Criterion 3

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion three speaks to arguably the central function performed on the campus—teaching and learning. To achieve the utmost and position students to access a “high quality, affordable, comprehensive education that enables them to develop intellectual capacities (Mission Statement),” the University of Wisconsin Oshkosh has undertaken multiple measures of assessment, some of which are within instructional units and others which are part of non-instructional units. All units value assessment planning and aspire to implement the results and outcomes that will benefit teaching and learning.

Beginning in 2003, the University allocated resources for a position with direct oversight for the assessment of student achievement using summative and formative accountability measures. The position is the Assistant Vice Chancellor for Curricular Affairs and Student Achievement, and it reports directly to the Provost and Vice Chancellor. This position is responsible for the continued academic campus conversation on assessment planning and the advocacy of change based on assessment. In recent years, evaluation of academic and non-academic programming has garnered heightened attention on campus through the increased visibility of the National Survey of Student Exchange (NSSE) and the Faculty Senate Committee on the Assessment of Student Learning (FSCASL). The emphasis has not only been on the development of plans for improvement, but also on the implementation of change that is based on the assessment planning that occurred. The Office of Institutional Research (OIR) also reports to this position, and is involved in the assessment of student learning with faculty in a unique value-added pre- and post-test assessment experience. The director of OIR is a member of FSCASL, and shares data on assessments that come through OIR.

The Assistant Vice Chancellor is responsible for: the operational process of program review and the review of that process by faculty; the voluntary, value-added assessment program developed by the Office of Institutional Research; the encouragement of Faculty Colleges and workshops dedicated to assessment; the support for the organization of an academic web site dedicated to instructional assessment as well as the one that is in process concerning campus-wide assessment; and the support of the development of faculty-driven assessment of general education. Through this dramatic increase in the support of assessment, it should be evident that the University of Wisconsin Oshkosh has been actively committed to employing a series of ongoing programs to identify expected student learning outcomes. Below is a discussion of some of the various assessment measures used by the institution.
National Student Outcome-Based Assessment Measures

Since 2001, the University has participated in the National Survey of Student Exchange (NSSE) in an effort to provide wide-ranging information about student learning and satisfaction. It followed up with NSSE surveys in the spring of 2004 and then again in 2006. The University initiated efforts to bring a NSSE official to a regional informational meeting in the fall of 2005, and then followed up with a campus faculty college (the best-attended faculty college on record) that hosted a NSSE representative in spring 2006.

Both UW System and UW Oshkosh will continue to use NSSE every other year to assess the core base knowledge of the environment for student learning. In order to better reflect activity in the UW System institutions, this campus has been part of a team that has prepared a series of questions for NSSE that measure the depth and breadth of student engagement across the state.

System-Level Assessment Measures

In addition to NSSE, UW System responds annually to its constituencies about the stewardship of resources and partnering, and in this process asks each campus to submit evidence to assess progress in achieving four standing goals. Data from the campuses is compiled at the System level and published under the title Achieving Excellence. This report indicates campus benchmarks and annually positions us to make progress within each of the areas: access to higher education, the provision of academic support services that aid academic success, the provision of a campus environment that fosters learning and personal growth, and the utilization of resources in an efficient and effective manner.

Campus Assessment Measures

Graduating Senior Survey

Since 2001, the University has used its own Graduating Senior Survey, administered by the Office of Institutional Research, to help measure learning of those students about to graduate. Last year’s results were recently presented to the Enrollment Management Team (EMT) for use in developing next year’s admissions and retention strategy.

Faculty Senate Assessment of General Education

An ongoing process of General Education assessment has been achieved through multiple measures at the course and University levels, with outcomes used to improve the program. The oversight of General Education assessment is administered by a faculty-led subcommittee of the Academic Policy Committee, known as the General Education Committee.

Each department has been asked to identify which of the University’s ten goals are applicable to its subject and to define more specific learning objectives that are assessed in their courses. Assessment not only affects the way the University supports student mastery of subject, but also examine textbooks, course readings, assignments, and the mix of theory and experience that defines the course and leads to success. Overlap and possible gaps in course content continue to be identified in discussions linked to goal setting.
Extensive planning to assess general education has resulted in the use of a standardized assessment to measure the goals of general education. Faculty members have adjusted their syllabi to include general education goal addressed in their class, as well as the assessment measure used to identify proficiency.

**Standardized ETS General Education Assessment**

An overall baseline view of the activity of the General Education program was obtained in part through the administration of an ETS standardized national examination. With financial support from the Provost and Vice Chancellor, and advocacy from the Assistant Vice Chancellor, the skills of 366 students were tested using the Academic Profile exam from ETS. This exam most closely matches the University’s ten General Education goals for student learning. The Department of English assisted, with students enrolled in Advanced Composition being required to take the exam during February and March 2006. Students earning 60 credits can register for Advanced Composition, so they have largely completed their General Education courses. In April, the students received copies of their exam results, and were encouraged to use the information about their academic strengths when planning for careers and/or graduate school. Career Services agreed to work with students and their results as they applied to career choices.

**Faculty Senate Program Assessment**

At the time of the last NCA visit in 1997, the University had begun to develop a plan for full campus participation in program assessment planning. The request by the Faculty Senate Committee on the Assessment of Student Learning (FSCASL) for assessment plans from academic departments and units targeted the following areas:

1. student learning outcome goals for the program matrixes with required courses
2. assessment instruments/measures for each goal
3. evaluation criteria and standards for success for each measure
4. feedback mechanisms for program improvement
5. implementation timetable.

Faculty members were asked to develop goals for undergraduate major and master degree programs that targeted what students should know and the level of value-added knowledge measurable upon completing the major or program. In addition to the goals, programs were asked to list the required courses in which each goal is addressed.

The goals lie in three areas:

1. knowledge of subject matter goals,
2. competency or skill goals and
3. affective goals.

Academic departments and units developed plans that included instruments and included multiple measures, with a match between the type of goal and the measures indicated. The departments and units responded with measures, such as standardized and locally-prepared exams, portfolios, essays, oral presentations, capstone experiences, interviews and surveys.

In this process, many campus conversations occurred that produced faculty

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The General Education program at UW Oshkosh is designed to assist students in developing:

1. Effective written and oral communication
2. Skills related to critical thinking, problem solving, and creativity
3. Heightened intellectual, cultural, and humane understanding and sensitivity
4. The ability to manipulate symbol systems and use quantitative methods
5. Skills associated with the scientific method including rational inquiry, data collection, analysis, theory formulation and hypothesis testing
6. An understanding of world history, civilizations, and political processes
7. An understanding of economics and social sciences
8. An understanding of the interdependence of humankind and the natural world
9. An understanding of the principles of mathematics and the sciences
10. An understanding of literature, the arts, and systems of human thought
driven processes with goals such as the majors would be able to communicate effectively in written and oral forms using the concepts and special terms of discipline. The faculty recognized that developing evaluation criteria for analyzing writing and speaking is particularly important for the integrity of the process and also for providing feedback to both the students and the programs.

The evaluation criteria developed are used to determine a **Standard of Success**, which is a measure of the similarity of the actual and expected student learning outcomes. In their plans, faculty members either established a process for determining a Standard of Success, which will be applied during the implementation phase, or gave explicit Standards of Success for a particular goal, such as an average score at the 55 percentile level on a standardized examination or an 80% average score on the evaluation criteria used for judging writing or speaking effectiveness. Some based their Standard of Success on two or more defined levels of achievement of a goal by setting expected percentages of the majors that would perform at the different levels. Since the number of majors in various programs is vastly different, some departments use random sampling of their majors while others use all majors and average the results over several years.

Courses in the program are closely linked to the goals so that the courses needing reform are readily identifiable from the analysis of the assessment data. The instruments and measures are appropriate to the types of goals and will provide meaningful data. The analysis of the data will be thorough and reliable because of the use of evaluation criteria and standards of success. Finally, the program plans contain timetables giving the semester when each step will be implemented, including the steps outlining the actions to be taken to improve the curriculum and instruction.

Each department/unit plan contains a timetable showing when implementation of the various aspects of assessment will occur. For example, the timetable shows when the instruments, measures and evaluation criteria for particular goals will be developed, when data collection will begin, and when analysis and program improvement will occur.

**Evolution of Assessment Planning since 2000-2001**

The attached grids were prepared in spring 2001 [updated July 2002]. They provide an overview of the assessment activities of the 70 programs at the University of Wisconsin Oshkosh. The grids provide assessment information in a visual form readily digestible, including the following:

- 61 plans were approved between November 1994 and June 2001. The General Education Plan was also approved and faculty and alumni surveys were conducted. A pilot for the “Academic Profile” was conducted in spring 2002, and the Office of Institutional Research (OIR) conducted student surveys.

- The Pre-Modifications column indicates program modifications have been made as a result of involvement, but not data collection or analysis has been done. Fifty-four plans reached this stage in 2000-2001.

- The Post-Modifications column indicates program modifications have been made as a result of the analysis of data and 38 programs have attained this status.

- The remaining columns show the variety of instruments/measures that programs are using to collect student achievement data. All are using more than one measure and most are using, or plan to use, three or more.
### Status of assessment plans

For more reports and examples of assessment plans see [http://www.uwosh.edu/faculty_staff/mihalick/assessment.html](http://www.uwosh.edu/faculty_staff/mihalick/assessment.html)

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**Legend:**

- **AAP:** approval of assessment plan
- **MRU:** most recent update for FSCASL
- **DC:** data have been collected and evaluated
- **MC:** assessment data have been used to modify curriculum
- **CC:** assessment plan resulted in curriculum change
- **IC:** impact of curriculum change has been assessed

For more reports and examples of assessment plans see [http://www.uwosh.edu/faculty_staff/mihalick/assessment.html](http://www.uwosh.edu/faculty_staff/mihalick/assessment.html)
New majors that began assessment planning in 2002-2003 included: Athletic Training, Management Information Systems (graduate program), Music Performance, and Religious Studies. Upon plan approval, the departments were asked to provide the plan to FSCASL every two years. Data collection followed by the interpretation of results leads to program enhancement. More than 50% of the reporting programs indicated at this time that assessment data had been used to change the curriculum.

During 2004-2005, eight members from the faculty, one academic staff member, a student representative of OSA, and an administration liaison, met monthly. The chair of FSCASL was provided with release time to develop and maintain an academic web site on assessment, http://www.uwosh.edu/assessment/, containing committee information and examples of assessment plans. The entire campus accesses this web site to understand the campus commitment to knowing progress and maintaining currency based on this awareness.

A major goal of FSCASL was the sharing of information with the campus and the HLC/NCA preparation committee. FSCASL reviewed the expectations of Criterion Three on student learning and found that these expectations were largely met through the variety of assessment activities on the campus.

In 2005, 23 programs submitted status reports, with most departments collecting and evaluating assessment data. Many have used those data to revise their curriculum, and a few have been able to collect enough data after revision to judge the impact of the curriculum change on student learning. In spring 2006, FSCASL scheduled a well-attended workshop during which departments obtained assistance revising their assessment plans. At present, all academic departments and units have submitted assessment plans that have been approved by the Faculty Senate Committee on the Assessment of Student Learning.

**Voluntary Pre- and Post-Testing**

The Office of Institutional Research is participating in a separate assessment by working with more than 10 departments to collect data through pre- and post-testing in general education courses. This is a voluntary process, while the assessment program for each academic unit is faculty driven and required in a sanctioned request by FSCASL.

