classified Staff and the Administrative and Professional Academic Staff (in preliminary focus groups and a pilot survey) to create specific self-study surveys for each group. We actively sought their in-depth input by encouraging their participation in the actual survey and follow-up focus group discussions. The strategic planning process involved an online forum and a series of charrettes in which all members of the campus community were energetically encouraged to register their views. We were pleased that many staff members took advantage of such opportunities; their input has been integral to both of these essential processes.

When finalists for key administrative positions visit UW-Eau Claire to interview, they are routinely invited to give a presentation for the purpose of describing how they believe they can further the goals of the institution. All members of the campus community are invited to attend these presentations, and to register their impressions of the candidates by submitting their evaluative comments to the search and screen committees. In this way, everyone in the institution has an opportunity to influence pivotal decisions regarding the selection of our leadership team.

Our Chancellor has taken decisive action to unify all University employees as a single, cohesive team with the shared mission of creating an outstanding educational experience for our students. Formerly, the academic year was kicked off with separate meetings for the faculty and for staff members. Our Chancellor has changed this tradition by hosting the
annual “Blugold Breakfast” on Opening Day. All University employees are encouraged to attend this event, which combines a chance to simply enjoy one another’s company, an opportunity to celebrate the accomplishments and contributions of some of our most outstanding colleagues, and an opportunity to hear the Chancellor’s vision for our most important priorities and challenges in the upcoming year. This shift in tradition, to include all members of the team in the opening meeting, symbolizes our commitment to fostering an atmosphere that is mutually respectful, appreciative, and inclusive of all. These are definitive steps in the right direction; yet the findings from our self-study clearly show the need to keep working on this important issue.

Returning, now, squarely to the issue of enhancing our institution’s support for a life of learning for staff and faculty members, suggestions included standardizing and clarifying the existing mechanism for tuition reimbursement for UW-Eau Claire employees; drawing upon the rich expertise of faculty and staff members to provide “in-house” educational programs for Classified Staff members; and addressing the over-arching work-load issues that are thematic across the self-study. Thus, while we do value and promote a life of learning for members of our university community, we still have room for further strengthening of that support.

Support for a Life of Learning for Our Broader Community

We aspire to be a center of lifelong learning for members of the larger community to which we belong. We seek to serve the learning needs of our community neighbors by providing two main types of learning opportunities: (1) Educational and community outreach programming is developed by our Continuing Education unit. Specific offerings include Senior Americans’ Day, the Small Business Development Center, entrepreneur training, language and cultural programs, and travel programs (Continuing Education Web Site [EVIDENCE]). Senior citizens can audit any regular college course tuition-free. (2) Many campus activities are open to the public, either free of charge or for a nominal admission fee. Examples include:

- Opportunities for community members to complete formal college courses
- Brief-format courses offered through Continuing Education
- Offerings through the Artists and Forum Series (an average of 5 forums and 10 artistic performances annually)
- Art exhibits in the Foster Gallery (an average of 8 exhibits annually, including those by students, faculty members, and national and international artists)
- Performances showcasing the skills of students and instructors in the Department of Music and Theatre Arts, and visiting artists (151 music events, 5 dance events, and 5 theatre events in AY 2007-08) [EVIDENCE].

This widely varying array of offerings provides rich opportunities for a life of learning for members of the Chippewa Valley community.

CONCLUSIONS AND RECOMMENDATIONS FOR CORE COMPONENT 4A

Supporting a Life of Learning.

Our self-study has yielded ample evidence that UW-Eau Claire is an institution with a deep commitment to a life of learning. Instilling this crucial value in our students is at the very heart of everything we do, and in order to accomplish that aim, we recognize our responsibility to foster a life of learning for all members of the University community and the larger community within which we are embedded. We consider this a distinct strength of our institution. Looking to the future, we recognize the need for growth in several key areas, and suggest the following actions:

1. Refine our strategies for assessing student learning outcomes, and ensure that assessment data are then employed in ways that intentionally strengthen our curriculum.
2. Provide access to professional development opportunities for members
of our Administrative and Professional Academic Staff and members of our Classified Staff that are commensurate with those afforded to students and faculty members. We also need to address the problematic “culture” issues that contribute to the perception that the institution places less importance on continued learning for staff members than for students and faculty members, as detailed above.

3. Clarify institutional expectations regarding the relative valuing of teaching and scholarly productivity, and address the related work-load issues.
CORE COMPONENT 4B

We demonstrate that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to our educational programs.

Our General Education program and graduation requirements for baccalaureate degrees serve as the cornerstones for our students’ acquisition of broad knowledge through the curriculum. Our graduation requirements call for competencies in English, mathematics, foreign language or foreign culture; three credits of Cultural Diversity coursework; 30 hours of Service Learning; and two credits of wellness theory and physical activity.

The General Education (GE) program is responsible to provide “basic competencies, breadth of knowledge, and critical judgment” (2008-2009 Catalogue, p. 44). Our GE program consists of more than 600 courses housed predominantly in the College of Arts and Sciences. At the time of this writing, we require students to earn a minimum of 39 GE credits, distributed among five categories (Communications, Natural Sciences, Social Sciences, Humanities, and University-Wide General Education). Within these five broad areas of study, students are required to further diversify their learning by selecting courses from a minimum of eight subcategories.

Our self-study provides specific data regarding the status of our GE system and student/faculty attitudes toward GE (at the time of this writing). As described earlier, these findings are being used to inform the GE redesign initiative that is currently under way, with the specific goals of streamlining GE and encouraging cross-disciplinary synthesis. This segment of our self-study is based upon evidence from the following sources:

- UW-Eau Claire General Education program requirements (2008-2009 Catalogue)
- Progress Report: Assessment of Student Academic Achievement (2005)
- National Surveys of Student Engagement (NSSE, 2004 and 2006)
- Faculty Survey of Student Engagement (FSSE, 2004)
- HLC self-study survey and follow-up focus groups (2007, both of which included questions specific to General Education)

Data from these sources suggest that we certainly provide learning opportunities across a broad expanse of knowledge and skills, but consensus is that our GE program needs to be redesigned for increased simplicity, streamlining, flexibility, coherence, and connections between classes, and that we need to strengthen our strategies for assessing GE learning outcomes.
Findings from Our Self-Study Survey and Focus Groups: Breadth of Knowledge for Undergraduate Students

Responses to our HLC Self-Study Survey (Spring, 2007) provide the following findings regarding breadth of knowledge and the exercise of intellectual inquiry:

- Instructors and students concur that our GE requirements do provide students with disciplinary breadth. Instructors, students, and alumni all indicate that they value this breadth as a basic outcome of GE.

- Students report higher levels of satisfaction with our GE program and its outcomes than faculty members. Specifically, 81% of students are somewhat or very satisfied, while only 55% of instructors are somewhat or very satisfied with our GE program at the time of this writing. Thirty percent of instructors are somewhat or very dissatisfied. This finding was one impetus for our strategic planning initiative to revise our approach to GE.

- In written comments elicited via an open-ended question about GE on our self-study survey, both students and instructors expressed concern that the GE program is too complicated, and that it does not sufficiently encourage students to make connections across disciplines. Here again, we considered these to be significant findings, and they have contributed to the effort currently under way to revise our GE strategy.

Problems with Current GE Program

### Faculty & Instructional Academic Staff Responses

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Too complicated or lacks flexibility</td>
<td>24%</td>
</tr>
<tr>
<td>Little connection across disciplines</td>
<td>22%</td>
</tr>
<tr>
<td>Lacks intentionality and coherence</td>
<td>9%</td>
</tr>
<tr>
<td>Needs core content</td>
<td>7%</td>
</tr>
<tr>
<td>Needs to focus on big ideas, not discipline-specific</td>
<td>6%</td>
</tr>
<tr>
<td>Needs to better serve non-majors</td>
<td>6%</td>
</tr>
<tr>
<td>Needs small classes</td>
<td>4%</td>
</tr>
<tr>
<td>Require history</td>
<td>4%</td>
</tr>
<tr>
<td>Needs more room for major</td>
<td>4%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>13%</td>
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### Student Responses

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too restrictive or lacks flexibility</td>
<td>30%</td>
</tr>
<tr>
<td>Too many or unnecessary credits required</td>
<td>17%</td>
</tr>
<tr>
<td>Too much of a particular GE category required</td>
<td>15%</td>
</tr>
<tr>
<td>Access to preferred courses is difficult (closed, prerequisites required)</td>
<td>7%</td>
</tr>
<tr>
<td>Concerns re: course (size, lack of engagement) and/or professor quality</td>
<td>9%</td>
</tr>
<tr>
<td>Diversity-type requirements need to be modified</td>
<td>7%</td>
</tr>
<tr>
<td>Lack of advising</td>
<td>5%</td>
</tr>
<tr>
<td>Too flexible</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
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- While our students and alumni believe they effectively transfer perspectives and information from one subject area to another, faculty members express a less optimistic view. Specifically, 43% of instructors express the opinion that students “sometimes” transfer information from one subject area to another, and only 24% say students “usually or always” do so.

- When we asked students which skills are improved by their GE courses, their responses yielded the following rankings:
While our self-study survey provided answers to some questions, it raised others. To follow up on such questions, we invited faculty and instructional academic staff members to participate in focus group discussions in fall 2007. Those focus groups covered numerous topics, two of which centered upon our desire to obtain a clearer and further-elaborated understanding of their discontent with the GE program, and to learn about their vision for its redesign. Those focus group discussions yielded suggestions that we develop a streamlined set of required core GE courses — especially for the freshman year, and perhaps beyond. It was proposed that these core GE courses could function rather like the hub of a wheel — unifying students in a shared understanding of foundational concepts, from which they could then forge out in multiple directions.

Instructors also offered ideas for enhancing students’ ability to draw connections across disciplines, as summarized below:

- Consider organizing incoming students into first-year cohorts, with members of a given cohort traveling through their core

GE courses as a group. This could foster increased intellectual communication among students about what they are learning in their early, foundational courses.

- Interdisciplinary team-teaching would enhance our GE program, because such a model would make cross-disciplinary connections both expressly manifest and highly salient. Many instructors express interest in collaborating with colleagues to develop interdisciplinary courses, but are careful to point out that they will be able to do so only with adequate support (e.g., course release time; financial compensation). They encourage the institution to develop resources for such interdisciplinary collaborations.

As a result of these findings and in accord with our strategic plan, our University General Education Committee (UGEC) has been charged with developing recommendations for revising the GE program. Specifically, consensus is that our approach to GE needs to be more streamlined and more intentional. We are diligently working toward this aim.

**Findings from National Surveys: Breadth of Knowledge & Intellectual Inquiry for Undergraduate Students**

The UW-Eau Claire National Surveys of Student Engagement (NSSE) (NSSE, 2004 and 2006) and the UW-Eau Claire Faculty Survey of Student Engagement (FSSE) (FSSE, 2004) provide additional evidence relevant to our efforts to establish a broad base of knowledge and skill for our students. For the reader who may be unfamiliar with the NSSE, it is a nationwide survey of college freshmen and seniors, designed to measure students’ perceptions of their degree of involvement in practices associated with high levels of learning. Specifically, the instrument asks students to rate each item on a 4-point scale (the higher the rating, the more positive the perception). Because findings are based upon students’ perceptions, the instrument does not provide objective data about student performance. Nonetheless, it is useful to know how students perceive their educational experiences. The FSSE is a parallel instrument designed to gather faculty responses to items directly linked to the items presented to students on the NSSE. Comparing and contrasting student and faculty responses to parallel items provides some indication of our successes and challenges regarding “breadth of knowledge and skills” and “exercise of intellectual inquiry.”
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring a broad general education?

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<thead>
<tr>
<th></th>
<th>2004</th>
<th>2006</th>
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<tbody>
<tr>
<td></td>
<td>UW-Eau Claire Mean</td>
<td>Carnegie Peer Mean</td>
</tr>
<tr>
<td>Freshmen</td>
<td>Quite a bit/ Very much</td>
<td>3.23</td>
</tr>
<tr>
<td></td>
<td>85% N=439</td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>94% N=395</td>
<td>3.38</td>
</tr>
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* p < .05   ** p < .01   ***p < .001

- Our students’ enthusiastic self-reports, however, are tempered by the responses of faculty members to the parallel item. Our 2004 FSSE data show that 74% of our faculty respondents reported that they structure lower-division courses to facilitate students’ acquisition of broad knowledge. For upper-division courses, only 49% of the faculty respondents reported doing so “very much” or “quite a bit.” These data echo faculty input in our HLC survey and focus groups.
- NSSE data (2004, 2006) suggest that our students’ perceptions of their ability to synthesize knowledge across courses increases markedly from their first year to their senior year. Student responses indicate that they perceive being challenged to engage in increasing levels of higher-order, synthetic thinking as they move from entry-level to more advanced courses.

How much of your coursework has emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?

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</tr>
<tr>
<td>Freshmen</td>
<td>Quite a bit/ Very much</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td>64% N=464</td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>80% N=412</td>
<td>3.10</td>
</tr>
</tbody>
</table>

* p < .05
• The FSSE presents faculty members with a parallel question about the extent to which they assign coursework that emphasizes synthesizing and organizing ideas, information, or experiences. Our 2004 FSSE data show that 80% of instructors of lower-division courses, and 86% of instructors for upper-division courses report doing so “quite a bit” or “very much.”

• In the 2004 FSSE, 61% of faculty responses for lower-division courses and 55% for upper-division courses indicated they consider it “important” or “very important” for students to discuss “ideas or readings from class with others outside of class.” The table below shows that our students report outside-of-class peer discussions about course material to a lesser degree than reported by students at Carnegie Peer institutions. It is heartening to note that such intellectual discussion appears to increase by about 10% between their freshman year and their senior year.

<table>
<thead>
<tr>
<th>Scale</th>
<th>How frequently have you discussed ideas from your readings or classes with others outside of class?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>Quite a bit/Very much</td>
</tr>
<tr>
<td>Freshmen</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>N=464</td>
</tr>
<tr>
<td>Seniors</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>N=412</td>
</tr>
</tbody>
</table>

* p < .01

Finding from Graduate Student Exit Surveys: Exercise in Intellectual Inquiry

For our graduate programs, one of the four learning outcomes specifies that exiting graduate students will demonstrate advanced mastery of the methodology, techniques, and practices specific to their field of study. In response to an exit survey item designed to evaluate their perceptions of this skill, graduate students’ responses suggest a high level of satisfaction.

Graduate Exit Survey: Advanced Mastery of Methodology, Techniques, and Practices

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=21</td>
<td></td>
<td>N=8</td>
</tr>
<tr>
<td>Excellent</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Good</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Fair</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

The above evidence shows that our graduate students view UW-Eau Claire as successful in fostering broad skills and knowledge, and in promoting intellectual inquiry.
CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 4B

Breadth of Knowledge and Intellectual Inquiry.

While the NSSE and FSSE provide valuable information of a subjective nature, these instruments are not designed to serve as objective measures of student learning outcomes; and although our exit interview and portfolio evaluation processes do provide information about learning outcomes, neither of those processes targets outcomes that are specific to the GE program. At this writing, we are in the process of restructuring our General Education program. Moving forward, it is essential that objective measures of the effectiveness of our GE program in fostering broad knowledge and intellectual inquiry be built into the core of our developing assessment strategy. Though it is still in its formative stages, we have already established that our new assessment strategy will be strengthened by the addition of direct, objective measures, and that such measures will be applied to both discipline-specific and GE courses. Instructors will develop learning criteria, rating systems, and scoring rubrics to assess both course-specific and overarching learning outcomes.

Based upon our self-study findings, the following recommendations are offered:

1. Simplify and redesign the GE program to increase its flexibility, coherence, and intentionality, and to foster enhanced connections across courses.

2. Maintain disciplinary breadth while working to provide a more integrated and interdisciplinary GE program.

3. Consider “first-year student cohorts” as a potential method to usher cohesive groups of students through planned sequences of GE courses, thereby creating early learning communities through which intellectual discourse and synthesis of knowledge across courses would be stimulated.

4. Align the GE program with our new Liberal Education Learning Goals; then develop an assessment strategy that includes focused evaluation of the effectiveness of the GE program in helping students achieve those goals. Employ the resulting data to inform and drive continuous improvement.
CORE COMPONENT 4C

We assess the usefulness of our curricula to students who will live and work in a global, diverse, and technological society.

We will divide our discussion of Core Component 4C into three separate segments — namely our evaluation of the efficacy of our curricula in preparing students, at both the undergraduate and graduate levels, to live and work in a (1) global, (2) diverse, and (3) technological society. Each of these three sub-components will conclude with a brief summary, and then specific recommendations from all three sub-components will be compiled in a single recommendation section at the end of Core Component 4C.

We will present strong evidence that our methods of preparing students to function effectively in a global and technological society are institutional strengths. We have considerable room for improvement in the area of preparing students for a diverse society. Specifically, though we require Cultural Diversity coursework, we need to become more intentional in evaluating its effectiveness. And we need to continue efforts to diversify the demographics of our University community so that we can provide direct, experiential learning about diversity. Efforts are under way, but we clearly have work to do in this area. We acknowledge this, and our new Centennial Plan identifies our initiative to foster equity, diversity, and inclusivity as one of our “Gold Arrow Priorities.”

Preparing Students for Success in a Global Society

Our Centennial Plan (implemented in Spring 2008) states our intent to “make possible an international or multicultural immersion experience for all students...” and to “…internationalize the campus and curriculum...” and to “…expand international student enrollment.” All of these objectives speak squarely to our commitment of preparing students who are ready for life and work in a global society.

UW-Eau Claire offers a multitude of courses, extracurricular opportunities and organizational supports for students to develop the knowledge and skills they will need to function effectively in a global society. This evaluation will focus on our two most prominent strategies for promoting global competence:

- Our Foreign Language/Foreign Culture requirement for all students
- Our Study Abroad program

One of our new Liberal Education Learning Goals is for our students to “develop skills and knowledge for living in a culturally pluralistic and globally interdependent world.” Though this goal was only formally adopted in 2008, it has been emphasized through our graduation
requirements during the entire past decade. This Liberal Education Learning Goal is directly aligned with our Centennial Plan, as described above.

Prior to our recent strategic planning initiative and the updating of our Liberal Education Learning Goals, we have made a purposeful effort to promote global awareness by requiring (since 1979) that all students complete coursework to satisfy either a Foreign Language or a Foreign Culture requirement (UW-Eau Claire 2008-2009 Catalogue).

The Foreign Language/Foreign Culture Requirement

The Foreign Language/Foreign Culture requirement can be satisfied in any of the four following ways, depending on the student’s specific program of study:

- Competence equivalent to successful completion of one year of foreign language study
- A Study Abroad experience of one full semester or more
- Nine credits of Foreign Culture courses
- A combination of Foreign Language and Foreign Culture courses

A course is designated as meeting Foreign Culture requirements if it addresses most (but not necessarily all) of the following dimensions of one or more religions or foreign countries: cultural, social, linguistic, historical, political, religious, intellectual, and philosophical. Additionally, many instructors who teach courses that do not carry the specific Foreign Culture designation make active efforts to incorporate multicultural content into their curricula. The ACT Alumni Outcomes Survey provides us with feedback from our former students regarding their satisfaction with the multicultural content of their courses. Findings across a 10-year period are presented in the following table:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Content of Courses (on a 5-point scale)</td>
<td>3.26</td>
<td>3.36</td>
<td>3.43</td>
<td>3.55</td>
<td>3.59</td>
<td>3.73</td>
<td>3.67</td>
</tr>
<tr>
<td>% Satisfied and Very Satisfied with Multicultural Content of Courses</td>
<td>29.5</td>
<td>34.7</td>
<td>41.3</td>
<td>42.8</td>
<td>54.4</td>
<td>64.2</td>
<td>54.4</td>
</tr>
</tbody>
</table>

The above data show a steady and significant increase in student satisfaction with multicultural course content over the past decade. In fact, a higher percentage of our students report satisfaction with multicultural course content than is true in the national comparison group. Further, data from the Assessment of Student Learning at UW-Eau Claire: A Progress Report to the University Community (2005) serve as evidence that UW-Eau Claire students exceed national norms for planning to study a foreign language and planning to study abroad. Though a recurring theme throughout our self-study is a need to enhance the diversity of our campus community, these findings indicate that students notice our efforts to infuse multicultural content into their learning experiences, and this appears to whet their appetites for more intensive cross-cultural experiences.

As we move forward, it is important to build upon this solid foundation by creating intentional linkages among the rich multicultural opportunities we are already offering. For example, a global learning community has been initiated in one of our residence halls. The effectiveness of this learning community in fostering multicultural awareness can potentially be strengthened by connecting it in a more deliberate way to the faculty and the curriculum.

Study Abroad: A Signature Program

The Study Abroad program is another of our signature programs at UW-Eau Claire; this very strong program is one of the central ways in which we prepare our students to live and work in a global society. We send 25% of our students on a Study Abroad experience (data provided by the Center for International Education). This is significantly above the estimated national average of 10%. We take considerable pride in the fact that we send more students abroad than any other Master’s-granting institution in Wisconsin, and that we rank 14th among all U.S. Master’s-granting institutions nationwide for numbers of students studying abroad (Open Doors Report, 2007, Institute of International Education, p. 20). In addition, UW-Eau Claire ranks in the top 20 schools nationally (2007 Open Doors Report, p. 20) for duration of study abroad experiences.
(i.e., more of our students study abroad for a full semester or more). Students who have taken advantage of these rich opportunities consistently report that studying abroad was a life-changing experience which instilled a global perspective that will enhance their preparedness to live and work in a global society (annual UW-Eau Claire Study Abroad Evaluations; Open Doors Report, 2007, p. 16).

Notwithstanding the great success of our international program in general, the Center for International Education (CIE) staff initiated an evaluation of barriers to studying abroad for Nursing and Education majors, as well as for traditionally underrepresented groups, including students of color and members of ethnic minority groups. Their findings led to the establishment of an initiative titled, Education Abroad: Removing Barriers and Extending the Reach. This initiative has resulted in the development of additional study abroad experiences designed to meet the unique needs of Nursing and Education students, and has received Honorable Mention in the study abroad category of the Andrew Heiskell Award for Innovation in International Education. Ours is one of only four programs in the nation to be honored with this prestigious award. New programs are now offered, including one in Thailand, designed for students of our campus and our community’s largest minority population (Hmong Americans) and another in Costa Rica, designed for Nursing majors. Since the program in Thailand began in 2004, 64% of the students have been Hmong and Hmong-American and 17% have been Education or Nursing majors. Also in 2004, two new partnerships were created, one in South Africa for Nursing and Education majors, and another to facilitate student teaching in countries around the globe. Of the 43 students who have traveled to South Africa, 21% have been Nursing or Education majors (Meeting America’s Global Education Challenge: Current Trends in Study Abroad and the Impact of Strategic Diversity Initiatives). This sequence of (1) recognizing the existence of barriers to student learning, (2) conducting research to obtain a clear understanding of the problem, and then (3) harnessing the research findings to inform the design of targeted solutions, exemplifies optimal use of the assessment process.

**Conclusion: Preparing Students to Live and Work in a Global Society**

The above findings provide solid evidence that we have effective methods and programs in place to prepare our students to live and work successfully in a global society. All of our students receive significant exposure to multicultural learning through the Foreign Language/Foreign Culture requirement, and many elect to augment this basic knowledge by taking advantage of our thriving Study Abroad program. We have cited evidence of active use of assessment processes to evaluate and refine our efforts in this important area.

**Preparing Students for Success in a Diverse Society**

**Infusion of Diversity in the Curriculum**

The same strategic initiatives listed above (i.e., to make possible international or multicultural immersion experiences for all students, to diversify and internationalize our campus and curriculum, and to expand international student enrollment) are relevant again here,
with respect to preparing our students to live and work in a diverse society.

Perhaps even more to the point, though, at the level of the curriculum we require students to complete coursework relevant to one of four U.S. racial or ethnic minorities. This requirement was initiated in 1990, and its name and specific requirements have changed somewhat in the ensuing two decades. Currently, our students are required to earn three credits in courses specifically designated as having a significant Cultural Diversity component. As the requirement currently stands, a given course may provide one, two, or three Cultural Diversity credits, depending upon the proportion of course content devoted to diversity issues. This arrangement encourages students to sample from more than one course and across disciplinary boundaries. Students currently have 124 standard courses and nine honors colloquia from which to select, to fulfill the Cultural Diversity dimension of their learning (2008-2009 Catalogue). however, the UW System guideline specifies that all students should take a 3-credit course that is centered around a specific culturally diverse group. At the time of this writing, we are reviewing the ways in which we have diverged from the UW System plan, and we expect to move back toward requiring a full 3-credit course, the sole content of which is about cultural diversity. At present, we lack a systematic method for reviewing the efficacy of this requirement in preparing our students to function effectively in a diverse society. This will need to be rectified as we develop our new, comprehensive assessment strategy.

One item on the NSSE seeks students’ perceptions of the extent to which UW-Eau Claire contributes to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds. Our data from 2004 and 2006 show that, while our freshmen give ratings lower than students at Carnegie Peer institutions, our students “catch up,” eventually giving slightly higher ratings than national peers by the time they are juniors and seniors.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very Little</td>
<td>41%</td>
<td>53%</td>
</tr>
<tr>
<td>2=Some</td>
<td>2.41</td>
<td>2.61</td>
</tr>
<tr>
<td>3=Quite a Bit</td>
<td>UW-Eau Claire Mean</td>
<td>UW-Eau Claire Mean</td>
</tr>
<tr>
<td>4=Very Much</td>
<td>Carnegie Peer Mean</td>
<td>Carnegie Peer Mean</td>
</tr>
<tr>
<td>2004</td>
<td>Quite a bit/Very much</td>
<td>2.51</td>
</tr>
<tr>
<td>2006</td>
<td>UW-Eau Claire Mean</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Carnegie Peer Mean</td>
<td>N=701</td>
</tr>
</tbody>
</table>

**p < .001

Although we must again bear in mind that the above data reflect student perceptions rather than objective evaluation of their knowledge and skills, it is useful to know they perceive UW-Eau Claire as helping them develop in this respect.

Beyond the Cultural Diversity requirement, we have no systematic, institutional method for infusing diversity throughout the curriculum. Many individual faculty members are clearly committed to this aim, but we lack an intentional system. The inclusion of this objective in our Centennial Plan adds emphasis and momentum. To this end, our new Center for Excellence in Teaching and Learning (CETL) is tasked with helping instructors find ways to infuse diversity into their courses. At the time of this writing, CETL is just getting under way, so it is too early to report progress, but we are confident that this support will strengthen the diversity of our curriculum.

The UW System Institute on Race and Ethnicity offers a number of supports aimed toward enhancing students’ exposure to issues of diversity, racial equity, and social justice. The Institute is compiling a bank of relevant syllabi from all campuses in the UW system, and is providing funding for projects that engage issues of race, ethnicity and diversity. UW-Eau Claire has been a leader among UW System schools in placing syllabi in this resource bank. The use of System resources by UW-Eau Claire faculty members and students could be increased via more active communication of their availability.

**Climate Issues Relevant to Diversity**

If we are serious about preparing our students to live and work in a diverse society, we need not only to teach them about diverse peoples, but also to find ways to build the diversity of our
own campus community, so that all students will have opportunities to experience diversity directly. *Our Centennial Plan* expressly states the intention to “recruit and retain diverse students, faculty and staff.” This leads us straight to one of the key challenges for our institution.

While our campus community does have fairly rich diversity in terms of individuals with varying socioeconomic backgrounds, ideological and political views, disabilities, and sexual orientations, we have been less successful in building racial and ethnic diversity (about 92% of our students are white). This imbalance is even more pronounced in the University than in Eau Claire and the surrounding communities, towns and suburbs from which most of our students are drawn. (As a comparative example, 85% of students in the Eau Claire school district are white.) Therefore, as we attempt to increase our students’ awareness of diversity issues, and to enhance their competence to live and work effectively in a diverse society, we face a significant challenge:

- As noted in our response to the diversity challenges cited by the 1999 HLC review team, we strive — with limited success — to attract racially and ethnically diverse students and faculty members to a campus and region that (in the case of several ethnic minority groups) lacks existing supportive communities in which such individuals might find others who share similar language, ideology, and cultural experience. (A notable exception is that Eau Claire has a significant and growing Southeast Asian population which does offer such cultural support for our Southeast Asian students.)

- With few racially and ethnically diverse voices in our midst, our effort to move forward toward greater diversity has lacked momentum, leading to maintenance of the status quo and placing us all—students, faculty, and staff alike—at considerable deficit of intercultural richness.

If we are to make meaningful progress toward our goal of enhancing the diversity of our staff and our faculty and student bodies, we need to make highly intentional decisions that establish a clear, shared commitment to diversity, plan an energetic and focused course of action, and devote resources to that action plan that are commensurate with its importance. Though the racial and ethnic diversification of our learning community remains one of our foremost challenges, we are taking steps forward. We have employed three primary methods for measuring our progress toward greater diversity.

First, all departments and units are required (in their annual reports) to describe their efforts to support increased diversity, in all its dimensions. This requirement serves as an impetus for departments and units to develop curricula, programs, and practices that expose students to diverse perspectives. Annual reports serve as rich sources of data regarding our progress toward enhanced diversity at the “grassroots” level; they show that very modest gains have been made.

Second, the NSSE includes the item, “Student has meaningful opportunities to engage in conversations/contacts with students from economically, socially, racially, and ethnically diverse backgrounds.” Our 2006 NSSE results indicate plenty of room for improvement in this regard. Specifically, fewer than 45% of freshman and — more alarmingly — only 38% of seniors responded affirmatively to this item (2006 NSSE report, p. 18). This is not surprising, given the demographic composition of our campus community (NSSE 2006, Respondent Characteristics, pg. 1), but that cannot serve as an excuse for inaction.

Third, findings from campus climate surveys conducted in 1995, 1998, and 2007 suggest that we need to work to develop increased receptivity to members of ethnic and racial
minority groups, both within the University community, and in the broader community in which we are embedded.

One effort already under way to enhance our racial and ethnic diversity is that UW-Eau Claire has recently begun participating in the Equity Scorecard process developed at the University of Southern California. Quoting the originators of the system, “the Equity Scorecard process, a learning approach to institutional change, fosters data-based inquiry to inform institutions about their effectiveness in producing equitable outcomes for students of color.” In the spring of 2008, our Provost formed a Campus Evidence Team to conduct the Equity Scorecard process at UW-Eau Claire. One of the four “perspectives” of the Equity Scorecard is Institutional Receptivity. This perspective focuses on the diversity of faculty, staff, and administrators, as well as the educational environment and climate. Though the initial findings of this initiative are not yet available at the time of this writing, our Campus Evidence Team plans to publish their findings on this perspective in Spring 2009. Therefore we anticipate that, by the time our HLC review team is on campus, these data will be available and we will already have begun to take action in response to what we have learned in the Equity Scorecard process.

In one respect we can claim progress toward increased racial and ethnic diversity. In recent years, Eau Claire has attracted a large number of individuals and families from the Hmong culture. The enrollment of Hmong students at UW-Eau Claire has increased gradually, but steadily, and we are working to strengthen our connections with the Hmong community. For example, several faculty members have initiated research and service projects designed to build such connections.

**Recruitment and Retention**

Issues of recruitment and retention of diverse students, faculty and staff intertwine with the issues of climate and curriculum mentioned above. Our Office of Multicultural Affairs and our Office of Student Affairs and Dean of Students work to provide support for diverse students. Nonetheless, both the Office of Admissions and the Office of Multicultural Affairs have documentation that highlights the difficulties of recruitment and retention of under-represented students and faculty members. Many diverse students are not aware of UW-Eau Claire as an option, and even if they are, they may not be aware of the variety of support options available to them. It also seems that we have an incomplete understanding of the needs and perspectives of diverse students and faculty members. Some faculty members have described informal interchanges with faculty members from other UW System schools in which those individuals expressed the perception that UW-Eau Claire does not offer a particularly hospitable environment for diverse individuals. We lack conclusive data that would either support or refute this informal observation. It will be useful to take an empirical approach to determining whether this is a widespread perception. This is one of the intentions of the Equity Scorecard project.

An additional initiative that is expected to provide a wealth of information directly addressing receptivity issues is the Dismantling Racism project currently under way in the College of Arts & Sciences. Dismantling Racism is a process that helps organizations like us to 1) engage in a frank and honest evaluation of our individual and organizational assumptions and views about race, power, privilege, and oppression, and 2) develop and implement a multi-year process of changing our attitudes and actions regarding race and privilege. The aim is to understand and change our internal
climate, to help us become the truly diverse and equitable organization of faculty, staff, and students that we want to be.

We recognize that, if we are to succeed in recruiting and retaining diverse students, we cannot simply extend invitations to students as they are completing high school. Outreach and support efforts need to begin as early as possible in students’ educational lives. We take pride in three initiatives here at UW-Eau Claire that work expressly toward that end.

Our Office of Multicultural Affairs is the center for considerable activity geared toward attracting diverse students to UW-Eau Claire and supporting their success once they arrive. For example, the Office sponsors bi-annual campus preview days. High school juniors who represent ethnic minority groups are invited to stay overnight in one of our residence halls, attend a college class, and interact with faculty and staff members. The Office of Multicultural Affairs also sponsors a series of pre-college summer camps (for high school juniors) lasting from one to two weeks. Each of these camps focuses on prospective students from a specific ethnic minority group. We also have a Multicultural Leadership Alliance which matches incoming students in one-to-one relationships with continuing students for the purpose of mentoring.

