

*Criterion 5*

## Engagement and Service

*As called for by its mission, the organization identifies constituencies and serves them in ways both value.*

Embedded within the Mission of the University of Wisconsin Oshkosh is the theme of serving people by: “sharing intellectual and specialized capabilities with individuals, organizations, and communities.”

Students currently approach 11,080, positioning the University as the third largest comprehensive institution within the UW System. With approximately 1,310 faculty and staff and a good academic program array with a variety of interdisciplinary value-added offerings, the institution’s Mission outcome of serving people for the common good is in constant evidence.

With University economic impact to the region at the \$500 million mark, the University of Wisconsin Oshkosh works collaboratively with partners in Northeast Wisconsin to improve the quality of life for all residents and to provide a highly skilled and prepared workforce, of both traditional and non-traditional age, to meet and exceed the needs of employers. The University of Wisconsin Oshkosh partners with institutions of higher learning, businesses, civic organizations and individuals to identify and collaborate in the development of new learning, offer continuing education opportunities, and create new and innovative programs to meet emerging needs. The University offers many cultural, athletic and enrichment opportunities to citizens of all ages and abilities.

The strategic and operational planning process began with the arrival of Chancellor Richard Wells in 2000. A campus audit (2000) initiated activity that opened sessions to develop the Governing Ideas, Vision and Strategic Directions. Dovetailing with these efforts are the Key Operational Plans (KOP) and the University’s Growth Agenda. These transparent and adaptive planning processes engage both campus and community constituencies. An outgrowth of these processes is the sharing of talent with people in the region and beyond in ways that serve and meet both emerging and established needs. The campus community actively explores issues in collaboration with constituencies, inviting them to offer their insights into the well-being and operation of the University. The University offers expertise on issues of regional, national, and global stature through innovative programming, unique delivery, and extensive community involvement. The partnerships forged with NEW ERA and New North serve as examples of the sustainability of the Mission in service of all constituents. This chapter points to action initiatives that serve the diverse constituencies of the region.

## Core Component 5a

*The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

The University's commitment to service is evident in its mission statements, programming, and the use of advisory councils in various units on campus. Young people are served in a wide variety of summer and pre-college programs, while a number of elderly residents participate in programs such as Learning in Retirement. Faculty, staff and students volunteer in many ways, from working with local schools and governments to partnering with the Paine Art Center and Gardens on what was a tremendously successful public art project entitled The Pride of Oshkosh.

Service is a critical and integrated component of the University of Wisconsin Oshkosh, and it is identified as an area of horizontal distinctiveness. The University is distinctive in the areas of engagement, collaboration, and "Green" environmental principles. Service in these areas is viewed as the promotion of an equitable and sustainable society. Green principles are critical to the attainment of this sustainable society. The following are "Green" examples that illustrate service in the promotion of an equitable and sustainable society:

- Students participate in Residence Life's citizenship program cleaning up litter along the Fox River.
- The Science Outreach Program measures the Fox River's quality as it runs through Oshkosh and then shares the results on the Web.
- Local students look for harmful microbes in the water as one aspect of the University's Water Quality Education Activity Days. It is part of a hands-on science program the University offers to students in kindergarten through eighth grade.
- The University is surveying lakes and wetlands on the Menominee reservation with \$11,032 in funding from the tribe. The work is being done to assist the tribe in restoring wild rice production into its wetlands.
- The Student Environmental Action Coalition has engaged in a variety of activities including a symposium examining sustainable building practices in construction of the new academic building, a campout and a river-way cleanup.

UW Oshkosh is distinctive in its collaborative nature; it is known and admired for meeting the needs and challenges of society. Faculty, staff, students and partners work in both problem identification and solutions. The University supports a number of councils and advisory boards linking the campus with the community. For example, the Chancellor interacts with a number of councils including two **Councils of Advisors**, comprised of local community leaders in both Oshkosh and Milwaukee. The Councils provide advice on issues, receive information about the University and serve in an advocacy role on behalf of the University to help communicate mutual needs and interests. There are approximately 20 members on each council and they meet four times a year at various locations on campus and in the Milwaukee area. The groups are apprised of various University undertakings, such as the New North project, NEW ERA, and the Chancellor's Growth Agenda.