In an effort to broaden the mission of the Office of Institutional Research (OIR) to include service through assessment, OIR became engaged with faculty in the development of a voluntary assessment plan. In 2002, the OIR staff began attending AIRUM (Association of Institutional Researchers-Upper Midwest) and HLC conferences. Based upon professional presentations made at these conferences, the OIR staff members returned to campus and informed the faculty of their findings.

In 2003, OIR staff members attended faculty department meetings, L&S Council meetings, and Education Administrative staff meetings to explain the voluntary assessment program. OIR presented this information to the Deans of the Colleges of Business and Nursing.

Faculty members were asked to compose a pre-test and post-test to be administered to fit the amount of allocated class time at the opening and close of the
semester. OIR, working with faculty, assigned one of six learning proficiencies and up to six bodies of knowledge to each item on the tool. Item analysis was used to validate the test items. All results of the tool were offered to the faculty. Faculty members were informed that this was a longitudinal project with continuous participation a goal.

Through this testing, data gathered on categories, expectations and outcomes have provided faculty, as well as departments, with another guide to the depth of student learning skills, material understanding, and whether expectations concerning subject matter knowledge have been attained.

It was decided to concentrate on 100-level courses at the outset for two reasons: 1) OIR could reach many students immediately, and 2) the tools would measure the foundational skills of knowledge and comprehension. In this way, the OIR testing complemented the Faculty Senate assessment process, which concentrates primarily on departmental majors. Two departments participated in the volunteer testing process in spring 2003. The following fall term another 5 departments joined. Today there are 15 departments participating.

Each unit participating in the pre- and post-testing activities is engaged in the examination of results to show where strengths and needs lie. Several units are utilizing the implementation of results based on the pre- and post-test assessment activity. For example, one academic unit has used the results of the pre- and post-test to understand the effects of Supplementary Instruction (SI) on its students who access this program. It will use this information to improve instruction.

An increased use of this program is expected as it becomes known that participation in the pre- and post-test activity contributes to the understanding of knowledge attainment within a subject field. With multiple faculty members within each department participating, collective and programmatic enhancement is expected.

Clicker Assessment in the Classroom

In 2005, a group of instructors tested classroom response systems (usually called “clickers”) as a method for instantaneous assessment of student learning. When student responses indicate that they have not learned a concept, the instructor can adapt the lecture to increase student understanding. Results from a UW System study of Student Response Systems, which included five UW Oshkosh courses will be presented in 2006.

Non-Academic Unit Assessment

To assess the effects of programs supported by differential tuition, the Differential Tuition Core Committee implemented the College Perception Survey, which supports the tracking of services and student satisfaction concerning the services supported by differential tuition.

The Counseling Center coordinates the collection and analysis of the Noel Levitz Retention Management System data, both aggregate and individual, to inform UARC and initiate individualized advising.

The Campus Violence Prevention Program (CVPP) has implemented an outcome tracking system that allows the University to assess the numbers and types of students served the outcomes of cases referred to campus adjudication and local law enforcement, the numbers of training and prevention education services provided on campus, and the numbers and types of prevention education materials distributed.
Leadership development, citizenship and volunteerism are integral components of our residential education program. For twenty years the university has used *Square One*, an assessment instrument to determine the successes of our residence hall governments. This tool is used by hall leaders, professional staff and our Leadership Development Specialists to reflect on the quality of services and make improvements.

Residence Life and Reeve Union survey students each year, using the *Educational Benchmark Inventory* to determine student satisfaction with staffing, programming, facilities and services. The survey results are compared with six comparable universities and with national data to understand and improve ongoing campus effectiveness.

The Student Health Center administers the *American College Health Association Survey* every two years to gather data about student physical and mental health. It assesses behaviors and their relationship to satisfaction with the collegiate experience and academic performance. It also provides information used to improve programs and services that meet student physical and mental health needs.

UW Oshkosh participates with other comprehensive System institutions in the administration of the *UW System Alcohol and Other Drug Survey*. Student use of alcohol and other drugs is surveyed, as well as the consequences and behaviors related to alcohol and other drug use and misuse. The information is used to assess campus AODA interventions and educational programs.

The Center for Academic Support and Diversity brought in an *out-of-state assessment specialist* to help it develop assessment tools to measure the success of its pre-college and retention programs. All of the Center’s personnel have participated in the assessment process and the unit has developed a sound assessment plan for the future.

**Assessment Followed by Action**

UW Oshkosh has a number of outcomes that position assessment as inquiry leading to action. These include the Problem Based Inquiry Seminar (PBIS) and the Writing Based Inquiry Seminar (WBIS, formerly TBIS), both of which address critical thinking through the use of themes to address areas of strong curricular concern. Also, time and credits-to-degree have been reduced in the COEHS, an area that has been addressed in alumni and area employer surveys, as well as in meetings with area administrators.

**Program Review**

*Academic Program Review*

The curriculum is the primary responsibility of the faculty. Not only do faculty members develop and modify programs, but their vigilant oversight and commitment to academic integrity is the main guarantor of the quality of University classroom offerings. The Board of Regents mandates that academic program review occurs at seven-year intervals, with the exception of new programs that undergo a joint System and institution review after five years. Review schedules, set by the Provost’s Office, are developed to coincide with scheduled accreditation visits. The content of the program review is comparable to that required by the professional organizations. There is opportunity provided for Deans and/or program faculty to identify programs that, for any reason, should be evaluated out of their usual seven-year cycle. Program faculty and Deans seek evaluation
by external consultants as a supplement to the internal self-study. Consultants are selected by program faculty in consultation with the Dean and Provost and Vice Chancellor. The consultant’s honorarium is funded by the Provost’s Office. The academic program review process serves as a basis for program evaluation and for long-range curriculum and resource planning. Its goals are to identify program goals, objectives and performance trends and relate them to college and University missions, goals, and societal needs, document quality and adequacy of staffing, analyze resource availability and utilization, evaluate strengths, weaknesses and needs, and recommend future directions. Program reviews pass through a series of governance-related reviews at several levels: the department, the college, the Dean, and the campus-wide Academic Policies Committee (APC), with final commentary provided by the Provost. Program review may result in changes to programs that are suggested by the department and supported by the Provost, and, at times, changes that are required by the Provost in support of the advancement of the program and the educational mission.

Program Review (graduate and undergraduate) and University Mission

Program Review is linked to the University mission, and punctuated by notice from the Provost in summary comments. Developing a wide range of unique delivery modes to serve non-traditional student needs by accommodating their schedules in the work world is an example of linking the mission to outcomes in program review. Since our mission is to serve people by the provision of high quality education through personalized student services, engaging students using a variety of delivery venues is recognized necessity.

The University Honors Program, a campus-wide undergraduate program, recently received support, as the result of program review by the Provost, to enhance its delivery. The position of program director was increased from .50 FTE to 1.00 FTE, and a temporary LTE position was converted to a permanent, base-funded academic staff position. The program review supported this change in order to better serve ever-expanding student needs.

Graduate Program Review

The Graduate Council, and/or individual colleges in consultation with the Graduate Council, may establish additional qualitative or quantitative criteria for use in the evaluation process. Qualitative factors are considered of prime concern in the academic review process.

The process involves the identification of a self-study committee that identifies external consultant(s) to be approved by the Dean and Provost. The Office of Institutional Research prepares quantitative data for the program under review, and the program faculty members complete the self-study. The external consultant visits campus and submits a report. A program faculty committee and the chair complete a program review assessment, including a response to the consultant’s report. The College Program Review Committee reviews the program assessments and makes recommendations, with copies to the dean and department chair. The Dean reviews the program assessment and the College Committee’s recommendation and makes an independent recommendation, with copies to the College Committee and department chair. The university-wide Academic Policies Committee (APC) reviews the program assessments and recommendations of the previous levels, and makes a recommendation to the college dean, the College Committee, and the department chair. The Faculty Senate reviews the program assessments and recommendations for information. The Provost and Vice Chancellor then reviews all materials and recommenda-
tions, and makes a separate recommendation to the department, with copies to the dean, College Committee, APC, and Graduate Council (if a graduate program). The Provost and Vice Chancellor also prepares a summary report for System Administration.

The program review process includes evaluation of the program by the graduates using surveys, employer evaluations, placement and/or achievement of graduates, student evaluations, and the major issues and trends in the program. Community outreach and/or in-service efforts are also examined. Specific recommendations regarding the future needs of the program are based on these findings.

In the past ten years, the focus on assessment of standards by professional organizations and accrediting agencies, coupled with certification requirements, has elevated the importance of the program review process in the professional colleges, and served to enhance the campus focus on assessment. Based on assessment findings, changes have been implemented that have effected program offerings, time-to-degree, the updating of courses, culminating experiences, internships and resources.

Alumni Surveys

As part of the program review process, each academic department conducts an alumni survey and processes additional means of assessing effective teaching and curriculum effectiveness, such as employer surveys. As part of program review, academic departments are directed by the Provost to develop an advisory board comprised of alumni. One goal of this advisory board is to focus on the currency and effectiveness of the curriculum.

Accreditation

University Accreditation

The accrediting body for the University is the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). This accreditation occurs every 10 years. In anticipation of the next review in 2007, the Provost appointed the Higher Learning Commission Accreditation Preparation Ad Hoc Committee in 2002. The HLC/NCA has issued new guidelines that align with the ongoing strategic and operational planning process and focus on assessment and strategic planning — two elements of which the University has already made significant progress. In 2003, we developed a plan for the self-study and consulted with the HLC/NCA regional representatives in a daylong workshop.

In the academic year 2004-2005, the HLC/NCA Ad Hoc Committee selected membership to staff five subcommittees that would represent the 5 Criterion of the HLC/NCA. These subcommittees are comprised of students, faculty and staff. Collecting and analyzing data and communicating with the various constituencies are the main activities of the subcommittees. In addition to the two co-chairs of the accreditation process, three additional peers from the faculty were asked to join the leadership team in preparation for the Self-Study Report. A process for data collection and analyses of the more than 650 items requested from the constituency on campus is in place. The NCA/HLC website is a well-developed, campus accreditation tool that provides answers to many of the questions asked by people on campus. Members of the leadership team also are available to address needs and concerns. This, coupled with a periodic newsletter, provides the campus with ongoing conversation about the re-accreditation processes.
College Accreditation

The three professional colleges are all accredited with major national accrediting organizations. The College of Business is accredited with the Association to Advance Collegiate Schools of Business, the College of Nursing with the Commission for Collegiate Nursing Education, and the College of Education and Human Services with the National Council for Accreditation of Teacher Education.

Professional college accreditation standards are aligned with expectations of the HLC. Change follows and is documented in the accreditation process, as well as within the UW Oshkosh Program Review process.

Academic Program Accreditation

Accreditation of our academic programs is an ongoing process that is cyclical in nature and tended to by the process of shared governance. New programs, as well as programs already in place, are accredited by outside professional accrediting organizations. The University’s new athletic training program received accreditation from the Commission on Accreditation of Allied Health Education Programs in 2002-2003. Other programs receiving accreditation include computer science (the Accreditation Board for Engineering and Technology), journalism (the Accreditation Council on Education in Journalism and Mass Communication), chemistry (the American Chemical Society), counseling education (the Council for Accreditation of Counseling and Related Educational Programs), human services (the Council for Standards in Human Service Education), social work (the Council on Social Work Education), and music (the National Association of Schools of Music).