Gear-Up is a collaborative project funded by the U.S. Department of Education with the aim of encouraging children (and their parents) to consider, envision, and take active steps toward pursuing higher education. Our Gear-Up program currently serves over 500 students, 75% of whom are Native American. UW-Eau Claire partners with two other colleges, the Wisconsin Department of Public Instruction, and four school districts in carrying out this project, which serves children in 3rd grade through 7th grade. Though the program was initiated with the help of a four-year federal grant, we hope to be able to continue it beyond the funding period.

Our Upward Bound program (also funded by a grant from the U.S. Department of Education) works in partnership with the Eau Claire Area School District to support the success of low-income and potential first-generation college students. The aim is to provide intensive support for optimal performance in high school, and to help students develop the full spectrum of skills they will need to succeed in postsecondary education. First-generation and low-income students are, of course, diverse groups in their own right; and beyond that, over half of the students currently enrolled in Upward Bound are Hmong Southeast Asian. At any given time, Upward Bound serves about 60 to 65 youngsters. Students are recruited as they enter 9th grade and Upward Bound provides a vigorous program of support services through graduation and, hopefully, as students transition into postsecondary education. Services include tutoring, academic instruction, individual and group counseling, weekly study sessions, cultural and recreational outings, and a 6-week summer program during which students live on our campus and take a variety of core and elective courses. Unfortunately, linguistic barriers often prevent these students from achieving ACT scores that would enable them to matriculate at UW-Eau Claire. (Our Equity Scorecard team is currently engaging in discussions about whether it may be appropriate to consider revising our ACT requirements to avoid excluding racially and ethnically diverse students who might otherwise be able to succeed here.) Many Upward Bound students do not pursue postsecondary education anywhere, and those who do so tend to gravitate toward technical colleges and two-year colleges. We need a better understanding of possible economic and cultural forces that may be dissuading diverse students from pursuing postsecondary education in general, and at UW-Eau Claire in particular. Notwithstanding these obstacles, we maintain that every student who succeeds in high school, and every student who pursues any type of higher education represents a meaningful success toward fostering educational advancement and enhanced life opportunity for diverse students, and toward enhancing diversity in the realms of higher education. Each individual student who succeeds — whether here or elsewhere — represents an important step forward.

When we succeed in attracting diverse students to UW-Eau Claire, we must be sure we have effective mechanisms in place to support their success once they arrive. One extremely positive example of such a support system is our Ronald McNair Postbaccalaureate Achievement Program. The McNair Program assists eligible first-generation students from low-income families in preparing for and gaining admission to graduate programs leading to the Ph.D. Emphasis is also placed on serving students from groups typically underrepresented in Ph.D. programs. Academically talented students are nominated by faculty members. Each year, ten to twelve new McNair scholars embark upon a two-year journey of intensive mentoring, specialized curricular and co-curricular offerings, collaborative research with a faculty mentor, and paid internships. These experiences serve to build a strong foundation for our McNair scholars’ subsequent application to doctoral programs.
Shifting attention, now, to diversity of sexual orientation, a faculty/student collaborative research team has recently conducted an exploratory study to learn about campus climate specific to LGBTQ students, staff members, and faculty members. Their findings showed that heterosexual members of the campus community lacked awareness of LGBTQ issues, but were interested in learning more and in knowing how to be more supportive. The LGBTQ students, faculty members and staff members interviewed expressed concerns about insensitive language in classrooms, the lack of any visible LGBTQ support network on campus, and worries that their sexual orientation might adversely affect professional advancement. The researchers have presented their findings to key administrators and, as a result, received support from the Chancellor’s Office to offer a “Safe Space” training for faculty and staff members during the opening week of the 2008-2009 academic year.

We begin each academic year with a two-week series of workshops and educational opportunities for faculty and staff members prior to the arrival of students. One of the focal points of the opening session for Academic Year 2008-09 was a diversity workshop to which all faculty and staff members were invited. The workshop was held in one of the largest meeting rooms on campus, and it was heartening to see that it was extremely well-attended — so much so, in fact, that many extra tables and chairs had to be brought in to accommodate all the participants. This suggests a marked increase in awareness of the importance of diversity issues.

The College of Arts & Sciences has also been working actively on diversity initiatives for the past three years. In 2006, the Dean of A&S assembled the Arts & Sciences Diversity Advisory Committee (ASDAC) to study climate issues within the college as relevant to members of the full spectrum of diverse groups. Members of the panel met with individual departments to gather input, and now continue to work actively to bring their findings to bear in the form of targeted diversity initiatives. In AY 2007-08, ASDAC secured a $16,806 UW System grant to fund a project titled Dismantling Racism. During the opening weeks of AY 2007-08 and AY 2008-09, the Arts & Sciences retreat featured presentations squarely addressing diversity issues, and the College is moving forward with the Dismantling Racism initiative. This is a multi-year process facilitated by a consulting firm which assists organizations that are striving to become anti-racist in consciousness, structure, and practice.

**Conclusion: Preparing Students to Live and Work in a Diverse Society**

Diversity is an area in need of continuing focused attention at UW-Eau Claire. Exposure of students to diversity-rich courses is already under way, but we have not yet developed a system by which to evaluate the effectiveness of this curricular initiative. Further, we are keenly aware that all of us will benefit greatly by achieving enhanced diversity in our University community.

We are committed — now more than ever before — to strengthening our support for equity, diversity, and inclusivity (EDI). Some prominent manifestations of that commitment include recent university-wide workshops,
the College of Arts & Sciences Dismantling Racism initiative, and the fact that EDI efforts are identified as a foundational theme to be infused intentionally as we work through all present and future sets of “Gold Arrow Priorities,” as identified in our Centennial Plan.

We can report with enthusiasm that we have entered into an exciting and dynamic phase – one in which we have come to a keen realization that our commitment to equity, diversity, and inclusivity cannot consist solely of talk. We are transitioning beyond talk into intentional action. Our administrative leaders have challenged each member of the campus community to take personal responsibility to do something to further the cause of equity, diversity, and inclusivity. At both the individual and the institutional level, we are engaging in introspection, considering thoughtfully the challenging issues of privilege and oppression, and scanning our habitual thought patterns and assumptions for subtle biases that undermine inclusivity and equitable treatment. We are working hard to hone our personal and collective sensitivity to these issues.

This is a process that requires not only commitment, but courage. We can no longer shy away from difficult dialogues for fear of saying the “wrong thing.” We are all, in some respects, “beginners” in diverse, inclusive thinking, so we will, inevitably, say the “wrong thing” sometimes. But when that happens, we must resist the impulse to shrink back and stop talking, or to slam our minds shut and stop listening. Rather, we must rely on one another for tolerance and for respectful, supportive illumination of unconscious biases we cannot recognize in ourselves; we will have to trust one another enough to take risks in the service of growth. Our growing commitment to the shared goal of making equity, diversity, and inclusivity real on our campus has reached palpable proportions, and we look forward with strong optimism to the forward strides we are confident will result. We know we have a long way to go, but we take heart in the ancient words, “The journey of a thousand miles begins with a single step” (Lao-tzu).

Preparing Students for Success in a Technological Society

Technology is changing the way we teach and learn. As new technologies are continuously incorporated into every aspect of our daily lives, we must ensure that our students are learning the technological skills they will need to succeed, both personally and professionally. We present here a wealth of evidence indicating that our Learning and Technology Services (LTS) unit provides an extensive infrastructure to support the technology needs of students and faculty members, and that our faculty and staff make extensive use of that infrastructure to prepare students for success in an increasingly technological world.

Technical Support for Students and Instructors

Learning and Technology Services (LTS) employs 72 full-time staff members and 90 part-time student workers in the following areas: Technology Services, Media Development, Learning Spaces, Desktop Computing, Computing Assistance & Training (CA&T), Web and Database Development, and Electronics Design. LTS provides faculty members with the infrastructure necessary to integrate technology into course curricula, as well as the training and instructional design support
The students who work in LTS have rich opportunities to learn advanced technology skills in a hands-on setting. Some students are employed as part of an internship for their particular field of study; those students who serve in a “lead worker” capacity also acquire valuable management experience.

Our campus infrastructure in support of teaching and learning includes many supportive technologies. Of our 135 classrooms, 120 currently have resident technology including video-data projectors, one or more computers, a DVD player and a sound system. Many also have a document camera. Over two-dozen instructional curricular labs and general-access computer labs on campus also have resident instructional technology, including video/data projection and/or other large displays (Personal communication, Classroom Services Manager). All students have email accounts and space to store their work on the server; wireless access is available in 95% of our academic and administrative buildings, and 80% of the outdoor area of the campus.

The majority of our students report owning their own computer (ECAR Study of Undergraduate Students and Information Technology, 2007). All residence hall rooms have 2 Ethernet ports, and every residence hall has a computer lab. There are 17 general access computer labs in academic buildings, and numerous departments have dedicated computer labs for their majors, including the Roma Hoff Instructional Language Lab and the Cargill Technology Center. Collectively, these computing facilities provide students with access to about 250 different curricular software applications [EVIDENCE].

Many instructors integrate technology into their courses to enhance the teaching and learning process. During the 2006-2007 academic year, 42% of UW-Eau Claire instructors used the Desire2Learn (D2L) classroom management system to enhance their courses; the use of D2L and IClicker technology has been increasing steadily in recent years, as has the offering of totally online courses. The former Network for Excellence in Teaching provided opportunities for instructors to participate in the Technology Innovation in Education (TIE) Fellows Learning Community to explore methods for enhancing their courses through technology. Between 2005 and 2008, about 30 instructors participated in this community. During AY 2006-2007, nET provided support for 443 unique instructors, often assisting with technology needs (nET Annual Report, 2007). Our new Center for Excellence in Teaching and Learning will cooperate with LTS to continue and further develop such services.

The Building Information Technology Skills (BITS) subgroup within LTS provides workshops and consultation services to support students, faculty, and staff members as they learn how to use new software. During the Spring 2007 semester, 25 instructors or departments requested workshops for 83 classes. BITS also held 95 scheduled workshops focusing on 25 different technology-related topics (Personal communication, BITS Coordinator).

Furthermore, McIntyre Library staff members provide workshops and resources for students to access thousands of journal articles and other online resources via the library databases [EVIDENCE]. Laptops, digital cameras, and video cameras are available for checkout from the library.

Infusion of Technology in our Curriculum
According to the 2006-2007 Academic Departments Annual Reports, many departments offer at least one course that integrates technology into the course curriculum in order to prepare students for using technology in their jobs. The Computer Science and Information Systems majors are heavily technology-based. Both of these departments offer technology-based courses that fulfill General Education requirements. Other departments integrate technology throughout their core courses. Specific examples include:

- Excel for Accounting and Finance courses
- PowerPoint and Group Systems in Business Communication courses
- SPSS, AMOS, Prism, R and other statistical software packages used in research methods courses in numerous departments
• High-end global positioning systems, cutting edge ESRI geographic information systems software, and ERDAS Imagine remote sensing imagery interpretation software in Geography courses.
• Students in Kinesiology courses utilize many technologies including: heart rate monitors, FITNESSGRAM/ACTIVITYGRAM software, PDAs to integrate assessment, metabolic carts, ECG equipment, and movement analysis software.
• Nursing Simulation Technology such as SimMan, and an electronic medical records application in Nursing courses. The Nursing department is also participating in a 5-year HRSA technology grant to enhance application of technology and informatics in nursing undergraduate curricula.
• Chemistry students use instruments interfaced with laptop computers as well as software programs such as Atomic Microscope and Spartan to examine the behavior and property of atoms and molecules. They also collect and analyze data using new instrumentation including NMR, LC-MS and HPLC, in addition to the older instrumentation of GC-MS, GC, UV-Vis and IR. Chemistry students also have access to an X-ray diffractometer, inert atmosphere glove boxes, and XPS, TEM and SEM instruments.
• Maple TA is used in Math courses.
• Education students use many Web 2.0 tools, such as social bookmarking web sites, blogs, RSS feeds, podcasts, and vodcasts, both in their UW-Eau Claire courses and in the preparation of their own pedagogy as they learn to teach others (UW-Eau Claire Academic Department Annual Reports, 2007).

Keeping Pace with Discipline-specific Technological Advances
Departments and colleges that are accredited by professional and discipline-based organizations follow guidelines and have access to resources that help them determine the appropriate technologies to integrate into their curricula. Departments and instructors also look to discipline-specific journals for guidance regarding integration of technology. Some departments indicate that their alumni offer helpful suggestions for upgrades to keep pace with developments in their respective fields.

According to our 2004 and 2006 NSSE Summary Reports, UW-Eau Claire students rate integration of computing and information technology in their courses among the top five areas of educational and personal growth they gain at UW-Eau Claire.

<table>
<thead>
<tr>
<th>Scale</th>
<th>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>Quite a bit/Very much</td>
</tr>
<tr>
<td>Freshmen</td>
<td>66% N=438</td>
</tr>
<tr>
<td>Seniors</td>
<td>85% N=392</td>
</tr>
</tbody>
</table>

* p < .05   *** p < .001

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology?

- 1=Very little
- 2=Some
- 3=Quite a bit
- 4=Very much
Conclusion: Preparing Students to Live and Work in a Technological Society

The above examples provide ample evidence that preparing our students to live and work in a technological society is a distinct strength of UW-Eau Claire. One way to prepare our students optimally to live and work in a technological society is to ensure that our faculty and staff members have access to specific training and expertise in the use of technology, and we have such resources in place to ensure excellent expertise. Some departments have articulated specific strategies for evaluating students’ technological preparedness, but as in several other instances we have cited, we can be more intentional about assessing the outcomes of our efforts.

Overall Conclusions and Recommendations for Core Component 4C

Preparing Students to live and work in a Global, Diverse, and Technological Society.

We count our initiatives to prepare our students to live and work in a global society and a technological society among our greatest strengths. We embrace the challenge to grow toward welcoming and nurturing diversity — in all its many facets — as an imperative, and have entered into dynamic engagement with that goal, with great expectations for steady progress.

Based upon our self-study findings, we offer the following (continuous) list of recommendations subdivided according to the three sub-components of Core Component 4C.

RECOMMENDATIONS FOR PREPARING STUDENTS FOR A GLOBAL SOCIETY

1. Strengthen the connections between existing curricular and extracurricular activities to further enhance our students’ global competencies.

2. Continue to expand and encourage Study Abroad experiences, thereby building upon one of UW-Eau Claire’s outstanding programs.

RECOMMENDATIONS FOR PREPARING STUDENTS FOR A DIVERSE SOCIETY

3. Evaluate the effectiveness of our Cultural Diversity requirement, to discover whether it results in measurable increases in our students’ preparedness to function effectively in a diverse society. Bring the resulting findings to bear on future curricular design.

4. Encourage and support faculty members in their continuing efforts to infuse diversity issues into their courses as relevant in their respective disciplines; increase their awareness of UW System resources for such initiatives; and reward their efforts in this regard.

5. Gather empirical data to learn how UW-Eau Claire is perceived by potential students and the general public in terms of its climate for diverse learners. We need to take an unflinching look in whatever mirror those data provide, to evaluate the public perception of our institution as a higher-learning destination for diverse individuals. Then we must set about correcting any misperceptions and — even more importantly — working to earn the reputation of an institution that welcomes individuals representing all diverse groups.

6. Disaggregate NSSE data to gain an understanding of how our students from under-represented groups perceive their educational experience.

7. Develop a vigorous plan for attracting and retaining students, staff members, and faculty members representing the full spectrum of diverse backgrounds. And we cannot stop there. We need a plan for ensuring that once they arrive, we actively welcome them and devote sustained effort to supporting their success and quality of life as members of our community. We need to set forth the clear expectation that all members of the University community share responsibility in this regard.

RECOMMENDATIONS FOR PREPARING STUDENTS FOR A TECHNOLOGICAL SOCIETY

8. The University’s emerging assessment plan should be designed to include evaluation of the effectiveness with which we are integrating technology into our curriculum and preparing our students to function effectively in a technological society.
Responsible acquisition, discovery and application of knowledge are manifested in both our organizational structure and our educational philosophy at UW-Eau Claire. With respect to organizational structure, we strive to create an environment that supports the broad spectrum of academic and scholarly pursuits of our students, faculty members, and staff members, and policies and procedures are in place to promote ethical practices. A core philosophy implicit in our mission is the support of an academic environment in which a strong liberal education curriculum is complemented by a strong emphasis on experiential learning, (e.g., faculty/student collaborative scholarship and Service Learning). In the course of such experiential learning, faculty members model and students practice ethical, socially responsible conduct. Some departments offer full-fledged ethics courses specific to their disciplines, and ethics components are infused in many other courses across our curriculum. One of the four learning outcomes expected of all students in our graduate programs is that they will “demonstrate understanding and mastery for appropriately managing a range of general and discipline-specific ethical dilemmas” (2007-2009 Graduate Catalogue, p. 12).

The Office of Research and Sponsored Programs

Our Office of Research and Sponsored Programs (ORSP) is the hub of a great deal of scholarly activity. The primary mission of our Office of Research and Sponsored Programs is to maintain a supportive environment for the research, scholarly, and creative endeavors of our students and our faculty and academic staff members. This office provides oversight and support services to ensure that principles of integrity are upheld by students and faculty members in all aspects of scholarly activity. In addition to providing funding for research opportunities and venues for reporting research findings, ORSP assists the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC), reviews all internal and extramural research proposals, responds to questions, and is prepared to address any charges of research misconduct.

Institutional Animal Care and Use Committee (IACUC)

In compliance with the Federal Animal Welfare and Public Health Service Policy acts, our Institutional Animal Care and Use Committee (IACUC) is responsible to oversee research and teaching activities that involve the use of
vertebrate animals. The committee consists of faculty and staff members from the life sciences, a representative from the Office of Research and Sponsored Programs, one non-scientist, one community member, and one veterinarian. The committee meets biannually and reviews approximately 10-20 new and/or ongoing proposals per year. Committee members have access (via a secure campus website) to specific research protocols, standard operating procedures, and annual reports to federal agencies. All students and faculty members involved in the handling of vertebrates receive training in the proper care of animals, using instructional materials approved by the governmental bodies that oversee animal research (Personal communication, Chair of IACUC).

**Institutional Review Board for the Protection of Human Subjects (IRB)**

Detailed policies and procedures are in place to protect the rights and welfare of human subjects who participate in research projects conducted by UW-Eau Claire students and instructors. These safeguards not only protect individual subjects, but also protect researchers and the University, as well as partner institutions that may co-sponsor research projects. In accord with U. S. Department of Health and Human Services regulations (45 CFR Part 46, “Protection of Human Subjects,” as amended) and with State and University regulations, these policies and procedures are implemented by our Institutional Review Board for the Protection of Human Subjects (IRB).

Our IRB website provides information about human subjects policies and procedures, and a step-by-step guide to assist student and faculty researchers in preparing their proposals for human-subjects research. All projects involving human subjects are reviewed by the IRB, which meets each semester during the academic year and as needed during the summer months. Training opportunities are provided for human-subjects researchers via online tutorials administered by the University of Wisconsin-Madison.

Until the fall of 2008, the position of the IRB Chair was an uncompensated faculty service activity. However, the rapid increase in the number of research proposals generated by our students and faculty members (see table below) has necessitated a shift in that former practice. Time-reassignment of 20% is now offered to the IRB Chair to allow sufficient time to carry out pivotal IRB responsibilities.

<table>
<thead>
<tr>
<th>Number of IRB Proposals Submitted Annually</th>
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<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>1999-2000</td>
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<td>2000-2001</td>
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<td>2005-2006</td>
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<tr>
<td>2006-2007</td>
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<td>2007-2008</td>
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</table>
Academic Integrity

We support the responsible acquisition, discovery and application of knowledge through our strong commitment to academic integrity. In recent years we have increased and strengthened our efforts to raise student awareness of academic misconduct, and to support instructors in preventing it and addressing it when it does occur. UW-Eau Claire is currently participating in a national Center for Academic Integrity project, and as part of this initiative, we conducted an Academic Integrity Survey in 2006; another is slated for 2009 and every three years thereafter.

We take an ongoing, multifaceted approach to educating students about academic integrity and intellectual property issues. Students receive information about academic misconduct via the following:

- Freshman orientation binders and orientation presentations
- The “Your Right to Know” publication distributed to all students annually
- Our Student Services and Standards Handbook
- The Graduate Catalogue
- Websites, including Academic Misconduct Information for Students, Student Development and Diversity, and several library instructional web pages and online course guides
- Library instructional sessions including components on plagiarism and proper citation

In addition, instructors are advised to address academic misconduct on their course syllabi (Policies and Procedures Relating to Classroom Instruction: A Guide for Faculty and Instructional Academic Staff). According to our 2007 survey of campus faculty and instructional academic staff members, 75.5% indicated that they hold explicit discussions about academic honesty issues their classes (HLC Survey of Faculty and IAS).

In comments on the Academic Integrity Survey (2006), faculty members note improved institutional support in recent years to help them identify and address student academic misconduct. These supports include the following:

- Information on academic misconduct provided to new faculty members during their orientation
- Information sessions to raise awareness of academic misconduct issues among department chairs
- Development of a website outlining tips and procedures for preventing and dealing with academic misconduct, including specific procedures and a flowchart for dealing with suspected incidents of misconduct (EvidEnc).
- The campus obtained a site license to Turnitin plagiarism detection software. During the time that Turnitin was available on campus, 50 instructors used it and 5,084 papers were submitted for evaluation using the software. Recently, this service was discontinued due to its high cost, and other, more affordable options are under consideration.
- Workshops and panel discussions for faculty and staff members conducted by library faculty (1/16/03) and the Office of Student Development and Diversity (3/3/05, 4/19/05, 4/20/05, 8/30/05)
- Articles in campus publications, including LTS’s Spotlight on Teaching and Learning, and McIntyre Library’s Off the Shelf. [EVIDENCE]
- Online guides, including the Network for Excellence in Teaching Tips to Ensure Academic Honesty; and In Your own Words: Using Information Literacy Skills to Detect and Prevent Plagiarism (McIntyre Library) [EVIDENCE]
- UW-Eau Claire’s membership in the Center for Academic Integrity (CAI), which provides a forum to promote academic integrity among students, faculty members, and administrators. Through CAI, we conducted a baseline assessment of academic integrity in 2006, and we will conduct a follow-up study in 2009. (This initiative is being conducted as a faculty/student collaborative research project.)

UW-Eau Claire students’ and faculty members’ practices and perceptions regarding academic integrity issues are comparable to those of students and faculty members nationwide (Academic Integrity Survey, 2006). Students identify faculty members as the source from which they learn most about academic integrity and misconduct policies (Academic Integrity Survey). While students agree that some forms of cheating (such as turning in a paper they didn’t write or cheating on a test) are serious, some consider behaviors such as falsifying a bibliography or lab data, or using text or images without citation as trivial or moderate cheating (Academic Integrity Survey). We regard this finding as a signal that we can and must do more to educate our students about the many ways in which the expectations for academic integrity apply to their work.
Our students will benefit from our continued efforts to express consistent expectations regarding academic integrity, and from continued efforts toward consistency in handling instances of misconduct. As reported in a study of writing across the curriculum at UW-Eau Claire, “What is construed as plagiarism, whether the concern is with entire documents or with the misuse of proper documentation, is a matter that needs to be further explored” (Project Wind-EAU, 2002). These findings suggest a need for more consistent and intentional education of all students about various aspects of academic integrity and misconduct.

We have highly specific policies and procedures in place (through the ORSP) for responding to incidents of misconduct in research. These are slated for updating and will be made available electronically in the near future.

In the case of our graduate students and graduate programs, one of the four institutional graduate “outcomes” is that exiting graduate students will “demonstrate understanding and mastery for appropriately managing a range of general and discipline-specific ethical dilemmas.” Each of the colleges is responsible for promoting high standards of scholarship, for offering professional preparation appropriate to societal needs, and for maintaining an appropriate balance between the academic and professional components of graduate programs. The following table shows exiting graduate students’ responses to an exit survey item inquiring about the effectiveness of their graduate training in preparing them to manage ethical issues.

| Graduate Exit Survey: Preparedness to Manage Ethical Issues |
|------------------|------------------|
|                   | 2006-07 N=20     | 2007-08 N=8  |
| Excellent         | 33%              | 50%          |
| Good              | 52%              | 25%          |
| Fair              | 14%              | 25%          |

Exiting graduate students have the opportunity to elaborate on their numeric ratings by adding narrative comments. Overall, comments have been quite positive.

Important strides have already been made toward strengthening students’ understanding of academic integrity, and we need to continue our concerted efforts to this end.

### Responsible Use of Copyrighted Materials

At UW-Eau Claire, we also support the responsible acquisition, discovery and application of knowledge through our strong commitment to respecting intellectual property rights. Our faculty and staff members are committed to complying with copyright law. Our Director of Libraries serves as the campus copyright officer. We adopted a formal copyright policy in 2005, and have developed a related informational website. As copyright laws have become more complex and restrictive, compliance issues have become increasingly time-consuming and expensive for several campus entities, including the library, the Department of Music and Theatre Arts, and those involved in distance education. The library staff, in cooperation with the Copyright Clearance Center, ensures that copyrights are honored and fees are paid, when appropriate, for over 6,000 interlibrary loan requests per year. The cost of copyright compliance creates particular challenges for the Department of Music and Theatre Arts, which is striving to find ways to manage the burgeoning costs of adhering to copyright guidelines, while continuing to provide the level of programming for which it is well-known.

In addition to the information found on the copyright website, the University regularly provides education and information on copyright issues through a number of avenues, including direct e-mails to students, posters, student training during Freshman Orientation, campus presentations, articles in campus publications, free support for students who want to remove peer-2-peer software (which has the capacity to provide illegal access to copyrighted material), and sponsorship of Ruckus (a subscription service providing legal file sharing for music, movies and other copyrighted materials).

We were very distressed to learn that, despite the ample information we provide to our students regarding copyright issues, UW-Eau Claire has appeared on the Recording Industry Association of America’s national listing (2007) for illegal file-sharing of music. UW-Eau Claire leaders responded by e-mailing the entire campus community with a reminder regarding the laws regarding copyrighted materials, and by developing a more stringent policy which results in suspending access to network from the computers found to be in violation of copyright laws.
Curricular and Co-Curricular Activities that Relate Responsible Use of Knowledge to the Practice of Social Responsibility

Service Learning

In 1995, UW-Eau Claire became one of the nation’s first public universities to require the completion of a community service project as a condition of graduation. Founded on the core liberal education principles of civic engagement and social responsibility, the Service Learning requirement provides a formal structure to encourage students to rise to the responsibilities of citizenship, while concurrently fostering their academic development by affording opportunities to apply classroom theory and concepts to real-life experiences.

All candidates for the baccalaureate degree at UW-Eau Claire must satisfactorily complete at least 30 hours of approved Service Learning activity. Service Learning opportunities, which are as varied as students’ interests, can be found as formal components of specific courses, or through listings on the Service Learning web site [Evidence], or students can design their own projects. All Service Learning experiences must be clearly defined, planned and approved in advance, and must involve collaboration between the student, a faculty mentor, and a community supervisor at the service site. Upon completion of the service hours, the student prepares a piece of reflective work to synthesize the learning experience.

This Service Learning requirement is administered through our Center for Service Learning. The Service Learning web site provides information about the Service Learning requirement, procedures for proposing and completing the project, specific Service Learning opportunities available in the community, services available through the Center for Service Learning, and suggestions for enhancing the Service Learning experience [Evidence].

Attention to Confidentiality and Privacy of Sensitive Information

Focus groups with administrative staff members from across campus revealed several trends. Staff members expressed strong commitment to providing accurate information to current and prospective students. Staff members from several departments understand the challenges of staying abreast of complex University, System, State and federal rules and regulations. Specific areas that require our continuing attention included the Family Educational Rights and Privacy Act (FERPA), the PATRIOT Act, copyright laws, visa requirements, and State travel regulations. One circumscribed concern that arose in our focus groups was that some staff members in Admissions and Financial Aid noted that the physical properties of their office spaces do not enable them to conduct tasks of a private and sensitive nature in a setting that appropriately protects confidentiality.

To follow up on this concern, we consulted individual unit directors who, in turn, consulted directly with their staff members to ensure accurate understanding of the issue. The resulting feedback indicated that the problem is not one of inattention to confidentiality;
rather, it is an issue of insufficient office space. In the case of the Financial Aid Office, students sometimes divulge sensitive financial information at the front desk, despite encouragement to speak privately with a counselor. However, confidentiality “belongs to” the student, so the student has the right to disclose confidential information if he or she so chooses. The work area is configured such that co-workers can overhear one side of confidential phone conversations, but all who work in that office have agreed to adhere to stringent confidentiality guidelines. Great care is taken to safeguard sensitive information such as social security numbers, loan eligibility, etc.

In the case of the Admissions Office, a remodeling and space reallocation project is under way, with an eye to enhancing confidentiality. Thus it appears that this concern is recognized and taken seriously, and specific actions are in place to address it.

Student Employment
Student employees have varying degrees of responsibility; those who have access to sensitive information such as identification, social security, or credit card numbers and/or information regarding peers’ academic status receive instruction regarding the importance of confidentiality and identity protection. Departments cover this information verbally and in student employee manuals. These measures help to ensure that student workers understand and adhere to procedures that assure confidentiality.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 4D

Responsible Acquisition, Discovery, and Application of Knowledge.

We have many effective mechanisms in place to promote the responsible acquisition, discovery and application of knowledge. Our Office of Student Affairs and Dean of Students, and our Office of Research and Sponsored Programs organize, lead, and oversee many of these efforts. In recent years, increased institution-wide attention has been devoted to issues of academic integrity. Looking to the future, it will be important to sustain and refine the solid systems already in place. Keeping in mind the continual turnover of the student body, this is an issue on which we can never afford to rest, and we cannot assume that the availability of information about academic integrity ensures that the information will be accessed and applied. The following suggestions are offered for consideration:

1. Include an ethics component in all First Year Experience courses and in graduate-level courses or workshops. This component should include information about the importance of academic integrity, intellectual property rights, and proper citation techniques. Such a requirement would serve as a reasonable foundation, based upon which instructors could expect a standard level of knowledge among their students about what constitutes academic integrity and misconduct.

2. It is evident that not all students are making active use of available information regarding academic integrity and misconduct (Academic Integrity Survey, 2006). We need to go beyond our current methods of didactic and written presentation of information about ethics, to assist students in translating that information into actual ethical conduct. Many of our students express the opinion that their personal belief systems and intrinsic moral values will be sufficient to prevent academic misconduct and unethical behavior. Notwithstanding, we may need to reinforce these values through an honor code and the responsible conduct of research. We have asked our Student Senate to develop an honor code that students will be required to read at the outset of their UW-Eau Claire careers. We will ask that students verify by signature that they have read and understood these expectations.

3. Develop a higher level of expertise regarding relevant laws, regulations and policies (e.g., FERPA) by providing enhanced education and training for faculty and staff members.

4. Reconfigure office spaces as necessary to facilitate appropriately private conduct of business requiring confidentiality.

5. Review current strategies for dealing with copyright issues to determine whether a change in approach and/or increased resources are needed.
CRITERION FIVE
ENGAGEMENT AND SERVICE
UW-Eau Claire embraces the Wisconsin Idea — the idea that the boundaries of Wisconsin’s public universities are the boundaries of the State, and that higher education should influence and improve people’s lives beyond the university classroom. With public service as a cornerstone of our mission, we have a distinguished history of partnering with our many external constituencies to better the lives of those who live and work in the region and State. Through volunteer activities; Service-Learning; clinical services; internships and partnerships with schools, businesses, and service organizations; our students, faculty, and staff members help shape the cultural, educational, service, and economic landscape of the Chippewa Valley.

Our academic programs serve the public by preparing highly skilled professionals in high-demand fields such as nursing and teaching, by educating students who can critically examine the world through the lens of their liberal education, and by ensuring that students engage with the external community in which their University is embedded. Through their service endeavors, our students apply their skills and make connections that will benefit them after graduation; and the businesses, organizations, schools, and communities in which they serve benefit from students’ talents.

Community-campus partnerships at UW-Eau Claire are established in a wide variety of ways. Businesses and organizations often seek help from the University to solve a problem or capitalize on an opportunity. Faculty members recognize community needs and apply their professional expertise to address those needs. And our students — many of whom are attracted to UW-Eau Claire by its emphasis on service — provide an enormous amount of service to regional schools, businesses, and organizations. These connections benefit the community and simultaneously provide students with valuable real-world experience. Our many partnerships, forged around service, strengthen both our campus community and the larger community in which we reside.
INTRODUCTION

In response to direct requests and observed needs, UW-Eau Claire administrators, faculty and staff members, and students have established many formal and informal partnerships with a broad array of external constituencies in the region, state, and beyond. These partnerships provide students with real-life experiences that add greatly to the lessons learned in their classrooms, and community members serve as mentors, supervisors, educators, and potential employers. Partnerships come in many formats, ranging from internships, service projects, and research, to informal partnerships that occur spontaneously when members of our University community and members of the larger community interact.

All of these collaborative relationships provide opportunities for the University to learn from the constituents it serves. Information gathered through these partnerships is of great value as we plan University programs and activities, and set our priorities for the future. Some of the primary avenues through which we learn from our constituencies and analyze our capacity to serve their needs and expectations are structured in formal ways, while other information is gathered and received through informal avenues. In the upcoming segment, we describe our collection and use of such information from the following sources:

- Connections formed with the community by our Continuing Education unit
- Our Community Action and Lifelong Learning (CALL) program
- Community connections formed by our Career Services staff
- Ongoing connections with our alumni
- Ongoing communications between academic departments and the local and professional communities

Selected examples from these and other efforts will highlight our commitment to learn about community needs and analyze our capacity to serve those needs.

OUR CONTINUING EDUCATION (CE) UNIT IDENTIFIES AND ADDRESSES THE LEARNING NEEDS OF OUR CONSTITUENTS

Our Continuing Education (CE) unit has established and maintains extensive connections with community constituents, and uses systematic methods to identify...
community needs, and to optimize the University’s efforts to meet those needs effectively.