The Chancellor is founding chairperson of the **North East Wisconsin Education Resource Alliance (NEW ERA)**. This is a consortium of executive leaders of northeast Wisconsin's 13 public colleges and universities serving 1.2 million Wisconsin residents. Founded in 2001, NEW ERA is composed of four technical colleges, five University of Wisconsin two-year colleges, two University of Wisconsin comprehensive universities, the College of Menominee Nation and University of Wisconsin Extension. NEW ERA's mission is: "Sharing its intellectual and specialized capabilities in our Wisconsin region." Accomplishments of this

group include articulation agreements in organizational administration, nursing, and early childhood education; programs for sharing library resources; and an audit of the region's manufacturing, engineering and technology management resources. The group has also been instrumental in the establishment of the NEW ERA Library Card program. This program allows community members, students and staff from any partnering institution to check out materials from any library in the group. Additional accomplishments include:

- Hosting of a legislative breakfast to explain to legislators the NEW ERA vision, mission, goals, accomplishments, current initiatives, and discuss ways to collaborate with the legislators.
- Collaboration with Fox Valley Technical College on a 2+2 bachelor's degree in aviation.
- Development of the Educational Alliance for Social Workers and development of a collaborative Master's Degree in Social Work with UW Green Bay.
- Shared faculty development opportunities.
- Development of a NEW ERA grant officers email list to increase the potential for grant funding for NEW ERA.
- Creation of relationships with the Fox Valley Workforce Development Board, NorthStar Economics, Inc and Northeast Wisconsin Economic Development Group.
- Creation of a collaborative work group for enrollment managers from all NEW ERA partners to determine the critical information to share, determine those institutions within NEW ERA that serve as "shock-absorbers" for other institutions or those institutions that are inter-dependent, and develop a plan to obtain market growth projections within Northeast Wisconsin.
- Development of a Teacher Licensure working group to explore web resources for clearinghouse information, collaborative 2-year/4-year baccalaureate degree in math/science education, freshman/sophomore transfer students, and fulfilling the needs of students interested in licensure only programs.

NEW ERA is a vehicle through which the University of Wisconsin Oshkosh maintains extensive opportunities for partnering and serving constituents in Northeast Wisconsin.

NEW ERA serves as a vehicle for collaboration with other educational institutions in northeast Wisconsin. NEW ERA is a founding member of NEW NORTH, a consortium of collaborative organizations of northeastern Wisconsin's Chambers of Commerce, Workforce Development Boards, economic development professionals and CEOs of major corporations. A member of the UW Oshkosh administration is part of this group, the Assistant Vice Chancellor for Curricular Affairs. The vision for NEW NORTH is maintenance of national and global competitive function for advancing job growth while enhancing the quality life for northeastern Wisconsin's citizens through development of a diverse and talented workforce. The NEW NORTH diversity sub-group focuses on equity as a mission. With a grant from the Governor's office, NEW NORTH recently (2005), completed the first phase of a strategic action-based regional economic study, recruited an executive director, launched a regional branding marketing campaign and obtained major donations from business and other organizations.

*"What could you DISCOVER with more than one million books at your fingertips?"*

*(Quote from NEW ERA Library Card flier)*

**The Chancellor's Medallion** provides the University with an opportunity to honor members of the greater community who have served the Mission of the University in outstanding ways. Past recipients include:

John and Pat Kerrigan- Chancellor Emeritus, December 2000

Ada Deer-Director, American Indian Studies Program, UW Madison, May 2002

Rev. Roy Nabors – Pastor, Community Baptist Church of Greater Milwaukee, Milwaukee community leader, December 2003

Katharine Lyall – President, UW System, April 2004

James and Ethyl Keller – JJ Keller & Associates, December 2004

Roy Lukes – Alumnus, December 2004

Kevin Nolan – Affinity Health Systems, December 2005

David Ward – NorthStar Economics, Inc, December 2005

**The University of Wisconsin Oshkosh Foundation Board** is a not-for-profit, tax-exempt corporation established under Wisconsin law in 1963. The 24-member Foundation exists solely for the benefit of the University of Wisconsin Oshkosh and its students. It promotes, receives, invests and disburses gifts to meet the University's goals and needs, providing through its Board the necessary cultivation and stewardship to establish a motivated and responsive donor population.

## College and Other Unit Advisory Councils

Colleges, programs, offices, and units also have advisory councils to provide timely and essential feedback on current trends, necessary skills, quality of program graduates, quality of services offered, and use of facilities. They serve as sounding boards for curriculum and policy issues as well as provide advocacy for the University. Some examples of these advisory councils are:

- **College of Education and Human Services**

COEHS created the Dean's K-12 School Advisory Council to serve as a link between the college and Fox Valley schools. It provides networking and partnership opportunity and a forum for advocacy on behalf of college and K-12 school. Its members, in addition to education representatives, are individuals from social-service agencies, business and industry. Among the participating school districts are Appleton, Fond du Lac, Menasha, Neenah, Oshkosh, Winneconne, Kaukauna and Kimberly.