Evaluation of Criterion 3A

Strengths

1. Since the last re-accreditation visit, the campus has continued to expand its outcome-based accountability, as evidenced by the participation of all academic units in the development of approved assessment plans. A wide variety of required and voluntary assessment activities now punctuate academic and non-academic units, and faculty and staff are aware that accountability, in addition to classroom-based testing, is a way to understand progress and identify strengths and needs so that change can be made based on this information.

2. Program Reviews, both undergraduate and graduate, are conducted according to schedule with all programs in compliance of the Program Review Schedule. The process is governance sanctioned, and has the support of the Provost’s Office. Program integrity, program array, resources, staffing, the meeting of traditional and non-traditional student needs, delivery modalities, and the professional development of the faculty are some of the areas covered in program reviews.

3. The oversight of General Education is examined by a faculty-led subcommittee of the Academic Policy Committee, known as the General Education Committee. General Education outcomes based on a standardized assessment instrument are currently being examined, and recommendations will be made to the Faculty Senate. General Education has had the infusion of two common experience courses, PBIS and WBIS, which are designed to utilize variety in course content as a teaching tool in mathematics and writing.
Opportunities for Improvements

1. While there is a solid program review process in place, and assessment planning is widely accepted along with a wider variety of assessment measures, the University is challenged to institutionalize mechanisms for integrating these data in a way that encourages and supports a more periodic holistic review of programs and activities offered on campus. Assessment and review processes are needed for certificate programs and degree completion programs. A challenge remains to advance understanding of student experiences outside the classroom (e.g., internships, clinical experiences, residence hall and student life), and the implications of these experiences for student learning. It is important to review the role of on-line courses and on-line programs within our program mix and to modify existing processes to accommodate this delivery mechanism.

Plans for Addressing Challenges

1. A reporting to constituencies through the system-wide Achieving Excellence Report, with data to indicate strengths, ongoing progress and concerns, is an annual occurrence. Symposia have been held addressing the results of national assessments. The Provost’s Office, the colleges, and areas such as Student Affairs, have begun to identify needs and concerns that each unit can take charge of, developing change plans for each area.

2. The campus community is willing to collaborate across disciplines and among units. For example, an Ad Hoc Study Group on Academic Program Review was established in spring 2005 to make recommendations about program review and its relationship to other major campus-wide required reports. The work is in progress.

Core Component 3b

The Organization values and supports effective teaching.

The success of teaching and learning is in evidence in a variety of venues, at both the University and unit levels. The most important campus-wide programs are the Scholarship of Teaching and Learning, the teaching component of Faculty Development, Faculty Colleges, department and college mentoring programs, the COLS Dean’s Symposium, and the Distinguished Teaching Award. Commitment to inquiry, scholarship, and the discovery and application of new learning unfolds from the University Mission and is in evidence within the Key Operational Plans, especially within the Academic Program and Student Outcomes Assessment Plan.

Teaching and Learning Program: The Scholarship of Teaching and Learning Program began in 2002 with start-up funding from the Chancellor and a grant from the UW System Office of Professional Instructional Development (OPID). The program hosted a number of pedagogical seminars and faculty colleges, and then in fall 2005, it presented the Provost’s Teaching and Learning Summit. The summit engaged the campus in a variety of ways: 1) a needs assessment used to guide the planning process, with five teaching challenges identified as the primary focus; 2) faculty planning with teams to brainstorm the challenges of teaching; and 3) the identification of funding for the Summit.

The Summit was attended by the Provost and Chancellor, and included student involvement in the form of panelists and audience participants. More than 200 people have participated in the programs to date, and a second Provost’s Summit is scheduled for October and November of 2006. Based on positive feedback, there are plans to expand the SoTL Initiative designed and funded to stimulate faculty research on teaching and learning issues and to influence campus culture related to this scholarship. A UW Oshkosh Center for Scholarly...
Teaching is scheduled to be the next step. The Center (which is scheduled to open in spring 2007) will continue to seek external funding to promote and fund SoTL work by UW Oshkosh scholars while expanding its scope to address teaching and learning challenges with application of that research. That application component would include personal coaching, workshops, mentoring programs, provision of relevant resources, a bi-annual summit, a gathering place for faculty conversation, collaborative endeavors with other campus teaching/learning services and more.

Faculty Development Teaching Component: The goal of the teaching component program is to support the professional teaching development of the faculty and academic staff. This support is vital because it encourages faculty and staff members to engage in substantial teaching improvement efforts that cannot effectively be completed during an academic year contract. Teaching proposals may focus on methods or delivery of instruction, or knowledge acquisition related to one’s teaching responsibilities.

The Teaching Committee of the Faculty Development Board (FDB) administers this component, but proposals are evaluated by the Teaching Panel (a peer group selected by the Teaching Committee through a self-nomination process). Panel members read proposals and evaluate them against criteria defined by the Teaching Committee. The Board uses panelist evaluations to make award recommendations.

In keeping with the abridged Mission of fostering scholarly activities of faculty and staff related to teaching, the Vision of teaching excellence is characterized by diversity, discovery, engagement, innovation, dialogue and dissemination. In 2004-05, 12 Faculty Development Teaching Component Awards were distributed.

**Faculty Colleges:** This component offers special seminars or workshops for UW Oshkosh faculty and academic staff in areas of professional and scholarly concern. These on-campus seminars or workshops focus on educational issues, specific disciplines or professions, and topics of general interest to society. Proposals are evaluated by the Faculty College Committee of the Faculty Development Board. The opportunity to gather with colleagues and share views on issues concerning the academy exemplifies the University’s commitment to developing and maintaining a “scholarly public service community known for its record of engaging people and ideas for the common good.”

**Department and College Faculty Mentoring Programs:** To help ensure effective teaching across the curriculum, a variety of faculty mentoring programs are available at both the department and college levels. Each new faculty member to campus is assigned a departmental mentor. The mentor is usually a senior member of the department who can assist with the numerous pedagogical and procedural issues that arise. Other members of the department evaluate the classroom performance of the tenure-track faculty member on an annual basis. An example of a college mentoring program is that which exists in the College of Letters and Science. COLS provides each new faculty member with a second mentor—this time someone from outside the department—to offer a broader college perspective on issues of teaching, research and service.

**COLS Dean’s Symposium:** Another example of how the institution values and supports effective teaching and research is the COLS Dean Symposium. Faculty members from the College of Letters and Science present their views and exchange ideas in a monthly lunch-hour symposium. The other colleges provide similar “brown-bag” opportunities to exchange ideas on current topics and works in progress.
Distinguished Teaching Award: Each year the University of Wisconsin Oshkosh recognizes the contributions of its faculty and instructional academic staff members with Distinguished Teaching Awards (DTA). The purpose of the Distinguished Teaching Award is to emphasize the University’s commitment to teaching excellence and stressing the importance of teaching to the University. One to three faculty members and one to three instructional academic staff members are selected each year to receive the prestigious title of Distinguished Teacher. The award is in keeping with the University Mission and further articulated in the Core Values of Quality and Achievement, which states that a wide range of scholarly and educational opportunities should be provided that stimulate activity and recognize achievement. The Distinguished Teaching Award also honors the teaching tradition and origins of the campus as a normal school. Funding for the Distinguished Teaching Award comes from the Provost’s office.

On the unit level, there are numerous activities that point to excellence in teaching and learning, some indicating comparisons to comparable institutions:

- UW Oshkosh has received seven UW System Board of Regents Teaching Excellence Awards, including the departments of biology and microbiology (2005), English (2001) and chemistry (1997), and four individual Regent’s teaching excellence awards (2006, 1999, 1998, and 1995).

- A UW Oshkosh international studies and history professor was named the 2004 Carnegie Foundation for the Advancement of Teaching Wisconsin Professor of the Year, an award that honors the nation’s top professors for their extraordinary dedication to teaching, passion for education, commitment to students and use of innovative instructional methods.

- All of the master’s programs in the Colleges of Nursing, Business, Education and Human Services and selected programs in Letters and Science are nationally and professionally accredited.

- Of the 32 teacher education institutions in the state, the College of Education and Human Services was the first program to meet the new NCATE 2000 national accreditation standards, with only four of the 32 institutions meeting these standards.

- UW Oshkosh’s alumni performance on the CPA exam placed the University in the top 10 schools in the nation five of the last six years.

- In the last five years, more than 70 students majoring in psychology from UW Oshkosh have presented papers at conferences.

- UW Oshkosh’s nursing students exceed the state and national pass rates for the NCLEX, the state board exams.

- For 22 consecutive years, the UW Oshkosh Model United Nations Team has achieved national ranking and been selected as one of the Outstanding Delegations at the National Model United Nations Competition at United Nations Headquarters in New York. In 1991, the only year in which the Outstanding Delegations were ranked in order, UW-Oshkosh was ranked as the number one team at the National Model UN. Hence, UW Oshkosh has completed two decades in the national top ten and has achieved continuing recognition by receiving awards at regional conferences over the past 18 years.

- Eight prestigious and intensely competitive Academy of Television Arts and Sciences Student Internships have been won to date by radio-TV-film majors, most recently in 2003.
• A sample of graduating business students took the standardized exam on business knowledge, resulting in an average score placing our College of Business in the top 6 percent of almost 400 schools that administered the exam.

• College of Nursing graduates exceed national standards on the registered nurse licensure exam.

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Performance on the NSSE Institutional Benchmarks shows that students are well engaged in important political activities such as voting, community service, volunteer work, consumer activism, opinion expression and petitioning. The frequency of participation by students is above national averages and higher than those in the same age group and level of education.

Assessment of success in this area is evaluated by comparisons to national benchmarks.

<table>
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<tr>
<th>2006 National Survey of Student Engagement (NSSE)</th>
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<tr>
<td><strong>Seniors</strong></td>
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<tr>
<td>Participated in co-curricular activities (organizations, publications, student government, sports, etc.)</td>
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<tr>
<td>Did/planned to do practicum, internship, field experience, or clinical assignment</td>
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<tr>
<td>Did/planned to do community service or volunteer work</td>
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*Significant difference from institutional percentage at the 0.05 level.

¹Public colleges and universities offering a Master’s as the highest degree.

College Perceptions Survey: Differential Tuition pays for expanded student support services in four units at the University of Wisconsin Oshkosh: Career Counseling, the Advising Resource Center, Career Services, and the Center for Academic Resources (CAR, Reading/Study Center, Math Lab, and Writing Center). In spring 2006, the four units developed a web-based survey in order to evaluate student’s use and satisfaction with each specific service and to assess several general learning outcomes. Approximately 900 undergraduates responded; 70% were full-time students and 93% indicated they were seeking a Bachelor’s degree. Responses were generally positive, with 70-85% of the students indicating that they would recommend the services to other students. This survey will inform thinking about the funding of these core services as they are effective with regard to three areas: program satisfaction, effectiveness and use. Currently the Differential Core Committee comprised of students and directors from each group are working with survey results, which point to highly satisfied students who are engaged well with these services.

Liberal Education and America’s Promise: To help promote the ability of stu-
Students to think critically and creatively both inside and outside the classroom, UW Oshkosh has teamed with UW System and AAC&U to become part of a national initiative known as Liberal Education and America’s Promise. UW System is sponsoring a Liberal Arts Scholarship Competition, offering three $2,000 scholarships for the best essays on the value of a liberal arts education in the 21st century. The idea for this competition sprang from the UW Oshkosh campus.