For example, our CE staff maintains ongoing relationships with regional business firms. Regional employers often contact our CE office to suggest topics for inclusion in upcoming seminars. These conversations enhance the currency and usefulness of our CE offerings.

Our CE unit offers a Supervisory Manager Certificate program [EvidEncE]. CE staff members provide on-site coordination for these events. The direct involvement of CE staff members when the seminars are occurring affords an excellent opportunity for communication with seminar participants and the managers who support their participation. These conversations yield valuable information to supplement feedback gathered through more formal program evaluation methods [EvidEncE]. Input received from participants and their employers helps to identify the most useful and effective components of each seminar, and that information is shared with presenters in order to optimize the quality of subsequent presentations.

Specifically, feedback from seminar participants informs:

• Selection of effective instructional media
• Modification of seminar content or time allocation to increase effectiveness
• Revision of promotional materials to make them optimally informative
• Selection of convenient facilities and locations for future seminars

Tailoring of the timing and frequency of CE offerings to participant needs

As a second example of identifying educational needs and conducting analysis to ensure that those needs are met effectively, our CE unit offers programs that enable teachers, social workers, mental health clinicians, and many other professionals to meet federal and state continuing education requirements for certification and licensure. The Director and staff of CE maintain ongoing dialogue with practicing professionals to ensure that our CE programs meet changing professional credentialing needs and requirements. Specifically, our CE unit uses surveys; program evaluations; direct communication with administrators and educators at hospitals, schools, and businesses; participation on various professional boards and committees; and attendance at meetings of state and regional professional organizations to stay abreast of professional credentialing requirements. The resulting information is used directly to inform the development of future Continuing Education offerings.

**OUR COMMUNITY ACTION AND LIFELONG LEARNING (CALL) PROGRAM FACILITATES VOLUNTEERISM**

Community Action and Lifelong Learning (CALL) is a UW-Eau Claire program that was established in 1974 to promote service and
learning through community involvement and volunteerism. CALL provides information and matching services for students, faculty and staff members, and middle and high school students seeking service opportunities in the greater Eau Claire area. A CALL directory is published annually, describing a broad range of volunteer service opportunities in Eau Claire and surrounding regions. The directory is published both in hard copy and online, and the online version is updated frequently to reflect changing opportunities. The online version is divided into on-campus and off-campus service opportunities.

CALL also sponsors a Community Action Fair every semester. CALL organizers collect on-site evaluations to measure the event’s effectiveness in helping non-profit organizations connect with potential volunteers, interns, and employees. Input from these evaluations is then used to improve future Community Action Fairs. In addition, the CALL staff maintains bi-monthly contacts with CALL partner agencies to ensure that information about service needs is current. In the course of these contacts, CALL workers solicit ideas for meeting additional community needs. Based upon suggestions from our community partners, the CALL web page and a Community Action newsletter have been developed.

Thus, our CALL program serves as an example of a highly systematic way in which we learn from our constituencies about their needs, and facilitate the meeting of those needs.

**OUR CAREER SERVICES STAFF MEMBERS COMMUNICATE WITH REGIONAL EMPLOYERS TO IDENTIFY WORKFORCE AND SERVICE NEEDS.**

At UW-Eau Claire, we strive to optimize our students’ preparation to succeed in the workplace following graduation. For example, our Career Services staff members are in frequent contact with local, regional, and international businesses to gather information about how we can best prepare students to meet their needs and expectations. Career Services staff members track all employer contacts via the Blugold Career Link Database. Career Services staff members make more than 4,400 contacts with employers and prospective employers annually. Information gathered in the course of these contacts is used to improve our services to students and, thereby, to provide regional employers with better-prepared graduates to strengthen their workforces.

For example, numerous employers expressed the opinion that students needed increased preparation for the job search process. In response to this input, Career Services and the College of Business designed a Professional Development Seminar which is now required for all students in the College of Business.

Prospective employers can post online position openings on our Career Services web page, facilitating connections between community workforce needs and students seeking employment. Career Services also helps students find internships and sponsors on-campus interviews. All of these services meet the needs of both our students and regional employers.

Career Services staff members participate in regional economic development activities and workforce initiatives, serving on numerous boards and committees, including the Eau Claire Area Chamber Board, the Eau Claire Area Chamber Workforce, and the Eau Claire Area Chamber Leadership Committee. Career Services staff members serve on Eau Claire Area Economic Development Corporation boards, the Workforce and Education Committee, and the Critical Talent Committee. Career Services staff members have served on, and chaired, sub-committees for the Momentum Chippewa Valley initiative. Involvement in these community organizations provides opportunities for direct learning about community needs.

For example, through contacts with the Greater Eau Claire United Way, Career Services staff members learned that regional non-profit organizations could benefit from assistance with the preparation of effective grant proposals. To help meet that need, a Career Services staff member and a representative of our Center for Service-Learning are now part of the United Way Grant-Writing Initiative Task Force, along with several emeriti faculty members from UW-Eau Claire and the Chippewa Valley Technical College.
With more than 10,000 UW-Eau Claire alumni living and working in Western Wisconsin and more than 60,000 alumni nationwide, our alumni provide us with essential links to communities and workplaces near and far. Some alumni offer invaluable input through their participation on the boards of directors for our Alumni Association and our UW-Eau Claire Foundation, or on one of our numerous departmental advisory boards. In addition to the formal input we gather from our alumni via the ACT Alumni Outcomes Survey, most of our academic departments and programs are proactive in soliciting alumni input to learn about external needs and expectations.

Our alumni contributed generously to the University’s first comprehensive fund-raising campaign, which raised more than $53 million in seven years under the leadership of our UW-Eau Claire Foundation. The Foundation staff contacts thousands of potential donors each year, and staff members regularly travel to the home communities of alumni for personal visits. These contacts serve to maintain vital links between the University and its graduates, and often result in gifts to the University, as well as valuable input about how to build upon our strengths and serve the needs of our region.

The Alumni Association sponsors social events and student recognition programs to encourage the involvement and support of alumni, and to facilitate communication among our alumni, students, faculty members, staff members, and the broader community. Administrators, faculty and staff members, and current students attend alumni gatherings hosted locally and throughout the country. These gatherings provide opportunities for University representatives to share UW-Eau Claire news with alumni, to maintain strong ties with graduates, and to learn about needs in the region, state, and beyond.

Alumni Association staff members gather input from alumni, friends of the University, students, and faculty and staff members in order to plan appealing events. Such communications occur informally and through E-View, our electronic newsletter for alumni. The Alumni Association web page includes an electronic version of The View, which is a publication that presents in-depth news about the accomplishments of our graduates. These ongoing communication efforts help keep our connections with alumni strong, and our alumni help us stay abreast of needs beyond campus borders.

Our alumni helped us establish a new state-of-the-art media lab (just completed in 2009) which enables instructors to better prepare students for careers in journalism. The Department of Foreign languages also has an advisory board, the members of which were instrumental in leading the initiative to begin offering Arabic and to expand the teaching of Chinese at UW-Eau Claire. Most academic departments have similar advisory boards.

Recognizing the importance of maintaining external connections, each of our academic colleges has established an advisory board, as have numerous academic departments and support units. Advisory board members provide direct input to help us improve our academic and support programs, with the goal of graduating students who are effectively prepared to contribute to the communities in which they will work and reside.

For example, our Department of Communication and Journalism has assembled an advisory board that includes representatives of local news media entities. The input offered by the advisory board was invaluable in planning a new state-of-the-art media lab (just completed in 2009) which enables instructors to better prepare students for careers in journalism.

The Department of Foreign Languages also has an advisory board, the members of which were instrumental in leading the initiative to begin offering Arabic and to expand the teaching of Chinese at UW-Eau Claire. Most academic departments have similar advisory boards.
Faculty and Staff Participation in Community and Professional Organizations

Many administrators, faculty members, and staff members are active in community organizations, professional organizations, businesses, schools, and other external entities. Faculty members in education, health care fields, social work, psychology, and other professional disciplines routinely spend time interacting with regional professionals in schools, clinics, social service agencies, and health care facilities. Through these involvements they gain direct, current knowledge of regional needs.

One of many examples of learning about, and then acting to meet a regional need is our Campus Autism Program. Research has shown that children with Autism make optimal gains when they receive intensive intervention services before age five. Unfortunately, there is a shortage of individuals who are qualified to provide such services, and funding for such intensive treatment may not be available until children have already moved beyond that optimal developmental window.

Recognizing this, a faculty member in the Department of Psychology established a clinic to address this need. Our Campus Autism Program is an on-campus clinic staffed by undergraduate students who receive intensive training for their role in treating young children. All treatment is supervised by the Psychology faculty member. In keeping with the evidence-based philosophy that underlies behavior analytic interventions, data are routinely collected to evaluate treatment efficacy. Treatment programs are modified and tailored to the needs of the individual child based upon the research findings.

This program serves as a model for learning about community needs, enacting service to meet an identified need, gathering evidence to evaluate the effectiveness of the service, and using the assessment data to inform continuous improvement toward the aim of delivering optimal service.

ANALYZING OUR CAPACITY TO SERVE THE NEEDS OF EXTERNAL CONSTITUENTS

As part of our self-study process, we conducted an HLC survey specific to faculty and staff members’ engagement in service to the community. Our findings indicated that personnel in some units on campus view the assessment of external needs as a key part of their jobs (e.g., Center for Service-Learning, Center for International Education, Student Programs and Activities). Needs assessment methods used by those offices and departments include surveys, consultation with advisory boards, and meetings with collaborative partners and alumni. Some student service organizations also proactively reach out to the community in an effort to identify needs with which they can assist.

A great deal of service is also carried out by academic departments and individual faculty members. Most of these service efforts arise in direct response to community requests, though some departments take a more proactive approach, in order to provide enhanced opportunities for student learning. The primary finding of our survey was that faculty and staff members are actively engaged in an impressive array of service activities. Some faculty respondents expressed the desire for increased clarity regarding the relative valuing of service activities vis-à-vis teaching effectiveness and scholarly productivity. Detailed information about faculty and staff service activities and faculty members’ observations regarding factors that sometimes impede service, can be found in the actual survey results.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 5A

At UW-Eau Claire we learn from the constituencies we serve and analyze our capacity to serve their needs and expectations.

The information presented here serves as evidence that we devote considerable concerted effort to learning about our constituencies and what they need and expect from UW-Eau Claire, and that we develop programming in direct response to their input. We serve the larger community in many ways, through Continuing Education offerings, attentiveness to regional workforce needs, service initiatives, and numerous other avenues. In many cases, as described above, we conduct evaluations to ascertain specific needs and the effectiveness of our efforts. There is ample evidence that a great deal of valuable service is generated by UW-Eau Claire as a result of what we learn from our constituencies. We consider our engagement with the larger community not only as a
responsibility, but also as a privilege and a necessity, as building and sustaining positive working alliances with alumni and community partners serves to strengthen our institution, and helps us serve our region in ways that meet important needs.

We have several formal and informal ways of learning systematically from our constituencies about their service needs:

- Our Continuing Education unit collects a wealth of information about the educational needs and interests of professionals and community members, and designs its offerings in express accord with those findings.

- Our CALL program actively solicits community and regional requests for volunteer assistance, publishes a directory of all such requests, and works actively to facilitate the matching of willing volunteers with agencies that need their help.

- Our Career Services unit actively seeks information from regional business and organizations about their needs for interns and prospective employees. Career Services staff members make this information directly available to students by providing services and sponsoring events to facilitate matching of students with prospective employers who need their skills.

- Our alumni and members of college, department, and unit advisory boards help us keep our finger on the pulse of the needs and expectations of the community and broader region we serve.

- Individual faculty and staff members notice and respond to community needs in a wide variety of less formalized ways.

Our self-study findings suggest that UW-Eau Claire is already doing many things right in terms of learning from our community to identify specific needs. In so doing, we satisfy Core Component 5A, and offer no specific recommendations, other than continuing our current effective methods of learning from our constituencies. Consistent with a cross-cutting theme of our self-study, we can improve further by developing more systematic approaches to evaluating the effectiveness of these efforts, and by using the findings of such assessments to improve the services we provide, and to allocate resources in ways that maximize our ability to respond to the needs of our constituents. In keeping with a second cross-cutting theme, it may be useful to clarify the relative value placed by the institution on service, as compared to expectations for teaching effectiveness and scholarly productivity.
INTRODUCTION

In keeping with our mission statement and the Wisconsin Idea, we emphasize the value of student and faculty engagement beyond our campus borders. UW-Eau Claire students, faculty and staff members, and administrators invest considerable time, energy, and financial resources in such efforts, demonstrating our strong commitment to engaging in active service to our constituencies. In this Core Component we present information about our broad, vigorous, and far-reaching engagement and service efforts. We first describe our formal structures (including Service-Learning, Continuing Education, Athletics, and collaborations with other learning institutions), followed by examples of our many informal connections with the outside community (collaborations with other institutions of higher learning, collaborations with community partners, international connections, engagement through cultural and sporting events and programs, and engagement with our multicultural constituents).

FORMAL STRUCTURES THAT PROMOTE CIVIC ENGAGEMENT AND EDUCATIONAL SERVICE TO THE COMMUNITY

Promoting Civic Engagement through Service-Learning

In 1995, UW-Eau Claire made explicit its commitment to community engagement by implementing the requirement that every student must complete a minimum of 30 hours of Service-Learning to qualify for graduation. The program creates a reciprocal relationship in which the community benefits from an enormous measure of valuable service and our students benefit through experiential learning. UW-Eau Claire is one of only seven public comprehensive universities nationwide with a Service-Learning requirement for its students.

In 1997, our students established a Differential Tuition fund that provides approximately $1.5 million annually to support enhanced student learning through multiple avenues. Using some of the resources from this Differential Tuition fund, the University established a Center for Service-Learning, which supports students in completing their service requirement. The Center for Service-Learning is a resource for students seeking service opportunities, as well...
as a central campus contact for community
groups, organizations, and others who want to
make use of students’ time and talents.

Service-Learning is embedded into the
curriculum of more than 120 of our courses,
allowing students to fulfill the Service-learning
requirement in the context of a for-credit
course. Alternatively, they may volunteer for
one of the projects submitted by community
partners, or they may design
individualized service projects tailored to their
service and learning interests.

Service projects can be as varied as tutoring
at-risk adolescents, writing articles for a non-
profit agency newsletter, working in a domestic
violence or homeless shelter, serving as a
guide at a museum, training dogs at a humane
association to decrease problem behaviors so
they are more adoptable, or repairing a hiking
trail. Though a majority of students complete
their service requirement in the Eau Claire
region, some pursue service projects in other
parts of the country, and some complete
international service projects. A current listing
of service requests posted by community
partners can be viewed at the following link:

Each student works with a community
supervisor who guides the on-site learning
process, and with a faculty or staff mentor who
facilitates student reflection and synthesis of
the experience. Service-Learning projects are
formally evaluated by the community partners
who supervise our students in the field. The
evaluation forms call for assessment of the
student’s performance, and also for any
additional feedback. In addition, community
partners regularly provide informal input.

Faculty mentors provide guidance if needed,
and meet individually with students upon
completion of their projects, to process the
learning experience for optimal benefit. The
Center for Service-Learning hosts an annual
breakfast to recognize the accomplishments of
students, community partners, alumni, faculty,
and staff members who have participated
in service collaborations.

The invitations and the event itself provide
opportunities for partners to submit evaluative
and formative input about the Service-Learning
program. Input from all of these evaluation
sources is used to strengthen the Service-
Learning program.

The Center for Service-Learning maintains
a community partner list which, at the time
of this writing, includes 1,732 organizations.
The Center sends annual mailings to these
organizations, apprising them of the Service-
Learning requirement, soliciting project
proposals from them, and requesting evaluative
feedback on the performance of the Center. At
a conservative estimate of 100,000 community
service hours annually, our students’ service
contributions are estimated to have a yearly
value of approximately $1.5 million. As shown
in the figure that follows, the majority of these
service efforts benefit the Eau Claire area and
surrounding communities.

Service-Learning Projects by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eau Claire and Surrounding Communities</td>
<td>46%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>46%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>3%</td>
</tr>
<tr>
<td>Other States</td>
<td>3%</td>
</tr>
<tr>
<td>International</td>
<td>2%</td>
</tr>
</tbody>
</table>
UW-Eau Claire has consistently earned recognition on the President’s Higher Education Community Service Honor Roll with Distinction for General Community Service, compiled by the Corporation for National and Community Service. Launched in 2006, the Community Service Honor Roll is the highest federal recognition a school can achieve for its commitment to Service-Learning and civic engagement, and UW-Eau Claire has been named on the Honor Roll each of the three years since its inception. Honorees for the award are chosen based on a series of selection factors including scope and innovativeness of service projects, percentage of student participation in service activities, incentives for service, and the extent to which a school offers academic service-learning courses [EVIDENCE].

Our Center for Service-Learning coordinates many additional programs, several of which we describe in the upcoming segments of this Core Component. Detailed data about many of these programs can be found in the report titled, Service Learning and Related Initiatives — Detailed Information (2008) [EVIDENCE].

These findings provide ample evidence that, through our Service-Learning requirement, the guidance and resources provided by our Center for Service-Learning, the participation of our many community partners, and our students’ energetic service efforts, we demonstrate UW-Eau Claire’s commitment to civic engagement and effective deployment of resources to support such engagement.

Engaging the Community through our Continuing Education (CE) Offerings

In Core Component 5A, we described ways in which our Continuing Education (CE) unit collects information from constituents to determine their needs and analyze our effectiveness in meeting those needs. However, a discussion of UW-Eau Claire’s capacity and commitment to engage with the community would simply be incomplete without some mention of CE again in Core Component 5B. Here, we provide a single example that highlights one of the many services provided to the professional community by our CE unit.

CE is a designated provider of contact hours for nurses through the Wisconsin Nurses Association. As such, CE is responsible to develop, implement, finance, keep records, and assess the quality of nursing continuing education activities. CE depends on practicing nurses in a number of fields to share ideas and information on topic-specific programs they need in order to maintain proficiency and competency in their professions, as driven by changes in technology, defined best practices, workforce factors, and other influences. Subsequently, program topics are reviewed regularly and revised to reflect changes in the field as identified by practitioners. Extensive information about additional CE programs can be found on the CE web page [EVIDENCE].

Again, we emphasize that the above is but a single example of the many ways in which our CE unit demonstrates the capacity and commitment to engage with and serve the community.

Civic Engagement through Participation in Athletics and Club Sports

Through our Athletics program (NCAA, Division III), approximately 550 students participate annually in 22 varsity sports. In keeping with our institution-wide commitment to civic engagement, all student athletes must volunteer at least once each year when their sport is not in session. Service examples include the men’s and women’s hockey teams leading the local Mini-Mites Youth Hockey program; the Blugold Buddies program [EVIDENCE], which brings athletes to area elementary school playgrounds; student athletes volunteering for Special Olympics activities; and numerous sports camps for area youths. Additional examples of the community service activities of our student athletes can be found via the following link: [EVIDENCE]. Several of our club sports teams also participate in service projects each year, and can obtain University funds to support these projects.

The Wisconsin Youth Sports Program (WYSP) provides a free camp experience for low-income and at-risk youths whose families might not otherwise be able to provide them with safe, educational summer activities. In addition to traditional sports such as basketball and softball, the camp includes educational sessions on topics such as nutrition, drugs and alcohol, math, science, and leadership skills. Participants can also receive medical and dental exams at no cost.
Partnering with Other Regional Higher Education Institutions to Meet the Needs of External Constituencies

To increase our capacity to engage with, and meet the needs of external constituencies, we have formed numerous partnerships with other post-secondary educational institutions. These partnerships allow UW-Eau Claire to contribute valuable resources and services without duplicating the efforts of other institutions. Some of these partnerships exist at the department or program level, while others are at the institutional level. All benefit our students and our external constituencies.

Examples of academic program partnerships that help address regional needs include the following:

- UW-Eau Claire joined UW-River Falls, UW-Stout, Chippewa Valley Technical College, Wisconsin Indianhead Technical College, UW-Barron County, and Cooperative Educational Service Agencies (CESAs) 10 and 11 (representing K-12 in the nine county regions located in West Central Wisconsin) to form the West Central Wisconsin Regional Education Consortium.

- UW-Eau Claire partnered with other regional higher education institutions to form the Chippewa Valley NanoSTEM Initiative, a collaborative initiative between UW-Eau Claire, UW-Stout, and Chippewa Valley Technical College that provides advanced science, technology, engineering, and mathematics (STEM) education, intellectual expertise, and state-of-the-art facilities to students, faculty members, and businesses throughout the Chippewa Valley and Wisconsin. The initiative capitalizes on the existing expertise and strengths of each institution in the development and enhancement of degree programs that focus on nanotechnology, nanoelectronics, and nanoscience education. The collaborative effort will provide a well-educated workforce that is prepared to work in a range of businesses and industries — a need that is often noted by area and state business leaders.

- The Chippewa Valley nursing Alliance, a partnership of UW-Eau Claire and Chippewa Valley Technical College, was established in 2004 to help meet the rising demand for nurses in Western Wisconsin. The agreement promotes dual enrollments in the schools, providing opportunities for students to enroll in CVTC nursing classes and UW-Eau Claire general education classes concurrently. After completing the CVTC nursing associate degree program, students can enroll in the UW System’s Collaborative Nursing Program to complete a bachelor’s degree in nursing from UW-Eau Claire.

- Elementary students from the Eau Claire Area School District can begin to learn the Spanish language and culture thanks to a gift from the Presto Foundation to the UW-Eau Claire Foundation. The Elementary Spanish Program (initiated in 2004) matches first-grade students with students in the Foreign Language program at UW-Eau Claire and with native Spanish speakers, and continues to offer these students instruction in Spanish in grades two through five.

- Students can complete a physics and engineering dual degree program that will give them a UW-Eau Claire physics degree and an engineering school degree in approximately five years.

Informal Structures that Promote Civic Engagement and Educational Service to the Community

In addition to the engagement, service, and collaborative efforts that are facilitated through the formal structures described above, University personnel, programs, and students provide a wealth of outreach services and community connections through less formalized avenues. Selected examples are described below, and additional examples can be accessed via the following link.

Civic Engagement through Jumpstart and Related Programs

Jumpstart Eau Claire (an AmeriCorps program which pairs college student volunteers with preschool children from low-income families) focuses on three program areas: supporting school success for young children by building their communication, literacy, and social skills; encouraging family involvement to facilitate family support of children’s learning; and training college students to become future teachers and leaders in early childhood education.

Jumpstart has consistently achieved a 100% recruitment rate and a 92-100% completion rate, the highest of any AmeriCorps program in Wisconsin. Jumpstart enrolled 50 students this past year, and corps members contributed a total of 14,671 hours of community service.
and served preschool children at four partner sites: UW-Eau Claire Children's Center; Altoona Head Start; Truax Head Start; the YMCA Child Development Center, and the YMCA Family Literacy Program (the latter as a combined site).

Jumpstart utilizes a pre- and post-test, comparison group design to evaluate its effectiveness. In four of the past six years the results have demonstrated a statistically significant improvement in skills for the Jumpstart children, as compared with a matched sample of children who did not receive the services. Each year, approximately 50 children receive intensive one-to-one interventions to address cognitive, social, and emotional development needs; and nearly 300 additional children benefit from classroom assistance provided by Jumpstart. Further, Jumpstart corps members recruited an additional 137 community volunteers for major events such as Jumpstart for a Day, Global Youth Service Day, and the Literacy Fair, thereby generating 1,500 hours of additional volunteer service in the Eau Claire community.

Our Literacy Action Network includes Jumpstart, the Reading Partner Program, and First Book Eau Claire. Together, these three programs provide hundreds of hours of literacy-related services, and give more than 5,000 new books to children each year.

**Civic Engagement as Facilitated by our Center for International Education (CIE)**

Our Center for International Education (CIE) offers outreach programs to elementary, middle, and high school students within a 100-mile radius, inviting international high school exchange students and American K-12 students to participate in University activities. CIE also sponsors an International Speakers Bureau, sending international students into regional classrooms to share aspects of their countries and cultures with the K-12 learning community. At the conclusion of each Speakers Bureau presentation, evaluation forms are collected to assess the effectiveness and utility of the presentation. CIE staff members consult with teachers and school administrators to ensure the presentations are meeting the needs of schools. The information gathered through these formal and informal evaluation methods is used to plan future presentations.

CIE offers host family programs and partnerships with area businesses that are involved in international commerce. These programs and partnerships have been established as CIE staff members have worked with external constituencies that are directly involved with, and/or served by, the programs. CIE staff members also learn of community needs and opportunities via their participation in organizations such as Kiwanis, Rotary Club, Lions Club, and the Chinese Friendship Society.

**Faculty and Staff Members Serve as Role Models for Civic Engagement**

As part of this HLC self-study, in spring 2007 we surveyed our faculty and staff members to learn about their public engagement and outreach activities. Responses indicated a high level of civic engagement across a broad spectrum of areas including PK-12 education, economic development, government, health care, environmental preservation/restoration, creative arts, and other areas.

The majority of faculty and staff respondents (84%) reported active community engagement. Sixty-four percent of the respondents reported serving as members, chairs, officers, and advisors on boards, committees, and commissions. Specific examples can be
Collaborating with Community Partners

In addition to its partnerships with other institutions of higher learning, UW-Eau Claire also collaborates with other entities to facilitate engagements with, and service to its constituencies. Selected examples follow:

- New Beginnings (a program initiated by emeriti faculty members) offers free tutoring and mentoring to youths who have been expelled, or are at-risk for expulsion, from school. Approximately 35 youths in grades 2 through 12 receive services each week. Individual tutoring is provided by UW-Eau Claire students, under the guidance of current and emeriti faculty members. The tutors are referred by faculty members and advisors, with many of them coming from our Special Education, Mathematics, and Accounting Departments.

- Our Mathematics Department has formed a partnership with the Eau Claire Hmong Mutual Assistance Association, primarily to assist adult learners in preparing for the math competency exams used by local employers to screen applicants for minimum wage jobs. This initiative identifies individuals who are having difficulty passing the math exam and provides weekly tutoring at the downtown Hmong Mutual Assistance Association center. A total of 17 individuals have received tutoring to date.

- Our Nursing programs partner with St. Joseph’s Hospital in Marshfield. These partnerships enable students from Central Wisconsin to earn a UW-Eau Claire nursing degree without traveling to our Eau Claire campus to attend classes, which means students with work or family commitments can complete their degrees more easily. This collaboration serves to increase the number of bachelor’s degree-level nurses with ties to Central Wisconsin.

- Our Music Therapy program partners with numerous regional facilities, including hospitals, nursing homes, forensic settings, and public schools. The students in this program provide many hours of community service in such settings each week, at no cost to clients. Music Therapy students participate in collaborative research with their faculty mentor and receive on-site supervision for much of their clinical training.

- Our Music and Theatre Arts faculty members have strong connections around the region and the nation. For example, they are part of regional orchestras and other performance ensembles. Music and Theatre Arts students and faculty members regularly interact with elementary, middle, and high school students through a series of music-related events, including the Opera on Wheels program and the Theatre for Young Audiences program.

- Our Nursing faculty and students provide numerous clinics and services to various populations, ranging from young children to the elderly. Selected examples include direct service and leadership at the Chippewa Valley Free Clinic, coordination of the Sexual Assault Nurse Examiner program, and leadership in the Linking Education and Practice for Excellence in Public Health Nursing initiative. A Nursing faculty member on our Marshfield campus was recently recognized for her work with students in the local Occupational Development Center. The nursing faculty at the Marshfield site won the St. Joseph’s Hospital/Ministry Health...
Care Circle of Excellence Award in 2006 for their outstanding work.

- Our First Fridays program brings University experts together with area senior citizens once each month to provide educational programs at no charge. Programs vary from talks on current events to musical performances.

- UW-Eau Claire collaborates with the Eau Claire Area School District in its Reading Partner Program. Reading Partners participate in weekly in-home reading sessions with English language learners, many of whom are Hmong, and most of whom (87%) are from families living below the poverty line. To prepare volunteers, a partnership was developed between several local literacy programs to provide Literacy Action Network Seminars. These seminars provide information about the Hmong culture and effective strategies for reading with children.

- Our UW-Eau Claire Foundation partners with community donors to establish supports that are of mutual benefit to regional non-profit organizations and businesses, and to our students. Since 2005, nearly $28,000 in funding has been provided to support internships in Chippewa Valley businesses and non-profit organizations (e.g., Hope Gospel Mission, the United Way, and many others). A key goal is to encourage more students to seek employment in the Chippewa Valley once they graduate, and success is evident in the fact that several interns have continued working in the region following graduation.

Creating International Connections through our Center for International Education

Our Center for International Education (CIE) supports international internships and international career advising, and cooperates with the Eau Claire Area Economic Development Council and the Wisconsin Department of Commerce-International Division to promote connections to support trade and development between Eau Claire and Wisconsin and the international arena. Our CIE plays a lead role in the City of Eau Claire’s Sister Cities International Committee, which has developed a Sister City partnership in Australia and is developing a second partnership in Costa Rica. The committee is made up of community members representing the Eau Claire Area School District, local hospitals and health care providers, the Eau Claire Tourism Board, Eau Claire Economic Development, and City of Eau Claire administrators.
UW-Eau Claire is a Regional Center for Culture, Entertainment, and Recreation

UW-Eau Claire serves as a center for culture and entertainment in West-Central Wisconsin. Talented students and faculty members offer hundreds of performances each year in music, dance, and theatre, all of which are open to the community. The Foster Art Gallery showcases the work of faculty and students, and features national exhibits. A listing of recent events can be accessed at the following link: [Evidence]. The Forum and Artists Series features internationally known artists, performers, and speakers. (A list of recent examples has already been presented in Core Component 3C). Departments and offices host events that draw large numbers of community members, including the Viennese Ball [Evidence], Cabaret, and the International Folk Festival [Evidence]. Many of the committees charged with planning these activities include members of the community. The University also hosts the Hmong New Year celebration [Evidence] and other activities that bring our multicultural community members to campus.

The University formed partnerships with the community to access funding that upgraded athletic venues available for community athletes. For example, the University and area high school football teams share the football field at Carson Park, and hockey players of all ages share ice time at Hobbs Ice Arena. UW-Eau Claire has taken the lead as part of a community consortium that is spearheading a $6 million update to the ice arena — a project that will significantly benefit both the University and the broader community. The University also played an integral role in facilitating recent, major renovations to Carson Park.

Engaging with our Multicultural Constituencies

The Chippewa Valley is home to a large Hmong population. The University plays an important role in helping the region understand the Hmong community and facilitates discussions of issues that relate to diversity. The University has worked closely with the local Hmong population, with UW-Eau Claire providing facilities for the Hmong community to host events such as the Hmong New Year celebration. Examples of programs that support the local Hmong community
include the Building Bridges tutoring and mentoring program [EVIDENCE] and the Reading Partner Program (described earlier in this Core Component). UW-Eau Claire also organizes events (speakers, performances, discussion groups) for Black History Month [EVIDENCE], American Indian Awareness Month (including a pow-wow) [EVIDENCE], Latin American Studies Week, and Hispanic Heritage Month [EVIDENCE].

Other Campus-Community Partnerships

With our campus situated near the downtown area, and in the midst of residential neighborhoods, the University has long advocated for revitalization of the city’s core. The campus moved its Continuing Education offices to an adjacent commercial district off campus, making it easier for CE clients to access the offices and showing support for the local business district. Campus officials have hosted events that encourage discussion within the community about how the University can better support the downtown area. Also, the University has initiated conversations about creating public-private partnerships that could result in shared facilities such as a performing arts center.

Campus leaders regularly communicate with community leaders. Examples include being active in the Eau Claire Chamber of Commerce and similar organizations; regularly attending neighborhood association meetings; hosting public forums/discussions that touch on issues of interest (e.g., a forum for teens and their parents about transitioning successfully from high school to college); attending City Council and other local government meetings; involving University partners in grants/projects (such as a project to increase understanding of issues relating to science and religion) and ongoing outreach to local and regional businesses. UW-Eau Claire organized a program called “Public-Private Partnerships: Planning for the Future,” which attracted a group of approximately 75 community leaders [EVIDENCE].

Conclusion and Recommendations for Core Component 5B

UW-Eau Claire has the capacity and the commitment to engage with its identified constituencies and communities.

The information presented in this Core Component serves as strong evidence that UW-Eau Claire is committed to engaging with the larger community, region, and state. In fact, it would be challenging to identify a category of organization or entity with which we do not have some form of active partnership. This commitment is a vital part of our identity as an institution of higher learning and as a member of the larger community we call “home.” We have provided evidence that we activate our commitment to community engagement in a wide variety of ways, thereby demonstrating that we also have the capacity to engage.

A thread that runs throughout our entire self-study is our recognition that even in areas of great strength, there is always room for improvement. Continuing in that spirit, we offer the following recommendations:

1. In light of the vast amount of service provided to the community by UW-Eau Claire, it will be beneficial to follow through with plans to gather data about engagement and service activities in a systematic, periodic manner, and publicize the findings both within and beyond the University community. It is anticipated that this will provide University colleagues with heightened appreciation for the work of their peers, provide students with a wealth of ideas for service projects and which faculty members they might contact to set up service collaborations, and heighten awareness in the broader community of the many ways in which UW-Eau Claire enhances the quality of life in the region. This may set the stage for continued development of new partnerships.