The College of Education & Human Services has also worked with a variety of community partners to develop and implement a P-12 collaboration plan. The partners include: CESA 6, Bay Lakes Council of the Boy Scouts of America, area school districts, Lakeshore Bilingual Consortium, Head Start, Department of Public Instruction, Fox Valley Writing Project, Fox Valley Technical College, UW Madison, Kimberly Clark, UW Sheboygan, College of Menominee Nation, UW Fond du Lac, and UW Fox Valley. (740 & 802) College initiatives resulting from these collaborations are discussed throughout this self-study.

COEHS participates in Oshkosh Partners in Education (PIE), a consortium of local leaders including representatives of business, non-profit organizations and K-12 schools and COEHS to provide information about student needs and programming in local elementary and public schools. PIE pro-

vides businesses with an update of school needs, helps educators understand the needs of businesses and assists with internship opportunities. Sponsored by the Chamber of Commerce, it is an important communication mechanism to enhance the quality of education while interacting with local business.

COEHS and the College of Letters and Science jointly participate in the Teacher Needs Task Force, with participating faculty from each college as well as school administrators and teachers. Meeting monthly, the group develops and prioritizes professional development needs. Based on those priorities, new curricular initiatives are developed, including graduate certificate programs in instructional technology, biology, microbiology, Spanish literature and special education.

- **College of Business Administration**

COBA operates six advisory boards: one for the entire college and one each for Accounting, Human Resources, Management Information Systems, Operations Management, and the MBA program. COBA credits success in part to the advice obtained from the 28-member advisory council that reviews the curriculum every two years. Among innovative changes recommended by the advisory board are requirements that all majors get a professional work experience and take a quantitative business analysis course prior to graduation.

- **College of Business Administration Alumni Association**

COBA developed the COBA Alumni Association to better link alumni to the College and the University. It also created the MBA Alumni Advisory Board to provide input and advice on the curriculum & policies of the program. The Board meets twice annually. This group of 15 recent alumni complements the feedback provided by the annual alumni survey and also brings an employer perspective, with several members currently holding senior management positions. It serves as a sounding board about current activities and potential improvements in the program.

- **College of Nursing**

The CON advisory council is formally called a Board of Visitors (BOV). The Board was founded 14 years ago as both a communication tool and a vehicle through which Nightingale Awards could be bestowed. The 14-member board is comprised of local doctors and other health care providers who offer suggestions for changes in curriculum as well as discussion of professional issues. It meets three to four times per year and holds an annual award dinner in early May. Approximately 150 people attend the dinner. The \$1,000 Nightingale Award is presented to five or six RNs who are nominated for their outstanding contributions to patient care via a U W Oshkosh and Health Care Community Partnership.

- **Individual Academic Programs**

All academic programs must solicit employer and student feedback as a function of program review, which occurs every seven years, or as required by individual accreditation requirements. Some programs have taken this requirement a step further and developed advisory boards for their programs. Departments with such boards include journalism, computer science, medical technology, social work, special education, and human services departments.

- **Polk Library**

Polk Library's Library and Learning Resources Advisory Council is a 15-member, all-University committee consisting of faculty, staff, and students.

*"Our program has been in the front of the pack in so many areas – adding project management to the curriculum, having the first and best family business forum in Wisconsin, the first accredited multi-site MBA program, one of the first to offer MBA courses over the Internet, the only school in Wisconsin to have a student-managed investment fund,.. Many of these and other innovations came about because of the work of our advisory board."*

*(quote from The Bulletin)*

*“The BOV is a non-political board that comes together for the purpose of recognizing and rewarding excellence in professional nursing practice. The BOV also serves as a critical link to the nursing practice world in matters of teaching clinical nursing and curriculum development.”*

It provides advice to the library regarding library collections, services, policies, and new directions. The library also receives feedback via the LibQual user survey. This survey was initially administered in 2004 and will be again within three years. A total of 1,054 people participated in the online survey. Findings from the survey are utilized to develop improvements. <http://www.uwosh.edu/library/about.html>

- **Office of Services for Students with Disabilities**

The Office of Services for students with Disabilities established the ADA Advisory Committee. It evaluates the University’s services for disabled students and makes recommendations to the administration and the coordinator of Services for Students with Disabilities. The committee thoroughly explores how well the needs of disabled students are being met. It has been conducting annual surveys of students with disabilities and are working on creation of a faculty/staff survey. Committee members compare the University’s numbers of disabled students and the services they receive with other campuses as they attempt to determine which services the University can afford to add and be able to sustain in the future.