To jumpstart a dialogue on the topic of liberal arts, the Dean of Letters and Science has asked all faculty members to include a statement about liberal education in their syllabi.

For example, one associate political science professor introduces his American government and state and local government courses with the following: “The linkage between a democracy, which this course will focus on, and liberal arts education, is well-documented. In order to function as a democracy, the political institutions must have government officials who value fundamental values of freedoms and liberties, the citizenry must be equipped with critical minds and fair judgments. These are all based on a solid liberal arts educational system and tradition.”

The following programs offer curricular enhancements and venues for out-of-classroom learning that are in direct response to constituencies and to program review priorities:

**Bachelor of Science in Education — PK-3, PK-6 and Dual PK-3/Special Education Licenses** – This program offers a seamless system for early childhood professionals who have associate’s degrees to move into a baccalaureate program. In 2002, the College of Education and Human Services faculty and staff completed an articulation agreement with the technical college system for early childhood professionals. A faculty member was assigned to develop course alignments with Fox Valley Technical College. The first candidates for the program were admitted in fall 2003.

**College of Nursing Articulation with Wisconsin Technical College System (WTCS)** – This program offers opportunities for collaboration with technical colleges to reduce credits-to-degree for transfer nursing students. Courses are offered jointly with North Central Technical College (Wausau). The College also offers a degree completion program in eastern Wisconsin with UW Manitowoc, UW Sheboygan and Lakeshore Technical College.

**Center for New Learning: Organizational Administration Articulation with WTCS** – This program offers degree completion in organizational administration for students in the technical college system. In 2002, a system-wide articulation agreement was signed with WTCS for supervisory management associate degree holders. A separate articulation agreement was signed with Fox Valley Technical College for five other programs, most notably the Aeronautics Pilot Training Program.

**Alternative Licensing Program for ESL/Bilingual Teachers** – This program offers alternate licensing program for ESL/bilingual teachers. In 2002, the College of Education and Human Services initiated weekend courses as well as two summer courses in linguistics. There were 18 students in this first group. In 2003, sixty general education teachers received training toward ESL/bilingual education licensure. In spring 2004, 29 Green Bay teachers enrolled in the graduate course “Issues in Curriculum and Instruction: Literacy Development for English Language Learners in the Regular Classroom.” Eight bilingual teachers are receiving training toward master’s degrees in educational administration. More than 100 teachers, counselors and higher education faculty members attended
a two-day institute in April 2004 on best practices and strategies for teaching limited-English proficient students.

Access for Preparing Professionals for Learning: Future Teacher Institute – This program promotes a pre-college institute for culturally diverse students. In 2002, Indian Teachers for Indian Children Institutes were held during the fall, spring, and summer sessions. The Aspiring Pupils for Professional Leadership in Education (APPLE) pre-college program completed its second summer institute with 35 students. In 2003, Native American students participated in the Intertribal Pre-college Nursing and Education Program and more than 20 students in grades 6-8 participated in APPLE.

Accelerated Bachelor’s Degree to Bachelor of Science in Nursing Program – This program offers an accelerated degree in nursing for non-nursing graduates. In 2002, the program was approved by the Wisconsin Board of Nursing and the Commission for Collegiate Nursing. The first cohort of 13 students was admitted with start-up funding from private donors.

Master’s of Business Administration Foundations Online – This program is a collaborative program that offers an online master’s degree in business administration. In 2002, the Graduate Business Education Consortium of four accredited business programs (UW Eau Claire, UW La Crosse, UW Parkside and UW Oshkosh) continued to offer all foundation courses to enable students to take all courses online within a one-year period. The first cohort of students completed two of the four modules in the consortium’s online MBA program. For the past several years, the consortium has offered graduate courses online for students in their respective programs. This year, the consortium submitted to the UW System an Entitlement Plan to offer an online master’s of business administration degree. This would be the first degree granted by a consortium of universities.

Bachelor of Liberal Studies—Online Learning and Leadership Emphasis – This represents an expansion of the bachelor’s degree of liberal studies to include the learning and leadership option. In 2002, a certificate in Civic and Community Leadership was approved. The curriculum was redesigned to deliver the program in a seven-week format and on-site for Miles Kimball employees.

Comprehensive Integration of Technology in the Business Curriculum – This program is promoted within the college of business and provides training in use of technology to support data-based, decision-making. In 2002, three new courses were introduced to support this initiative. As of 2003, undergraduate students are required to take a course in quantitative business analysis. While the course is difficult, it has proven to be very valuable for students, particularly when interviewing for jobs and performing in the workplace.

Technology-Based Student Internships – This initiative is meant to increase Center for Community Partnerships internships. When implemented in 2002, the number of internships increased by 20 percent and the overall intern satisfaction rate was up 25 percent.

Master’s Degree in Social Work (MSW) – This program is a collaborative effort with UW-Green Bay to develop MSW. In 2002, the degree program received approval from UW System and its accrediting agency and received $300,000 in federal funding. A new faculty member was recruited to teach in the program. The first class began coursework in fall 2003.

Collaborative Aviation Program – This is a collaborative program with Fox Valley Technical College to develop the only aerospace technology curriculum in Wisconsin. In 2002, credit transfer agreement were completed with Fox Val-
ley Technical College to facilitate transfer from an aeronautics–pilot training associate’s degree into a bachelor’s degree of liberal studies in organizational administration, thus, resulting in the state’s only “2-plus-2” aeronautics degree program.

Northeast Wisconsin Educational Resource Alliance (NEW ERA) – This program represents a partnership of 13 public institutions of higher education to address common needs of the member institutions and the citizens of northeastern Wisconsin. In 2002, the alliance developed articulation agreements in organizational administration, nursing and early childhood education. Programs for sharing library resources were enhanced and expanded, along with involvement in the Wisconsin Interlibrary Services’ Virtual Reference pilot project. Plans are being developed for collaboration among NEW ERA institutions in medical technology, teacher licensure and technology education, as well as opportunities for shared faculty. An audit of the region’s manufacturing, engineering and technology management resources was completed. In 2003, the alliance developed statements of its mission, vision, goals and action initiatives and met with legislators to explore collaborations with them. A bachelor’s degree program in aviation was developed and implemented. A teacher licensure group enhanced access to educational programs within the alliance and is developing plans for a bachelor’s degree in math/science education and a new master’s degree program. All 13 partnering institutions participated in a NEW ERA faculty college regarding the needs of nontraditional students, a workshop on “Hybrid/Learning Objects” and a seminar on adult learners in transition.

Women’s Center – This center promotes academic, personal and professional growth of women on campus. In 2002, a director for the center was appointed. A vision and goals statement was crafted. The center participated in the sponsorship of five on-campus activities. Space has been identified for the Women’s Center in the Foundation Center (formerly Newman Center). In 2003, the Women’s Center focused on educational programming concerning women’s experiences and gender dynamics. The center sponsored six on-campus programs and co-sponsored five. Additionally, the director gave two major talks in the community and started forming alliances in the Fox Valley area. The center also worked closely with WWHEL (Wisconsin Women in Higher Education Leadership) to bring women’s leadership programs to campus, including a regional, all-day workshop. The center developed a website that can be accessed at: www.uwosh.edu/womenscenter. In May 2006, the center moved to its new space in the Foundation Center.

Office of International Education – This office supports study abroad and exchange programs. In 2002, all study abroad and exchange programs were transferred from Continuing Education to the newly-established Office of International Education. A coordinator and a program assistant were initially hired to staff the office. Since then, a full-time international student advisor, a financial specialist, and the coordinator of the National Student Exchange Program have been added.

Evaluation of Criteria 3b

Strengths

1. Through its Teaching and Learning Program, the Faculty Development Teaching Component, Faculty Colleges, mentoring programs, the COLS Dean’s Symposium, and the Distinguished Teaching Award, UW Oshkosh has clearly shown that it values and supports effective teaching. The fact
that the campus has received seven UW System Board of Regents Teaching Excellence Awards —more than any other institution in the state—recognizes the results of this effective teaching. The University has also made evident through numerous off-campus collaborative ventures that it takes seriously its mission to offer curricular enhancements and venues for out-of-classroom learning that are in direct response to its constituencies and to program review priorities.

2. In addition to these efforts, in the spring and summer of 2006, the University provided funding support for a number of college strategic initiatives that will provide new teaching and learning opportunities across the campus. Below is a discussion of the cross-college initiatives and how they reflect both the institution’s strengths and opportunities for improvement.

The four colleges, as a result of the University’s strategic planning process, identified four strategic initiatives that their individual plans and mission have in common. The four initiatives allow cross-college activities while maintaining the distinctive character of each college’s faculty, staff, students and curriculum. All colleges have worked to increase the level of engagement within the community by faculty and students. In each college there are examples of projects, research, seminars, and courses addressing the needs of the local and regional communities. Community members have been invited to symposia on campus and are involved as guest speakers in these events. The colleges have taken steps to define, encourage, and recognize student excellence by raising expectations for student performance and professionalism, advancing assessment and accreditation of programs, and increasing expectations for passing professional exams and licensure requirements.

**Engaged Learning:** Each of the colleges is committed to providing an environment of engaged learning, one in which faculty include students as partners in the learning and discovery process. Classes will increasingly focus on student-centered education through application exercises that demonstrate underlying theoretical constructs, service learning, internships, project-based classes, student teaching, collaborative research and open-ended laboratory exercises.

**Globalization and Diversity:** All four colleges recognize the importance of having a global perspective: an understanding of countries and cultures beyond the borders of the United States as well as an appreciation of the diverse cultures resident in our country. This is reflective of our Mission and the Governing Ideas, and is an integral part of the Key Operational Plans.

**Community Engagement:** The colleges recognize the University’s obligation to assist state, local, public and private entities in achieving goals that benefit the common good through student and faculty involvement.

**Student Excellence:** The colleges recognize that student excellence is not simply defined by grades but also includes a wide variety of knowledge, skills, abilities and experiences and are committed to helping student achieve this broader definition of excellence.

Based upon these initiatives, faculty members proposed a number of new programs, including a “sustainability” program involving the College of Business and COLS, a COLS-sponsored Health Care Emphasis (which also includes a Business component), a minor in Social Justice, a first-year experience course, and a major in Biomolecular Science. Additional support was also offered for an existing nursing program in India. All new courses and programs must go through the standard process of faculty governance review.
Opportunities for Improvement

There are six campus challenges that have been identified in a recent Academic Program Plan that must be addressed before significant progress can be achieved in the cross-college strategic initiatives as they affect teaching and learning:

1. Changing Student Profile: Implications for Recruitment, Retention, and Mix — It will continue to be difficult to attain a healthy mix of students as long as we are not the campus of first choice for many who enroll here. In addition, it continues to be a challenge to maintain and increase the scholarship support necessary to attract and retain high quality, low-income, multicultural and international students. One tool that the University is currently working with that can affect the student profile is the UW System pilot project, Equity Score Card (ESC), which is designed to use campus data to learn more about areas such as access and retention. The areas of concern discovered will then be addressed by each College and division in ways that will affect positive change. ESC reports are scheduled to be completed in spring 2007.

2. Changing Faculty Profile: Implications for Recruitment, Retention, and Mix — The University is challenged to make thoughtful decisions about the appropriate mix of faculty and instructional academic staff, how to compete in hiring terminally qualified candidates, and how to meet their changing needs once employed (retention). Maintaining competitive salaries, professional development funds, and student quality are key issues in ensuring healthy morale among faculty and academic staff of all the colleges.