2. Although we have presented conclusive evidence that a very large quantity of engagement and service occurs through UW-Eau Claire, many of these initiatives have not yet established methods for evaluating their quality and effectiveness. In keeping with another cross-cutting theme of our self-study, we encourage increased assessment, and application of the findings to inform service improvements.
INTRODUCTION

At UW-Eau Claire, we regularly gather both formal and informal input from external constituencies about their service needs. We use that input in our planning, teaching, research, and outreach initiatives. In this segment of the self-study, we present selected examples of our responsiveness to community and regional needs. In Core Components 5A and 5B, we described ways in which our Continuing Education unit, our Center for Service-Learning, and our Community Action and Lifelong Learning program gather information about the needs and expectations of our external constituencies and respond accordingly with initiatives to address those needs and expectations. Rather than reiterating those formal mechanisms here, we refer readers to Core Components 5A and 5B for that information.

We begin the present Core Component by describing initiatives and services that focus on specific constituency groups (local and regional business and industry; public health and health care; mental health and children’s wellness; low-income and multi-cultural constituents; and the public school system). In the second segment of this Core Component, we describe the broad array of public services provided to multiple constituencies through three major avenues: (1) faculty/student collaborative research projects; (2) our Chippewa Valley Center for Economic Research and Development (CVCERD); and (3) McIntyre Library.

RESPONDING TO THE NEEDS OF BUSINESS AND INDUSTRY

UW-Eau Claire engages in several initiatives designed to meet the needs of local and regional business and industry entities. Following are a few selected examples:

- To help meet the technology and research needs of regional businesses, UW-Eau Claire established the Materials Science Center. The Center has state-of-the-art technology (mostly financed through federal grant dollars) that is available to private businesses. Businesses can pay a fee to use the equipment or they can pay a University scientist to do the work. Businesses in the computer/electronics industry, filtration industry, and general manufacturing have used the Center’s technology, which is so expensive that many businesses cannot afford to purchase it themselves. Often, students are actively involved in the projects, which results in enhanced learning and important industry connections.
• In Core Component 5A, we described our Continuing Education (CE) unit’s work to learn from our constituencies and analyze our capacity to meet their expectations. We will not reiterate that information here, but will simply note that our CE unit also led a collaborative effort with six regional higher education institutions to develop an Internet-accessed, searchable database of expertise, equipment, rooms, and training programs that can help businesses and organizations tap into resources. The resulting database is called the Regional Business Assistance Resource directory (ReBAR).

• Economic development officials need help to recruit new industry to the Chippewa Valley and to identify experienced college-educated professionals. In response, the University partnered with the Eau Claire Economic Development Corps to create and market a Critical Talent Bank.

• The College of Business also partners with non-profit and public agencies to meet community needs. For example, in a Community Leadership Class students work in teams to solve community problems and gain a better understanding of how to be an effective community leader. Students work with community organizations on a semester-long project. Projects present students with real-life challenges and opportunities to develop leadership skills.

• Our College of Business has established important partnerships with companies and individuals to develop state-of-the-art labs which help prepare students to succeed in the business world after graduation. Examples include the Thomas Auth Accounting Lab, Cargill Business Telecommunications Lab Annex, Cargill Technology Center, Douglas Hallatt Business Classroom, Hormel Project Team Lab, Susan K. Tietz/McDonough Manufacturing Company Business Communication Lab, Ken & Roberta Vance Leadership Classroom, and the Wells Fargo Student Investment Management Lab. When not being used by students, these facilities are available for use by regional businesses and organizations.

• During this review period, the Information Systems (IS) Department revamped its academic programs to serve more students and to more effectively meet the needs of the growing number of businesses that want to hire its graduates. Representatives from business and industry played a critical role in guiding the development of our new IS programs, including the Seminar in Information Systems, in which students work in problem-based Service-learning teams to develop complete information systems for community clients. Under faculty supervision, these teams serve organizations such as the United Way, YMCA, Boys & Girls Clubs of America, Epilepsy Foundation, and National Alliance for the Mentally Ill. They develop web sites, databases, and computer networks. They also provide software maintenance and training. In the process of these projects, students learn about professional ethics and the value of civic engagement.

RESPONDING TO PUBLIC HEALTH CONCERNS AND NEEDS FOR QUALIFIED HEALTH PROFESSIONALS

UW-Eau Claire strives to contribute to improved public health and wellness, and prepares health care professionals to enter the local and regional workforce. Selected examples of responsiveness to public health needs and local and regional needs for qualified health care professionals include the following:

• Our Health Care Administration program is one of only six such programs in the country that meets the National Association of Long Term Care Administrator Board’s criteria for top tier education and training of long term care administrators. The Health Care Administration practicum allows students to apply their skills in a year-long, advanced educational experience. This University-provider partnership is a national model for similar health care programs across the country.

• For the past 20 years, UW-Eau Claire’s Nursing programs have helped fill an important need in Central Wisconsin, home of the Marshfield Clinic and St. Joseph’s Hospital in Marshfield, Wisconsin. Dedicated faculty and staff members and instructional technologies have enabled the University to operate a successful satellite nursing program based in Marshfield. The University has recently partnered with Marshfield Clinic and St. Joseph’s Hospital to expand those services to meet growing health care needs in that region.

• A Nursing professor created a class to help Chippewa Valley businesses and organizations that are interested in
starting or enhancing workplace wellness programs. Nursing students work with local organizations to gather information and tailor wellness programs to the needs of the individual business.

**RESPONDING TO MENTAL HEALTH NEEDS AND CHILDREN’S WELLNESS NEEDS**

UW-Eau Claire provides a wealth of services that address mental health needs, and the wellness needs of children. Selected examples include the following:

- Our Children’s Assessment Center (CAC) was established in 2006 in response to community need. Child assessment centers are considered to be the best practice model for investigating allegations of child abuse. Partnering with the Children’s Service Society of Wisconsin, the College of Nursing and Health Sciences offers space and personnel to help with the assessment of child abuse for a multi-county region. The College works collaboratively with law enforcement personnel, district attorneys’ offices, and families. The CAC has served nearly 200 families since it was established.

- The Human Development Center (HDC) is a UW-Eau Claire-sponsored agency that offers clinical services to clients in the community and region pertaining to the assessment of human development. Assessment services are provided by a multi-disciplinary team of undergraduate and graduate students from our Special Education, Social Work, School Psychology, Communication Sciences and Disorders, Curriculum Instruction, and Nursing Programs. All assessment and intervention is provided under careful supervision by faculty members. Clients range in age from infancy to adulthood. They are typically referred to the HDC by parents, service agencies, and schools for assessment of behavior and adjustment problems, underachievement, giftedness, developmental disabilities, learning disabilities, reading difficulties, communication difficulties, physical disabilities, and attention-deficit/hyperactivity disorder [EVIDENCE].

- The Center for Communication Disorders serves as a clinical training site for students who plan to pursue careers in speech-language pathology and audiology. The Center offers speech, language, and hearing services to residents of the Chippewa Valley. Services are performed by UW-Eau Claire students under the supervision of faculty members who are certified by the American Speech-Language-Hearing Association. The Center includes therapy rooms with direct observation facilities, an audiology suite, a speech science and voice laboratory, an assistive technology laboratory, a computer laboratory, an audio-visual laboratory, a materials resource room, and a reception area with client waiting rooms. Services are available to anyone, of any age, with a speech, language, or hearing disorder [EVIDENCE].

- The Boys and Girls Club of the Greater Chippewa Valley provides a safe place for children and teens to congregate after school and to get help with their homework from UW-Eau Claire student volunteers during Power Hour. Graduate students from the School Psychology graduate program plan academic activities and supervise
undergraduate student volunteers. Student leaders communicate with schools, teachers, and families to provide optimal assistance. They help children with academic and social skills and emotional adjustment, help them obtain school supplies, and facilitate special programs. One example is the Junior Achievement program, which helps children learn to manage money and make effective life choices.

**RESPONDING TO THE NEEDS OF LOW-INCOME INDIVIDUALS AND MULTICULTURAL CONSTITUENTS**

UW-Eau Claire responds to the needs of its multicultural constituents and the needs of low-income individuals in several ways. Selected examples follow:

- The Lac du Flambeau Service-Learning program provides interdisciplinary Service-Learning experiences for our undergraduate and graduate students, while providing culturally sensitive health and educational services to children and youths in an American Indian community. At the rate of 60 undergraduate students and 10 graduate students per year over the past eight years, hundreds of students have participated in Service-Learning experiences at Lac du Flambeau. Evaluations by teachers at Lac du Flambeau have been uniformly positive. For example, one teacher commented, “it is a positive influence to have non-Indian and non-community members work with the children.” College students have been given pre- and post-tests, which indicate that the experiences in the Lac du Flambeau community had a significant impact on their attitudes about the Native American culture, with students being more sensitive and knowledgeable about cultural issues. A recent outcome of our project at Lac du Flambeau has been increased interest on the part of Native American students in attending UW-Eau Claire.

- Gear Up is a federal grant program with the mission of increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. The UW-Eau Claire Gear Up Program, which began in 2006, serves about 460 students from four rural school districts in Northern Wisconsin. Three of the four schools are on Indian Reservations and 75% of the students are Native American. Of the 460 students served in the first year, 85% lived in family households below the poverty line. Five Gear Up program staff members, 70 school staff members across the four schools, and about 68 volunteers participated in Gear Up activities each year. The Gear Up evaluation plan measures actual outcomes against projected outcome objectives, and indicators of success. Formative evaluation facilitates continuous improvement throughout the implementation phase of the project. Information on successes, failures, problems, barriers, and concerns is used to improve service delivery in the future. At the academic mid-year for 2006-07, when compared to the end of the academic year in May 2006, the number of students at or near grade level had increased more than 78% in language arts and 68% in math. There was a 26% increase in parent participation during the course of the initial year.

The majority of Gear Up students report that they have spoken to someone about college entrance requirements and/or have spoken to someone about financial aid. Fifty-five percent report that they can definitely or probably afford to attend college. Plans are under way to implement an online mentoring project that will match Gear Up participants with current college students in mentoring relationships.

- A task force has been created with representatives from UW-Eau Claire, the Eau Claire Area School District, and the Hmong Mutual Assistance Association. Its purpose is to initiate a program called Aspiring Blugold Leaders in Education. The goal of the program is to recruit and retain more Hmong students in UW-Eau Claire’s teacher preparation program.

- Each year, UW-Eau Claire Accounting students, under the guidance of an Accounting faculty member, help low-income taxpayers complete their tax forms free of charge.

**RESPONDING TO THE NEEDS OF THE PUBLIC SCHOOL SYSTEM**

Following are selected examples of our University’s efforts to respond to the needs
of local and regional public education entities, including local schools.

- The University has formed multiple partnerships with Longfellow Elementary School in Eau Claire. Thirty to forty UW-Eau Claire students from a variety of academic programs volunteer daily at Longfellow. Some students work in classrooms; members of our athletic teams offer playground demonstrations; the Kinesiology Department offers a before-school running club; and other students provide after school tutoring. Sorority members donate time in many ways, including decorating for and chaperoning school dances, fund-raising, and working at Longfellow’s monthly “Lighted School House” family nights. University volunteer support allows the school to offer programming that would not otherwise be possible. These programs are important to the students who attend Longfellow, a school where 70% of the students live in poverty and 30% are bilingual [ EVIDENCE ].

- In response to the needs identified by educators, our Continuing Education unit and the College of Education and Human Sciences developed a Master of Education and Professional Development (MEPD) degree specifically tailored for working educators [ EVIDENCE ]. The program was developed with significant input from educators.

- Through the Science Education Outreach web site [ EVIDENCE ], the University offers a centralized source of information about the various types of science programs and experiences available at UW-Eau Claire for school children in grades K-12.
• In April 2008, the College of Education and Human Sciences initiated “Meet the Districts,” an on-campus teacher fair for regional school districts to meet and interview UW-Eau Claire Education majors for possible employment [EVIDENCE].

FACULTY/STUDENT COLLABORATIVE RESEARCH PROJECTS RESPOND TO THE NEEDS OF A BROAD ARRAY OF CONSTITUENTS

As highlighted in Criterion 3 and Criterion 4, UW-Eau Claire is recognized nationally for its vibrant faculty/student collaborative research program. Many of these scholarly projects involve research collaborations with external constituents including, but not limited to, health care and social service providers, school teachers and administrators, environmentalists, and regional business leaders. Selected examples are presented below:

• Our History Department conducts research projects that bring together students, faculty members, public school personnel, museum directors, Historical Society members, and representatives from other entities. Projects include working with schools to enhance the teaching of history in K-12 schools, helping neighboring communities celebrate historical milestones, and contributing to regional museum exhibits. These service-oriented research projects are designed and implemented in a manner that includes and responds directly to the needs and inputs of the community collaborators. These contributions of the History Department were recognized in 2006 when the Department was selected as the recipient of the UW System Board of Regents Teaching Excellence Award for Academic Departments and Programs [EVIDENCE].

• Community leaders in Wisconsin have long discussed dredging lakes that were polluted with industrial organic waste during the sawmill era; but they have been unable to clean the lakes due to limitations in ability to manage the waste once it is removed. One of our student researchers secured a grant from the UW System Solid Waste Research Program to document the location and thickness of the industrial byproducts in a local lake and to develop an efficient method of drying the saturated organic waste sediment as an alternative to placing it in a landfill [EVIDENCE].

• Stream flows are being altered worldwide to meet human needs, creating a pressing need for ecologists to gain understanding of the flows required to prevent species loss and to allow streams to provide essential ecosystem services. With a team of student collaborators, a Biology faculty member is investigating the amount of water a stream requires to maintain the ecosystem it supports. The project includes research on streams in both Wisconsin and Colorado. The project has the potential to provide resource managers with an evidence-based measure to establish minimum stream flows [EVIDENCE].

• Faculty members from Economics and Psychology are working with a team of student collaborators to evaluate the effectiveness of the U.S. Department of Agriculture Fresh Fruit and Vegetable Program, which is designed to encourage school children to select fruits and vegetables as healthy snack alternatives [EVIDENCE].

• Students and faculty members in our Kinesiology Department cooperate with area hospitals’ cardiac rehab programs to provide structured exercise programs for adults who desire supervision, direction, and education in their rehabilitation exercise efforts [EVIDENCE].

• A Political Science faculty member has become a nationally recognized expert on cyberbullying through several first-of-their-kind research projects that examined online bullying. He leads workshops nationwide for educators, parents, and others. Workshops focus on online dangers and steps adults can take to help youths avoid those risks [EVIDENCE].

• A Psychology faculty member and his students have completed a series of research projects focusing on the use of medication to treat attention-deficit/hyperactivity disorder. This research is often cited by national and international media sources, and the faculty member regularly presents and publishes his findings in cooperation with his student co-authors.

• An Economics faculty member and his student collaborator completed an analysis to determine the economic impact of UW-Eau Claire on the surrounding region. (They learned that this impact exceeds $161 million annually.) [EVIDENCE]

• Two Marketing faculty members and their student collaborators have received national recognition for their research regarding Super Bowl advertisements (e.g., evaluating the success of movies advertised during the Super Bowl, and the relationship between Super Bowl advertisements and stock market trends) [EVIDENCE].
• A Chemistry faculty member and his students are collaborating with a researcher at Marshfield Clinic to develop new derivatives of the drug Warfarin — an anticoagulant used to decrease the risk of blood clots in individuals with disorders such as diabetes and heart disease. Because not all patients are able to tolerate Warfarin, the researchers are working to develop alternative anticoagulants.

• A Psychology faculty member and his student collaborators provide a valuable service in partnership with our local humane association. Through the “Behavioral Applications Regarding Canines” (BARC) program, Psychology students re-train dogs that display behavior problems, to increase their chance of being adopted and of succeeding in their new homes. Student volunteers also provide trouble-shooting support for families once the program dogs are adopted, to facilitate the success of the adoptions.

The above are just a few examples of the many ways in which our vibrant agenda of faculty/student research collaboration facilitates learning about, and helping to address community needs through scholarly initiatives. These collaborative research efforts provide our students with valuable mentoring from a faculty member and opportunities to apply their knowledge in service to the community, as well as providing the community with expert assistance at little or no cost.

UW-EAU CLAIRE’S CHIPPENWA VALLEY CENTER FOR ECONOMIC RESEARCH AND DEVELOPMENT (CVCERD) RESPONDS TO LOCAL AND REGIONAL NEEDS FOR ECONOMIC DATA

UW-Eau Claire’s Chippewa Valley Center for Economic Research and Development (CVCERD) — housed in our Economics Department — serves the community by providing economic information, and producing and disseminating timely economic analyses to help foster economic development in the region. The CVCERD is currently working on several projects, including the following selected examples.

Economic Indicators for the Chippewa Valley
The CVCERD and the Eau Claire Economic Development Corporation collect economic data for use in describing the local/regional economy. The information will be compiled in a database for local/regional economic research. The University will maintain the database and make it available to interested parties (for download from our web site), making the CVCERD a valuable source of local economic data. We also issue monthly and quarterly reports based on these data, releasing the reports to the local media and through our web site.
Eau Claire Area Stock Index
The CVCErD has partnered with the Eau Claire Leader-Telegram (our local daily newspaper) to collect and maintain stock market data for a list of publicly-owned companies that are of local or regional interest. CVCErD personnel track the performance of these companies through an investment basket called the Eau Claire Area Stock Basket, and compare the performance to that of similar investments in terms of variations in the Dow Jones Industrial, the Standard & Poor’s Index, and the gold standard. This ongoing project is a regular feature in the business section of the Leader-Telegram. Quarterly and year-end reports are distributed via the local media and the University’s web site.

Hmong Population Research Project
The CVCErD is bringing together an extensive collection of demographic and economic data regarding the U.S. Hmong population. These data come from U.S. Census Bureau Surveys. The project seeks to provide a comprehensive picture of the economic and social status of Hmong communities in Wisconsin, Minnesota, and California, which together account for the majority of the nation’s Hmong population.

MCINTYRE LIBRARY RESPONDS TO THE LEARNING RESOURCE NEEDS OF THE COMMUNITY
Our McIntyre Library meets community needs in a variety of ways, including the following:

- Area teachers regularly use the Library’s collections, and Library staff members offer sessions to Cooperative Educational Service Agency (CESA) 10 and school media specialists.
- Library staff members provide library instruction and research assistance to individuals who are developing business plans, and to area high school students and classes.
- The Library staff hosts story hours for children from the University Children’s Center, and children from the community.
- The Library offers borrowing privileges to community members for a $10 fee, and also offers borrowing privileges to other UW System faculty members and students, and to area high school honor students.
- The Library provides computers for public use.
- Special Collections and Archives staff members work with local community members and individuals across the country who are interested in genealogy or local history collections.
- The Library staff offers presentations to local community groups and at public school history events at local high schools.

The above examples demonstrate that our Library is responsive to the needs of multiple public constituencies.

CONCLUSION FOR CORE COMPONENT 5C
At UW-Eau Claire, We demonstrate Our responsiveness to those constituencies that depend on Us for service.

As a regional comprehensive public university, we welcome our responsibility to respond to, and effectively serve our regional constituencies. The selected examples presented here serve as ample evidence that our students, faculty, and staff members do exactly that. No recommendations are deemed necessary for this Core Component.
INTRODUCTION

In the preceding sections we have described the extensive interactions of UW-Eau Claire’s faculty, staff members, and students with external constituents. We have also described many of the strategies used by various individuals, departments, and units to solicit information about specific needs and expectations, as well as to gather formative feedback from those constituents. One outstanding example of this is the assessment work conducted by our Continuing Education unit. Because this has been described extensively in previous segments of Criterion 5, it will not be reiterated here. In general, evaluative findings indicate that the services provided by UW-Eau Claire are valued by external constituents, though in many cases we lack systematic methods for gathering formal satisfaction data.

EVIDENCE THAT THE SERVICES PROVIDED BY UW-EAU CLAIRE ARE VALUED BY CONSTITUENTS

Following are selected examples of how our external constituents have indicated that they value the services we provide:

- Business leaders have talked privately and publicly about how they have benefitted from the Materials Science Center. In fall 2008, a regional businessman who has used the Center extensively testified before the Wisconsin Joint Finance Commission as to the value of the Center to private businesses. He stressed to legislators during a difficult budget process how public universities support and enhance the efforts of private businesses, citing UW-Eau Claire’s Materials Science Center as an example of the University’s contributions to private business [EVIDENCE]. More than 20 local and regional businesses, and science faculty members from other institutions of higher learning, have already made extensive use of the equipment in our Materials Science Center. Additional information about the value placed on the Materials Science Center can be found in press releases at the following links: [EVIDENCE] [EVIDENCE].

- UW-Eau Claire has nearly 70,000 alumni living around the world, approximately 70% of whom reside in Wisconsin and Minnesota. Our Alumni Association works to maintain strong connections between graduates and UW-Eau Claire. Our Alumni Association hosts, on average, more than 50 gatherings and events annually for more than 6,000 UW-Eau Claire alumni and friends [EVIDENCE]. In addition to this, the
Alumni Association assists with alumni gatherings and events held by specific colleges. In 2008, the Alumni office conducted an Alumni Attitude Survey; findings indicated that our alumni feel we have a high standard of programming in our Alumni office at UW-Eau Claire.

- The Longfellow Elementary School partnership coordinator stated in a story in the Eau Claire Leader-Telegram that the efforts of UW-Eau Claire’s student volunteers have a significant positive impact on the lives of young students, and that many of the out-of-classroom programs that are helpful to the school children would not be possible without the support of the University.

- UW-Eau Claire’s efforts to establish meaningful partnerships with external contingencies was recognized by the Corporation for National and Community Service (CNCS) — a federal agency charged with fostering an ethic of volunteerism and service in America. In 2006, the CNCS established the first President’s Higher Education Community Service Honor Roll. This year (2008), 83 public and private colleges, universities, and professional schools were named to the Honor Roll. UW-Eau Claire is the only Wisconsin institution to be named to the Honor Roll with Distinction in all three years since inception of the Honor Roll.

- The Clark County Emergency Management Director has provided verbal and written comments about the value of collaborative research conducted by a Mathematics faculty member and her students, to help communities design effective safety plans in case of emergency. This led to the professor and students presenting their work during a state emergency planning conference. Recently, this project has expanded to provide similar services to additional counties and to Eau Claire regional health care organizations.

- Our Continuing Education staff regularly surveys and communicates with external constituents to identify needs and assess the effectiveness of existing programs. In fact, our CE unit implements our most formal and systematized mechanism for gathering feedback about external constituents’ valuing of the University’s services. The CE unit receives a wealth of informative feedback that is used to guide continuous improvement (please see more detailed information in Core Components 5A and 5B). Most CE offerings request that participants provide evaluative feedback at the close of the program. Examples of evaluation forms can be found via the following links. One respondent commented, “UW-Eau Claire’s Continuing Education unit is a positive, creative force that allows CESA (Cooperative Educational Service Agency) to successfully interface with UW-Eau Claire.” This and many similar comments serve as evidence that our Continuing Education efforts are valued. Further, the simple facts that our CE offerings are well-attended (as documented in the table that follows) and attract many repeat participants indicate the excellent reputation of UW-Eau Claire for providing effective continuing education services.
<table>
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<th>FY 2007-08</th>
<th>433</th>
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<th>356</th>
<th>8,243</th>
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*Includes credit and non-credit programs combined

- UW-Eau Claire faculty members regularly share their expertise with the general public through public presentations such as the Ask a Scientist [EVIDENCE] and Learn at Lunch [EVIDENCE] programs, and via interviews with the news media. The University also maintains an “Experts Directory” to help external constituents locate faculty and staff members with expertise in particular topics. Community entities often use this resource to arrange scholarly presentations by our faculty and staff members [EVIDENCE].

**VALUING OF UW-EAU CLAIRE SERVICE INITIATIVES IS COMMUNICATED THROUGH COMMUNITY-INITIATED AWARDS AND RECOGNITION**

Valuing of our faculty and staff members’ service efforts is often communicated in the form of public recognition and the conferring of awards by external organizations. Following are just a few examples of such recognition:

- The National Peace Foundation and the Islamic Society of North America invited a faculty member from our Philosophy and Religious Studies Department to travel to Egypt and Qatar in summer 2009 as part of a delegation of six American citizens. The purpose of the trip was to facilitate dialogue between key leaders of the Islam, Jewish, and Christian faiths. This invitation results from the faculty member’s longstanding scholarly work on related topics [EVIDENCE].

- In the spring of 2009, an English faculty member was honored with the African Literature Association’s prestigious Fonlon-Nichols award. This award is given annually to an African writer whose works demonstrate a commitment to democratic ideals, humanistic values, and literary excellence. It recognizes writers who contribute to the struggle for human rights and freedom of expression [EVIDENCE].

- A member of our Sociology faculty received the 2009 Jane Addams Outstanding Service Award from the Women in the Profession Committee of the Midwest Sociological Society. The award recognizes the faculty member’s work with Adventure Girls — an after-school program for preadolescent girls focusing on self-esteem, cooperation, and leadership. The program is specifically directed toward girls from low-income or racial/ethnic minority families [EVIDENCE].

- Three faculty and academic staff members received Special Recognition Awards in 2008 from the Epilepsy Foundation of Western Wisconsin for their service. [EVIDENCE].

- A Psychology faculty member was honored in 2009 with the Wisconsin School Psychology Association’s Lifetime Achievement Award, recognizing his many contributions to the welfare of children in Wisconsin through his research and service related to the overuse of medications in the treatment of attention-deficit/hyperactivity disorder [EVIDENCE].

- A UW-Eau Claire Psychology faculty member has received multiple honors for her 25 years of work against sexual violence and domestic abuse. She was instrumental in developing the Center for Sexual Assault Awareness on the UW-Eau Claire campus and serves as President of the Wisconsin Coalition Against Sexual Assault (WCASA). She was honored in 2007 as a Woman of Distinction by the Girl Scouts of Indian Waters Council for her service as a role model for girls and young women. She was honored by WCASA in 2004 with the Voices of Courage Award and was named as the 2005 WCASA Advocate of the Year [EVIDENCE].

The examples above highlight just a small sampling of the many ways in which the broader community demonstrates valuing of the services provided by UW-Eau Claire faculty and staff members.

**EVALUATION OF EFFORTS TO ASSESS THE EXTENT TO WHICH CONSTITUENCIES VALUE SERVICES PROVIDED BY THE UNIVERSITY**

The methods used to evaluate the services UW-Eau Claire provides to both internal and external constituencies are varied. If a program or service is attached to an academic program
that is accredited by a professional body (e.g., the Human Development Center), formal assessment typically occurs. Our Continuing Education unit actively and systematically gathers evaluative data from participants.

Our Center for Service-Learning collects evaluation data on every student project and requests evaluative feedback annually from community partners as part of the Recognition Breakfast mailing. The results of these formalized systems of evaluation yield a wealth of feedback that suggests effectiveness of services. The resulting feedback has been positive, as confirmed in a study conducted by faculty members in the Management and Marketing Departments [Evidence].

Other services to our internal and external constituents are reviewed and included in the annual reports of departments, programs, and units; and most recently in the campus-wide Program to Evaluate and Enhance Quality (PEEQ) initiative.

Beyond these measures, our self-study found little other formal or systematic assessment of outreach services.

CONCLUSION AND RECOMMENDATIONS FOR CORE COMPONENT 5D

Internal and external constituencies value the services UW-Eau Claire provides.

Our self-study findings suggest highly systematized efforts in our Continuing Education unit and our Service-Learning program to evaluate the extent to which services provided by UW-Eau Claire are valued by constituencies. Less systematized, but also valuable, is the assessment that occurs at the level of departments, programs, and units — particularly those that respond to external accreditation standards. Aside from those mechanisms, little formal evaluation occurs.

To some extent, we are comfortable with this finding. We believe the enthusiastic responses of our constituents as expressed informally, in combination with the formal mechanisms we do have in place, provide sufficient evidence that our many outreach services are valued. It is not necessarily wise to add layers of bureaucracy to a process that is already working extremely well. In keeping with a cross-cutting theme of our self-study, however, we will do well to consider whether some of the services we are offering might benefit from more formalized evaluation, and to encourage groups and individuals involved in service and outreach activities to evaluate their work in case-specific ways, to ensure optimal service delivery.

OVERALL SUMMARY AND RECOMMENDATIONS FOR CRITERION 5

As called for by its mission, UW-Eau Claire identifies its constituencies and serves them in ways both value.

Our self-study findings indicate that UW-Eau Claire provides a vast array of services to our constituencies, and that our responsiveness to community needs is a decided strength. Our Continuing Education unit and our Service-Learning program conduct highly systematic evaluations of service needs and the quality of services provided. Most other outreach services are recognized, delivered, and evaluated through less formal mechanisms, and we do not think it necessary — or even desirable — to impose formalized structures on informal processes that appear to be working extremely well. With that said, however, we recognize the ongoing opportunity for continued improvement, and recommend the following actions to that end:

1. Continue to assess community needs (systematically when feasible); assess the institution’s capacity to address those needs; and evaluate the effectiveness of the services the institution provides to address identified needs. Encourage increased attention to such assessment as feasible in areas that have not formerly conducted needs assessments or evaluated the effectiveness of services.
2. Develop a system for reporting service to the internal and external communities, including an annual, published report of community engagement projects and services.
CHANGE REQUEST FOR PERMISSION TO OFFER A DEGREE PROGRAM ONLINE

[ HLC POLICY I.C.2.b ]
1. WHAT CHANGE IS BEING PROPOSED?

1.a) Specific change

The University of Wisconsin-Eau Claire submits this “change request” for consideration by the Higher Learning Commission. The impetus for this Change Request is the addition of a degree program option (the “online MBA Consortium” program) that is offered entirely through distance delivery methods. That is, this change is relevant to the HLC policy I.C.2.b, a “change in educational offering” based on the online (distance delivery) format of this degree program.

The change requested involves permission to offer an existing MBA degree program in a fully online format, and to do so via a consortium arrangement with three other University of Wisconsin System campuses (UW-La Crosse, UW-Oshkosh, and UW-Parkside). The online MBA Consortium is managed by UW-Eau Claire and its College of Business on behalf of the other members of the Consortium. To be clear, as of June, 2009, the online MBA Consortium is a home-campus model, whereby UW-Eau Claire grants the degree to its students and the partners also grant their respective degrees to their students.

Specifically, UW-Eau Claire requests that its Statement of Affiliation Status (SAS) be changed as follows:

Approval of Distance Education Degrees: No prior Commission approval required for offering existing degree programs at a distance.

1.b) Expected outcomes of the proposed change (e.g., enrollment growth, enhanced services, financial growth)

The online MBA Consortium is composed of the Colleges of Business of UW-Eau Claire, UW-La Crosse, UW-Oshkosh and UW-Parkside; each is an HLC and Association to Advance Collegiate Schools of Business (AACSB)-accredited institution. In 2005, the Board of Regents of the University of Wisconsin System granted permission for the awarding of the “UW MBA Consortium Degree” to which all four Consortium institutions will attest. (Documentation is provided in a subsequent section of this Change Request; the first Consortium degrees were granted in May 2008.)

This change involves a move from the traditional campus MBA program offered at UW-Eau Claire exclusively for students enrolled at UW-Eau Claire, to a program that allows a blending
The online MBA Consortium program is consistent with and supports the institutional mission, the Graduate Studies mission, and the Centennial Plan (strategic plan) of UW-Eau Claire. The UW-Eau Claire select mission includes the following statements:

- To provide undergraduate education in a broad range of programs, based on a strong general education component emphasizing the liberal arts and sciences, offering degrees in the arts and sciences, allied health fields, business, education, nursing, and other areas that grow clearly from university strengths and meet identifiable regional and state needs;

- To provide graduate education, at the master’s and specialist levels, in select programs that grow clearly from undergraduate strengths and meet identifiable regional and state needs;

- To support and encourage scholarly activities, including research and creative endeavors, that enhance its programs at the associate and baccalaureate level, its selected graduate programs, and its special mission; and

- To support the cultural, educational, and economic development of the immediate region in a variety of ways, including its outreach and community service programs.

The mission statement for Graduate Studies at UW-Eau Claire (available on its web site and in the graduate catalogue) is as follows:

“The University of Wisconsin-Eau Claire provides graduate education, at the master's and specialist levels, in select programs that grow clearly from institutional undergraduate strengths and that meet identifiable regional and state needs. Graduate programs foster students’ intellectual development, contribute to the advancement of disciplines, and enhance students’ personal lives and their ability to contribute to their professions and communities. Graduate studies at UW-Eau Claire emphasize personal working relationships between faculty...”
Enrollment growth since 2001 has been steady, as demonstrated in the table below. Initially, only students from the four Consortium campuses could enroll in online classes. But with the addition of several “Module” courses offered online, the MBA degree program became available to students from across the country who were interested in taking their entire program online; these students are identified as Consortium students.

While some of the increased enrollment shown in the table can be attributed to campus students taking an interest in the availability of online courses because of job and family obligations, the numbers listed in the “Module” section are almost exclusively Consortium students who are part of this program because it is online. They enroll from across the country or have the kind of work/travel schedules that make it difficult or impossible to commit to an on-campus MBA program. Hence, the program has produced the desired enrollment growth and has served to meet the demands of both time and place bound students — both desired outcomes for this program.

The online MBA Consortium format also offers enhanced services that are clearly demonstrable:

1. Courses are offered at much higher frequency than could be sustained on any one of the campuses (due to limited faculty resources on any single campus), thus giving the students more opportunities to select specific classes.
2. Use of professors from all four campuses allows for a broader variety of course offerings.
3. The online format allows students to participate in their courses without being time or place bound, while they continue to interact with both faculty and classmates (often more frequently than they would in a face-to-face environment.)