- **Oshkosh Sports Complex**

A third advisory board, which serves the entire University community, is the Oshkosh Sports Complex Advisory Committee. This group is comprised of three high school athletic directors plus the University athletic director, representation from student affairs, the stadium manager, and an Oshkosh Convention and Visitors Bureau representative. Together the members set policy including joint use of the facility, which is considered best in the region, by the community and all three local high schools. Operations include managing football, soccer, and track events. The members work out schedules for use of the J. J. Keller Field and address any issues that might arise, such as the soccer parents’ concern that the surface might be too hard.

- **Student Athlete Advisory Council**

This group is comprised of 40 student athletes, approximately two from each sport. It meets monthly to keep the teams informed of what each is doing, to support each other, to encourage each team to have a study hall, and to reach out to the community. It has lobbied to make it possible for students to get into athletic events free with their student ID. Its members also clean and are in charge of the trophy cases in Kolf and have served on the new Wellness Center advisory committee. The council also sponsors an annual food drive and will be starting a Relay for Life next year.

Surveys and audits serve to inform advisory boards and enhance the delivery of services to a wide range of units on campus, including:

- **Women’s Center**

The Women’s Center completed a campus audit of student needs prior to opening, a process that continues, to determine future programming needs. Programs developed based on identified needs include: Relationship Issues Series; Lt. Governor Barbara Lawton on Wisconsin Women = Prosperity; Kirsten Dierking (poet & rape activist); Vagina Monologues; Self-defense; Title IX forum; Leadership workshop; Financial Wellness for Women; Ramping up for Retirement; Weight Loss through Conscious Eating; Exploring Opportunities in Science & Health Care; Bisexuality, Feminism, Men & Me.

- **Reeve Union Board**

Reeve Union Board satisfaction surveys allow Reeve officials to provide a better working environment for their student employees. They use the results to provide training and various experiences to develop their students' skills.

- **Student Support Services**

Student Support Services (SSS) is a federally funded program that serves low-income, first-generation, and /or disabled students. Each new cohort of SSS participants is administered the Noel Levitz Retention Management Assessment, to identify dropout proneness and retention. The results of the assessment are utilized to identify students for specific services. SSS participants evaluate services each year, and the results have shown a high degree of satisfaction. The retention rate of these students for 2004-05 was 83.6%.

- **Counselor Education**

The Counselor Education department surveys graduates as to their level of satisfaction with their education/training at UW Oshkosh. It also surveys the graduates' employers for their satisfaction level. The department uses the results to create more effective counselor and student affairs training programs and to better serve student needs. Survey information can also suggest new courses that are desired. For example, one recent survey identified a community need and offered a requested course entitled Current Issues: Advanced Group Work for Counselors and Social Workers.

- **NorthStar Survey**

In 2003 and again in fall 2006, the University commissioned a market profile/economic impact study to be completed by NorthStar Economics, Inc. One key application of this study was to inform businesses and local citizens to gain awareness about UW Oshkosh as a service provider to the Oshkosh community and the Northeast Wisconsin region. This document provides decision-makers with critical information to maximize the use of a powerful economic resource for the mutual benefit of both the University and the community. It also is a reference document for making informed decisions grounded in understanding of the economic impact of the University. UW Oshkosh is a vital economic engine and anchor and for the local community, the region and the state. It serves as a substantial marketplace for local goods and services and it is a major employer in the area. (This report is available at: [www.uwopartners.org/marketprofile](http://www.uwopartners.org/marketprofile))

- **Division of Continuing Education & Extension**

The planning process for the Division reflects current organizational structure. The Outreach Program Managers are asked to identify trends affecting their respective program areas, assess audience needs, and prepare strategic directions and goals for their program areas. Feedback from community and University groups, internal and external needs assessments, changing criteria for teacher licensing and credentialing of other professional groups, and a review of demographic and societal trends, provide the basis for the Division's strategic directions.

Individual faculty, staff, and students serve as liaisons to campus programs as they participate in local, state, national, international committees and professional organizations. Often individuals gain insight via participation in various organizations and they bring this information back to campus for discussion and potential action.

The changing student population from traditional to non-traditional presents a different array of academic and delivery requirements. These needs are met in part by a variety of new certificates and requests by Colleges for entitlements to plan programs. To inform campus constituencies and to keep the larger region aware of actions affecting access and seamless educational processes, a variety of forms and process are used. The UW Oshkosh curriculum approval process is an internal process that informs faculty and staff of programmatic changes.