3. Curriculum Structure, Program Planning, and Program Review — While the University has a solid program review process in place, it is challenged to institutionalize mechanisms for integrating program review and student outcomes assessment in a way that encourages and supports periodic holistic review of programs and activities offered on campus. Fully-implemented assessment and review processes are needed for all aspects of the General Education Program, certificate programs, and degree completion programs. The University is also challenged to advance its understanding of student experiences outside the classroom.

4. Financial Support — Reduced state support for the University System has created significant challenges for our campus.

5. Graduate Studies — While Graduate Studies continues to have one of the largest student enrollments of any comprehensive campus in the Wisconsin System, enrollment numbers have begun to taper off. More attention must be paid to long-term planning based upon student and University needs.

6. Outreach, Adult Access, Community Engagement, and Summer Session — A final challenge is to expand outreach and nontraditional programs. Statewide initiatives, including the Committee on Baccalaureate Expansion and the Adult Student Initiative, have focused attention on the need for increased access to higher education for working adults.

Plans for Addressing Challenges

1. Changing Student Profile — The University has begun working on an Integrated Marketing Plan to better promote the strengths of the campus to prospective students. It has also begun to examine its program array to make its curriculum better complement existing programs and to make it more attractive to a wider group of students. Increased scholarship support will be sought as part of the upcoming Capital Campaign.
2. Changing Faculty Profile—The University needs to reverse the trend brought about by recent budget cuts that has seen the number of faculty decrease while the number of instructional academic staff has increased. Steps have already been undertaken to dramatically increase the number of faculty searches being conducted by the College of Letters and Sciences. Increased faculty searches will need to continue in all colleges for the foreseeable future to correct the present imbalance. More will also need to be done to hire more faculty of color and to develop more faculty retention programs.

3. Curriculum Structure, Program Planning, and Program Review—As mentioned above, work has already begun to update the curriculum. The University is also working on the final stages of its Academic Program and Student Outcomes Assessment Plan. This will help direct academic planning over the next five years. Strong assessment and program review programs are already in place, but more can still be done to move these processes forward.

4. Financial Support—Reduced financial support from the state will continue to be an issue that must be addressed. The University’s “growth agenda,” if passed by the legislature and the governor, would bring more funding to campus. The Capital Campaign, if successful, promises to result in a new academic building, as well as increased financial support for scholarships and student-faculty collaborative research.

5. Graduate Studies—While there are challenges that lie ahead in terms of increasing graduate enrollment, significant changes were recently made in the Graduate Studies Program that should improve leadership in the area. In January 2005, the University shifted the oversight and reporting lines of the Office of Graduate Studies to the Provost and Vice Chancellor from the Assistant Vice Chancellor for Lifelong Learning and Graduate Studies. As a result of this realignment, Graduate Studies has now become an independent unit that reports directly to the Provost and Vice Chancellor. The Director of Graduate Admissions and Records has assumed responsibilities for the coordination and facilitation of policy, procedural, administrative and curricular activities. However, the Director does not have the authority to make academic policy and curricular decisions. To advise and support the program in policy and curricular matters, a Dean-in-Residence has been appointed by the Provost and in fall 2006 a graduate faculty chair of the Graduate Council was elected to represent the needs of this faculty body. The Director, the Provost, the Graduate Council faculty chair, and the Dean-in-Residence work together to coordinate affairs in Graduate Studies.

6. Outreach, Adult Access, Community Engagement, and Summer Session—Great strides have been made in this area, but even further advancement is expected with the hiring of a permanent Assistant Vice Chancellor for Lifelong Learning and Community Engagement, who will begin work in the summer of 2007. Summer session activities have been centralized on a trial basis, and this seems to have addressed some of the problems that have occurred in the past, when the colleges administered summer classes independent of one another.
Core Component 3c
The organization creates effective learning environments.

The organization provides a variety of venues for effective learning environments and supports and respects the diversity that effective learning brings. The following are some specific examples of how the University has created an effective learning environment for students:

Student Compact: Personalized Services and Development Programs for Each Student – This program promotes the integration of advising, assessment and career development services into a seamless educational experience. Students now have a personalized curricular, career and development plan in place by the end of their first year. In 2002, the Oshkosh Student Association approved differential tuition to fund this compact for four years, with first-year funding at $500,000 and second-year funding at $1 million. A director of academic advising was hired and an advisory committee was formed. A proposal for an Academic Resource Center, representing a collaboration of academic and learning support services, was developed. In 2003, the first funds were distributed and additional staff was hired. The process set in place included:

- Adding three professional academic advisers to the central advising staff to improve the adviser-to-student ratios in Nursing, Letters and Science, Education and undeclared/exploring.
- Expanding the Math Tutor Lab services.
- Expanding the Writing Center’s tutoring hours by more than 200 percent.
- Serving 3,000 students in the Reading Study Center.
- Adding two new Career Services advisers to improve the adviser-to-student ratio.
- Implementing a Developmental Assessment pilot program for a sample of incoming students.
- Refining the Academic Resource Center (ARC) model; transferring fiscal oversight and reporting of the Reading Studies Center, Writing Center and Math Center directors to the assistant vice chancellor in spring 2004. The ARC has been consequently renamed to the Center for Academic Resources (CAR), to avoid confusion with a similarly named unit on campus.
- Accepting the Advisory Council for Comprehensive Academic Advising formal recommendations to the provost to establish a campus definition of advising and to adopt campus wide the Total Intake Model for advising and a set of role statements for all campus participants in advising. The provost further directed the model to be in place for fall 2005. Status: Ongoing

In 2004, the University moved from the proposal and developmental stage to the implementation stage of using differential tuition to support several components of the Student Compact through:

- Program improvements in academic and career advising, counseling and academic support; including the creation of the first all-campus student academic support center (Center for Academic Resources), which provides tutoring and study support for all undergraduate students.
- Personalized advising and counseling services expanded to the entire first-year student population through the administration and follow-up of the College Student Inventory, a Noel-Levitz retention tool.
- Increased collaboration and communication between the offices that are supported by differential tuition and the Oshkosh Student Association’s Differential Tuition Finance Committee (DTFC) through the creation of the Differential Tuition Core Committee, chaired by the Chancellor’s leadership fellow and associate professor of educational leadership. This com-
mittee includes the directors of the offices that are funded by differential tuition, and the student chair of the DTFC.

- Increased referrals between Academic Advising, Career Services, and Center for Academic Resources and the Counseling Center.

- Established learning outcomes for these offices funded by differential tuition

Faculty Compact – This initiative was begun by the Chancellor to support faculty development activities. In 2002, with financial support from the UW Oshkosh Faculty Compact, the UW Oshkosh Faculty Development Board and the UW System Office of Professional and Instructional Development (OPID), established the Teaching and Learning Program. The Teaching and Learning Program provides a centralized mechanism for support, mentoring and information sharing on pedagogical issues in an attempt to improve instruction campus wide. The Faculty Compact also expanded support for the Faculty Development Research Program and the Student Faculty Collaborative Research Program.

At present, the initiative continues to support the Teaching and Learning Program, which for the past two years has organized a weeklong Provost’s Summit on Teaching and Learning in the fall. It also supports the Faculty Development Board, the Office of International Education and the University Honors Program.

Engaged Learning and Service Learning – Multiple learning environments, some with national program affiliations, are provided to engage our students. For the past four years (2002-2006), the University of Wisconsin Oshkosh has been a part of the Wisconsin Campus Compact participating in activities that support service learning. With two Americorps Vista Volunteers on campus, housed in Reeve memorial Union and funded through the Wisconsin Campus Compact, attention has been given to the support of instructional staff as they implement service learning projects. Workshops have been held featuring faculty members who conduct research and scholarship based on their sustainable and ongoing service learning projects. NSSE points to the need to engage students in sustainable activity based on their personal interests in order to create in them a life-long interest in civic engagement.

The Vistas held Brown Bag workshops in 2005 and 2006, targeting their support role for faculty. This program is in direct response to the need established by NSSE that students can be more civically engaged through course offerings. The Vistas have supported highly developed projects such as the Earth Charter, and established a laboratory station at a local poverty-level elementary school in which staff could further develop projects that emanate from their classes.

The American Democracy Project has been a part of the campus for the past four years (2002-2006), commencing with a campus audit of civic engagement projects. Comprised of faculty, staff and students, the American Democracy Project Committee hosts an annual Constitution Day, is developing a community-wide civic engagement award tied to a city wide celebration of volunteerism, and sponsors the work of the New Voters Project. In 2006, the campus joined a consortium of 80 colleges and universities organized through the American Democracy Project that is engaged in a nationwide effort to register young voters and do the first scientific research on what kind of registration efforts work best. Participant schools will be engaging in an experiment that uses some of our students as a “contact group” and other students as a “control group” to see which of our efforts work best. In our last New Voters Project linked to a major election year (2004), the Oshkosh campus ADP registered a high number of students and found that the institution was among the highest-ranked nationally in terms of student registered voters who actually voted.
Support of Engaged Learning

The following projects are linked to engaged learning and are highlighted because they directly refer to NSSE data that point to the need for students to participate with faculty both inside and outside the classroom in sustainable activity. Because these projects address learning environments as well as learning interests through a variety of venues and activity, they highlight the University’s mission.

**College of Business Administration**

- Integrated applications into BBA and MBA curricula
- Created a course for students (graduate and undergraduate) to conduct projects for organizations.
- Established eight active student clubs
- Created an Undergraduate Student Managed Investment Fund
- Integrated “Real World” projects into all of its majors

**College of Education and Human Services**

- Increased the level of student involvement in non-traditional student teaching experiences; e.g. urban environment, tribal schools
- Renovated technology to support improved counseling intern experiences
- Created elementary partnerships to enhance methods of teaching pre-service teachers science instructional methods to support district NCLB efforts
- Increased the number of student/faculty research projects that result in presentation or scholarship experiences for students
- Encouraged faculty and student involvement in developing alternative licensure approaches
- Engaged in more and broader cooperative programs with other system institutions involving graduate programs, certificates and workshops
- Engaged students/school teachers in projects to redefine graduate education

**College of Letters and Science**

- Developed a number of Faculty/ Student Research collaborations
- Developed numerous internship programs
- Created field work opportunities
- Developed Project Art, which establishes art classes for disabled citizens
- Improved its laboratory instrumentation

**College of Nursing**

- Developed innovative clinical internships & clinical partnerships for undergraduate and graduate student learning
- Continued successful undergraduate initiatives, such as the Theda Care Clinical Focus Program
- Expanded clinically relevant graduate options, such as the Clinical Nurse Leader
- Encouraged Faculty/Student Research Collaboration
Support of Globalization and Diversity

The University and all four colleges recognize the importance of having a global perspective: an understanding of countries and cultures beyond the borders of the United States, as well as an appreciation of the diverse cultures resident in our country.

Office of International Education

The UW Oshkosh Office of International Education (OIE) is responsible for providing international students and visiting scholars with immigration services, advising, and campus and community programming and for providing UW Oshkosh faculty, staff and students with services related to educational study abroad opportunities and educational exchanges.