While the State of Wisconsin initially provided incentive grants for early online course development, the program is now totally self-funding and self-supporting. The table on the next page shows the positive financial impact of this program.
### Financial Impact

<table>
<thead>
<tr>
<th></th>
<th>Campus Students Taking Online Classes</th>
<th>Consortium Students</th>
<th>Total Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2001</strong></td>
<td>Tuition: $85,000</td>
<td>N/A</td>
<td>$143,600</td>
</tr>
<tr>
<td></td>
<td>Technology Fees: $58,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2006</strong></td>
<td>Tuition: $189,000</td>
<td>Tuition &amp; Technology Fees: $274,000</td>
<td>$565,000</td>
</tr>
<tr>
<td></td>
<td>Technology Fees: $102,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A more detailed breakdown of the financial model that highlights the income and expenses for each of the major online MBA Consortium program support elements is provided in the following figure:

**Commission policy relevant to this change**

Change in educational offering (policy I.C.2.b.)

### 2. FACTORS PRECIPITATING THE CHANGE

**Relationship between the proposed change and ongoing planning**

Two of our seven Centennial Plan strategic goals involve graduate education and the need for additional growth in fields that meet professional demands and state needs. These two goals are:

Goal 2 (Promote Connected Learning): “In turn, the community benefits when it can call on the skills, knowledge, and energy of the University’s faculty, staff, and students. Expanding needs for graduate and certificate programs that meet professional and business demands provide opportunities for the University to connect to our region through targeted graduate education.”

Goal 6 (Focus Programmatic Resources): “We have an opportunity to become the premier provider of targeted graduate education and focused research in Western Wisconsin. To achieve this status, we will explore opportunities to expand our graduate offerings in ways that are fiscally responsible and align with our vision for transformative learning — for example, self-supporting programs that will meet our region’s increasing need for ongoing certification and workplace learning. We will also consider offering applied doctorates that build on our existing strengths, meet regional and statewide needs, and contribute to our financial health.”
The online MBA Consortium program is also consistent with UW System priorities. On July 12, 2001, the UW Board of Regents approved the “Executive Group on Online Learning across the UW System.” The intent of this plan is to serve those Wisconsin residents for whom traditional campus-based programs were not as readily accessible, and to export knowledge and import financial resources by extending the UW educational reputation beyond the State’s borders.

2.b) Needs analysis related to this proposed change

A needs assessment conducted in 2003 by the UW System Office of Market Research revealed a demand for an MBA program available to working adults who were not able to attend classes offered on campus in a face-to-face format. That assessment indicated that there were at least 100 individuals at that time who would participate in this kind of program. But each of the partner institutions was dealing with diminishing budgets, and faculty members expected to sustain increasing workloads. The only feasible approach for meeting this regional need was to do so via a collaboration. Hence, the online MBA Consortium program was prompted by resource challenges that each of the partner institutions had faced over many years.

The data presented in section 1.c above shows that the market demand has far exceeded the initial analysis.

The enrollment history to date confirms the need cited above. In addition to the demonstration of need evidenced by the enrollment history, it is important to note the business community’s support for these offerings. Many of the online MBA Consortium students receive support in the form of tuition assistance from their employers for participating in the program. In addition, several local businesses work directly with the program management team to recruit and enroll their employees in the program (e.g., Luther Midelfort-Mayo Health System; and Ayres and Associates).

2.c) Involvement of various constituencies in developing this proposed change

The following figure illustrates the organizational structure and various constituencies involved in supporting the Consortium. The deans of the four colleges, their MBA directors, technology representatives, and a core group of faculty members have met over several years to establish guidelines and to launch the initial classes. They continue to convene on a regular basis to assure that the initial standards are being met.

As a result of the collaborative effort, a number of other schools heard about the Foundation courses and approached the Consortium requesting that their pre-MBA students be permitted to complete the coursework necessary for admission to their programs through our online courses. The Consortium now enrolls students in the Foundation classes from St. Cloud State University, University of Minnesota-Duluth, Minnesota State University at Mankato, and the Georgia Consortium.

3. NECESSARY APPROVALS

3.a) Internal approvals

The following internal approvals have been secured:

1. Faculty of the College of Business (approved January 2001; see evidence on the following page)
2. Graduate Council (approved February 2001; evidence unavailable)
COLLEGE OF BUSINESS MEETING
January 26, 2001 - 2:30 p.m.
Schneider Hall 312

Present:
- Brandon Becker, M. Bergman, Connolly, DeMeuse, Decker, Dock, Effrimeyer, Flunker, Hallet, Hannaford, Haugen, Hoelscher, Heggstad, Holman, Honi, Hostager, Hummer, Dale A. Johnsson, Keys, Kostick, La Barre, Lenz, Lester, Matzen, M. Morrison, J. Morrison, Nahm, Ogden, Orzelio, Pashos, Ready, Selin, Shekholeslam, Sirota, Steele, Steinert, Sutton, Tomkovic, Vanderheiden, Vaughan, Waedt, Weltz, Mike Wilson, Randall Wilson, Yelloux, Zhang

Excused:
- T. Bergmann, Helveloid, Melrose, Ulstad, Weil

Dean Tom Dock called the meeting to order at 2:05 p.m. in Schneider Hall 312.

Minutes - The minutes of August 22, 2000 were approved as distributed.

Faculty Workload Reduction in College “Banking” Program - Tom Dock

Many discussions have taken place concerning the MBA and Entrepreneur Program faculty going from Overload to Part-of-Load which needs time to work through. Payment options use the Continuing Education model. Each department chair will work with each faculty who teach in these two programs to be part-of-load and reduce banking. Faculty who elect payment in travel funds must use them in the same year and accumulation of 45 banked hours for course relief must be taken within 18 months.

Discussion and Vote - Revised Faculty Overload Payment Plan for MBA and Entrepreneur Programs (attachment). Motion was made and seconded to approve the revised College of Business MBA and Entrepreneur Programs Document for the Faculty Policies/Procedures manual. Question was called. Motion carried.

Intellectual Contribution & Innovative Education Committee - Chuck Tomkovic, Vanderheiden hopes more faculty will attend the Faculty Forums when the new list is out. Those who have not yet made a presentation will be contacted. Forums are interesting and he encourages more people to attend. Tim Vaughan wants the topics to broaden to include curriculum issues, and a block of time needs to be reserved to discuss the changes. The Chairperson's Council will discuss this and propose a schedule to the faculty.

External Affairs Update - Gretchen Hutterli - A number of proposals have been sent out to companies (Hormel, McDonough Mfg., 3M, Phillips Plastics, Wallace, Carollin, and Carbon Companies) for our funding needs which include the Cyberlab, software and databases, as well as technology seminars, and release time for course development.

Announcements:
- Community Breakfast, March 14, 2001 at UWEC Campus
- Milwaukee Alumni Event - April 5, The Lodge, Milwaukee, Wis.
- Fox Valley Alumni Event - April 11, Sports Bar & Grill, De Pere, Wis.

Bentley College Visit and Cyberlab Team Lab Proposal - Jim La Barre said faculty who visited Bentley College are excited about what they saw and are anxious to have a similar lab done here to help integrate technology into courses. The Technology Committee will look into software needs and hardware to support the software needs. D'Arcy Becker wants to share software with her students, not in any one room, but with internet capacity. Dean Dock and Art Reed met at Bentley College and he is willing to visit our campus to make a presentation on February 27 and 28, and Jim La Barre is making arrangements. Sue Haugen said that Bentley made good use of their senior students in the labs.

January 26, 2001, College of Business Meeting (page 2)

Schneider Hall Remodeling - Dean Dock said the University agrees it is time to remodel Schneider Hall. Steve Horner from Madison is putting together an updated current use and space planning usage for future building plans.

Learning Space to Blackboard - Cindy and Marilyn

Learning Space is being phased out system-wide and being replaced by Blackboard. UW-Milwaukee will serve as our support for Blackboard which is easier for faculty and students to use and the learning curve for Blackboard is minimal. Training is available through CITI. Some courses are already moved to Blackboard and all courses will be done by Fall semester. For details or registration, see http://www.aecs.uwec.edu/info/TTCITI/WorkshopsBB.htm. Kathy Finder is training faculty and students.

Cindy thanked the faculty who taught for the Barron County (TEAM) degree. Although there are no additional courses being offered, we do have 5-7 students who attend UW-Eau Claire and expect to finish their coursework and we will help them to graduate.

Computer Lease/Purchase Plan - Jim La Barre

The MIS faculty and students have recommended a purchase/lease computer plan and it may be piloted in Fall 2002 for MIS majors. UW-Stout announced a joint venture with Thinkpad and Apple and require laptops for their students in Fall 2002. Provost Ron Satz has a Task Force assigned to discuss the laptop/computer purchase issue. Dean Dock said the process has to be approved by each department in order to begin implementing this requirement. Students can lease/purchase computers for about $100 per month and their Financial Aid is increased by this amount, however they must qualify for loans to get a leased computer.

College Curriculum Committee and Strategic Planning Committee Report - Dale A. Johnson

The Curriculum Committee and Strategic Planning Committee split into two committees during the Fall semester. The Curriculum Committee has two faculty representatives from each department, two students, the Associate Dean and Dean who are Ex-Officio members. The committee is currently working on focus groups. The Strategic Planning Committee was changed from 15 people to three members following a ballot vote. The members serving this committee are: Todd Hostager and Tim Vaughan (Management & Marketing), and Jay Holmes (Accounting and Finance). The committee will collect data from departements and work on a new Five-Year Strategic Plan for UWEC.

Fred Waedt's role is to be involved with Momentum Chippewa Valley. They are pushing hard to keep UWEC, CVTC and UW-Stout as visible as possible and to keep gradates in the area.

MBA Program Update - Bob Effrimeyer - A new Graduate Studies brochure has Paul Vanderheiden on the cover. The proposed 4x4 plan has been discussed with MBA Consortium members and three other schools who feel the online program can work. Each of the five schools will take one Module and provide both on campus and on-line courses. Question was called. Motion was made and seconded to approve the proposed MBA Program Structural Changes — FROM: A required core course of (18 credits) and one additional coursework, applied field project, or thesis. TO: A required core of study (16 credits of four-credit modules over four semesters) and one Professional development option. All students will graduate with a 30-credit degree program. Motion carried. The change will be effective in Fall 2002. The plan will be presented to the Graduate Council on 2/20/01.

Meeting adjourned at 3:45 p.m.

Nancy L. Jackson
Secretary for the meeting
3.b) External approvals

The following external approvals have been secured:

1. UW System College of Business Deans’ and campus Provosts’ Memorandum of Understanding (approved August 2005; see evidence on pages 269-270)

2. Board of Regents (approved October 2005; see evidence in same memo on pages 269-270; see also page 24 of Board of Regents Minutes at the following link: [Evidence])

3. AACSB accreditation (approved April 2008; see news release on page 271; see also the letter from AACSB at right, and continuing on page 268.)

An initial “Entitlement to Plan” (the formal mechanism whereby an institution in the UW System requests permission of the Board of Regents to offer a new program) for the online MBA Consortium program was prepared for the Board of Regents in February of 2004. At that time, the Entitlement to Plan (including the MBA curriculum) had already been approved (as required by each campus) through the full governance process of each university participating in the Consortium (see 3.a above).

A Memorandum of Understanding (see evidence immediately following) that preceded final review of the plan by the Board of Regents was signed in August of 2005 by the Provosts and College of Business Deans from all partner institutions and by the appropriate UW System officials. Note also that UW-Extension is represented in the Consortium because it initially served as the technology partner (through UW-Learning Innovations).
Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the accreditation maintenance process and for providing valuable feedback to develop a more meaningful and beneficial review.

Sincerely,

[Signature]

Richard Coster
Chair of the Board

c: Peer Review Team
   Theodore Cummings, Team Chair
   Charles Moyer, Business Member and MAC Liaison
   Caryn Beck-Dudley, Chair, Maintenance of Accreditation Committee
   Tim Mescon, MAC Reader

SCOPE OF ACCREDITATION
Mainteance of Accreditation March 2009

Name of Institution: University of Wisconsin, Eau Claire

Name of Business Academic Unit: College of Business

List of Degree Programs Reviewed:
Bachelor of Business Administration
   Accounting
   Business Administration
   Business Economics
   Finance
   Information Systems
   Management
   Marketing
MEMORANDUM OF UNDERSTANDING

On July 12, 2001, the University of Wisconsin Board of Regents approved the Vision, Mission Statement, Principles and Action Plan for "The University of Wisconsin Online." The Regents' primary intent in creating online programs was to educationally serve (1) those Wisconsin residents who, by being time and place bound, cannot take advantage of on-campus business programs, and (2) extend the "UW brand" nationally through online programs.

The purpose of this agreement is the creation of a consortium consisting of UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Parkside, and UW-Extension to offer an Internet MBA program, hereafter referred to as the UW MBA Consortium. The consortium grew out of a long-standing collaborative relationship between the institutions to offer distance education business courses.

The benefits of the collaboration include -

- Maximizes the use of the combined resources of four business colleges.
- Increases Course Offerings:
  - Adds new courses in content areas not available on campus
  - Adds additional sections of an on-campus course
- Technologically Enhances On-Campus Courses:
  - Faculty use of the Internet and Internet supportive technology, such as D2L, is transferred as an enhancement to on-campus courses
- Increases Scheduling Flexibility:
  - Offers MBA foundation and elective courses more frequently throughout the year
  - Supports course coverage during faculty sabbaticals and leaves of absence
- Provides Greater Program Cost Savings:
  - Allows for re-allocation of faculty resources from the MBA program to the undergraduate program

The UW MBA Consortium advances the collaboration and makes available an online MBA program. Appendix I contains the Executive Summary for the New Program Authorization and the Authorization to Implement New Academic Program.

1. MEMBERSHIP

1.1. The UW MBA Consortium is currently composed of four business programs at UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-Parkside and the University of Wisconsin-Extension Learning Innovation (LI), which will provide administrative support for the Consortium.

1.2. To be an academic member of the Consortium, a business program must be accredited by AACSB International. Any UW business program, which is AACSB International accredited, may join the Consortium, subject to the approval of the existing members.

1.3. The Consortium will remain in existence as long as three academic members participate. Any campus may leave the Consortium with 12 months notice.

1.4. This agreement is effective on September 1, 2005 and will stay in effect indefinitely or until the UW MBA Consortium is dissolved.

2. CONSORTIUM DEGREE

2.1. The Consortium will grant an MBA degree with all participating campuses listed on the diploma.

2.2. Each University in the Consortium must approve the offering of the MBA Consortium degree.

3. ORGANIZATIONAL STRUCTURE

3.1. The Consortium Executive Committee will consist of the dean from each of the Consortium member business programs, and the Dean of Outreach and E-Learning Extension at UW-Extension. The Consortium Executive Committee approves all policies and procedures of the MBA Consortium. The Provosts of the Consortium will be kept informed of Consortium issues and decisions through receiving a copy of the minutes of the Fall and Spring Consortium meetings.

3.2. Appendix II contains the UW MBA Consortium organizational structure.

4. CURRICULUM

4.1. The Academic Standards and Assessment Committee, which is composed of the MBA Directors and a faculty representative from each business program, has oversight responsibility for the curriculum structure.

4.2. Changes in the curriculum, which have been approved by the Academic Standards and Assessment Committee and the Executive Committee, do not require approval at the campus level.

4.3. New Consortium faculty and courses must be approved by the Academic Standards and Assessment Committee.

4.4. Appendix II contains the (1) MBA Consortium Organizational structure, (2) Consortium target customers, (3) Consortium student learning opportunities, (4) course evaluation and quality assurance process, and (5) Core Module learning objectives. In addition, the goals and objectives of each of the four four-credit MBA program modules are described.

4.5. Appendix III contains the current MBA foundation and elective courses scheduled through 2008.

5. CONSORTIUM MEMBER RESPONSIBILITIES

5.1. Appendix IV contains Consortium member responsibilities, as reflected by the following chart headings:

- Role of UW-Eau Claire as Program Manager
8. After reviewing the attached material concerning the UW MBA Consortium, I agree to support the implementation of the terms and conditions stated in this material.

Lane Earns, Provost, UW-Oshkosh  
Date: 8/18/05

Ellen Fitzsimmons, Interim Provost, UW-Extension  
Date: 8/17/05

Elizabeth N. Malm, Provost, UW-La Crosse  
Date: 8/11/05

Rebecca L. Martin, Provost, UW-Parkside  
Date: 8/16/05

Steven Tallant, Interim Provost, UW-Eau Claire  
Date: 8/18/05

Bill Colclough, Dean, UW-La Crosse  
Date: 8/16/05

V. Thomas Dock, Dean, UW-Eau Claire  
Date: 8/19/05

E. Alan Hartman, Dean, UW-Oshkosh  
Date: 8/19/05

Jay Sounderpandian, Interim Dean, UW-Parkside  
Date: 8/16/05

Leon M. Zaborowski, Interim Dean, UW-Outreach and E-Learning  
Date: 8/19/05

5.2. UW-Eau Claire will serve as Interim Administrative Hub until Learning Innovations or some other administrative unit as approved by the Executive Committee is legally and administratively able to assume these responsibilities. These responsibilities are described in Appendix V.

5.3. The Interim role and responsibilities of UW-Eau Claire as Administrative Hub will be reviewed by the Executive Committee in fall, 2006. The appropriateness of the financial model relative to shared administrative experiences will be considered. Recommended changes in the financial model would be subject to approval by the provosts.

6. CONSORTIUM FINANCIAL ISSUES

6.1. Appendix VI contains the projected profit and loss statement for FY05, FY06, and FY07.

6.2. Appendix VI contains the Financial Model. This Financial Model indicates the current percentage of revenue distribution to LI (5 percent) and no distribution of surplus revenue to LI. These two issues will be reviewed during fall, 2006. The appropriateness of the financial model relative to LI's administrative responsibilities will be considered. Recommended changes in the financial model would be subject to approval by the provosts.

6.3. Appendix VII contains the Consortium Member Agreement on Distribution of Base Tuition and Technology Fee for FY03 and FY04, and Summer Session and Fall Semester, FY05.

7. RESOLUTION OF CONFLICTS

7.1. This MOU may be amended through periodic review by the Executive Committee.

7.2. Conflicts and matters of non-performance or breach of the MOU will be submitted in writing to the Executive Committee for review. The Executive Committee will seek to resolve the issue to the satisfaction of all of the Consortium partners. In the event that an agreeable resolution cannot be reached, a committee consisting of the provost or designee of each member institution will render a decision. Each UW campus and LI will have one representative on the committee.
As shown above, in October of 2005, the Board of Regents heard discussion of the program authorization and approved the creation of the degree. The official start date for students officially enrolled as Consortium students was January 1, 2006. The first graduation date for Consortium students was May, 2008.

UW-Eau Claire Maintains Prestigious Business Accreditation

RELEASED: April 8, 2009

EAU CLAIRE — The University of Wisconsin-Eau Claire has maintained its business accreditation by the Associations to Advance Collegiate Schools of Business International.

AACSB International accreditation represents the highest standard of achievement for business schools. Just 559 schools of business — or fewer than 5 percent worldwide — have earned the distinguished hallmark of excellence in management education.

“AACSB maintenance of accreditation is a well deserved honor,” said Dr. Thomas Dock, dean of the College of Business at UW-Eau Claire. “It is a reflection of the high quality academic programs we offer at UW-Eau Claire. Accreditation is a team effort. I want to congratulate and thank the faculty, staff, students and business community for their strong support.”

The UW-Eau Claire College of Business will be recognized at the 2009 AACSB International Conference and Annual Meeting April 26-29 in Florida.

To maintain accreditation, a business program must undergo a rigorous internal review every five years, during which the program must demonstrate its continued commitment to the 21 quality standards relating to faculty qualification, strategic management of resources, interactions of faculty and students, as well as a commitment to continuous improvement and achievement of learning goals in degree programs.

Founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer undergraduate, master’s and doctoral degrees in business and accounting.

For more information, contact Dock at 715-836- or dockv@uwec.edu.
4. Impact on Challenges Identified by HLC at the Last Comprehensive Visit

4.a) Challenges from 1999 directly related to the proposed change

The 1999 HLC visit resulted in eight challenges. None of these challenges is directly related to the new program since the 1999 visit precedes the creation of the program. Nevertheless, we list each challenge below with comments where clarification may be useful.

4.b) How the organization has addressed the challenge(s)

Challenge 1: Insufficient diversity among students, faculty members, and administrators
The faculty members and administrators that support the online MBA Consortium program are drawn from all four institutions, and the diversity of the faculty at several of these partner institutions (especially UW-Parkside) exceeds the diversity at UW-Eau Claire. In addition, the online MBA Consortium program has proven effective in attracting a more diverse student body since it enrolls students from a broad geographic region, including several international students.

Challenge 2: Declining State financial support
The proposed change does not directly relate to this challenge.

Challenge 3: Problems with graduate programs (funding base and organizational structure)
The proposed change does not directly relate to this challenge (this challenge related to the lack of a base funded and central Office of Graduate Studies, and the issue has been resolved).

Challenge 4: Lack of centralized coordination for outreach programming; need a plan for providing services to non-traditional students
The proposed change does not directly relate to this challenge (this challenge related to the lack of a centralized Office of Continuing Education, and the issue has been resolved).

Challenge 5: Lack of understanding of how the budget is developed and allocated at System level
The proposed change does not directly relate to this challenge.

Challenge 6: Assessment of student achievement in general education and the redefined baccalaureate degree are still in the formative stages
The proposed change does not directly relate to this challenge.

Challenge 7: State legislative controls and restraints impede University initiatives and fiscal flexibility as necessary to fulfill the University’s mission
The proposed change does not directly relate to this challenge.

Challenge 8: The Graduate Catalogue did not publish the institution’s affiliation with the HLC
The proposed change does not directly relate to this challenge.

5. Organizational Plans to Implement and Sustain the Program

5.a) Involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes)

The development and implementation of the online MBA Consortium program has evolved over several years. Initially, there were three graduate faculty members involved in the development of each of the foundation courses; one of those faculty members then taught the first offering. Development of the modules was divided between the four partner schools, with each school providing the graduate faculty members to develop and to team teach one module. The Consortium regularly puts out a call for electives from the four partners’ graduate faculties. Most electives relate to the area of research in which a faculty member is personally engaged. As of fall 2007, there are 55 faculty members representing all four partner institutions, teaching in the Consortium program. (See the following figure which lists the participating faculty members with associated credentials).
In terms of curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes, the Consortium program has a well-developed plan (refer to the chart included in 6.b). Every new MBA course is evaluated and approved by the Academic Standards and Assessment Committee (ASAC, made up of the four Consortium MBA Directors and four MBA faculty members, each representing one of the Consortium schools), to ensure that the curriculum is appropriate and that the quality of the work balances with the amount of credit. The Consortium MBA Director and Distance Learning Coordinator do a “walk through” with the course instructor and developer before the new course goes online.

The MBA program student learning outcomes are:

**General Knowledge and Skill Areas**
- Recognize diversity as an area of significance in both the personal and professional environment
- Employ and engage in teamwork to expand individual abilities and broaden accomplishments
- Direct others through a basis in leadership skills and a sense of social and ethical responsibility

**Management-Specific Knowledge and Skill Areas**
- Anticipate the needs of customers, employees, stockholders, and other organizational stakeholders

### UW-Consortium MBA Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials</th>
<th>Foundation</th>
<th>MBA</th>
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• Secure competitive advantage through emphasis on quality, technology, and innovation
• Communicate with and positively influence members of the global business environment
• Evaluate organizations and predict their future success through interpretation of their financial data

Through the maintenance and revision process, faculty members also evaluate their courses before each offering. Major revisions are approved and supported financially and through technological assistance. A variety of direct and indirect measures are incorporated into assessment as described below.

Student Course Evaluations
Students complete a brief mid-course evaluation on courses that are at least seven weeks long. The results of this anonymous survey go directly to the course instructor so adjustments to the course, if needed, can be made.

At the end of a course, students complete an extensive course evaluation. The results of this anonymous evaluation are reviewed by the course instructor and the ASAC. Course content and personnel changes are made as needed.

Program Assessment
For the past five years students have completed selected case studies to provide an objective assessment of how well the goals of the MBA program are being accomplished.

The Consortium has developed a set of knowledge and skill goals that students are expected to achieve by completion of the required core program. Students respond to two cases within a given time period at the end of Module four; these cases and their questions were designed so that their successful completion indicates that students either meet or exceed expectations.

Three independent assessors read student responses and, applying a grading rubric, determine which, if any, areas are problematic to individual students. The faculty members believe strongly that they should work with students who have multiple problem areas until they can demonstrate mastery of program goals. The student must repeat any failed section(s). In the event that a student would fail again on the repeated section(s) (which has not occurred to date), the MBA Coordinator would assist the student in developing a remedial plan.

Based on the overall results, the assessors also identify areas of instruction where improvements are warranted within the program.

ASAC meets during the summer to review the assessors’ decisions and implement corrective curricular changes.

Several major changes have been incorporated as a result of this process. A new course, MBA 715 – Leadership, was incorporated as a requirement; international content has been revised; and handling of some financial coursework was modified. The AACSB team on campus in fall 2007 expressed a high level of satisfaction with the assessment plan that the MBA had in place. A visual representation of our assessment process for the online MBA appears on the final page of this Change Request.

5.b) Administrative structure (accountability processes, leadership roles) necessary to support this proposed change

The administrative structure of the program was illustrated earlier, but is repeated again in the figure on the next page. The Provosts of the respective institutions become actively involved when a major change is occurring. The four College of Business deans meet approximately every four to six months. The Academic Standards and Steering Committee (ASSC), which consists of the individual MBA Program Directors as well as an online teaching faculty member from each partner institution, meets approximately five times per year, often via audio/video conference. A large group meeting which brings together the deans, MBA Program Directors, Coordinators, and any appropriate visitors, occurs one to two times per year in Wisconsin Dells, a central location for all online MBA Consortium partners. As explained earlier, UW-Eau Claire serves as the managing partner and is responsible through its MBA Program Office and its Design and Development Team for the day-to-day operations of the online MBA Consortium. Totally online students are admitted, registered, advised, and transcripted by UW-Eau Claire in our role as the managing partner on behalf of the other three UW partner institutions.
Every online MBA course is either commissioned, reviewed, and approved by the ASSC, or proposed by individual faculty members and then reviewed and approved by the ASSC. Once approved, faculty members work with an online course developer/designer to create and design the course, and put it into the Desire2Learn course management system (the course management system supported by UW System). All courses and instructors are evaluated each semester by the students; the ASSC reviews those evaluations and takes one of the three following actions:

1. approves both the course and the instructor, or
2. suggests modifications in the course or refers the instructor to his/her MBA Program Director for mentoring, or
3. determines that the course will be removed from the schedule or asks for the appropriate Dean’s recommendations for a replacement faculty member.

5.c) How the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling)

Learning resources and support services are readily available via the internet to students who are remotely located. Classes that include a heavy research focus are monitored by a campus librarian and have an “Ask the Librarian” component in their discussion area. The program includes a webinar that provides coaching to all Consortium students in the use of library resources for research at a distance. This webinar is offered each semester for all interested students and will be supplemented with an online widget that connects students to the information throughout the semester.

Students can register for the “UW-Eau Claire Career Link” or can meet virtually with Career Services representatives. With over 90% of the MBA students already employed, this service is not used a great deal but it is readily available.

While students can get their textbooks and materials though any source (details of required materials, along with ISBNs are all available on the Consortium web site), we guarantee that the materials will be available through the UW-Eau Claire bookstore.

Dr. Robert Erffmeyer, the UW-Eau Claire MBA (and also online MBA Consortium) Director, serves as the advisor and, via email or phone, spends many hours advising prospective and current students. Dr. Erffmeyer is supported by the MBA program office staff within the
UW-Eau Claire College of Business. The Consortium Coordinator and the MBA Program Associate and her assistant also are available via a toll-free number to answer questions about the program for current and prospective students.

In addition, the Consortium Director and his staff offer an orientation webinar each semester to new MBA students. This webinar serves as an introduction to the program, introduces the staff, and provides an open question-and-answer session. The webinar is also supplemented with an online orientation which focuses on logistics, academic honesty (avoiding plagiarism), and teamwork. The online orientation is facilitated by the program director and coordinator and by two faculty members. The webinar and online orientation are required for all MBA students.

The Consortium offers an extensive Consortium website that provides all the general information students need, including 18-month rolling schedules, admission and registration details, links to necessary forms, information on faculty and staff members, a course catalogue, technology information, and links to other sites that explain policies and procedures in detail and provide necessary forms and documents.

A technology support team makes early contact with all students each semester, providing them with login information and information on the classes for which they have registered. Live technology support is available during business hours throughout the semester via email or a toll-free phone number. After hours, students can obtain support through a help line.

5.d) Financial data that document the organization’s capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs)

This program adds no facilities or equipment costs beyond those already required for the on-campus MBA program. The only costs are associated with administration, staffing, and technology (primarily software). The following figure provides a revenue and direct expense breakdown for Academic Year 2006-07.
5.e) Timeline used to implement the proposed change

The program curriculum has already been developed and is in place. The Board of Regents authorized the program to graduate students beginning in May 2008.

6. ORGANIZATIONAL STRATEGIES TO EVALUATE THE CHANGE

6.a) Measures the organization will use to document the achievement of its expected outcomes

Because of the gradual development of this program, we have been able to monitor its success at each stage. The success of the Foundation courses led us to the development of electives. Likewise, the success of the electives led us to mirror the whole program online. Assessment of student learning has been a primary consideration throughout the development of the online MBA Consortium program.

Specific student learning outcomes for each class are assessed by the instructor of the class, and the faculty members in the online MBA Consortium program have devoted a great deal of time developing direct and indirect program assessment methods, as indicated earlier (see the following figure for the assessment process chart).

Direct Assessment:
A case-based approach is used in which students respond to questions that correspond to specific program goals. This assessment occurs in the last core course during the last week of classes when students have no other assignments. Responses are scored by a team of graduate faculty members using a rubric, and the results are presented to the Academic Standards and Assessment Committee. Students who do not meet a minimum score are provided with remediation as needed to facilitate acceptable performance on this project as a condition for graduation.

Indirect Assessment:
Student evaluations are collected after each course. Additionally, program assessments are collected at the end of the second core class and at the completion of the last core class. These are supplemented by a structured telephone interview administered to a sample of students.
6.b) How the assessment of student learning is integrated into the assessment program

Results of the assessment processes are discussed independently by the appropriate committees, and curriculum changes are incorporated as needed. Periodically, the ASSC commissions a group of the teaching faculty members to meet with developers and the MBA Program Director to review the core of the program, to reexamine the program outcomes and the core outcomes, to realign the core courses with those outcomes, and to refresh and update the content of the courses. While the courses undergo constant revision, this process allows the program to ensure the continuity and consistency of content as students move through the core.
CHANGE REQUEST FOR PERMISSION TO OFFER A PROGRAM AT A NEW DEGREE LEVEL

[ HLC POLICY I.C.2.b ]
1. WHAT CHANGE IS BEING PROPOSED?

1.a) Specific change

The University of Wisconsin-Eau Claire submits this “change request” for consideration by the Higher Learning Commission. The impetus for this Change Request is the addition of a new degree program (the Doctor of Nursing Practice, or DNP) that is the first doctoral level degree offered at UW-Eau Claire. That is, this change is relevant to HLC policy I.C.2.b, a “change in educational offering,” based on a program offering at a new degree level. UW-Eau Claire already offers a Master’s in Nursing (MSN) degree. The new DNP program adds a third year (28 credits) to that existing MSN program.

In May 2009, the University of Wisconsin Board of Regents approved the implementation of a DNP program at UW-Eau Claire, and also separately at UW-Oshkosh. The planning and development of the proposed DNP program occurred collaboratively between both institutions, and while the programs are collaborative in nature (sharing both faculty members and courses), each campus is authorized to offer its own DNP degree.

1.b) Expected outcomes of the proposed change (e.g., enrollment growth, enhanced services, financial growth)

The need for this change in degree level (from the MSN to the DNP) stems from an American Association of Colleges of Nursing (AACN) position statement that calls for a change in education for advanced practice nurses. This position statement recommends that by 2015, doctoral level educational preparation should be the entry level of practice for advanced practice nurses (APNs). This practice doctorate has been designated as the Doctor of Nursing Practice (DNP). The recommendation is made for APNs (a group that consists of nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified nurse anesthetists). The expected outcomes from the proposed DNP at UW-Eau Claire are:

- To comply with the AACN accreditation mandate for the education expected of entry level APNs; and
- To provide more APNs in the region served by UW-Eau Claire (i.e., to grow the enrollments and numbers of graduate-educated nurses).
If UW-Eau Claire does not offer the DNP as recommended by the AACN and the national accrediting bodies for nursing, students desiring preparation in an advanced practice nursing role will be unable to fulfill that expectation at UW-Eau Claire. This situation could result in the closure of the existing nursing graduate program, thereby eliminating the local preparation of advanced practice nurses.

1.c) Impact of the proposed change on the organization’s current mission, the numbers and types of students to be served, and the breadth of educational offerings

The proposed DNP program is consistent with and supports the institutional mission, the Graduate Studies mission, and the Centennial Plan (strategic plan) of UW-Eau Claire. The UW-Eau Claire select mission includes the following statements:

“In addition to the University of Wisconsin System Mission and the Core Mission of the University Cluster Institutions, the University of Wisconsin-Eau Claire has the following select mission:

- To provide undergraduate education in a broad range of programs, based on a strong general education component emphasizing the liberal arts and sciences, offering degrees in the arts and sciences, allied health fields, business, education, nursing, and other areas that grow clearly from university strengths and meet identifiable regional and state needs;
- To provide graduate education, at the master’s and specialist levels, in select programs that grow clearly from undergraduate strengths and meet identifiable regional and state needs;
- To support and encourage scholarly activities, including research and creative endeavors, that enhance its programs at the associate and baccalaureate level, its selected graduate programs, and its special mission; and
- To support the cultural, educational, and economic development of the immediate region in a variety of ways, including its outreach and community service programs.”