University–community collaborations are vital components of the University of Wisconsin Oshkosh’s Mission. They affect community-building, human capital and brainpower, markets and market opportunity, knowledge base, internal and external expertise and regional quality of life. Listed are a sample of value-added collaborations that affect the region, the community and UW Oshkosh. (<http://www.uwosh.edu/chancellor/welcome.php>)

- UW Oshkosh joined with the Fox Cities Performing Arts Center of Appleton and the Grand Opera House of Oshkosh to present four works by William Shakespeare in a series called Shakespeare on the Fox.
- Eleven students and five faculty members from UW Oshkosh were among those showcasing their research at a special event in the Wisconsin State Capitol Rotunda. Posters in the Rotunda: A Celebration of Undergraduate Research was held in conjunction with the April meeting of the UW System Board of Regents.
- During summer 2005, UW Oshkosh’s beach monitoring project involved more than 100 beaches on lakes Michigan and Superior and along lakes in Vilas and Oneida counties. The monitoring is done with the state Department of Natural Resources (DNR) and local governments and agencies. Student and faculty researchers also studied what impact a major return of green algae is having on Lake Michigan waters and whether the algae could be making E. coli a poor “indicator” of beach contamination.
- The Living Healthy Community Clinic, which has served the uninsured of Winnebago County for 10 years, celebrated the grand opening of its new location at 510 Doctor’s Court in June. UW Oshkosh nursing faculty and students led the collaborative effort, which included hundreds of thousands of dollars in support from Mercy Health Foundation, Aurora Health Care, ThedaCare and others. The new facility has seven, fully equipped exam rooms, a lab room and teaching space. There are at least 16,000 uninsured in Winnebago County—most from working families.
- Black History Month at UW Oshkosh, sponsored by the Division of Academic Support, included many events for the general public in February. Photographer Ernest Withers, who documented the civil rights movement, spoke on campus. His photos were exhibited at Reeve Memorial Union.
- UW Oshkosh is a place of learning for thousands of area youth through a multitude of camp and workshop offerings. During 2004-2005, UWO offered everything from sports camps of all kinds to camps for singers, string musicians and future firefighters.
- In October 2004, and for the fourth time, the UW Oshkosh hosted the world’s largest Earth Charter Community Summit, which included the first “Earth Charter Community Teach-In,” with entertainment, free food, presentations and a performance of original Earth Charter-based songs by the fourth- and fifth-grade choirs of Webster Stanley Elementary School. The summit’s theme was Making Waves in Oshkosh and included presentations and events related to water quality and the use of Wisconsin waters.
- Sessions on the potential for using bio-diesel fuel and fresh food from local farm-

ers, a Fox River clean-up, a tree-planting and a presentation by activists on political reform in Wisconsin were just a few of the events held at UW Oshkosh for the third annual Earth Week in April.

- Fox Valley Technical College and UW Oshkosh have formed the Venture Center. Located in downtown Oshkosh at UW Oshkosh's Center for Community Partnerships, it provides innovative tools to those thinking about starting new businesses.

## Evaluation Core Component 5A

### *Strengths*

The four 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. There exists a wide variety of pedagogically related and other service projects that benefit the community and the region.

Community and campus involvement in advisory boards is extensive. For example, the following two major areas host advisory boards that invite external constituencies to be a part of them: the UW Foundation and the Chancellor's Advisory Boards. There are many programs and centers on campus with advisory boards, not only in support of their mission, but also to support awareness of the changing face and needs of the student body. For example, the Center for Academic Resources, the Women's Center, and the Center for Academic Support and Diversity are non-instructional centers that maintain advisory boards comprised of a wide cross-section of talented faculty, staff and students in support of their missions.

Collaboration between the University and regional communities is essential for all to reach their potential and thrive. The University brings value in terms of community building, human capital and brainpower, markets and market opportunity, knowledge and expertise and regional quality of life.

### *Opportunity for Improvement*

- *Outreach, Adult Access, Community Engagement, and Summer Session:* While the University of Wisconsin Oshkosh has the largest non-traditional student population in the UW System, an impediment to the growth of these programs is campus readiness to serve non-traditional students. Faculty involvement, student services, course scheduling, and the compensation structure for teaching pose potential problems for growth. The delivery of credit and non-credit education to adults will require more coordination and integration into the fabric of the University.