Since its creation, the OIE has worked with faculty to develop over twenty new study abroad programs and four new exchange programs. The OIE ran a total of twenty-five programs during the 2005/06 academic year and handles thirty-five programs overall (in rotation). Since its inception, the OIE has helped send over 1,200 students abroad. Faculty members have implemented nine Cooperation Agreements with institutions abroad.

The OIE has developed a complete set of on-line materials dedicated to international student services, which includes information for prospective and continuing international students. The application, admissions and registration processes for international students and exchange students have been streamlined, allowing more efficient and faster processing for admissions and course registration much earlier in the process. The increased number of international students entering the university during fall of 2006 will put UW Oshkosh on track to exceed the number of international students enrolled here from 2003 to the present.

In 2004, UW Oshkosh began the process of becoming a member of the National Student Exchange, allowing students to study out-of-state or in Canada at one of over 170 institutions for a semester or a year. During the first year of implementation UW Oshkosh sent 21 students on this exchange.

New initiatives currently underway include development of a student group which will promote study abroad, development of an international student recruitment plan and development of a procedure which will allow other units on campus to negotiate exchange agreements with institutions abroad.

Center for Academic Support and Diversity

The Center for Academic Support and Diversity is a one-stop, student support center, serving the needs of multicultural and disadvantaged students. The unit supports Multicultural Retention Programs which provide support services to help increase the recruitment, matriculation, enrollment, retention and graduation of multicultural and disadvantaged students at the University of Wisconsin Oshkosh. The Multicultural Education Center serves as a campus and community resource center and sponsors programs and activities to increase understanding and appreciation for cultural diversity. The Center houses six student organizations: American Indian Student Association, Asian Student Association, Black Student Union, Hispanic Cultures United, Hmong Student Union, and the MEC Coalition. Pre-College Programs offer residential experiences that help disadvantaged middle and high school students prepare for college by offering academic, career and personal development courses, as well
as social and cultural activities. The Student Support Services (SSS) program provides academic advising, tutoring, financial aid, personal and career counseling, and peer mentoring to disadvantaged students.

Since the previous accreditation, the campus has been involved in Plan 2008, which began as a System mandate in 1998. It was determined that the individual campuses would benefit from a systematic approach to addressing diversity. While Plan 2008 did not focus on international diversity, but targeted four racial and ethnic groups, notice went to constituencies that diversity is an area requiring whole campus attention to achieve equity for underrepresented minorities in faculty, staff and students. Professional accrediting bodies from within each discipline began to focus on the implementation of diversity infused within the curriculum, as part of internships and experiences, or travel abroad and other activities that positioned the student as a member of a global society.

NSSE poses questions about the interaction, study, recreation, awareness and knowledge of diverse cultures obtained through a student’s education. In response to these forces and as the University’s programs grow and develop to meet the needs of students in a global environment, below are listed a set of experiences that position our students to perform well in today’s diverse world. The campus is in process of gaining an equitable representation of underrepresented minorities within its student body as a result of a deliberate effort by all constituencies and the formation of campus groups, such as the Diversity Council and its subgroup TEAM (Teaming to Implement Equity through Mentorship), to implement Phase II of Plan 2008.

As the campus moves forward with Plan 2008, Phase II, with outcome-based objectives that are specifically defined to show progress, the campus is also engaged in a study of national significance: the Equity Score Card. This UW System pilot project, of which this campus is one of five universities participating, examines campus numbers to identify underrepresented students of color in the following four areas: access, retention, excellence (academic survival), and institutional receptivity (support).

<table>
<thead>
<tr>
<th>Enrollment of Students of Color</th>
<th></th>
<th></th>
<th></th>
<th>Change 98 to 06</th>
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<tbody>
<tr>
<td><strong>Breakdown: Total Headcount Enrollment</strong></td>
<td></td>
<td></td>
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<tr>
<td>Fall Semester Students Enrolled</td>
<td>2000</td>
<td>2002</td>
<td>2004</td>
<td>2006*</td>
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<tr>
<td>African American</td>
<td>103</td>
<td>99</td>
<td>101</td>
<td>117</td>
</tr>
<tr>
<td>American Indian</td>
<td>52</td>
<td>70</td>
<td>101</td>
<td>132</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>113</td>
<td>117</td>
<td>125</td>
<td>163</td>
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<tr>
<td>Southeast Asian</td>
<td>62</td>
<td>106</td>
<td>141</td>
<td>190</td>
</tr>
<tr>
<td>Asian American</td>
<td>84</td>
<td>111</td>
<td>114</td>
<td>130</td>
</tr>
<tr>
<td>Total Students of Color</td>
<td>414</td>
<td>503</td>
<td>582</td>
<td>732</td>
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<tr>
<td>International</td>
<td>88</td>
<td>100</td>
<td>112</td>
<td>88</td>
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<tr>
<td>White</td>
<td>10,275</td>
<td>10,642</td>
<td>10,345</td>
<td>10,215</td>
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<tr>
<td>Total Headcount</td>
<td>10,777</td>
<td>11,245</td>
<td>11,039</td>
<td>11,035</td>
</tr>
</tbody>
</table>

*Data are preliminary, UW Oshkosh
As the diverse student population continues to grow, the campus provides opportunities in response to identified needs by offering the following global and diversity linked programming and experiences:

**College of Business Administration**
- Global MBA with universities in India and Germany
- Students from Germany participate in classes with COBA students
- Study tours to Europe, Peru and Japan
- Faculty tours to Asia (South Korea, Taiwan, Thailand, Singapore), Japan and Eastern Europe
- International Dimension Requirement for BBA
- Internship program in Mexico
- Thunderbird faculty experts on globalization of the curriculum presented workshop for COBA Faculty
- COBA participates in the PhD project to increase the number of persons of color with Ph.D.s in business
- Vander Putten and/or Institute for Global Studies grants received by faculty

**College of Education and Human Services**
- International teaching visits to other countries by faculty & students
- New Global Education Certificate for teachers, University faculty and community members on international and comparative education
- Continued development of articulations with tribal colleges
- Maintenance of Human Services international journal
- Assistance to tribal schools in preparing Native American teachers for assignments in tribal schools
- BIA partnership covering 3 reservations that provide Special Education degrees and licensures to tribal members
- Institutional membership and conference support for international education organization – World Council on Curriculum & Instruction
- Encouragement of faculty involvement in international grants and international teaching experiences while bringing more international faculty to UW Oshkosh
- Development of inner-city cooperative in Milwaukee for intern and clinical experiences

**College of Letters and Science**
- Semester abroad program with Siebold University in Nagasaki, Japan
- European Odyssey (new semester-long program with four faculty/staff members)
- Courses offered at international sites including Belize, Bermuda, Rome, London, Edinborough, Costa Rica, Munich, Magdeburg, Ecuador, Ireland
- Research studies are being conducted at international sites on every continent
• Student exchange programs with Japan, Germany and New Brunswick
• International internships with Intercultural Communication Immersion in Ecuador and with Computer Science in Japan
• Model United Nations
• Incorporation of many aspects of globalization/diversity into classes
• Creation of new African American Studies faculty line
• Expansion of UW System Collaborative Language Program
• Creation of Institute for the Study of Religion, Violence and Memory

**College of Nursing**

• Undergraduate and graduate level clinical internships in underserved U.S. communities and international sites with the goal of building cultural competency and addressing the national priorities in Healthy People 2010
• Increase in the scope of opportunities (i.e. clinical) in India via partnership with Sri Ramachandra Medical College and Research Institute (SRMC, RI); Chennai, India
• Continued partnership with LaClinca – Family Medical & Dental Clinic providing care to migrants with the mobile medical van(s)
• Continued partnership with College of the Menominee Nation
• Exploration of creative methods to recruit and retain minority students (i.e., Collaborate with the WI Black Nurses Assn; practicing minority mentors – RNs in Tribal Clinics; ACCEL program recruiting minorities with college degrees for entry into program, etc.)

**Support of Community Engagement**

The University recognizes its obligation to assist state, local, public and private entities in achieving goals that benefit the common good through student and faculty involvement. The following activities respond to these needs.

**College of Business Administration**

• Creation of a Family Business Research and Services Center
• Presentation of seminars for MBA alumni
• Symposium on Business and the Environment
• Wisconsin Family Business Forum
• COBA faculty members facilitate the Leadership Oshkosh Retreat
• With Center for Community Partnerships, COBA provides non credit business education and consulting
• Provision of counseling services to small businesses
• Student clubs provide service to the community
• Accounting students provide tax return preparation for low income people
• Faculty and staff members hold board of director positions in many not for profit organizations
• COBA conducts the Annual Fall Symposium on current business issues
College of Education and Human Services

- Continued involvement of the College in DPI efforts to prepare teachers for new licensure requirements, including training of faculty, workshops for teachers, mentoring training, etc.
- Continued research and publication of material on teacher supply and demand for state of Wisconsin
- Provision of support for Fox Valley Writing Project and its program to help districts improve teaching and learning of writing
- Human Services students and faculty provide diagnostic and tutoring services through area agencies
- Increased involvement of University students in programs offered by Head Start
- Increased involvement, within instruction and personally, with Earth Charter
- Development of COEHS Advancement program with local Chamber of Commerce and local businesses to improve area education and jobs
- Creation of COEHS Alumni organization
- Creation and implementation of COEHS K-12 Advisory Council in partnership with CESA 6, 12 area public school districts, and interested parties

College of Letters and Science

- Biology water testing programs
- Aging Project at Evergreen
- Great Ideas Collaborative
- Geological research into ground water pollution
- History Summer Institute
- Summer Physics Training Institute
- Summer Science Teacher Training
- Christa McAuliffe Academy
- Women and Science National Curriculum Reform Institute
- Center for Economic Education
- Science Outreach
- Shakespeare Festival collaboration with PAC & the Grand
- Earth Charter
- Renaissance Living PUSH Program
- Social Justice Minor – service learning requirement
- Planetarium Programs
- Physics Summer Workshops
- CAPP
- Music and Theatre performances and community collaborations
- High School Art Exhibit
- State Solo and Ensemble Day
• The Pride of Oshkosh – Lion collaboration
• Internships with community organizations

**College of Nursing**

• Via the CON Nursing Center, continued community partnership in providing primary care services for the uninsured of Winnebago County (Living Healthy Community Clinic)

• Expansion of clinical learning sites with vulnerable populations (i.e., Correctional Health; Fox Cities Community Clinic; Northeast WI Clinic for the Homeless of GB; Parish Nursing)

• Continued longstanding CNP BSN Program in Wausau in collaboration with UW Marathon County and Northcentral Technical College; Expand basic nursing education via the unique Step Ahead BSN program; (First class started in Fall 2005)

• Support for collaboration with UW Sheboygan; UW Manitowoc and Lakeshore Technical College in offering a face to face BSN program for RN with an Associate Degree (First Class started in Summer 2005)

• Encouragement of partnership with Fox Valley Technical College (FVTC) in a trial Accelerated Associate Degree in Nursing with students from UW Oshkosh and FVTC; Student would have direct entry into the Collaborative Nursing Program for a BSN degree; (First class planned for January 2006)

• Exploration of collaborative efforts with local health departments and emergency personnel in terrorism/emergency preparedness

• Exploration of collaboration with other UW Nursing Programs in development of a Doctor of Nursing Practice (DNP) degree (which would replace MSN program)

**Lifelong Learning and Community Engagement**

The Division of Lifelong Learning and Community Engagement specializes in educational programs and services for learners of all ages. Units within the Division include Continuing Education and Extension, the Center for New Learning, and Adult Student Access Services. This Division has the capacity to assist faculty, departments and colleges with all aspects of development, recruitment and delivery of nontraditional educational programs. By definition, many of its activities support community engagement, but this unit will be discussed in greater detail in Chapter 5.