The mission statement for Graduate Studies at UW-Eau Claire (available on its web site and in the Graduate Catalogue) is as follows:

“The University of Wisconsin-Eau Claire provides graduate education, at the master’s and specialist levels, in select programs that grow clearly from institutional undergraduate strengths and that meet identifiable regional and state needs. Graduate programs foster students’ intellectual development, contribute to the advancement of disciplines, and enhance students’ personal lives and their ability to...
contribute to their professions and communities. Graduate studies at UW-Eau Claire emphasize personal working relationships between faculty and students in a variety of learning situations. A hallmark of graduate education is scholarly and creative activity, emphasizing discipline-specific research, the acquisition of new knowledge, or the application or transmission of existing knowledge."

This DNP program will build on existing strong undergraduate (BSN level) and graduate (MSN level) curricular foundations and academic faculties. The curriculum was developed by the UW-Eau Claire and UW-Oshkosh Nursing faculties using the AACN’s Essentials of Doctoral Education for Advanced Nursing Practice, and the 2008 National Organization of Nurse Practitioner Faculties (NONPF) Criteria for Evaluation of Nurse Practitioner Programs. Also, the AACN has encouraged post-master’s options to ease the transition from MSN to DNP education. Therefore, in addition to the three-year BSN-to-DNP component, this new program also permits students to transition from the MSN to the DNP by offering two pathways for students to obtain the DNP degree. One pathway is for BSN prepared students to enter directly into the three-year DNP program. The second pathway is for those nurses who already have an advanced practice or administrative MSN to enter into the DNP program to complete program requirements not previously covered in their Master’s programs and to do so in just one year. The proposed DNP program will initiate in summer 2010 as an MSN-to-DNP program. The BSN-to-DNP program will initiate in 2012. That is, beginning in 2012, there will be two entry points into the DNP program: BSN-to-DNP, and MSN-to-DNP.

Students will be able to enter the DNP as baccalaureate prepared students (entry option: BSN-to-DNP). This option will result in a 70-76 credit, three year DNP program. Students who already hold an MSN (entry option: MSN-to-DNP) will have the option to enter and complete only the final 28 credits of the DNP program. BSN-to-DNP students require between 600 and 650 clinical hours in the first two years of study. This is followed by 800-level (doctoral students only) coursework in the final year. The 800-level courses include core credits, DNP seminars, and advanced clinical practice credits, representing a total of 450 additional clinical hours. The curriculum culminates in a comprehensive capstone experience. Each DNP 800-level course requires 75 hours of clinical time per credit, per semester.

Students can complete their DNP program on either a full-time or part-time basis. The first two years of the DNP program are built upon the existing MSN curricular foundation. The final year of the DNP program provides a shared core curriculum developed by both UW-Eau Claire and UW-Oshkosh. A select number of the third year courses will be offered collaboratively between UW-Eau Claire and UW-Oshkosh through a variety of face-to-face, online, and distance education delivery methods.

The existing MSN program at UW-Eau Claire offers specializations in adult or family health nursing. Within those two specializations, there are five possible professional roles that can be chosen: Family Nurse Practitioner (NP-family), Adult Nurse Practitioner (NP-adult), Clinical Nurse Specialist (CNS), Nursing Administration (NA), and Nursing Education (NE). The NP-family, NP-adult, CNS, and NA roles will be supported in the DNP program. The Nurse Educator option will remain available for students earning an MSN degree; hence, the MSN degree program will be retained, but for a greatly reduced number of students interested only in the Nurse Educator professional role. The following figure illustrates this curricular model.

The table on the following page presents enrollment projections for the DNP program. The DNP will admit annually the same number of post-baccalaureate students as were previously admitted in the MSN programs. During the first and second year after implementation, the program will enroll only MSN-to-DNP students. After these two transitional years, the full BSN-to-DNP component will be implemented. As shown in the table that follows, it is expected that about two-thirds of students will enroll on a part-time basis.
DNP Program Enrollment Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
<th>6th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students</td>
<td>16 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
</tr>
<tr>
<td></td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
</tr>
<tr>
<td>Continuing students</td>
<td>16 MSN</td>
<td>16 MSN</td>
<td>16 MSN</td>
<td>16 MSN</td>
<td>16 MSN</td>
<td>16 MSN</td>
</tr>
<tr>
<td></td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>48 BSN</td>
<td>64 BSN</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>16</td>
<td>40</td>
<td>64</td>
<td>88</td>
<td>112</td>
<td>128</td>
</tr>
<tr>
<td>Graduating students</td>
<td>0</td>
<td>24 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
<td>24 MSN</td>
</tr>
<tr>
<td></td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>24 BSN</td>
<td>8 BSN</td>
<td>24 BSN</td>
</tr>
</tbody>
</table>

The DNP courses at the 700 level are already developed and currently offered to Master’s students in the MSN program. These courses will also comprise the core and elective curricular components for the first two years of the DNP. The third year of the curriculum will consist of seven 800-level courses developed collaboratively by UW-Eau Claire and UW-Oshkosh, and offered collaboratively using both distant education and resident teaching modalities. This collaboration strengthens both programs, and makes efficient use of faculty resources and specialties at each institution.

The DNP program will adhere to the Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials), which identify foundational curriculum content and outcome-based competencies essential for all students pursuing the DNP (AACN, 2006). The Commission on Collegiate Nursing Education (CCNE), one of the nation’s accrediting agencies for baccalaureate and graduate nursing programs, has initiated a process for the accreditation of DNP programs offered by institutions of higher education. Each institution will seek independent accreditation for their respective DNP programs.

The seven new DNP-only 800-level courses, consisting of four “core” courses, two seminar/practicum courses, and one capstone course, are described here.

**Curricular Core 8xx-level courses (New Doctoral Level Courses):**

**NRSG 8XX – Advanced epidemiology and biostatistics for population health (4 cr)**

Epidemiologic research and concepts are synthesized and applied to clinical and population-based health to identify and analyze the determinants of health, health promotion, and risk reduction strategies, and to evaluate the distribution of health conditions. Epidemiological, biostatistical, and other scientific approaches are used to analyze population data, to better understand determinants of health and illness.

**Course pre-requisites:**
Graduate equivalent health promotion content; graduate equivalent basic epidemiology content; or consent of instructor.

**Course objectives:**
1. Critically examine the historical evolution and applications of epidemiology in advanced nursing practice.
2. Apply epidemiologic concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease in populations.
3. Critically assess the major determinants of health and ascertain their impact on the health of populations.
4. Evaluate and propose solutions to factors that contribute to validity, reliability, and generalizability of epidemiologic studies.
5. Implement epidemiological principles and biostatistics for the advancement of nursing practice in population-based care.

**NRSG 8XX – Philosophical, theoretical, and ethical foundations for advanced nursing practice (4 cr)**

This course will focus on inquiry into the philosophical and theoretical perspectives and foundations of the discipline. Paradigms in nursing will be examined in relation to advanced nursing practice. Strategies for theory development will be addressed. Advanced nursing practice will be studied in the context of complex clinical, business, legal, ethical, and system issues that confront individual recipients of care, families, health care professionals, organizations, and society.

**Course pre-requisites:**
A graduate level nursing theory course; graduate equivalent ethics content; or consent of instructor.
Course objectives:
1. Critically analyze the philosophical, theoretical, and ethical foundations of advanced nursing practice.
2. Critically examine nursing science from a global perspective.
3. Synthesize theoretical and empirical evidence to translate, integrate, and disseminate knowledge from across disciplines to advanced nursing practice.
4. Advocate for social justice and ethical health policies considering environmental, community, legal, business, and health care systems.

**NRSG 8XX – Clinical scholarship for advanced nursing practice (4 cr)**

This course will focus on the elements of advanced clinical scholarship. Content will include evidence-based practice processes, the translation of research into practice, the evaluation of practice, activities aimed at improving health care practice and outcomes, and participation in collaborative research. Principles of information technology will be integrated and applied to advanced nursing practice.

**Course pre-requisites:**
A graduate level research course; or consent of instructor.

**Course objectives:**
1. Use analytic methods to determine and implement the best approaches to advanced practice nursing issues and challenges.
2. Design and evaluate quality improvement methodologies to promote safe, effective, efficient, equitable, and patient-centered care.
3. Apply relevant evidence-based findings to develop practice guidelines, in order to improve the health care environment.
4. Integrate information technology and research methods to guide the collection, analysis, and evaluation of health care outcome data.
5. Disseminate findings from evidence-based practice and research to improve health care outcomes.

**NRSG 8XX – Organizational leadership and health policy for advanced nursing practice (4 cr)**

This course will focus on the systematic collection of information about the activities, characteristics, and outcomes of programs to improve health care and inform future programmatic decisions. Emphasis is placed on the strategies used in needs assessment and implementation of effective health care interventions, programs, and policies. This course prepares the advanced nursing professional to respond to current realities and provide enhanced leadership for future policy development and professional practice.

**Course pre-requisites or co-requisites:**
NRSG 8XX - Philosophical, theoretical, and ethical foundations for advanced nursing practice or concurrent; graduate equivalent of health policy content; or consent of instructor.

**Course objectives:**
1. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
2. Critically analyze the cost-effectiveness of practice initiatives designed to improve health care outcomes.
3. Analyze the design, influence, and implementation of health care policies that frame health care practice regulation, access, safety, quality, and efficacy.
4. Integrate leadership principles for the development and implementation of institutional, local, state, federal, and/or international health policy.

**Seminars and Practica**

**NRSG 8XX – DNP seminar & practicum I (Seminar 2 cr., Practicum 2 cr)**

This is the first of two seminar/practica combining advanced nursing practice, clinical/system focus, and seminar discussion. Seminar and Practicum I will focus on collaboration of interprofessional teams and the roles of advanced nursing within this collaboration. Accountability for advancing leadership in advanced nursing clinical practice and contributing to the developing body of nursing practice knowledge will be emphasized. This course addresses advocacy at all levels of health care policy implementation. The experience provides additional opportunities for practice expertise development and work with a target population and/or a complex health care environment.

**Course pre-requisites:**
NRSG 8XX - Organizational leadership and health policy for advanced nursing practice or concurrent; NRSG 8XX - Advanced
epidemiology and biostatistics for population health; or consent of instructor.

**Course objectives:**
1. Critically analyze emerging clinical patterns and problems within a practice setting, health care organization, or community.
2. Using an interprofessional team approach, integrate advanced nursing practice philosophy, theory, and ethics to determine the significance of the health care phenomenon of interest.
3. Demonstrate the ability to evaluate and apply evidence-based practice within the system of interest.
4. Analyze comprehensive health and illness parameters in complex situations, incorporating diverse and culturally sensitive viewpoints.
5. Systematically evaluate advanced nursing practice outcomes.

**NRSG 8XX – DNP Seminar & Practicum II (Seminar 2 cr., Practicum 3 cr.)**
This is the second of two advanced nursing practice seminars and practica. The purpose of this course is to build upon knowledge and skills acquired and refined in DNP Seminar and Practicum I. Students will refine leadership skills related to outcomes measurement and quality initiatives within the students’ work environment. This seminar and practicum will focus on the development, implementation, and evaluation of culturally-sensitive approaches to improve health status/access patterns and address gaps in care of populations within local, national, or global communities.

**Course pre-requisites:**
NRSG 8XX – DNP Seminar & Practicum I.

**Course objectives:**
1. Demonstrate leadership that has the potential to improve health care outcomes, address gaps in care, and promote delivery of high quality advanced nursing care.
2. Employ high-level consultative and leadership skills with inter-professional health care teams to create change in the health care environment and nursing.
3. Synthesize the ability to apply evidence-based practice and evaluate health outcomes.
4. Advocate for advanced nursing practice within the health care environment.
5. Design and analyze strategies to promote advanced nursing, population health policy, and quality patient care outcomes.

**DNP Capstone**

**NRSG 8XX – DNP Capstone project (2-credit project, 1-credit clinical)**
This is the culminating experience for the DNP student, designed as a specialized, advanced nursing practice field project. This project is designed as a clinical scholarship project allowing students to demonstrate expertise in practice and will be individualized based on the student’s prior experience and projected career goals. The capstone project integrates the role of the DNP in a comprehensive health care environment that includes utilization of leadership, consultation, advocacy, and collaboration. In-depth work with experts from nursing and other disciplines will be incorporated to provide opportunities for meaningful student engagement in the health care environment.

**Course pre-requisites and co-requisites:**
NRSG 8XX – Philosophical, theoretical, and ethical foundations for advanced nursing practice.
NRSG 8XX – Advanced epidemiology and biostatistics for population health.
NRSG 8XX – Organizational leadership and health policy for advanced nursing practice.
NRSG 8XX – Clinical scholarship for advanced nursing practice or concurrent.

**Course objectives:**
1. Develop a project in phenomena of interest, focusing on advancing the nursing profession.
2. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in the design, delivery, and evaluation of evidence-based practice to improve health care outcomes for the phenomena of interest.
3. Contribute to the developing body of advanced nursing practice knowledge.

**1.d) Commission policy relevant to this change**
Change in educational offering (policy I.C.2.b.).

**2. FACTORS PRECIPITATING THE CHANGE**
As previously stated, the need for this change in degree level from the MSn to the DNP stems from an American Association of Colleges of Nursing (AACN) position statement that calls
for a change in education for advanced practice nurses (APNs), recommending doctoral level preparation as the entry level of practice for APNs by 2015. The recommendation is made for APNs (nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified nurse anesthetists). The AACN recommendation is in response to several factors:

• The 1995 PEW Health Professions Commission call for new approaches to health care and the education of health professionals.

• The Institute of Medicine Quality Initiative that calls for increased patient safety.

• Number of credits to degree in Master’s advanced practice nursing programs is much higher than other Master’s (approximately 50 credits compared to 34).

• The need for doctorally-prepared faculty to teach in nursing is acute, and more potential faculty may be interested in a practice doctorate than have been interested in research doctorates.

• The complexity of advanced practice nursing continues to increase.

Prior to this, in a 2005 report entitled Advancing the Nation’s Health Needs: NIH Research Training Programs, the National Academy of Sciences called for nursing to develop a non-research, clinical doctorate to prepare expert practitioners who can also serve as clinical faculty members. Historically, the majority of doctoral programs in nursing have been research-focused, preparing nurse scholars who focus on research methods and inquiry. The DNP is not designed to replace, but rather to complement research-focused doctorates. The practice doctorate is designed to represent practice approaches that integrate research and are at the highest level of education in nursing.

The HLC itself commissioned a Task Force to study the issue of professional doctorates such as the DNP. The following is from the executive summary of that 2008 HLC Task Force report:

REPORT OF THE TASK FORCE ON THE PROFESSIONAL DOCTORATE
The Higher Learning Commission
North Central Association of Colleges and Schools

EXECUTIVE SUMMARY
The recommendations made by the Task Force are based on the following fundamental assumptions shaped by the Task Force’s deliberations:

• A convincing case can be made that the professional doctorate has a clearly defined place in the hierarchy of U.S. higher education degrees, and it should be perceived as different from and not as a substitute for the research doctorate.

• Particularly in the health care professions there is an obvious need to create capacity to educate practitioners and those who will primarily be educating practitioners.

• New professional doctorates will mark fields other than those in the health professions.

• Higher education and the professions would benefit from quality assurance of professional doctorates validating that through them students acquire professional competencies they would not otherwise gain in existing degree programs within a given profession.

Without the addition of the DNP, the MSN degree program for four of the five nursing role preparations in existence at UW-Eau Claire would become professionally irrelevant, and enrollments would likely decline to zero by 2015.
2. a) Relationship between the proposed change and ongoing planning

Two of our Centennial Plan’s seven strategic goals involve graduate education and the need for additional growth in fields that meet professional demands and state needs. These two goals are:

Goal 2 (Promote Connected Learning): “In turn, the community benefits when it can call on the skills, knowledge, and energy of the University’s faculty, staff, and students. Expanding needs for graduate and certificate programs that meet professional and business demands provide opportunities for the University to connect to our region through targeted graduate education.”

Goal 6 (Focus Programmatic Resources): “We have an opportunity to become the premier provider of targeted graduate education and focused research in Western Wisconsin. To achieve this status, we will explore opportunities to expand our graduate offerings in ways that are fiscally responsible and align with our vision for transformative learning — for example, self-supporting programs that will meet our region’s increasing need for ongoing certification and workplace learning. We will also consider offering applied doctorates that build on our existing strengths, meet regional and statewide needs, and contribute to our financial health” (Centennial Plan).

This campus planning effort for growth at the graduate level has been ongoing since 2007, and the specific planning for the DNP has been in progress since 2006. In addition, within the UW System, recent discussions and planning efforts involving the expansion of professional doctorates have been ongoing. The following guidance was issued by UW System on March 16, 2009:

University of Wisconsin System Criteria for Approving the Establishment of Professional Doctorate Programs at UW Comprehensive Institutions

Background

Higher education in the United States has experienced a rise in the development and awarding of professional doctorates. Many of these degrees, especially those in the health or medical fields, have been, to a large extent, driven by changing practice and accreditation standards aimed at increasing the knowledge depth of individuals being awarded these degrees. Thus, several of these clinical degrees currently offered at the master’s degree level at comprehensive institutions within the UW System must now be offered at the professional doctorate level. The principles and guidelines stated below will guide the process for approving the establishment of professional doctorates at comprehensive institutions within the UW System, effective March 16, 2009.

The guidance above resulted from extensive background research regarding the need for professional doctorates (especially the DNP), and how the UW comprehensive campuses might be involved in offering those degrees. The following is the full text of the November 6, 2008, Board of Regents summary regarding the need for these degrees and the planning efforts under way to meet that need. The DNP at UW-Eau Claire is specifically mentioned.
PROFESSIONAL DOCTORATES IN THE UW SYSTEM

EXECUTIVE SUMMARY

BACKGROUND

The landscape in which higher education institutions are offering professional doctorates is undergoing large-scale transition. Within the last decade, there has been an emergence of newly developing doctoral-level degrees in allied health fields. The new degrees, commonly referred to as “clinical doctorates,” “professional doctorates” or “professional practice doctorates,” have been created as a result of changing professional licensure requirements, added requirements for accreditation in specific fields, or additional disciplinary and practice depth needed in some professions in response to emerging technologies and new knowledge in content areas. In addition, attention is being paid nationally to professional doctorates in non-allied health fields like education and business. The interest in professional doctorates of a more applied nature is growing throughout the country, and more and more comprehensive institutions are seeking to expand their traditional degree-granting authority in order to offer doctoral degrees. This changing context raises a number of policy questions with which individual institutions, governing boards, accreditation agencies, and other higher education organizations must grapple. Recent academic programming discussions and decisions made by the UW System reflect this evolving context for doctoral education.

Within the last three years, the UW System Board of Regents has authorized the implementation of three professional practice doctorates in health-related fields – two as collaborations between two University of Wisconsin institutions, and one as a free-standing program at a doctoral campus. The expansion of these professional practice doctorates raises the question of where they fit within the missions of the UW System’s comprehensive and doctoral institutions, including the broader question of the role of the comprehensive institutions in offering professional practice doctoral degrees. In addition to questions of mission alignment, other policy questions must also be examined in order to address how best to meet student and workforce demands, and issues of access, quality, appropriate degree requirements, pricing, and resources.

The Board has sought out several opportunities to explore these questions. In December 2004, the Board heard a presentation on changes in accreditation requirements and entry level degrees for allied health professions. In December 2007, Demos of the UW Schools of Nursing made a presentation to the Education Committee on the likely move to the Doctorate of Nursing Practice (DNP) as the advanced practice nursing degree. In November 2008, the Board will devote part of its one-day policy meeting to further delve into the set of questions raised by the changing national and state contexts for offering professional practice doctorates, and the appropriate response of the UW System to those changes in the efforts to meet the needs of Wisconsin students, citizens, and the workforce.

REQUESTED ACTION

For information and discussion purposes only; no action is required.

DISCUSSION

Doctor’s Degree definitions

Historically, degrees now referred to as professional practice doctorates were called “first-professional degrees.” This term was intended to indicate graduate-level programs required in order to practice certain professions for which there was no baccalaureate training. Recipients of these degrees were licensed to practice at an entry level. These degrees did not contain an independent research component or require a dissertation or thesis.

Recently, the National Center for Education Statistics (NCES) eliminated the category of “first professional degree” altogether. Instead, three categories of doctor’s degree have been delineated in order to distinguish between practice- and research-focused degrees (http://nces.ed.gov/ipeds/glossary/?c翰index=D):

Doctor’s degree - professional practice - A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time is of the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional” and may include: Chiropractic (DC or DCM); Dentistry (DDS or DMD); Law (LLB or JD); Medicine (MD); Optometry (OD); Osteopathic Medicine (DO); Pharmacy (PharmD); Podiatry (DPM, PodD, DP); Veterinary Medicine (DVM); and others, as designated by the awarding institution.

Doctor’s degree - research/scholarship - A PhD or other doctor’s degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree, other than the PhD, include Doctor of Education (EdD), Doctor of Musical Arts (DMA), Doctor of Business Administration (DBA), Doctor of Science (DSc), Doctor of Arts (DA), Doctor of Management (DM), and others, as designated by the awarding institution.

Doctor’s degree - other - A doctor’s degree that does not meet the definition of a doctor’s degree-research/scholarship or a doctor’s degree-professional practice.

A glossary, containing definitions and descriptions of what recipients typically do with many of these post-graduate degrees, can be found at the end of this report (See Appendix A).

Doctorates at University of Wisconsin System Institutions

Currently, the vast majority (approximately 134) of doctoral degree programs at UW institutions fall into the research/scholarship category and are offered at UW-Madison and UW-Milwaukee. There are ten professional practice doctoral degrees currently offered, or under development, in the UW System:
1. Doctor of Medicine (pre merger) – UW-Madison
2. Juris Doctorate (pre merger) - UW-Madison
8. Doctor of Nursing Practice – UW-Madison, in development
9. Doctor of Nursing Practice – UW-Milwaukee, in development
10. Doctor of Nursing Practice – UW-Oshkosh/UW-Eau Claire, collaborative degree, in development

To date, professional practice doctorates have been offered exclusively by, or in collaboration with, one of the two UW System doctoral-granting institutions of UW-Madison and UW-Milwaukee. If approved, the planned UW-Oshkosh-UW-Eau Claire collaborative DNP will be the first instance of professional practice doctorate collaboration without a UW doctoral-granting institution included as a partner.

Existing and Pending Collaborative Professional Practice Doctorates in the UW System

In the early 2000’s, several disciplines, primarily in applied health professions, reassessed the requirements for their degrees and determined that the field and necessary competencies had changed significantly that the disciplinary professional organizations recommended that degree levels be increased. In some cases, the change was from a certificate to a baccalaureate degree (radiography); in others, it was from a baccalaureate to a master’s degree (occupational therapy); and in still others, it was from a master’s degree to a professional doctorate (pharmacy, audiology, physical therapy, and nursing).

When these degree changes were first proposed in the UW System for the disciplines of audiology and physical therapy, an assessment of System policy was conducted regarding whether professional doctorates could be offered outside the two doctoral institutions. This question first arose in the planning of the Doctor of Audiology degree. UW-Madison and UW-Stevens Point each offered a Master’s in Audiology. While one was at a doctoral-granting institution, both programs were long-standing, professionally well-respected, fully enrolled, and had strong clinical facilities and ties to local hospitals, clinics, community agencies, and schools. Both institutions had spent years establishing their programs and reputations. The accrediting agency that recommended the move from the Master’s to the Doctorate of Audiology concurrently revised the re-accreditation requirements for an audiology program. To meet these new curricular reaccreditation standards, the Audiology program at UW-Madison and UW-Stevens Point decided they could both benefit by developing a collaborative Doctor of Audiology that would draw on the distinctive academic specialties and expertise at each institution. The Board of Regents approved this degree program in 2005.

While this collaborative solution between a comprehensive and doctoral institution postponed the question of whether a comprehensive institution could individually offer a professional practice degree, the examination of UW System policy concluded that nothing in the core missions of the UW System Doctoral Cluster (UW-Madison and UW-Milwaukee) or the University Cluster (Comprehensive) Institutions precluded the comprehensive institutions from offering these degree programs. According to their core mission statements, UW doctoral institutions are authorized to offer “degree programs at the baccalaureate, master’s, and doctoral levels.” Comprehensive institutions are authorized to offer “selected graduate programs.” (The missions of the UW System, the doctoral and “cluster” institutions, and the select missions of each institution may be found at http://www.wisconsin.edu/about/mission.htm).

The question of comprehensive institutions granting professional practice degrees arose again soon thereafter, this time with the discipline of Physical Therapy. UW-La Crosse had a master’s in physical therapy program that was thirty years old and nationally renowned. UW-Milwaukee was proposing a new doctorate in physical therapy. Using the model of the Audiology collaborative degree, UW-La Crosse and UW-Milwaukee developed a collaborative Doctorate of Physical Therapy (DPT) degree, approved by the Board of Regents in 2006. Both institutions are now fully engaged in offering the DPT collaboratively. Students identify a home institution, but have the ability to enroll in many courses at the collaborating institution. All courses are cross-listed at both institutions. The Board of Regents authorized UW-Madison to offer the DPT in 2007.

A third professional practice doctorate, the Doctorate of Nursing Practice, is currently under development at UW-Milwaukee, UW-Madison, and as a collaborative degree at UW-Eau Claire and UW-Oshkosh. As differentiated from the research-focused PhD, the DNP is a clinical degree that is consistent with a terminal clinical degree for many other health care professions including physicians (MD), physical therapists (DPT), pharmacists (PharmD), pediatricians (MD), audiologists (AuD), and psychologists (PsyD), to name a few. However, the DNP also differs from these other professional practice doctorates in that is not the degree required for licensure and entry into practice. Entry-level registered nurses will still only require an Applied Degree in Nursing (ADN) or Bachelor’s degree in order to be licensed as a registered nurse and enter the nursing profession. The clinical doctorate or DNP degree is being advocated as the new standard for advanced specialty practice as part of a nationwide initiative to revamp graduate education in nursing. The DNP will provide graduates with the advanced clinical and leadership knowledge and skills necessary to address the complexity of the health care environment. It will not compete with nursing PhD programs because it provides academic preparation for leadership and advanced nursing practice, not for a career in research. Moreover, the DNP will help address the shortage of nursing faculty throughout Wisconsin since DNP-prepared nurses will be able to teach as clinical faculty at the university level.

The Deans of the five UW institutions that currently offer baccalaureate and master’s degrees in nursing met in fall 2007 to determine whether or not to request entitlement to offer the Doctorate of Nursing Practice Degree. The Deans were in agreement that this shift in graduate nursing education was necessary. They also discussed how best to use the existing resources in the state in the most efficient and effective way. The outcome of these conversations, among themselves and with UW System Administration, was to propose three DNP programs, one at UW-Madison, one at UW-Milwaukee, and a collaborative program between two comprehensive institutions, UW-Eau Claire and UW-Oshkosh.

A presentation was made before the Education Committee in December 2007 outlining the need for this degree program, and the proposed approach. These three degree programs will go before the Board of Regents for authorization to implement in spring 2009. The specialties and focus of the
programs offered at UW-Madison and UW-Milwaukee will differ somewhat. The collaborative Doctor of Nursing Practice degree between UW-Oshkosh and UW-Elaine Claire is currently in its program development phase. Both institutions currently offer advanced-practice nursing degrees at the master’s level. The advantage in proposing a collaborative program between UW-Oshkosh and UW-Elaine Claire is that it will offer students the ability to benefit from the expertise at both institutions and offer the institutions a mechanism to share faculty expertise and a broader array of specialty knowledge.

Professional Doctorates at Peer Institutions

A number of other state systems, including the University of Minnesota and Minnesota State University and College Systems, the University of California and California State University Systems, the State University of New York System, and the University of North Carolina System, have investigated the roles and responsibilities of four-year campuses/institutions offering doctoral degrees to meet the growing and changing workplace for candidates with graduate-level training. They have selectively allowed comprehensive institutions to develop professional doctorates, such as the EdD, and health-related doctorates such as the Doctor of Physical Therapy, the Doctor of Nursing or Nursing Practice, and the Doctor of Pharmacy.

A. Minnesota

The University of Minnesota System offers four professional doctorates: the AuD, EdD, DMA, and DPT. These degrees are primarily offered at the flagship institution in the Twin Cities. The University of Minnesota-Duluth is the only comprehensive to offer an EdD, which aims at producing scholars-practitioners, and an applied degree for the professional development of educators at all levels. In December 2007, the University of Minnesota Board of Regents approved a proposal to offer the first PhD at an institution (the University of Minnesota-Duluth) other than the flagship campus, in Integrated Biological Sciences. Rules and procedures governing candidacy, examinations, residency, and the thesis for the PhD apply in general to the EdD as well. Although the Minnesota Regents authorized the degree, they affirmed the continued role of the smaller campuses in meeting the mission of undergraduate education.

The Minnesota State Colleges and Universities (MnSCU) offer a mixed picture. Within the MnSCU system, the comprehensive institutions of Moorhead, Mankato, Metropolitan State, St. Cloud State, and Winona State offer doctoral degrees. At Moorhead, for instance, these doctoral degrees are firmly anchored in graduate schools and include the Doctor of Nursing Practice, the EdD, and a PhD. At St. Cloud State, the EdD and a DNP are offered. Winona State offers the DNP. Bemidji State, though comparable to the other MnSCU four-year comprehensives in size and with a graduate school in place, offers no professional doctorates.

B. New York

In the State University of New York System (SUNY) comprehensive and smaller, non-flagship campuses, such as Fredonia, Oswego, Cortland, etc., do not offer professional practice doctorates or research doctorates. Campuses designated as “university centers” with developed infrastructure and full access to all services, are allowed to offer doctoral degrees. The officially designated research institutions at Albany, Binghamton, Stony Brook, and Buffalo are university centers and offer both research and professional practice doctorates. The university colleges, technology colleges, and community colleges in the SUNY System do not offer doctoral degrees of any kind. Professional practice doctorates are also offered at specialized professional colleges created for the delivery of professional practice doctorates.

C. North Carolina

The University of North Carolina offers professional doctorates only at institutions that are designated by Carnegie classifications as doctorate-granting and “high research.” For example, East Carolina University, a research institution, offers the DPT, a PhD in Nursing, the DDS, and a PhD in Health Psychology. The institutions listed as having larger programs at the master’s level, such as Appalachian University, the University of North Carolina at Wilmington, and Western Carolina University exclusively offer the EdD as the only professional doctorate. None of the other institutions in the UNC System offer professional doctorates, nor are they seeking degree-granting authority.

D. California

“The state’s Master Plan for Higher Education (Master Plan), formalized in the 1960s, grants exclusive authority to the University of California as the public institution responsible for awarding doctoral degrees.” Campuses in the California State University (CSU) system are authorized to develop doctoral programs only in partnership with another California university that is eligible to grant doctoral degrees (i.e., UC or an independent institution).


In recent years, the number of professions that require or are proposing to require a doctorate to enter practice has prompted California to re-examine existing master’s programs and develop plans for doctoral-level educational programs. In 2005, California State University (CSU) came forward with a request to the Legislature that it be granted the authority to award certain research or professional practice doctorates, including the EdD.

A compromise was reached that limits the scope of the new CSU doctoral authority specifically to an EdD in Educational Leadership in conjunction with K-12 and/or community college districts. While all degree titles other than this specific EdD were excluded from the bill put forward by CSU, the legislation granted CSU—for the first time in its history—unilateral authority to award a doctoral degree. In 2008, another bill was proposed to authorize CSU to independently award the DNP degree; that bill is pending.

Because there is considerable controversy surrounding this subject, the University of California System (UCS) established a subcommittee to investigate the roles and responsibilities of the system campuses in the delivery of professional practice doctorates. The subcommittee was asked to develop a set of principles and recommendations to help guide decision-makers in determining which doctoral programs the University of California (UC) should offer, and for which doctoral titles UC should strive to retain its sole granting authority among California public higher education institutions. The subcommittee recommended that for professional practice doctoral degrees, the UC and CSU Systems, with the participation of other affected California institutions, should develop principles and a process
for evaluating, on a degree-by-degree basis, the appropriateness of alining granting authority. Additional information on the work of the recently established UC Task Force on Planning for Doctoral and Professional Education (PDPE) can be found at http://www.universityofcalifornia.edu/senate/underreview/MW2DivChairs_PDPE%20Report_Review.pdf.

Reevaluation of the EdD

As some of the above information suggests, the Doctor of Education degree (EdD) blurs the distinction between the research doctorate and the professional practice doctorate. The National Center for Education Statistics defines the EdD as a research degree. In contrast, the state systems examined above—Minnesota and California in particular—consider the EdD a professional practice doctorate, appropriate for individuals seeking advanced preparation as K-12 school practitioners and leaders, and university and community college clinical faculty. A new EdD program geared toward working professionals and begun in California in 2008 is a prime example. The program is a collaboration among UC Santa Cruz, San Jose State, and the California State University Monterey Bay. The goal is to prepare K-12 educators to lead educational transformation in the culturally and linguistically diverse schools of the region that encompasses the Monterey, San Benito, Santa Clara, and Santa Cruz Counties. The program involves practical and professional work, and students’ dissertations are expected to have practical implications.

In fact, the EdD is undergoing an intensive process of reevaluation throughout the country, led by the Carnegie Foundation for the Advancement of Teaching. In spring 2007, the Carnegie Foundation launched the Carnegie Project on the Education Doctorate, a three-year effort to “reclaim the education doctorate and to transform it into the degree of choice for the next generation of school and college leaders.” The project arose out of the perception—shared by universities nationally—that there was no clear distinction between the EdD—considered as the professional practice degree—and the more research-oriented PhD, a lack of distinction that undermined the quality of both degrees. The Carnegie Project seeks to restore the distinction and the quality to both degrees, outlining clear paths for potential students based on their career aspirations. Additional information may be found at http://www.carnegiefondation.org/programs/index.asp?key=1867.