## Plans for Addressing Challenges

### *Outreach, Adult Access, Community Engagement, and Summer Session*

The creation of the Office of Adult Student Access Services, the increase in credit transfer agreements and the development of new online degree completion options, is evidence of service to the a rapidly growing population of non traditional UW Oshkosh students.

With the increase of non-traditional students, comes an awareness of the need for fast-track and distance-learning programs, and the development of pro-

grams to position this University to obtain an increasing share of the market. With many programs on line, there is need to provide degrees on line and to make use of the internet and distance education to promote and deliver programs. To address this growing market segment, the Chancellor has proposed an aggressive growth agenda. The plan addresses an on-campus enrollment growth from 11, 400 to 12, 800 students (12 percent) in six years. The following are areas of focus in the growth agenda:

- Expand high-demand programs, such as biology/microbiology, criminal justice, environmental studies, medical technology, nursing, psychology and teacher education.
- Develop new business programs in financial planning, supply chain/operations management and insurance; establish a Center for the Advancement of Sustainable Processes and Environmental Research; and increase the number of business students in the entrepreneurship program. All are in demand.
- Continue developing degree-completion programs in fire and emergency response management and applied studies for students with two-year associate degrees from Wisconsin technical colleges. Also, provide more funding for a joint UW-Oshkosh/UW Colleges accelerated program to educate more science and math teachers.
- Launch student service programs to improve student performance while cutting student debt and the time it takes to earn a degree.
- Establish a Center for Teaching and Learning to help faculty develop more out-of-class programs with students, including community projects and international study.
- Increase funding for the innovative UW-Oshkosh Graduation Project, which can assist students who left school in good academic standing complete their degrees.

With full-funding, by 2012, the plan is designed to improve student retention by 10 percent, increase students of color by 75 percent, increase older adult students by 58 percent, and hike the number of degrees awarded by 10 percent.

Additional initiatives to increase the numbers of adult non-traditional students at the University of Wisconsin Oshkosh include the following:

- Develop more flexibility in course delivery;
- Create an image of UW Oshkosh that is more welcoming to nontraditional students;
- Increase collaboration with other institutions in the area to expand credit transfer options. Transfer of credits between institutions, credit for prior learning and articulation agreements with technical college programs are critical factors in access for adult nontraditional students;
- Identify high-interest majors among adult students and create an alternative nontraditional version of those majors;
- Expand cohort-based and off campus courses, combinations of courses and certificate programs delivered to targeted employee, professional or citizen groups;
- Create and promote credit and noncredit educational packages designed for specific professional and career groups;

- Conduct a systematic review of policies and practices in relation to their impact on adult nontraditional students; and
- Develop processes to encourage faculty participation in programs designed to serve adult nontraditional students.

NEWERA continues to be an excellent conduit to explore new partnerships and identify ways that the University of Wisconsin Oshkosh can serve the region's needs. Already established are NEW ERA libraries; an on-line employment opportunities website; collaborative degree programs with College of Menominee Nation, UW Fond du Lac, North West Technical College and other two- and four-year campuses; shared faculty development opportunities; and traveling student service representatives.

The University of Wisconsin Oshkosh engages constituencies and the community by offering credit and non-credit courses, summer programs for community youth, year-long programming via the Learning in Retirement group, sponsorship of speakers, films, and exhibits, as well as providing speakers from its Speakers Bureau. The community is invited to the campus to partake of cultural and athletic events, and the campus provides facilities for community sponsored events such as the Special Olympics and the Women's Expo. Thousands of hours of labor, via internships, student teaching and other clinical experiences, are part of the community partnership, which positions clients and students in a flexible and responsive environment to meet the ongoing needs of the region. Ideas for programs evolve from collaborative relationships and jointly identified opportunities in the region. Examples of these synergistic relationships follow and can be found in Appendix 5 of the Academic Program and Student Outcomes Assessment Plan.

## Youth Programming

Enrichment, introduction to college life, and advanced classes are important aspects of youth programming on college campuses and provide valuable opportunities to serve youth and families. The programs position youth to experience the University in personal way. Personalization can lead to future matriculation and fulfillment of the Mission of engaging people and ideas for the common good.