**Living, Learning and Serving Community**

This initiative provides vision and guidelines for establishing a new high-density, 500-home, urban neighborhood that incorporates commercial, service and educational activities. In 2002, a major study and resulting documents were widely disseminated and discussed with the City of Oshkosh and numerous developers. The City of Oshkosh, with input from the University, has drawn up guidelines for a request for proposal for several parcels of land located within the proposed LLSC region. Initial plans for a developer-funded, 30,000-square-foot University Outreach Center are in progress. Plans for creating the nation’s first teaching marina and Marina Management Program are being refined. In 2003, after implementing Phase I of the Redevelopment Project Plan for the Marion Road area, the City of Oshkosh solicited proposals for Phase II that would incorporate aspects of the Living, Learning and Serving Community concept. In response,
the University signed a contract with UW-Milwaukee’s School of Architecture and Urban Planning to prepare a design concept for the LLS Community Center building that would: house the University Outreach Center; provide a venue for private enterprises, such as a market/café; and serve as a model for Phase II developers of the Marion Road Redevelopment Project. Recently, there has been renewed interest in the project from a team of developers, including former Governor Thompson.

Evaluation of Criteria 3c

Strengths

1. An organic approach to creating an effective learning environment is found within the University Mission and Governing Ideas, as well as in the Key Operational Plans.

2. The University’s diversity profile has improved substantially, both in terms of the number of students of color on campus and the number of students involved in international programs.

3. Various programs have been established at the University and college levels to support engaged learning, both on and off campus.

4. The administration has recently increased its support of the University Honors Program and hopes to expand its offerings and open the program to more students.

5. The Student Compact has successfully promoted the integration of advising, assessment and student development services.

Opportunities for Improvement

1. While there have been improvements in recruiting students of color, more needs to be done in the area of retention.

2. While the world view of our students has been broadened through exposure to international programs, even more study abroad and exchange programs need to be developed. Also, more international students need to be brought to campus.

3. Student engagement could be even further improved through the development of more service learning opportunities.

4. The learning environment could be improved through the development of more quality on-line programs and improved transfer and collaboration agreements between area educational institutions.

Plans for Addressing Challenges

1. The Center for Academic Support and Diversity is working closely with the Admissions Office to coordinate retention programs and avoid duplication of services.

2. The University continues to grow its Office of International Education and expand its support of global diversity.

3. Funding cuts from the state have reduced efforts to provide more service learning opportunities, but efforts will continue to be made to expand this area.

4. A University group is working to develop a pilot “first-year experience”
course for fall 2007.

5. The University and the colleges have worked to increase the level of engagement within the community by faculty and students. In each college there are examples of projects, research, seminars, and courses addressing the needs of the local and regional communities. Community members have been invited to various symposia on campus and are involved as guest speakers in these events. Finally, the colleges have taken steps to define, encourage, and recognize student excellence by raising expectations for student performance and professionalism, advancing assessment and accreditation of programs, and increasing expectations for passing professional exams and licensure requirements. This activity indirectly affects assessment outcomes, program planning, program array and a wide variety of academic activity measured more formally in assessment activity.

6. The University has committed to developing more quality on-line programs through campus-wide and college-based support.

7. The University continues to expand its collaborative programs and is one of the state’s leaders in developing innovative transfer opportunities.

Component 3d

In line with the University Mission to serve people through the provision of access to high quality, affordable, comprehensive education that enables them to develop their general intellectual capacities, specific interests and abilities through academic programs and personalized student services, the institution offers facilities and services to learners with distance education, unique performance spaces and learning environments, and a set of technical support systems to facilitate faculty and student engagement and advancement. These programs, in line with the University Mission, serve students in the effective use and access to that space and environment.

Student Affairs and Support Services

The Division of Student Affairs supports and extends the mission of the University of Wisconsin Oshkosh by providing essential services of the highest quality. It shapes an environment which promotes excellence in student learning, academic success and personal growth. The Division identifies and communicates the needs and concerns to the University community and beyond. It focuses on co-curricular programs that promote diversity, engagement, service and academic success.

Through student support of differential tuition, a more holistic approach to student development has been initiated. The Counseling Center, Career Services, Undergraduate Advising Resource Center, and the Center for Academic Resources are developing services to be offered with differential tuition funding that will enhance student persistence, academic performance and graduation.

For the past five years the Dean of Students Office, in partnership with Admissions, Advisement, the Office of the Registrar, other Student Affairs departments, the faculty and the College Deans, has coordinated the “Odyssey, The Beginning”, “Odyssey” and the “Common Intellectual Experiences” orientation programs for students new to the University. The “common intellectual experiences” include Labor Day Faculty Discussions/Classroom Experiences, a common reading for TBIS (WBIS) and Communications, and attendance at a theater production on campus. The orientation activities include a matriculation ceremony, keynote speakers on topics relating to college student issues and
concerns, small group discussions and picnics.

The Campus Violence Prevention Program (CVPP) and REACH Counseling Services collaborated to win a two-year, $200,000, state-funded grant to continue joint efforts to reduce violence against women and to hold offenders more accountable: a victim services/offender adjudication coordination team, initiate women’s self defense classes, and training for over 800 faculty, staff, and administrators on sexual harassment/relationship violence. The CVPP services and education resulted in a four-fold increase in the number of people willing to come forward to seek support services and report being victims of violence.

The Counseling Center provides career counseling to improve student persistence, academic performance and graduation through strengthening student commitment to a major and career direction. The Counseling Center’s addition of a Career Development Specialist funded by differential tuition has allowed the Counseling Center to provide more career exploration groups and career counseling than previously possible. Research demonstrates that students who have an academic and career direction are better retained, get better grades and are more likely to persist to graduation.

Receiving over $900,000 in grants, the Counseling Center and Student Health Center implemented a comprehensive tobacco reduction campaign including policy change, cessation and education programs and a social norms campaign. The Counseling Center and Health Center continue to provide smoking cessation services and the programs marketing and health education efforts will be continued into the future. UW Oshkosh has become a state and national model for the social norms marketing for tobacco reduction and is seen as a model, assisting other UWS campuses in the development of similar programs.

The Counseling Center has also secured a SAMSHA suicide prevention grant and to address issues of student depression and distress. The program will educate students, as well as faculty and staff, about suicide and depression and how to address student mental health needs. In addition, resources and programs will be enhanced and implemented to help students develop better coping skills and prevent academic failure.

The Titan LEAD Program is an established leadership development program open to all students within the university. Over a three semester period, this three-tiered program provides classroom, experiential and mentoring activities in leadership training and campus engagement. Several students have become campus student leaders through this program. Incoming students to the university are encouraged to complete tier one early in their tenure at the university.

Remodeling of Elmwood Commons to create a Student Support and Development Center has been a primary initiative to support the Student Compact. The need for this Center evolved out of the campus strategic planning process to address the University goal of improving student retention, time to degree, and graduation rate. This initiative recognizes the University responsibility to provide high quality, holistic education along with personalized services to students through a systematic integration of academic support resources. It is complemented by funding approved by the Oshkosh Student Association through differential tuition to create a more holistic approach to student advising and counseling using a Total Intake Model. The supplemental funding will provide for expanded services to students in tutoring, writing, reading, and advisement.

A new Student Recreation and Wellness Center is scheduled to be completed in fall 2007. The center will be dedicated to recreation, wellness and intramural
programs for students. It will include a multi-purpose gymnasium, conditioning track, weight/cardiovascular exercise rooms, climbing wall, golf simulators, wellness/fitness assessment area, lockers, a babysitting center, an outdoor recreation center, and an Internet café/ juice bar.

The *Future Report for Residence Life* (2005) recommends the following new initiatives which will support the academic mission of the university: 1) Refurbish Fletcher Hall, similar to the Taylor Hall project and create an Honors Student Residential Community to include the University Honors Program, faculty offices and two multi-purpose classrooms; 2) Deconstruct Nelson, Breese and Clemans residence halls and replace them with a 600 bed suite-style Living/Learning Center with two high-tech interactive classrooms linked to Reeve Memorial Union; and 3) Deconstruct Webster and Donner Halls and build a 400 bed Living/Learning Center with two classrooms. Living/Learning Centers could be the home of several “residential academic communities” (Re: Women in Science) or “theme communities” (e.g.; Student Artists in Residence, Public Service Hall, Health in Education Learning Place, Environmentally Conscious House, and/or other developing “renaissance” halls. To be successful, these programs will need a direct link between academic programs, classroom activities and faculty and the Department of Residence Life.

Career Services works closely with faculty and students to provide resources on employment and career related areas. This is done by offering workshops and collaboration with the Colleges on internship fairs, mock interviews, and class presentations. Career Services has added a portal to TitanJOBS for faculty as another resource. Career Services offer opportunities for students to engage with the campus and the community through work: internships, on-and off campus jobs, summer employment and eventually employment upon graduation.

The Department of Residence Life established the Management Information Office (MIO) in 1984 to meet the demands of the new age of technology. Over the past twenty years, dozens of undergraduate and graduate students have had significant computer programming and management experience. Today, the ResNet network connects over 3,000 students in 95% percent of the student residencies. Preliminary work has been done by MIO to expand their student portal campus-wide and allow for increased and enhanced access to student information to off campus students.

The Titan volunteer program and the SLIC (Student Leadership and Involvement Center) in Reeve Union develop student service programs; coordinate volunteer opportunities; and serve as resources for faculty, staff and students and student organizations who want to link with service programs and agencies in the community and region. The SLIC houses two VISTA volunteers who work with students, student organizations, faculty and staff to promote volunteerism and service experience and to enhance service learning opportunities both in an outside of the classroom.

Recognizing the importance of involvement and engagement, the university continues to collaborate with community partners to offer students facilities and programs. An example of such collaboration is the Oshkosh Sports Athletic Complex.

Since the appearance of the Future Report for Residence Life, planning for a 400 resident suite-style residence hall has begun. A feasibility study with a variety of focus groups will be conducted fall 2006. The study will determine such project aspects as: footprint, size, amenities, programming, suite configurations and pricing.
In addition, it will be important to expand existing support services for adult nontraditional and commuter students. Evening hours of University services, user-friendly on-line support, on-campus gathering and study spaces, as well as increased flexibility in course scheduling will be essential to serve the growing adult nontraditional segment of the student body.

**Academic Affairs and Support Services**

*Undergraduate Advising Resource Center*

In 2000, the University responded to students’ ongoing concerns about academic advising by taking a critical look at the campus advising program. With campus-wide input and recommendations from an external consultant, the university supported the creation of a recognized central advising office (UARC) and a Director of Advising was hired. In addition, a university committee comprised of faculty, academic staff and students was created and charged with providing recommendations to the Provost and the Director of Advising. With unprecedented support from students through Differential Tuition, funds were directed towards academic advising that enabled three key changes: 1) provided five new advisor positions and the creation of a Peer Advising Liaison (PAL) program; 2) the evolution toward a new campus advising model; and 3) recognition of faculty importance and involvement in academic advising.