Doctoral Degree Programming in Transition

Questions remain about the role of predominantly undergraduate institutions in providing doctoral degrees, both for the states surveyed above and other higher education organizations. The Higher Learning Commission of North Central Association of Colleges and Schools formed a Task Force on the Professional Doctorate, which issued a final report and a set of recommendations in June 2006. The Task Force studied the trends and growth in the creation of professional doctorates nationally, focusing predominantly on the accreditation implications of adding professional doctorate programs to the academic program array of institutions whose primary mission had been to provide baccalaureate degree programs. In doing so, however, it also examined questions of: how need for new doctoral programs gets established and by whom; increasing credential pressures; issues of quality and rigor of program content and curricula; institutional context and capacity to offer new doctoral programs; and the relationship of these new degrees to institutional mission.

The Task Force concluded that the professional doctorate should be viewed as different from and not as a substitute for the research doctorate, and that students should acquire professional competencies they would not otherwise gain in existing degree programs within a given profession. It defined what it saw as a need for national consistency in defining and evaluating professional doctorates, a need that could not be met by accreditors alone. Key recommendations included: 1) the need to ensure the capacity of the institution to mount and support effective programs that lead to the award of a professional doctorate by looking at the impact of the degree on the total institution; and 2) quality assurance through rigorous structuring of professional doctorate programs with attention to learning outcomes, curricula, assessment, facilities, the availability of financial resources, and the numbers, credentials and experience of faculty. To view the Task Force Report, go to http://www.acshc.org/download/TaskForceProfDocFinal5050.pdf.

UW-Madison also convened a working group on Clinical and Professional Doctorates, which issued a final report to the Provost in April 2008. The working group focused on questions of context, definition, and quality as they related to UW-Madison in particular, and on the practical issues of where to house such programs academically and administratively. A study undertaken by the Council of Graduate Schools, also on the topic of professional doctorates, was published this fall. The Report considers such issues as common standards for professional doctorates, the minimum qualifications of graduate faculty, and other curricular matters related to institutional graduate policy. And the United States is not alone in questioning the changing status of professional doctorates and implications for higher education institutions. Australia, New Zealand, and Europe have also engaged in study and efforts to define expectations for the burgeoning areas of these new doctoral degree programs.

Policy Questions for the UW System

Within this changing culture, there are likely to be more such degree programs developed and proposed both within the UW System and beyond. The growth of professional doctorates presents a series of policy questions to consider. The fundamental question is the role of the UW System’s comprehensive institutions in providing professional doctorate education.

A. Is the offering of professional doctorates within the mission of the comprehensive institutions?

As discussed above, the core missions of the Doctoral and University “Cluster” Institutions were established at the time of merger in 1972, and have not been revised since. The core mission of the doctoral cluster provides that UW-Madison and UW-Milwaukee shall, within the approved differential stated in their select missions...

(a) Offer degree programs at the baccalaureate, master’s and doctoral levels.
(b) Offer programs leading to professional degrees at baccalaureate and post-baccalaureate levels.

The core mission of the University Cluster Institutions provides that:

Within the approved differentiation stated in their select missions, each university in the cluster (our 11 comprehensive institutions) shall:
(a) offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.

These core missions were adopted at the time of merger, at which time the only professional doctorates offered in Wisconsin were the Doctor of Medicine (M.D.) and Doctor of Law (J.D.) offered at UW-Madison. The language states clearly that offering professional doctorates is within the mission of the UW System’s two doctoral institutions. While the cluster mission language does not explicitly mention professional or research doctorates, it also does not preclude comprehensives from offering post-master’s degree programs.

Given that a number of additional degree programs have been developed since the implementation of the two core missions, the question arises:

Should the mission of the comprehensive institutions be amended to clearly reflect the authority of the comprehensive institutions to offer professional doctorates, either individually, in collaboration with one of the doctoral institutions, as is the case with the audiology and physical therapy programs, or in collaboration with another comprehensive institution, as is currently being planned in the case of the DNP?

B. Should UW comprehensive institutions be authorized to offer professional doctorates, either individually, or in collaboration with another comprehensive institution?

1. Alignment with mission:
   a. Is the particular degree program aligned with the mission of the comprehensive institution? In some cases, these degree programs have existed as master’s programs within the select mission of the institution, and have been redesignated as professional doctorates.
   b. What impact would the offering of such programs have on the primary undergraduate mission of the institution?
      i. Would offering some high-cost professional doctorates detract from the primary undergraduate mission of the comprehensive institutions?
      ii. Is it advantageous for students to begin their post-secondary education at an institution that offers the professional doctorate required for entry into the profession they wish to pursue, e.g. physical therapy, audiology?

2. Resources: How well-aligned is the degree program with the resources of the institution?
   a. Has the degree program already in existence as a master’s program been redesigned as a professional doctorate, or is the professional doctorate a new degree program for the institution?
   b. Does the institution already have a well-established bachelor’s or master’s degree program that is transitioning to a doctorate among many peer institutions.
   c. Does the institution, on its own or in collaboration with other institution(s), have the instructional resources needed to offer the professional doctorate, e.g. faculty, curriculum, facilities, etc.?

   d. Are there efficiencies to be realized in terms of containing current and future costs, or providing greater breadth of opportunities for students through collaboration?

3. Access: What is the appropriate geographic location of programs to ensure that the state’s workforce needs are effectively addressed, and that students have reasonable access to the education needed to meet those needs?

4. Pricing: The decisions made regarding the authorization to offer professional doctorates will influence the decisions made by private institutions in their development of these programs. What role should the UW System play in order to ensure that the educational opportunities available to Wisconsin students in fields requiring a professional doctorate are reasonably priced? Will lengthening the time- and cost-to-degree prohibit students from obtaining the credentials needed for professional advancement?

5. Quality: How can the UW System ensure that new professional doctorate programs are high-quality in terms of available resources, including faculty, curricula, and facilities. How can the UW System ensure the rigor of academic programming? How will capacity and integrity issues be addressed to ensure that institutions are able to mount and support effective programs leading to the awarding of professional doctorates? And what will the impact be on the System’s undergraduate program offerings?

Finally, the UW System needs to consider how professional doctorates offered at comprehensive institutions align with the Growth Agenda for Wisconsin. In doing so, another set of questions emerges: How will additional professional doctoral offerings impact access and affordability for baccalaureate degree-seekers? Will more Wisconsin residents who graduate with baccalaureate degrees stay in Wisconsin to pursue graduate study? Will they attract more college graduates from other states to Wisconsin? Will they aid in the increased development of knowledge-economy jobs throughout the state? Should they be considered as a part of the package of reinvestment for Wisconsin’s future? In determining the appropriate policy response to the changing context for professional doctorates—both local and national—careful analysis is needed by the Board of Regents.

RELATED REGENT POLICY

Chapter 36, Wisconsin State Statutes – 36.05(13)
Board of Regents Policy Documents on Mission (Sections 1-1 and 1-2)
University of Wisconsin System Academic Planning and Program Review – Academic Informational Series #1 (ACIS-1 revised June 2006).
2.b) Needs analysis related to this proposed change

As detailed below, there is a demand for nurse practitioners, nurse administrators, and clinical nurse specialists in the State of Wisconsin. The program will meet the needs of UW-Eau Claire’s region for advanced practice nurses, supporting efforts to meet primary health care needs in Wisconsin. The DNP program will also help meet expanding needs in this region for advanced practice nurses who will lead in efforts to meet primary health care needs by serving as nursing faculty in Wisconsin.

Wisconsin’s advanced practice nursing graduates have little difficulty finding placements, and demand for primary health care providers is growing. Experts nationwide warn of a growing shortage of primary care providers in health care. This is due to increasing retirements, salary inequity, and the flow of health care providers into specialty areas. In addition, there is an increasing need for nursing faculty. In universities, it is increasingly difficult to develop the kind of clinical scholarship and maintain the kind of credibility necessary for first-rate programs without a higher level of education among faculty members.

Graduates of the DNP program will be sought after as faculty members are needed to train new registered nurses. Projections on supply, demand, and shortages of registered nurses from the National Center for Health Workforce Analysis in the Bureau of Health Professions, Health Resources, and Services Administration (HRSA), shows Wisconsin will not have shortages in registered nurses prior to 2010. Beginning in 2010, however, the projected shortages increase quickly. By 2015, the projected shortage of registered nurses in Wisconsin will be 4,100 FTE and by 2020, the projected shortage will be 10,200 FTE. Demand for registered nurses from 2004 to 2014 is projected to increase in all ten regions of the State. Based on projections from the Wisconsin Department of Workforce Development (DWD) for the period from 2004 to 2014, there will be 2,610 openings for registered nurses; 1,600 of these openings will be for new positions, and 1,010 will be for replacement positions. This represents a 33% increase projected in positions statewide by
In Wisconsin, UW-Eau Claire has a strong graduate nursing program serving students from a wide geographical region of Northwestern, Central, and Northern Wisconsin. UW-Eau Claire also provides education for students residing in Eastern and Southeastern Minnesota. UW-Eau Claire admits approximately 30 graduate nursing students each year. Many of our students commute two to four hours for their education.

The State of Minnesota has already developed DNP programs through its state educational system and began admitting students in 2007. There is concern that if DNP programs are not accessible in Wisconsin, students will pursue their graduate education out of state. Given the mandate by AAC&N to prepare advanced practice nurses (nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified registered nurse anesthetists) at the doctoral level by 2015 (see discussion in the next section), the UW-Eau Claire graduate nursing program must develop a DNP program to meet the demand and serve its constituency. Without the ability to offer a DNP, UW-Eau Claire will not be able to offer the educational minimum required for the advanced practice degree in nursing in 2015.

2. c) Involvement of various constituencies in developing this proposed change

The development of the DNP program has been ongoing for several years. Beginning in approximately 2004, faculty members in the UW-Eau Claire College of Nursing and Health Sciences engaged in discussions with faculty members from UW-Oshkosh, UW-Milwaukee, UW-Madison, and with other nursing educators from around the State of Wisconsin regarding the need for and development of the DNP. As noted in sections 2 and 2b above, the need for the DNP is driven in part by the changing AACN accreditation standards and the shortage of trained advance practice nurses in Wisconsin (and nationally). Also, as noted in section 1c above, the design of the curriculum is driven largely by the guidelines described in the AACN Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials). It is through the involvement of these external constituencies that the development of the program was directed.

3. NECESSARY APPROVALS

3.a) Internal approvals

The following internal approvals have been secured:
1. UW-Eau Claire Graduate Council (initial approval to plan April 2007; see evidence that follows)
2. Faculty of the UW-Eau Claire Department of Nursing (final approval November 2008; see evidence that follows)
3. Faculty of the UW-Eau Claire College of Nursing (GCAC final approval November 2008; see evidence that follows)
4. UW-Eau Claire Graduate Council (final approval January 2009; see evidence that follows)
Change request

Change request

Department of Nursing
Thursday, November 20th, 2008
2pm
UW-Eau Claire, Nursing Building Room 114 & MF111

Minutes

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONTENT</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>1. Minutes</td>
<td>Minutes of October 30th, 2008</td>
<td>Motion approved.</td>
</tr>
<tr>
<td>II. Reports and action items</td>
<td>A. Workgroup on Vision, Mission, and Program Objectives</td>
<td>A. Latest draft presented and additional feedback provided by faculty and academic staff. The work group will incorporate the feedback and bring a revision to the next department meeting.</td>
</tr>
<tr>
<td>C. Graduate Curriculum Committee</td>
<td>A. A survey of CAM content and where it should be leveled in the curriculum will be sent to faculty and academic teaching staff. Survey can be completed and returned via email or printed and returned via courier envelope to Linda Duffy.</td>
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<tr>
<td>D. Student Affairs and Undergraduate Admissions Committee</td>
<td>A. DNP degree received “Approval to Plan” by the Board of Regents.</td>
<td>Motion approved by graduate faculty.</td>
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<td></td>
<td>B. DNP Curriculum presented by graduate curriculum committee task force</td>
<td></td>
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<td></td>
<td>C. Motion to approve course objectives.</td>
<td></td>
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<tr>
<td></td>
<td>D. Diagram above table 3-2 needs correction</td>
<td>1. R. Breman has a revision to the diagram</td>
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<tr>
<td></td>
<td>2. Item 4: “integrate advanced clinical experience” added</td>
<td></td>
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<tr>
<td></td>
<td>E. Further discussion and vote</td>
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<td></td>
<td>F. Evaluation form course review for March 1st deadline for submission</td>
<td>No report</td>
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GCAC Meeting
Thursday, November 13th, 2008
2:00 PM
UW-Eau Claire, Nursing Building Room 105

Minutes:

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>CONTENT:</th>
<th>ANNOUNCEMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minutes of October 10th and 23rd</td>
<td>October 10th minutes approved; October 23rd minutes deferred.</td>
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</table>
| II. DNP Curriculum Discussion | A. DNP Curriculum plans as presented by Rose Jadack were unanimously approved with the intent to integrate DNP content throughout the curriculum and to avoid a second summer and winter term with implementation of the program.  
B. Rose Jadack will modify the background section of the planning document and restate the language of the Request for Entitlement to Plan that was previously approved.  
C. Rose Jadack will invite Mary to consider inviting key informants from hospital and community settings to an informal gathering of graduate faculty for the purpose of generating ideas for DNP - Preceptor Staffing and for discussion and allocation of other resources for the program. | Minutes to approve DNP curriculum Approved 6-0 |
| III. NSG 769 Credit Change Proposal | A. Discussion on the proposal was deferred (Dr. Zwiggart-Stanfiller invited to attend a future meeting for discussion) |                      |
| IV. Evaluation | A. Year 1 Course Evaluations to include 701, 712, 713, 718, 719, and 722  
B. Evaluation week for self-study will be needed by February 15th. Please review the terminal objectives in light of DNP planning and also new Education document. |                      |
| V. Other Announcements | Rose will add replacement for Sheila on GCAC to the agenda for department meeting.  
Healthy enrollment is projected for upcoming grad classes. |                      |

Graduate Council Minutes
January 28, 2009
Alumni Room, Davies Center

Graduate Council Members Present: Phillips (Chair), Amold, Christian, Dempsey, Effner, Holder, Jadack, Kirchman, Krenzinger, Mann, Miller, Mundinger, Peterson, Pollitz, Quinn, Scoularce, Sharrow, Zwiggart-Stanfiller  
Guests: J. Aminpour

1. The meeting was called to order by Dean Andrew Phillips at 3:04 p.m.

2. The minutes of December 17, 2008, were approved as written.

3. Dean Phillips invited Interim Dean Zwiggart-Stanfiller and Dr. Jadack from the CONHS to update the Council on the status of the DNP Authorization to Implement*.  
   - This will be the first practice doctorate program offered at UW-Eau Claire.  
   - The Authorization to Implement will be reviewed at the Regents Meeting in May, 2009.  
   - The American Association of Colleges in Nursing (AACN) recommends that by the year 2015 that doctorate level educational preparation will be required at the entry level of practice for advanced practice nurses (APNs).
   - This will be a collaborative program with UW-Oshkosh, although each campus will graduate its own students – this is, each campus will have degree granting authority independent of the other. The first two years will be completed at the student’s home university and will be the equivalent to the current full-time MSN program, but the third year will be delivered collaboratively between the UW-Eau Claire and UW-Oshkosh campuses.
   - This third year of collaborative coursework is being referred to as the “bridge,” because the student will be moving from the standard MSN program coursework toward the completion of the DNP degree.
   - We will continue to offer the MSN program at UW-Eau Claire for those students who are pursuing existing nursing tracks that do not require the DNP (such as the Nurse Educator track).
   - We intend to initiate the DNP program in the Summer of 2010.
   - Costs will be $250 more per credit in the third year.

Graduate Council is the final level of approval for graduate programming on our campus. A motion was made and seconded to support the DNP Authorization to Implement. The motion was unanimously approved.

4. Dean Phillips had LTS conduct a Customer Satisfaction Survey of the Office of Graduate Studies (OGS) and he distributed the results at the meeting. Results from the survey will be used in the PEO report for the OGS. A total of twenty-one Graduate Program Directors/Coordinators and College Deans were sent the survey, and 14 responses (67%) were received.
   - Overall, the survey results were positive and respondents appear to be pleased with the current set-up of the OGS, the services offered, and the helpfulness of the office staff.
   - 100% of respondents stated they used the services of the OGS at least once per month; 43% use their services at least once per week.
   - Centralization of the graduate programming has been beneficial. One person commented, “If the ‘main/central’ office of Graduate Studies were to go away...we might as well say ‘good bye’ to graduate studies at UW-Eau Claire.” Other comments echoed the same opinion. However, one person commented that “very little” would change if the OGS would be eliminated, since he/she feels that most of the functions of the office are duplicated at the program/college level.
3.b) External approvals

The following external approvals have been secured:

1. Approval by UW System (approved March 2008; see evidence to follow)
2. UW Board of Regents (final approval May 2009 with start date for students in fall 2010; see evidence to follow)
March 31, 2008

Academic Program Planning is a collaborative process between our office and the campus. I have asked Janice Sheppard to represent UW System on the three-person Program Review Committee. Please contact her at 508-262-5563 or jsheppard@uwesu.edu so that we can be of assistance throughout the process of development of the authorization proposal.

Enclosures

cc: Rebecca R. Martin, Senior Vice President for Academic Affairs
Brian Levin-Stankevich, Chancellor, UW-Eau Claire
Richard Wells, Chancellor, UW-Oshkosh
Provost and Vice Chancellor
Sharon Wilhelm, Interim Associate Vice President, OPAR
Larry Rubin, Assistant Vice President
ACSS Program Planning Team
Campus Academic Program Planning & Review Liaisons
Provost’s Executive Staff Assistants

TO: Marty Wood, Interim Provost and Vice Chancellor
UW-Eau Claire

FROM: Stephen H. Kolison, Jr.
Associate Vice President for Academic & Faculty Programs

RE: Authorization to Implement the Doctor of Nursing Practice (DNP)

Congratulations! On May 8, 2009, the Board of Regents authorized the Chancellor of UW-Eau Claire to implement the Doctor of Nursing Practice (DNP). I want to thank you and all the faculty and staff whose time and effort contributed to this successful outcome. I am excited and eager to assist you in any way I can in carrying out the next required steps:

1) Send us formal notification when the program implementation date is set.

2) Prepare for the joint program review. Each newly implemented program is subject to a joint program review that commences approximately five years after the date of implementation. The first institutional review will serve as the joint review. The original program proposal will serve as the basis for that review. The original program proposal will serve as the basis for that review.

3) When the joint program review is complete, please forward to my office the review committee report, self-study, and outside reviewers’ recommendations, together with your recommendations for the disposition of the program. I will look forward to hearing from you and will give the matter my prompt consideration and decision regarding final action.

The authorization of this program will be included in the annual report on Program Planning and Review in the UW System, which is presented to the Board of Regents each Fall. I wish you much success in its implementation.

Attachments

cc: Rebecca R. Martin, Senior Vice President for Academic Affairs
Brian Levin-Stankevich, Chancellor, UW-Eau Claire
Fred Harris, Associate Vice President, Budget and Planning
Sharon Wilhelm, Interim Associate Vice President, OPAR
ACSS Program Planning Team
Andrew Phillips, Campus Academic Program Planning & Review Liaisons
Paula Collins, Provost’s Executive Staff Assistant
4. IMPACT ON
CHALLENGES IDENTIFIED
BY HLC AT THE LAST
COMPREHENSIVE VISIT

4.a) Challenges from 1999
directly related to the
proposed change
The 1999 HLC visit resulted in eight challenges. None of these challenges directly address the new program since the 1999 visit precedes the creation of the program. Nevertheless, we list each challenge below with comments where clarification may be useful.

4.b) How the organization has
addressed the challenge(s)

Challenge 1: Insufficient diversity among students, faculty members, and administrators
The proposed change does not directly relate to this challenge. (The faculty members and administrators that will support the DNP are largely the same individuals, notwithstanding normal faculty/administrator turnover.)

Challenge 2: Declining State financial support
The proposed change does not directly relate to this challenge. However, the DNP program is supported by a combination of GPR base funding and new program revenue provided by a special tuition surcharge described in section 5. Revenue to support the new 800-level DNP courses will be raised through an additional tuition surcharge per credit (for the 800-level courses only) following a cost recovery model. Students will pay an estimated additional $250 per credit for each 800-level course credit. This income will fund two new FTE faculty positions required to support this program. Additional details are provided in section 5 of this Change Request.

Challenge 3: Problems with graduate programs (funding base and organizational structure)
The proposed change does not directly relate to this challenge. (This challenge related to the lack of a base funded and central Office of Graduate Studies, and the issue has been resolved.)

Challenge 4: Lack of centralized coordination for outreach programming; need a plan for providing services to non-traditional students
The proposed change does not directly relate to this challenge. (This challenge related to the lack of a centralized Office of Continuing Education, and the issue has been resolved.)

Challenge 5: Lack of understanding of how the budget is developed and allocated at System level
The proposed change does not directly relate to this challenge.

Challenge 6: Assessment of student achievement in general education and the redefined baccalaureate degree are still in the formative stages
The proposed change does not directly relate to this challenge.

Challenge 7: State legislative controls and restraints impede University initiatives and fiscal flexibility as necessary to fulfill the University’s mission
The proposed change does not directly relate to this challenge.

Challenge 8: The Graduate Catalogue did not publish the institution’s affiliation with the HLC
The proposed change does not directly relate to this challenge.

5. ORGANIZATIONAL PLANS TO IMPLEMENT AND SUSTAIN THE PROGRAM

5.a) Involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes)

Regarding faculty qualifications to participate in the DNP program, only doctorally prepared faculty are permitted to teach in the 800-level courses, and they must be active in advanced nursing practice and nursing scholarship to do so. Between UW-Eau Claire and UW-Oshkosh there are a total of 24 doctorally prepared faculty members who currently teach at both the undergraduate and graduate levels, and they will comprise the pool of faculty available to teach in the collaborative third year of the DNP program.

At UW-Eau Claire, there are currently 13 doctorally prepared faculty members who teach at both the undergraduate and graduate levels. There are also four assistant professors and instructional academic staff members actively involved in acquiring their terminal degrees; these individuals will soon be
available to participate in the work of teaching in the DNP program.

At UW-Oshkosh, there are currently 11 doctorally prepared faculty members. Two instructional academic staff members are in doctoral programs and completing their dissertations. An additional two instructional academic staff members are currently enrolled in doctoral programs. The faculty involvement in curriculum development and oversight was described in section 1, and the faculty involvement in assessment of learning outcomes is described in section 6.

5.b) Administrative structure (accountability processes, leadership roles) necessary to support this proposed change

The development and implementation of the DNP program has evolved over several years in a collaborative effort with UW-Oshkosh. Because the DNP is a program that extends the existing MSN program, the administrative structure necessary to support and sustain the program will be the same structure used now to support and sustain the MSN program. That is, the College of Nursing and Health Sciences (led by the Dean of that college) and the Office of Graduate Studies (led by the Dean of Graduate Studies) will provide administrative oversight for all aspects of the program in the same manner as they now do for the MSN program.

Graduate admissions and custodial recordkeeping and maintenance are handled centrally by the Office of Graduate Studies at UW-Eau Claire. Undergraduate admissions are a distinct office not part of Graduate
Studies. All aspects of pre-, post- and ongoing admissions processing and physical and electronic recordkeeping (except registration and transcript generation) are the purview of the Office of Graduate Studies. The Office is open year-round during regular University business hours. Students can be in touch with the office in person, by telephone, email, or web site. Many forms and processes are handled electronically, giving students flexibility to conduct many administrative activities in ways that are convenient for them. Graduate applicants and students are assigned University email accounts and have access to campus computer resources so they can send and receive email and use web services with the Office of Graduate Studies as needed.

5.c) How the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling)

Students who are admitted to the DNP program will have an adviser assigned immediately by the Associate Dean in the College of Nursing and Health Sciences. An orientation event will be held yearly to orient students to the curriculum, University services, library services, and advising services. University administrators (e.g., Provost, Associate Vice Chancellor, Dean) and the Office of Graduate Studies staff will be given an opportunity to participate in the orientation events.

Academic questions will be answered, depending on the concern, by the student's personal adviser, the Graduate Program Coordinator, and the Office of Graduate Studies. The degree review will be done at the time of candidacy by the Office of Graduate Studies.

Career Services and the Office of Graduate Studies at UW-Eau Claire will be available to all students. In addition, employers frequently send to the college employment opportunities, which are regularly shared with students via postings and email. Faculty members maintain close ties with clinical agencies and other health care settings, and through these relationships learn of multiple employment opportunities.

Additionally, the Financial Aid office is located on campus. The office offers fully-vested, federally and state-funded resources to graduate students based on their eligibility for any federal, state, or private financing. The Financial Aid office has regular business hours and is open throughout the calendar year. Financial Aid staff members also communicate with students via email, telephone, web sites, and in person, and offer a range of services that are provided both electronically and face-to-face.

Each graduate student enrolled at UW-Eau Claire has full access to the University’s library and learning resources. All students will have access to online databases. The University library is available to students online. The library provides access to electronic information that includes full text databases, electronic journal collections, and electronic books. There are over 15,000 periodical titles available for full-text or partial access and over 12,000 electronic books available on campus. The traditional print collection includes over 500,000 books, 1,380 current periodical subscriptions, as well as government documents, documents on microforms, multimedia titles, maps, and archival material. Electronic reserve and interlibrary loan are available. In addition, the library has accessible librarian services for students to ask questions and seek assistance with study needs. The library web site is easily accessible and user friendly for students both on and off campus, and although the library closes at night, late-night service is available via electronic access. Apart from the last year of the DNP, all courses in the existing MSN program will be courses at UW-Eau Claire that use currently available library resources.

UW-Eau Claire has a computer “Help Desk” that provides services to students daily. The Desire to Learn (D2L) sites have “help” icons on the home page, email addresses, and toll-free phone numbers for further help and questions.

The DNP program will use existing classrooms at both UW-Eau Claire and UW-Oshkosh. All buildings with classrooms are accessible to students, faculty, and academic staff members with disabilities. A portion of the DNP curriculum will be taught using distance education modalities. Currently, both Colleges of Nursing have practice and simulation laboratories, “smart” classrooms, computer labs, and equipment and resources for clinically-based courses. Information technologies will continue to be used. Examples of education modalities using information technology include videoconferencing, D2L, and Second Life, among others.

With the current nursing program, the College has partnered with supportive outside health care agencies that accept advanced practice nursing students. The DNP program will develop clinical experiences in a fashion similar
to that occurring in the Master’s programs, and will use many of the same health care training sites. Students in the DNP program will engage in practicum work in a wide variety of outside agency settings and the work will intensify in the final year of the program.

5.d) Financial data that document the organization’s capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs)

The DNP courses are built on the foundation of the MSn courses that are currently funded via the General Program Revenue budget (GPr). All MSn courses are at the 700 level at UW-Eau Claire. Students currently pay traditional graduate-level tuition for these courses and will continue to do so within the DNP. All 28 credits associated with the third year DNP courses will be at the 800 level. Revenue to support these 800-level courses will be raised through an additional tuition surcharge per credit (for the 800-level courses only), following a cost recovery model. For each 800-level course credit, students will pay an estimated additional $250 per credit. This revenue will fund several new FTE faculty positions required to support this program.

The following budget summary provides financial details. By year five of program implementation, all of the faculty members presently teaching in the MSN will be teaching in the DNP program, for total of 7.5 FTE (5.5 FTE plus 2 additional, new FTE).

5.e) Timeline to implement the proposed change

The program curriculum has already been developed. The program is scheduled to begin enrolling students in the fall of 2010.
6. ORGANIZATIONAL STRATEGIES TO EVALUATE THE CHANGE

6.a) Measures the organization will use to document the achievement of its expected outcomes

Student learning outcomes for the DNP program are derived from the AACN document, *The Essentials of Doctoral Education for Advanced Practice Nursing*. At the completion of this program, students are expected to demonstrate the competencies required for the highest level of nursing practice. DNP graduates will be able to:

1. Expand advanced nursing practice by integrating the art and science of nursing with theory and knowledge from biophysical, psychosocial, political, ethical, technical, analytical, cultural, spiritual, environmental, and organizational realms.
2. Promote culturally sensitive, holistic, advanced nursing practice care and services in a global community, with emphasis on disease/illness prevention and health/wellness promotion, as well as restoration and maintenance.
3. Synthesize leadership skills, systems analysis, and advocacy expertise.
4. Integrate clinical expertise and competence with population-focused management, evidence-based practice, and health care policy.
5. Analyze health–related information systems and technology for the improvement of health care.
6. Develop, implement, and evaluate evidence-based approaches to advanced nursing practice.
7. Evaluate the outcomes of advanced nursing practice.
8. Apply clinical scholarship and leadership skills to advanced nursing practice.
9. Evaluate personal scholarship, professional growth, and excellence in practice.

Direct measures:
Course-based assessment
Student performance in each of the DNP courses will be assessed based on specific course objectives to determine whether the learning objectives of each course have been attained. Written work and projects will be required of all students in all courses, allowing for comparison and evaluation of how well the students are attaining the course goals. These data will be used to improve the content and pedagogy of the courses.

Faculty evaluation
Faculty members will be evaluated each semester according to College of Nursing and Health Sciences Evaluation Plan. Evaluation includes student evaluations each semester. Regular peer evaluations will also be conducted. Faculty evaluation also occurs during routine personnel review in the areas of teaching, scholarship, and service.

Student self assessment
In NRSG 8xx, the capstone course, students will reflect on their performance in the DNP program with respect to the learning outcomes listed above. This work will be reviewed by selected faculty members and advisers. The results of the assessment will be used by members of the Graduate Curriculum and Admissions Committee to improve the courses and, if appropriate, to refine the DNP curriculum.

Preceptor and site evaluations
Preceptor orientation packets will be developed for DNP clinical preceptors. Preceptors will be oriented to DNP program requirements and expectations for oversight and evaluation of advanced practice students. Preceptors will be evaluated each semester by students. Faculty members will evaluate preceptors in the course of site visits that occur each semester.

Assessment of the capstone project
Selected faculty members and advisers associated with the DNP program will evaluate student performance in the capstone project with respect to the learning outcomes listed above and in the description of NRSG 8XX DNP Capstone Project. Evaluation data will be used to improve the specific capstone project, as well as to improve the DNP courses, and to ensure that the expertise and knowledge articulated in the student learning outcomes of the DNP are being fully developed.

Certifications
All students who have completed the DNP program will be eligible to sit for national certification examinations offered by the AACN or other national accrediting bodies.

Indirect measures:
Exit surveys
An end-of-program survey is currently administered to all graduates of the MSN program, and this will continue for the DNP program. Exit surveys also will be used as indirect measures of student attitudes regarding their attainment of learning
outcomes as well as attitudes regarding the DNP experience. They will be administered in the final semester of study. The data will be analyzed yearly by members of the Graduate Curriculum and Admissions Committee and will be used to improve the content and pedagogy of required courses, advising, the collaborative relationship between UW-Eau Claire and UW-Oshkosh, and students’ evaluations of their degree of preparedness for careers post-DNP.

**Alumni surveys**

Another indirect measure used for program assessment will be alumni surveys. These surveys will gather data regarding graduates’ retrospective evaluations of, and satisfaction with, the DNP program. Early graduate cohorts will be contacted within two years following graduation. Following the initial collection of alumni data, alumni surveys will be sent every three years. The assessment data collected will be analyzed by the Graduate Curriculum and Admissions Committee and used to inform continuous improvement.

6.b) How the assessment of student learning is integrated into the assessment program

UW-Eau Claire will continue with current graduate assessment strategies, using evaluation processes that interface with National Organization of Nurse Practitioner Faculties (NONPF) and AACN guidelines. Several direct and indirect measures will be used to assess the student learning outcomes noted above in section 6a.

Data from ongoing assessment methods currently in place with the existing Master’s programs will be combined with assessment data collected in the course of the DNP. These data will be collected each semester and analyzed on a yearly basis. The Graduate Curriculum and Admissions Committee will be responsible for the development and administration of assessment tools.