- **Summer Camps and more** – A large number of summer opportunities are available for youth on the UW Oshkosh campus, including three music camps, two fire science camps and GOALS program for eager learners. [http://www.uwosh.edu/cont\\_ed/programs/summerCamps.htm](http://www.uwosh.edu/cont_ed/programs/summerCamps.htm) (1053) Approximately 175 students participated in the music camps in 2006, 70 in the fire science camps, 73 in GOALS and 72 in the Children's Literature and Science Program. The Science Outreach office runs eight separate weeklong sessions of youth Science Camp and four day sessions on advanced topics. ([http://www.uwosh.edu/science\\_outreach/gt.htm](http://www.uwosh.edu/science_outreach/gt.htm)) Also available are baseball, basketball, football, gymnastics, soccer, softball, volleyball, track and field, and wrestling camps. In 2005, more than 2,000 people participated in the various sports camps. <http://www.titans.uwosh.edu/SportsCamps/> Specifically for middle school youth, the Center for Career Development and Employability Training hosts the GREAT KIDS Summer Day Camp Program. This camp provides daily recreation and enrichment activities to 200 Oshkosh-area middle school-aged youth.

## Core Component 5b

*The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

The Center for Career Development and Employability Training (CCDET) also offers a Truancy Intervention Program, Youth Employment Services, and a Juvenile Restitution program. The Truancy Intervention Program is designed to assist habitually truant middle and high school student in returning to school with regular attendance. The Youth Employment Service Program has two branches, an in-school program, offering employment success related experiences for youth 14 and older, and an out-of-school program serving young adults who have graduated from high school or dropped out of high school and are looking for education and career assistance. CCDET leads the Winnebagoland Youth Task Force. Its mission is “to bring together youth and adults in a cooperative environment where their combined voices blend to create opportunities that will strengthen youth participation for the benefit of the community.” The task force meets monthly to discuss organizational needs and to share pertinent information relating to the youth in our community. Projects resulting from this group are the Safe Nights, Middle School Nights hosted monthly at the YMCA, and a Community Youth Initiatives Coordinator position to promote and support asset building in youth.

The College of Business Administration conducts a business simulation competition for high schools each year (902) while the Fox Valley Writing Project sponsors a Middle School English Festival for local gifted and talented students. The University hosts Badger Girls State, Special Olympics, Wisconsin Solar Olympics, and Wisconsin Middle School Science Olympiad [http://www.uwosh.edu/science\\_outreach/olympiad.htm](http://www.uwosh.edu/science_outreach/olympiad.htm). The Science Outreach program is a fully developed Science Safari tailored for local girl scouts. It includes planetarium shows, water quality education activity days, a chemical show, career fairs, and gifted and talented programs in topics from food chemistry to geoscience, titrations, wetlands, neuroscience, energy and industrial science.

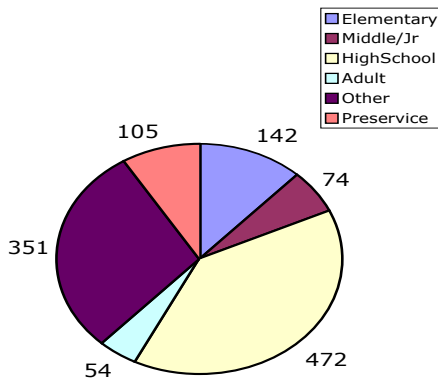
University faculty, staff, and students teach or coach in these programs providing valuable opportunities to learn and interact with youth as well as acquaint youth and their families to campus.

- **Precollege Programs** – Pre-College Programs at UW Oshkosh have been in operation since 1984. The programs are offered to primarily underrepresented populations as two-week residential sessions to approximately 200 middle and high school students in grades 7 – 12. There are six pre-college programs that provide college preparation activities and experiences to encourage students to enroll in postsecondary education: PreCollege Enrichment Program, Young Entrepreneurial Scholars, Summer Mathematics and Reading Talent Scholars, Wisconsin Youth in Nursing, Aspiring Pupils in Professional Leadership Education, and Distance Education for Enrichment Summer Opportunities.
- **Inter-Tribal Pre-College Program** – The College of education & Human Services responded to data regarding the needs of Native American high school students in the area of college preparedness by developing and delivering an Intertribal Pre-College Program. The program emphasizes critical academic skills as identified by the Wisconsin Department of Public Instruction and other studies. The two-week summer program allows the participants to experience college life. The curriculum and activities are designed to be culturally sensitive to Native American students. Critical academic skills are emphasized: mathematics problems solving, writing, and oral communication. During the school year, participants receive on-going academic support and encouragement. In November, during the Native American Heritage Month, junior and senior high school students spend four days

on campus. Visiting high school students are hosted by a UW Oshkosh student (attend classes and live in a residence hall), take the ACT, complete the FAFSA application, and apply for the Bill Gates Scholarship. Since the inception of the Intertribal Program in 1998, the Native American enrollment at UW Oshkosh has steadily increased. As a result of this increase, a Native American admissions counselor was hired to improve outreach and retention efforts. Approximately 26 students have attended this program in each of the past three years.