As a result of the changes undertaken by the University community, the central advising office (UARC): 1) has an advisor-to-student ratio of 1:600 (previously it was 1:1000, national norms are 1:350); 2) increased advisor availability has resulted in radically different advising that now includes developmental strategies to help students with major and career decision-making and academic success (previously advising focused only on the prescriptive elements of curricula and policies); and, 3) demonstrates improvement via exit surveys that show 87% of students who use the advising center are “satisfied” or “very satisfied” (this is an increase of about 20% over five years. Further, the campus is beginning to: 1) recognize the importance of faculty in the advising process; 2) increase participation of faculty in the professional colleges and better define faculty advising in the College of Letters and Science; and 3) increase and improve communication between faculty and central advisors regarding curriculum and academic policies, and support for faculty advisors through the UARC Advisor Liaison program. The UARC director reports to the Provost’s Office.

*Office of Adult Student Access Services*

The Office of Adult Student Access Services, which is located within the Division of Lifelong Learning and Community Engagement, was established in 2003. Its primary functions are to: a) enhance campus awareness of and faculty/staff involvement in nontraditional student needs; b) provide limited direct services to adult nontraditional students, including information and referral, educational planning, trouble-shooting – in cooperation with existing services and units on campus; and c) collaborate with other regional institutions serving adult students.

*Forrest R. Polk Library*

Polk Library has developed a robust electronic reserve system (over 90,000 uses in 2004 – 2005) that is highly valued and used by faculty and students. It has integrated the desktop delivery of journal articles into the traditional interlibrary loan service. The library has also implemented an innovative web site that
makes finding information quicker and easier. SuperSearching capabilities for its electronic collections is being implemented to allow patrons to conduct Google-like searching across numerous library databases with one search. The unit has fostered the growth of the library instruction program and in 2004-2005, conducted 307 class sessions serving over 7,000 students. Polk Library offers more library instruction sessions to more students than any other UWS comprehensive library.

Two recent initiatives of the library include: The development of a research-on-demand service for faculty and graduate students. If a faculty member, instructional academic staff, or graduate student needs a journal article in less than 48 hours, the library will purchase the article from a commercial document vendor with no cost to the patron. Also, in cooperation with the English Department, the library will offer a one-credit Information Research Lab as a trial course attached to some sections of the Advance Composition course in fall 2007. This trial information lab will teach students information literacy skills to enable them to find, analyze and use information appropriately for academic research in their field of study.

Furthermore, the library has been a leader and active participant in moving UWS libraries toward their “One System, One Library” vision. The library has been a leader in areas such as the development of centralized management of basic library systems (the Library Hub), the creation of system-wide and state-wide digital collections (the University of Wisconsin Digital Collections and Wisconsin Heritage Online), and the implementation of a new discovery tool that can search 71 million library items worldwide with one search (BadgerCat). The library director reports directly to the Provost.

Polk Library contributes to the student learning environment by providing powerful up-to-date search services that are convenient and user-friendly. It also offers students various computer work stations, quiet study areas and the support of a helpful, courteous staff.

Information Technology (IT)

The Division of Information Technology includes 4 units: Academic Computing, Administrative Computing, Business Operations & Training, and Media Services. Academic Computing contributes to the success of academic programs by managing and maintaining 5 General Computer Access Labs across campus; managing email and file storage systems that are used for communication and collaboration; providing maintenance for computer technology across the campus; and delivering Help Desk services to the entire campus. The Help Desk provides support to students, faculty and staff through e-mail, telephone, and walk-in services. These services range from password changes to answering complex technology-related questions.

Administrative Computing provides support to students, faculty and staff through maintenance and development of the administrative computing applications, database services, the campus core network infrastructure, and telecommunication systems. The Business Operations & Training staff provides courses on the use of essential software tools to faculty and staff. Media Services offers a wide array of services through its Presentations Lab and Idea Lab. It also delivers classroom technology, graphics and multimedia production, and supports instructional technologies.

Technology is a key factor in engaged learning. IT will continue to assist students and faculty with tools, such as web-based course management (Desire2Learn), classroom response systems (clickers), digitizing course materials for use with
iPods or similar devices, and campus simulation and research technology.

In addition to encouraging community engagement from our staff, IT assists with the technology needed for services projects like water quality studies, and has developed a partnership with the Center for Community Partnerships (CCP), providing it with technology consulting services. It also supports globalization by supporting international email communication, videoconferencing, telecommunication services, and other web-based tools.

IT fosters student excellence through its training of student employees. The lab consultants are also provided with technology skills that will increase their post-graduation marketability.

Initiatives in support of the Academic Program and Student Assessment Program Plan include: Xythos, a web-based collaboration system; membership in Apple's iTunes U to enable course and research pod-casting; providing any needed technology in whichever classroom it is needed; and continue to introduce new technologies through the IDEA Lab. IT looks to serve as a key partner with University Relations and the Integrated Marketing team, especially in improving the campus web site and integrating campus portal options.

IT also coordinates the distribution of lab modernization funds based upon faculty and student needs and the recommendations of the college deans.

IT strives to be internal consultants to and partners with college offices, departments and individuals on campus, in evaluating, planning, and implementing technology that assists in developing solutions to challenges faced by the campus community.

Distance Education Programs

**Technical Support for Distance Education Students**

*Desire2Learn Help for Students* – For technical support, call 888-435-7589 (888-HEPLUW; toll free), available 24/7/365. Pick option 1 for “Learn@UW support.”

*UW Oshkosh Academic Computing* – Look here for answers to questions about your UW Oshkosh email, computer lab resources and hours, and other computing issues.

*Polk Library Infodesk - infodesk@uwosh.edu* – Email the Infodesk regarding problems accessing library databases, or call us (local) 920-424-4333 or (toll-free) 800-574-5041.

**Distance and Off-Campus Programs at UW Oshkosh**

*BSN @ Home (formerly Collaborative Nursing Program or CNP)* – An online program offering baccalaureate degrees to registered nurses.

*Accelerated Online Nursing Program* – An online, one-year program offering a second degree in nursing to students with a bachelor’s degree in another field.

*Onsite Bachelor of Science Nursing Completion Program* – A collaborative program with UW Oshkosh, UW-Sheboygan, UW-Manitowoc, and Lakeshore Technical College.

*MBA and MSIS Internet Courses* – Graduate courses in business; many offered off-campus or at a distance. See the “Class Schedules/Registration” links on the left for current and future course information.
Center for New Learning (formerly Weekend and Evening Degree Program) – Bachelors degrees and professional undergraduate certificates, with courses offered evenings, weekends, online, and off-campus.

Collaborative MSW Program – Masters Degree in Social Work, offered in collaboration with UW-Green Bay.

UW System School Library Education Consortium – Online courses that count towards an MS Degree in Educational Leadership.

MSE - Reading Cooperative Program (some course offerings listed on this page - contact dept. for more details) – Cooperative program with UW-Green Bay, offering courses towards a Masters Degree in reading education.

UW System Collaborative Language Program – Videoconferencing and on-line courses for less commonly taught languages.

University Facilities

The Facilities Master Plan is a plan for facilities improvement, future acquisitions and new construction. In 2002, a Recreation and Wellness Center Facility was approved that would accommodate students’ recreational and wellness needs. An all-student referendum approved the use of segregated fees to build the $21 million center. The building, which is presently under construction, is scheduled to open in fall 2007.

Other significant Master Plan initiatives include the acquisition of properties adjacent to the campus. These properties will house student support services, facilities management services and expanded parking. The Newman Center (renamed the Foundation Center) and the Credit Union Building were purchased by the UW Oshkosh Foundation, and will soon be taken over by the State. The Foundation Center houses the Center of Academic Support and Diversity and the Women’s Center, while the Credit Union property is temporarily housing the Office of Grants and Faculty Development and will soon become the home of the University Police. The renovation of Elmwood Commons will provide a one-stop shop for expanded advising, counseling and career services. It is scheduled to open in fall 2008.

A New Academic Building is projected to house the College of Business Administration and 11 departments from the College of Letters and Science. The building will address a 215,000-square-foot shortage by adding approximately 135,000 square feet of assignable space to our academic facilities. The $48 million building is scheduled to open in fall 2010. The new building will also open up considerable space for the expansion of the College of Nursing and the College of Education and Human Services in the old Nursing/Education complex.

At the new Oshkosh Sports Complex, the old natural turf football field at Titan Stadium has been replaced with a multipurpose, state-of-the-art synthetic turf. The new J.J. Keller Field now has a nine-lane running track that has been installed around its perimeter. Other adjacent athletic fields and support facilities have also been renovated. The Oshkosh Sports Complex hosts athletic events sponsored by both the public and private schools in the City of Oshkosh, as well as University events.

A $13 million renovation and upgrade of Taylor Residence Hall began in spring 2004. The building, with new state-of-the-art technology, was re-opened in fall 2005.
Scott Residence Hall and the Gruenhagen Conference Center are being retrofitted with new sprinkler and fire alarm systems. In addition, elevator systems in both buildings were upgraded. The cost for the renovations of these 10-story structures was $6.2 million.

Finally, a new a $7.7-million, 3-story, 400-stall parking ramp will be ready for use by fall 2007.

**Evaluation of Criteria 3d**

**Strengths Linked to Good Stewardship and Assessment**

1. As mentioned earlier, all of the units within Student Services have developed operational plans that are reviewed and assessed on a regular basis.

2. In support of the ongoing quality improvement of the programming at Polk Library, a continuous engagement plan is in operation that provides data which is utilized to assess ongoing improvements.

3. Information Technology has assessment plans that routinely identify customer needs and IT strengths. The student surveys provide information about General Access Computer (GCA) labs during the final three weeks of each semester. Faculty and staff surveys provide participants the opportunity to annually complete or distribute an IT survey to a colleague each spring semester in the following areas: Academic Computing Users Group (ACUG), Student Information System (SIS) Implementation Team, and Project Prioritization Working Group.

4. The following are highlights from the Facilities Master Plan and Budget Allocations dedicated to student learning and effective teaching. They include: a $13 million renovation of Taylor Hall; the $2.1 million purchase and renovation of the Foundation Center (which houses the Center for Academic Support and Diversity and the Women’s Center) and Credit Union (which houses Grants and Faculty Development) buildings by the UW Oshkosh Foundation; $925,000 for a new facility for the athletic training major; and $850,000 for improvements to 13 classrooms. There is also an additional $100 million worth of capital projects on the near horizon: $1.2 million for preliminary planning and design of new $48-million academic building; and a new $21-million Student Health and Wellness center scheduled to be completed in fall 2007.

**Opportunity for Improvement**

1. Some of the residence halls are aging and new facilities are needed to attract prospective students.

2. Polk Library is aging. The two wings of the library were built in 1961 and 1968. Even though the Archives Facilities were just upgraded, the last major renovation to the building took place 20 years ago.

3. Much of the IT infrastructure is aging and susceptible to breakdown. At the very least, back-up systems must be put into place.

**Plans for Addressing Challenges**

1. Residence Life and Student Affairs units, with student input, are conducting both short-term and long-term planning exercises concerning on-campus student housing needs.
2. While it is true that Polk Library could use a major renovation, the University has recently upgraded the Archives Facilities and funding has been set aside to repair the first-floor reception area.

3. $100,000 has recently been set aside to provide campus computer back-up support.

4. An additional $100 million worth of capital projects is on the horizon, including $1.2 million for preliminary planning and design of new $48-million academic building and a new $21-million Student Health and Wellness center scheduled to be completed in fall 2007.