The first alumni survey will be conducted within two years of having program graduates, and the survey will be repeated every three years thereafter. The Graduate Curriculum and Admissions Committee will develop the specific assessment measures and rubrics. This committee, along with other faculty members and advisers involved in the DNP program, will analyze the assessment data. The Graduate Curriculum and Admissions Committee will also establish other assessment procedures (e.g., determining how faculty other than DNP committee members will be selected for participation in the assessment process; developing forms for conducting assessments; determining times when assessment reviews will take place, etc.). The Graduate Curriculum and Admissions Committee will also help to ensure that the results of assessments are used to inform continuous improvement.
The purpose of the Institutional Snapshot is to give the Evaluation Team a basic impression of UW-Eau Claire’s overall nature and scope of operations. As requested, for most items information is provided for the past two complete fall semesters (2007 and 2008). For more information, questions or clarification contact:

ANDY NELSON
Office of Institutional Research
nelsonan@uwec.edu | 715-836-5368

1. Student Demography Headcounts
   Part A
   Part B
   Part C
   Part D
   Part E

2. Student Recruitment and Admissions
   Part A
   Part B

3. Financial Assistance for Students
   Undergraduate, Part A & B
   Graduate, Part A & B
   Part C

4. Student Retention and Program Productivity
   Part A
   Part B
   Part C
   Part D

5. Faculty Demography
   Part A & B
   Part C

6. Availability of Instructional Resources and Information Technology
   Part A

7. Financial Data
   Part A
   Part B

Institutional Snapshot Reference Document
1. STUDENT DEMOGRAPHY HEADCOUNTS

PART A

UNDERGRADUATE FALL ENROLLMENT, By Class Level

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>2,564</td>
<td>2,648</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,296</td>
<td>2,285</td>
</tr>
<tr>
<td>Junior</td>
<td>2,153</td>
<td>2,244</td>
</tr>
<tr>
<td>Senior</td>
<td>2,934</td>
<td>3,038</td>
</tr>
<tr>
<td>Total Degree Seeking Undergraduate</td>
<td>9,947</td>
<td>10,215</td>
</tr>
<tr>
<td>Total Non-Degree Seeking Undergraduate</td>
<td>149</td>
<td>131</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>10,096</td>
<td>10,346</td>
</tr>
</tbody>
</table>

Source: Standard Survey

2007-08 | Degree Seeking Undergraduate Fall Enrollment, By Class Level

- Freshmen: 26%
- Sophomore: 23%
- Junior: 22%
- Senior: 29%

2008-09 | Degree Seeking Undergraduate Fall Enrollment, By Class Level

- Freshmen: 26%
- Sophomore: 22%
- Junior: 22%
- Senior: 30%
PART B

UNDERGRADUATE FALL ENROLLMENT, By Gender

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>4,105</td>
<td>4,232</td>
</tr>
<tr>
<td>Women</td>
<td>5,842</td>
<td>5,983</td>
</tr>
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<td>Total Degree Seeking</td>
<td>9,947</td>
<td>10,215</td>
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<tr>
<td>Men</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>Women</td>
<td>77</td>
<td>61</td>
</tr>
<tr>
<td>Total Non-Degree Seeking</td>
<td>149</td>
<td>131</td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td><strong>10,096</strong></td>
<td><strong>10,346</strong></td>
</tr>
</tbody>
</table>

Source: Standard Survey

2007-08 | Degree Seeking Undergraduate Fall Enrollment, By Gender

Men 41%
Women 59%

2008-09 | Degree Seeking Undergraduate Fall Enrollment, By Gender

Men 41%
Women 59%
## UNDERGRADUATE FALL ENROLLMENT, By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Asian</td>
<td>291</td>
<td>296</td>
</tr>
<tr>
<td>Black or African American</td>
<td>47</td>
<td>59</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>110</td>
<td>122</td>
</tr>
<tr>
<td>White</td>
<td>9,184</td>
<td>9,388</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>104</td>
<td>118</td>
</tr>
<tr>
<td>Unknown</td>
<td>147</td>
<td>166</td>
</tr>
<tr>
<td><strong>Total Degree Seeking</strong></td>
<td>9,947</td>
<td>10,215</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>119</td>
<td>103</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Non-Degree Seeking</strong></td>
<td>149</td>
<td>131</td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td>10,096</td>
<td>10,346</td>
</tr>
</tbody>
</table>

Source: Standard Survey

### 2008-09 I Degree Seeking Undergraduate Fall Enrollment, By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of Total</th>
<th>% of Sub-group</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>92%</td>
<td>—</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.6%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.9%</td>
<td>36%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0.6%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1.2%</td>
<td>15%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1.1%</td>
<td>14%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.6%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Per cents reflected in top chart = 827 (8%) of Total Total = 10,215
PART C

GRADUATE FALL ENROLLMENT, By Gender

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>145</td>
<td>159</td>
</tr>
<tr>
<td>Women</td>
<td>271</td>
<td>289</td>
</tr>
<tr>
<td>Total Degree Seeking</td>
<td>416</td>
<td>448</td>
</tr>
<tr>
<td>Men</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Women</td>
<td>55</td>
<td>67</td>
</tr>
<tr>
<td>Total Non-Degree Seeking</td>
<td>81</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td><strong>497</strong></td>
<td><strong>543</strong></td>
</tr>
</tbody>
</table>

Source: Standard Survey

2007-08 I Degree Seeking Graduate Fall Enrollment, By Gender

- Men: 35%
- Women: 65%

2008-09 I Degree Seeking Graduate Fall Enrollment, By Gender

- Men: 35%
- Women: 65%
### GRADUATE FALL ENROLLMENT, By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>370</td>
<td>407</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Degree Seeking Graduate</strong></td>
<td>416</td>
<td>448</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>0</td>
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<tr>
<td>White</td>
<td>75</td>
<td>89</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Non-Degree Seeking Graduate</strong></td>
<td>81</td>
<td>95</td>
</tr>
</tbody>
</table>

#### Source: Standard Survey

**Percents Reflected in Top Chart = 41 (9%) of Total Total = 448**

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Total</th>
<th>% of Sub-group</th>
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<tbody>
<tr>
<td>White</td>
<td>91%</td>
<td>—</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>2.0%</td>
<td>22%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>27%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0.9%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.4%</td>
<td>5%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1.1%</td>
<td>12%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.2%</td>
<td>24%</td>
</tr>
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### PART D

**UNDERGRADUATE FALL ENROLLMENT, By Age**

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<thead>
<tr>
<th>Age Group</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and Under</td>
<td>9,377</td>
<td>9,611</td>
</tr>
<tr>
<td>25 and Over</td>
<td>719</td>
<td>735</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>10,096</td>
<td>10,346</td>
</tr>
</tbody>
</table>

Source: Standard Survey

**2007-08 | Undergraduate Fall Enrollment, By Age**

- 24 and Under: 93%
- 25 and Over: 7%

**2008-09 | Undergraduate Fall Enrollment, By Age**

- 24 and Under: 93%
- 25 and Over: 7%
## TOTAL FALL ENROLLMENT, By Residency

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Resident</td>
<td>7,817</td>
<td>8,015</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>2,154</td>
<td>2,195</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>125</td>
<td>136</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>10,096</td>
<td>10,346</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Resident</td>
<td>386</td>
<td>417</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>102</td>
<td>121</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>497</td>
<td>543</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>10,593</td>
<td>10,889</td>
</tr>
</tbody>
</table>

Source: Standard Survey
2007-08 | Undergraduate Fall Enrollment, By Residency

- In-State Resident: 78%
- Out-of-State Resident: 21%
- Non-US Resident: 1%

2008-09 | Undergraduate Fall Enrollment, By Residency

- In-State Resident: 78%
- Out-of-State Resident: 21%
- Non-US Resident: 1%

2007-08 | Graduate Fall Enrollment, By Residency

- In-State Resident: 78%
- Out-of-State Resident: 20%
- Non-US Resident: 2%

2008-09 | Graduate Fall Enrollment, By Residency

- In-State Resident: 77%
- Out-of-State Resident: 22%
- Non-US Resident: 1%
## 2. STUDENT RECRUITMENT AND ADMISSIONS

### PART A

#### NUMBER OF APPLICATIONS, ACCEPTANCES, AND MATRICULATIONS

<table>
<thead>
<tr>
<th></th>
<th>APPLIED</th>
<th>ACCEPTED</th>
<th>MATRICULATED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
<td>UG Transfer</td>
<td>Graduate</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>7,446</td>
<td>1,423</td>
<td>432</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>8,060</td>
<td>1,452</td>
<td>462</td>
</tr>
</tbody>
</table>

Source: Standard Survey

- **Freshmen** — Number of students applied, accepted and matriculated
- **Undergrad Transfer** — Number of students applied, accepted and matriculated

![Graphs showing the number of applications, acceptances, and matriculations for Freshmen and Undergrad Transfer for Fall 2007 and Fall 2008.](#)
PART B

COMPOSITE ACT SCORES

<table>
<thead>
<tr>
<th></th>
<th>MEAN SCORE OF STUDENTS ACCEPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>24.5</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>24.6</td>
</tr>
</tbody>
</table>

Source: Standard Survey
3. FINANCIAL ASSISTANCE FOR STUDENTS

UNDERGRADUATE, PART A & B

UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>10,031</td>
</tr>
<tr>
<td>2007-08</td>
<td>10,096</td>
</tr>
</tbody>
</table>

Source: Standard Survey

UNDERGRADUATE STUDENTS THAT APPLIED FOR ANY TYPE OF FINANCIAL ASSISTANCE

<table>
<thead>
<tr>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>6,612 (65.9%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>6,722 (66.6%)</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files

UNDERGRADUATE STUDENTS RECEIVING FINANCIAL ASSISTANCE OF ANY TYPE

<table>
<thead>
<tr>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>7,109 (70.9%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>7,258 (71.9%)</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files

UNDERGRADUATES THAT APPLIED FOR/RECEIVED AID

| 2006-07 | 2007-08 |
| 10,031 | 10,096 |

<table>
<thead>
<tr>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>6,612 (65.9%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>6,722 (66.6%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>7,109 (70.9%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>7,258 (71.9%)</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files

UNDERGRADUATE STUDENTS RECEIVING ASSISTANCE, by Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships/Grants</td>
<td>3,712</td>
<td>3,824</td>
</tr>
<tr>
<td>Loans</td>
<td>5,677</td>
<td>5,759</td>
</tr>
<tr>
<td>Work-Study</td>
<td>2,091</td>
<td>2,084</td>
</tr>
<tr>
<td>Unduplicated Total</td>
<td>7,109</td>
<td>7,258</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files
### GRADUATE, PART A & B

#### GRADUATE STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>474</td>
</tr>
<tr>
<td>2007-08</td>
<td>497</td>
</tr>
</tbody>
</table>

Source: Standard Survey

#### GRADUATE STUDENTS THAT APPLIED FOR ANY TYPE OF FINANCIAL ASSISTANCE

<table>
<thead>
<tr>
<th></th>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>168</td>
<td>35.4%</td>
</tr>
<tr>
<td>2007-08</td>
<td>176</td>
<td>35.4%</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files

#### GRADUATE STUDENTS RECEIVING FINANCIAL ASSISTANCE OF ANY TYPE

<table>
<thead>
<tr>
<th></th>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>248</td>
<td>52.3%</td>
</tr>
<tr>
<td>2007-08</td>
<td>276</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files

#### GRADUATE STUDENTS RECEIVING ASSISTANCE, by Categories

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>PERCENT</th>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships/Grants</td>
<td>133</td>
<td>28.1%</td>
<td>150</td>
<td>30.1%</td>
</tr>
<tr>
<td>Loans</td>
<td>166</td>
<td>35.0%</td>
<td>193</td>
<td>38.8%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>40</td>
<td>8.4%</td>
<td>36</td>
<td>7.2%</td>
</tr>
<tr>
<td>Unduplicated Total</td>
<td>248</td>
<td>52.3%</td>
<td>276</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

Source: End of Year Data Files
# PART C

## TUITION DISCOUNT RATE (TDR)

I = Institutional Financial Aid Dollars Awarded for Tuition  
P = Payments of Tuition and Mandatory Fees Expected of Students  
TDR = \( I/(I+P) \) as a Percentage

<table>
<thead>
<tr>
<th>Reporting</th>
<th>Fiscal Year — 2006-07</th>
<th>Fiscal Year — 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>all Federal, State and University Scholarships, Grants and Waivers</td>
<td>I = $13,646,745</td>
<td>I = $15,342,205</td>
</tr>
<tr>
<td></td>
<td>P = $57,618,814</td>
<td>P = $61,405,675</td>
</tr>
<tr>
<td>TDR = 19.2%</td>
<td>TDR = 20.0%</td>
<td>TDR = 20.0%</td>
</tr>
<tr>
<td>Reporting only University Scholarships, Grants and Waivers</td>
<td>I = $3,049,745</td>
<td>I = $3,598,205</td>
</tr>
<tr>
<td></td>
<td>P = $57,618,814</td>
<td>P = $61,405,675</td>
</tr>
<tr>
<td>TDR = 5.0%</td>
<td>TDR = 5.5%</td>
<td>TDR = 5.5%</td>
</tr>
</tbody>
</table>

Source: Bursar and Financial Aid
# 4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY

## PART A

### NEW FRESHMEN SECOND-YEAR RETENTION, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Entered Fall 2007</th>
<th>Returned Fall 2008</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>15</td>
<td>9</td>
<td>60.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>60</td>
<td>51</td>
<td>85.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>14</td>
<td>13</td>
<td>92.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>29</td>
<td>22</td>
<td>75.9%</td>
</tr>
<tr>
<td>White</td>
<td>1874</td>
<td>1557</td>
<td>83.1%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>8</td>
<td>4</td>
<td>50.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>34</td>
<td>28</td>
<td>82.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2034</td>
<td>1684</td>
<td>82.8%</td>
</tr>
</tbody>
</table>

Source: Retention and Graduation Report

## PART B

### NUMBER OF STUDENTS EARNING GRADUATE DEGREES, By Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>134</td>
<td>144</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>149</td>
<td>157</td>
</tr>
</tbody>
</table>

Source: IPEDS Degree Completions
### PART C

#### NUMBER OF STUDENTS EARNING UNDERGRADUATE DEGREES, By Program

<table>
<thead>
<tr>
<th>Classification of Instructional Programs (CIP)</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>154</td>
<td>137</td>
</tr>
<tr>
<td>Business (52)</td>
<td>436</td>
<td>392</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>251</td>
<td>220</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>193</td>
<td>146</td>
</tr>
<tr>
<td>Health (51)</td>
<td>217</td>
<td>211</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>187</td>
<td>203</td>
</tr>
<tr>
<td>Law (22)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>59</td>
<td>44</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>66</td>
<td>109</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>275</td>
<td>290</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,896</strong></td>
<td><strong>1,813</strong></td>
</tr>
</tbody>
</table>

Source: IPEDS Degrees Conferred

#### TOP FIVE UNDERGRADUATE DEGREES, By Program

<table>
<thead>
<tr>
<th>Classification of Instructional Programs (CIP)</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (52)</td>
<td>392</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>290</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>220</td>
</tr>
<tr>
<td>Health (51)</td>
<td>211</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>203</td>
</tr>
</tbody>
</table>

Source: IPEDS Degrees Conferred
## NATIONAL CREDENTIALLING EXAMS, by College

### College of Arts & Sciences

<table>
<thead>
<tr>
<th>American Chemical Society</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*Biochemistry Exam</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>64%</td>
</tr>
<tr>
<td>2008</td>
<td>84%</td>
</tr>
<tr>
<td>*Inorganic Chemistry Exam</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>89%</td>
</tr>
<tr>
<td>2008</td>
<td>45%</td>
</tr>
<tr>
<td>*Physical Chemistry Exam</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>73%</td>
</tr>
<tr>
<td>*Organic Chemistry Exam</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>40%</td>
</tr>
<tr>
<td>2008</td>
<td>60%</td>
</tr>
</tbody>
</table>

(* Average scores not pass rates)

Source: College Dean

### College of Business

<table>
<thead>
<tr>
<th>Ntl. Assoc. of Long Term Care (NAB NHA) Exam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>79%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPA Exam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHR (SHRM) Exam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>77%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>81%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>73%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IS Exit Exam (CCER, ICCP)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>86%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>93%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>79%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>86%</td>
</tr>
</tbody>
</table>

Source: College Dean

### College of Education and Human Services

<table>
<thead>
<tr>
<th>Association of Social Work Boards</th>
<th>97%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Sciences and Disorders Exam</th>
<th>99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Education Exam</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
</tr>
</tbody>
</table>

Source: College Dean

### College of Nursing and Health Sciences

<table>
<thead>
<tr>
<th>NCLEX-RN Licensure Exam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2006 - March 2007</td>
<td>85%</td>
</tr>
<tr>
<td>April 2007 - September 2007</td>
<td>85%</td>
</tr>
<tr>
<td>October 2007 - March 2008</td>
<td>94%</td>
</tr>
<tr>
<td>April 2008 - September 2008</td>
<td>95%</td>
</tr>
<tr>
<td>October 2008 - March 2009</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANCC - Adult Nurse Practitioner Exam</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANCC - Family Nurse Practitioner Exam</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>92%</td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
</tbody>
</table>

Source: College Dean
PART A & B

<table>
<thead>
<tr>
<th>TEACHING FACULTY &amp; STAFF HEADCOUNTS</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teaching Faculty &amp; Staff</td>
<td>530</td>
<td>524</td>
</tr>
<tr>
<td>FT</td>
<td>413</td>
<td>412</td>
</tr>
<tr>
<td>PT</td>
<td>117</td>
<td>112</td>
</tr>
</tbody>
</table>

Full Time (FT) and Part Time (PT)

<table>
<thead>
<tr>
<th>By Gender</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>231</td>
<td>225</td>
</tr>
<tr>
<td>Female</td>
<td>182</td>
<td>187</td>
</tr>
</tbody>
</table>

By Gender

<table>
<thead>
<tr>
<th>By Race/Ethnicity</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Black or African American</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>White</td>
<td>347</td>
<td>339</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

By Race/Ethnicity

<table>
<thead>
<tr>
<th>By Degree Level</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>310</td>
<td>306</td>
</tr>
<tr>
<td>First Professional</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Master’s</td>
<td>85</td>
<td>82</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

By Degree Level

<table>
<thead>
<tr>
<th>By Rank</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>128</td>
<td>115</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>104</td>
<td>106</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>100</td>
<td>109</td>
</tr>
<tr>
<td>Instructional Academic Staff</td>
<td>81</td>
<td>82</td>
</tr>
</tbody>
</table>

By Rank

Source: Personnel Frozen File
### Teaching Faculty & Staff, by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of Total</th>
<th>% of Sub-group</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>84%</td>
<td>—</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.8%</td>
<td>5%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.1%</td>
<td>32%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.3%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2.1%</td>
<td>13%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1.7%</td>
<td>11%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5.0%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Percents Reflected in Top Chart: 84 (16%) of Total
Total = 524
2007-08 | Teaching Faculty & Staff, by Degree Level

- Doctorate: 63%
- First Professional: 6%
- Master's: 31%
- Bachelor's: <1%
- Other: <1%

2008-09 | Teaching Faculty & Staff, by Degree Level

- Doctorate: 62%
- First Professional: 7%
- Master's: 31%
- Bachelor's: <1%
- Other: <1%

2007-08 | Teaching Faculty & Staff, by Rank

- Professor: 24%
- Associate Professor: 20%
- Assistant Professor: 19%
- Instructional Academic Staff: 37%

2008-09 | Teaching Faculty & Staff, by Rank

- Professor: 22%
- Associate Professor: 21%
- Assistant Professor: 21%
- Instructional Academic Staff: 36%
## PART C

### TEACHING FACULTY & STAFF, By Program

<table>
<thead>
<tr>
<th>Classification of Instructional Programs (CIP)</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td>Business (52)</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Health (51)</td>
<td>116</td>
<td>114</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>Law (22)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
<td><strong>524</strong></td>
</tr>
</tbody>
</table>

Source: Personnel Frozen File

### TOP FIVE TEACHING FACULTY & STAFF, By Program

<table>
<thead>
<tr>
<th>Classification of Instructional Programs (CIP)</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health (51)</td>
<td>114</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>86</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>70</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>64</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>56</td>
</tr>
</tbody>
</table>

Source: Personnel Frozen File
### Part A

#### INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Academic Library Characteristics</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Branch Libraries</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Institution Characteristics</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total FTE 12 Month Enrollment</td>
<td>9,620</td>
<td>9,578</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paid Full-Time Equivalent Staff (FTE)</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Paid Staff</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Librarians</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Librarians and Other Professional Staff</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Other Professional Staff</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total Staff</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Total Staff Per 1,000 Enrolled (FTE)</td>
<td>4.34</td>
<td>4.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Operating Expenditures</td>
<td>$877,033</td>
<td>$877,033</td>
</tr>
<tr>
<td>Expenditures: Audiovisual Materials</td>
<td>$29,209</td>
<td>$8,758</td>
</tr>
<tr>
<td>Expenditures: Bibliographic Utilities, Network, Consortia</td>
<td>$0</td>
<td>$53,822</td>
</tr>
<tr>
<td>Expenditures: Books, Serial Back Files, Other Materials</td>
<td>$187,957</td>
<td>$280,757</td>
</tr>
<tr>
<td>Expenditures: Computer Hardware and Software</td>
<td>$49,557</td>
<td>$49,557</td>
</tr>
<tr>
<td>Expenditures: Current Serial Subscriptions</td>
<td>$746,732</td>
<td>$18,382</td>
</tr>
<tr>
<td>Expenditures: Document Delivery/ Interlibrary Loan</td>
<td>$24,280</td>
<td>$7,376</td>
</tr>
<tr>
<td>Expenditures: Electronic Materials</td>
<td>$0</td>
<td>$115,353</td>
</tr>
<tr>
<td>Expenditures: Electronic Serials</td>
<td>$226,880</td>
<td>$214,556</td>
</tr>
<tr>
<td>Expenditures: Preservation</td>
<td>$3,333</td>
<td>$3,975</td>
</tr>
<tr>
<td>Salaries/ Wages: All Other Paid Staff</td>
<td>$604,571</td>
<td>$538,244</td>
</tr>
<tr>
<td>Salaries/ Wages: Librarians and Other Professional Staff</td>
<td>$716,251</td>
<td>$614,752</td>
</tr>
<tr>
<td>Salaries/ Wages: Student Assistants</td>
<td>$152,320</td>
<td>$97,457</td>
</tr>
<tr>
<td>Total Library Expenditures</td>
<td>$3,362,034</td>
<td>$2,502,327</td>
</tr>
<tr>
<td>Total Library Expenditures Per Person Enrolled (FTE)</td>
<td>$349.48</td>
<td>$261.26</td>
</tr>
</tbody>
</table>

#### INSTRUCTIONAL RESOURCES

<table>
<thead>
<tr>
<th>Size of Collections</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisual Materials</td>
<td>9,115</td>
<td>11,595</td>
</tr>
<tr>
<td>Books, Serial Back Files, Other Paper Materials</td>
<td>726,284</td>
<td>944,303</td>
</tr>
<tr>
<td>Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)</td>
<td>75.5</td>
<td>98.59</td>
</tr>
<tr>
<td>Current Serial Subscriptions</td>
<td>17,726</td>
<td>18,382</td>
</tr>
<tr>
<td>Microforms</td>
<td>1,174,264</td>
<td>1,063,921</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Transactions (Including Reserves) Per Person Enrolled (FTE)</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Gate Count in a Typical Week</td>
<td>19,125</td>
<td>18,953</td>
</tr>
<tr>
<td>Hours Open in a Typical Week</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>Reference Transactions in a Typical Week</td>
<td>728</td>
<td>397</td>
</tr>
<tr>
<td>Total Interlibrary Loans Provided</td>
<td>6,987</td>
<td>3,511</td>
</tr>
<tr>
<td>Total Interlibrary Loans Received</td>
<td>7,102</td>
<td>3,489</td>
</tr>
<tr>
<td>Circulation Transactions (General)</td>
<td>91,290</td>
<td>86,897</td>
</tr>
<tr>
<td>Reserve Circulation Transactions</td>
<td>111,142</td>
<td>113,096</td>
</tr>
<tr>
<td>Number of Presentations</td>
<td>204</td>
<td>374</td>
</tr>
</tbody>
</table>

Source: Library Services — National Center for Educational Statistics
### TECHNOLOGY RESOURCES DEDICATED TO SUPPORTING STUDENT LEARNING

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Technology Services (LTS) FTE devoted to computer support</td>
<td>60.33</td>
</tr>
<tr>
<td>Helpdesk (hours/week)</td>
<td>88</td>
</tr>
<tr>
<td>Residence Hall Helpdesk (hours/week)</td>
<td>55</td>
</tr>
<tr>
<td>Total Helpdesk (hours/week)</td>
<td>143</td>
</tr>
<tr>
<td>Number of all computer labs</td>
<td>74</td>
</tr>
<tr>
<td>Number of all lab computers</td>
<td>1178</td>
</tr>
<tr>
<td>Number of general access computer labs</td>
<td>25</td>
</tr>
<tr>
<td>Number of general access computers</td>
<td>573</td>
</tr>
<tr>
<td>Number of curricular specific computer labs</td>
<td>39</td>
</tr>
<tr>
<td>Number of curricular specific computers</td>
<td>487</td>
</tr>
<tr>
<td>Number of residence hall computer labs</td>
<td>10</td>
</tr>
<tr>
<td>Number of residence hall computers</td>
<td>118</td>
</tr>
<tr>
<td>Ratio of all lab computers to fall 2008 total student headcount (10,889)</td>
<td>1:9</td>
</tr>
<tr>
<td>Ratio of general access lab computers to fall 2008 total student headcount (10,889)</td>
<td>1:19</td>
</tr>
<tr>
<td>Ratio of curricular specific computers to fall 2008 total student headcount (10,889)</td>
<td>1:22</td>
</tr>
<tr>
<td>Ratio of residence hall lab computers to fall 2008 residence hall student headcount (3,885)</td>
<td>1:33</td>
</tr>
<tr>
<td>Replacement Cycle for most College Computers</td>
<td>4 years</td>
</tr>
<tr>
<td>Internet Bandwidth (in residence halls using Ethernet)</td>
<td>100 mbps</td>
</tr>
<tr>
<td>Course sections in Desire2Learn (course management system) – BLENDED</td>
<td>1653</td>
</tr>
<tr>
<td>Course sections in Desire2Learn (course management system) – TOTALLY ONLINE</td>
<td>152</td>
</tr>
</tbody>
</table>

Source: Learning and Technology Services (LTS)
**OTHER TECHNOLOGY RESOURCES DEDICATED TO SUPPORTING STUDENT LEARNING**

Since 1996 UW Eau Claire has spent $1,473,032 on Classroom Modernization Projects

Since 1996 UW Eau Claire has spent $4,083,805 on Laboratory Modernization Projects

There are currently six distance education rooms (4 on campus, 2 at the Marshfield site)

<table>
<thead>
<tr>
<th>Email</th>
<th>(MS Outlook Exchange &amp; Webmail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Access</td>
<td>(Choice of several browsers)</td>
</tr>
<tr>
<td>Personal web pages</td>
<td>(Also, group project web pages)</td>
</tr>
<tr>
<td>Access to a web survey tool for research</td>
<td>(Qualtrics)</td>
</tr>
<tr>
<td>Online course registration</td>
<td>(Available on and off campus)</td>
</tr>
<tr>
<td>File storage spaces</td>
<td>(Personal storage, department storage, curricular storage, web space)</td>
</tr>
<tr>
<td>Off-campus access to file space on University servers</td>
<td>(VPN)</td>
</tr>
<tr>
<td>Workshops and one-on-one consultations for using technology</td>
<td>(MS Office suite, web development and survey tools, multimedia usage, video editing, Web 2.0 tools, etc.)</td>
</tr>
<tr>
<td>Online grade submission</td>
<td>(From both on and off campus)</td>
</tr>
<tr>
<td>Online grade checks</td>
<td>(From both on and off campus)</td>
</tr>
<tr>
<td>Test and survey scoring services</td>
<td></td>
</tr>
<tr>
<td>Research poster printing</td>
<td>(Wide plotter color prints, smaller draft prints)</td>
</tr>
<tr>
<td>Media Production for Curricular Use</td>
<td>(Audio recording and editing, video recording and editing, image graphics, photography, etc.)</td>
</tr>
<tr>
<td>Personally-owned computer support</td>
<td>(Clean up for viruses, malware, spyware, etc.)</td>
</tr>
<tr>
<td>Software discounts</td>
<td>(For software used at home; restrictions apply)</td>
</tr>
</tbody>
</table>

Source: Learning and Technology Services (LTS)
7. FINANCIAL DATA

**PART A**

### ACTUAL UNRESTRICTED REVENUES

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$45,202,462</td>
<td>$47,548,392</td>
</tr>
<tr>
<td>State/Local Appropriations</td>
<td>$44,623,574</td>
<td>$42,595,736</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$12,426,964</td>
<td>$13,432,767</td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>$1,397,385</td>
<td>$1,092,998</td>
</tr>
<tr>
<td>Contributions</td>
<td>$737,007</td>
<td>$114,938</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$13,730,204</td>
<td>$13,794,290</td>
</tr>
<tr>
<td>Other</td>
<td>$17,731,826</td>
<td>$18,815,239</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$135,849,422</td>
<td>$137,394,360</td>
</tr>
</tbody>
</table>

Source: IPEDS

### 2006-07 Revenues

- Tuition and Fees: 33%
- State/Local Appropriations: 33%
- Grants and Contracts: 9%
- Investment and Annuity Income: 1%
- Contributions: 1%
- Auxiliary: 10%
- Other: 13%

### 2007-08 Revenues

- Tuition and Fees: 34%
- State/Local Appropriations: 31%
- Grants and Contracts: 10%
- Investment and Annuity Income: 1%
- Contributions: 0%
- Auxiliary: 10%
- Other: 14%
### ACTUAL UNRESTRICTED EXPENSES

<table>
<thead>
<tr>
<th>Category</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
<td>$65,153,720</td>
<td>$69,905,481</td>
</tr>
<tr>
<td>Student Services</td>
<td>$17,893,278</td>
<td>$18,500,605</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>$9,087,466</td>
<td>$10,041,493</td>
</tr>
<tr>
<td>Administration</td>
<td>$8,529,194</td>
<td>$8,321,751</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$14,298,098</td>
<td>$14,586,500</td>
</tr>
<tr>
<td>Other</td>
<td>$11,849,715</td>
<td>$12,521,583</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$126,811,471</strong></td>
<td><strong>$133,877,413</strong></td>
</tr>
</tbody>
</table>

Source: IPEDS

---

**2006-07 | Expenses**

- Instructional/Departmental/Library: 52%
- Student Services: 14%
- Operation and Maintenance of Plant: 7%
- Administration: 7%
- Auxiliary: 11%
- Other: 9%

**2007-08 | Expenses**

- Instructional/Departmental/Library: 52%
- Student Services: 14%
- Operation and Maintenance of Plant: 8%
- Administration: 6%
- Auxiliary: 11%
- Other: 9%
**Institutional Snapshot**

*Replaces Basic Institutional Data Forms—BIDs*

**Purpose:** The purpose of the institutional snapshot is to give the Evaluation Team a basic impression of the organization’s overall scope and nature of operations during a specified time frame preceding the on-site visit. Some of the data sets described below constitute the Commission’s old Basic Institutional Data Forms, several are new. However, we no longer provide a required set of forms you must fill out. Instead, we describe the data, suggest when appropriate where it might exist in other reports, and leave it to you to do provide it to the team in the format most convenient to you. You may choose to integrate some of the data into the report in the form of charts or tables; you may choose to provide the team with copies of your IPEDS reports, you may provide internal or annual reports that contain much of the data. Teams have indicated that these data are helpful to them in gaining a quick understanding of the institution.

**Institutional Snapshot**

If any of the proposed information cannot be created without significant expenditure of money and/or staff time, you should be able to explain to the team why the institution has chosen not to collect the data.

**Institutional Snapshot**

- **Team:** Why the institution has chosen not to collect the data.
- **Reports:** You may provide internal or annual reports that contain much of the data. Teams have indicated that these data are helpful to them in gaining a quick understanding of the institution.
- **Instructions:** Except where noted, information should be provided at least for the two past complete fall semesters prior to the on-site evaluation visit. A completed institutional snapshot should be included as part of the Self-Study Report submitted relative to either a Comprehensive Evaluation Visit or a Mandated Focused Visit.

### 1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels (Freshmen-Senior)
B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)
C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)
D. Age Range of Undergraduate Students (24 and under, 25 and older)
E. Numbers of Students by Residency Status of Credit-seeking Students who Come to a Campus or Site for Instruction
   - In-State Resident
   - Out-of-State Resident
   - Non-US Resident

### 2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students
   - Freshman
   - Undergraduate Transfer
   - Graduate/Professional
B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?
   - Name of test(s)
   - Mean Score of Students Accepted

### 3. Financial Assistance for Students

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?
B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What type? What percentage is this of your total enrollment? What type?
C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) categories.
   - Architecture/Engineering/Engineering Technology
   - Biomedical Science
   - Business Administration
   - Education/Library Science
   - Engineering/Engineering Technology
   - Fine Arts
   - Humanities/Interdisciplinary
   - Mathematics/Computer Science
   - Military Technology/Protective Services
   - Personal Services/Consumer Services/Fitness
   - Psychology/Social Sciences & Services
   - Trades/Production/Transportation Health

### 5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to each of the following breakdowns.
   - Degree Level
     - Full-time
     - Part-time
   - Discipline
     - Doctorate
     - First Professional
     - Master’s
     - Bachelor’s
     - Associate’s
   - Race/Ethnicity
     - White
     - Black
     - Hispanic
     - Other
   - Gender
     - Male
     - Female
   - Tenure Status
     - Tenured
     - Tenure Track
   - Rank
     - Professor
     - Associate Professor
     - Assistant Professor
   - Tenure Status
     - Tenured
     - Tenure Track
   - Rank
     - Professor
     - Associate Professor
     - Assistant Professor

### 6. Availability of Instructional Resources and Information Technology

- **Library:** What are the locations of the library, study rooms, Internet Cafes, etc. and explain how you monitor the level of their usage.

### 7. Financial Data

- **Tuition and Fees:** Please provide the following information for the past two completed fiscal years.
  - Actual Unrestricted Revenues
  - State/Local Appropriations (if applicable)
  - Other
  - Financial Need (if applicable)
  - Tuition and Fees
  - State/Local Appropriations (if applicable)
  - Other
  - Financial Need (if applicable)

- **Operating Budget:** Please provide the following information for the past two completed fiscal years:
  - Total Revenue
  - Total Expenditure
  - Operating Expense
  - Financial Data
  - Tuition and Fees
  - State/Local Appropriations (if applicable)
  - Other
  - Financial Need (if applicable)

- **Operating Budget:** Please provide the following information for the past two completed fiscal years:
  - Total Revenue
  - Total Expenditure
  - Operating Expense
  - Financial Data
  - Tuition and Fees
  - State/Local Appropriations (if applicable)
  - Other
  - Financial Need (if applicable)