- **CAPP Cooperative Academic Partnership Program** – The Cooperative Academic Partnership Program (CAPP) at the University of Wisconsin Oshkosh provides academically able high school students an opportunity to earn college credits while still in high school. Qualified students may enroll in select college courses taught by University-approved high school instructors. CAPP gives students a chance to experiment with the academic rigor of University course work while remaining with high school peers. CAPP helps to set students apart from other college applicants and gives them a jump-start on a college career. Thirty high schools participated in the program in 2005-6 offering 35 different courses. A total of 1,188 students were served in 2004-5 and 1,299 in 2005-6. This is the largest program of its type in the state. <http://www.uwosh.edu/capp/index.php>
- **Youth Options Program** – The Youth Options Program (YOP) provides high-achieving public high school juniors and seniors an opportunity to complete collegiate curriculum and earn concurrent collegiate and high school credit. Area public schools are unable to sufficiently challenge these high achievers, thus this outreach program responds to a community need. Hundreds of high-achieving public high school students have taken advantage of this opportunity for many years, including 66 students in Fall 2005 and 70 in Fall 2004. Spring participation numbers are much lower at 16 for Spring 2006 and 13 for Spring 2005. Because area school districts pay for the students' tuition and books in the YOP, fiscal constraints placed upon the school districts may reduce the number of students that will be allowed to participate.
- **Preview Days** – The Admissions Office coordinates seven Preview Days per year with 300-500 participants daily, which provides prospective students and their families with an opportunity to get a comprehensive overview of the University including academics, student services, strengths of the University, and a campus tour. Evaluations from participants consistently reflect that the program is well run, beneficial, and important to prospective students. In the Fall of 2005, the Admissions Office instituted an Allied Health Preview Day that was designed for specific majors including Nursing, Athletic Training, Biology/Microbiology, Chemistry, Medical Technology, and the Pre-professional Health areas.
- **Recruitment for Summer Classes** – In the summer of 2006, special effort was made to reach high school students and members of the community-at-large. Letters and full-color posters were mailed to all high school guidance counselors within a 35-mile radius. Postcards were mailed to all high school juniors and seniors within the same area. Full-color posters were hung in area businesses and ads in two local papers invited students and adults to attend Summer Session. Area nurses were reached through posters and a trade-journal advertisement. Parents of incoming freshmen were invited through a flyer to try a summer class. Also, college students with a Fox Valley-area home address, who attend school elsewhere, received a special invitation through a letter and email to take summer classes.

### Number of People Served in Economic Education Courses and Workshops



*"The Forum allows us tremendous opportunities to network with people regarding issues that are unique to family businesses. We have come away with many valuable concepts to share with the rest of the family and key people in our organization."*

Vick Wuest, third generation,  
Badger Mining Corporation

*"The Forum forces me to think about family business issues on a regular basis and provides peer group opportunities unlike any other in the area."*

Bill Bassett, President, Bassett Mechanical

## Business and Health Care Relationships

University expertise is offered to build capacity in the community and worldwide while addressing collaboratively real-world challenges in business and health-care arenas.

- Center for Community Partnerships** – The Center for Community Partnerships (CCP) was founded in 1998 with the goal of bringing resources together, sharing expertise, and promoting learning and development. Its mission is to forge community collaboration to deliver innovative, customized education solutions powered by the expertise of UW Oshkosh faculty, staff, and students. CCP services include strategic planning, project management, foreign language tutoring and interpretation, employee and customer surveys, marketing and advertising, Internet and Intranet site development, small-business management and planning, accounting and finance, graphic design, and personnel recruitment and selection. The projects have provided experience and work for students at rates ranging from \$13 to \$15 an hour. Sales in fiscal 2005 from its 21 accounts totaled \$372,371. Among the clients have been International Paper, Oshkosh Truck Corporation, Mercy Marine, Kimberly-Clark, the Experimental Aircraft Association and the American Red Cross in Madison. The CCP aids members of the community in accessing resources of the University and supports faculty members who provide services to the community. It is a one-stop shop for University expertise.
- Center for Economic Education** – The Center for Economic Education provides workshops, short courses, Internet courses and field trips that are sought after and valued by local officials. Business leaders and teachers in geographic locations ranging from eastern Wisconsin to Belarus and Russia have repeatedly requested services associated with the center. In 2004-2005, the Center served 1,198 people including 212 international participants. The Center Director has consulted with Wisconsin Department of Public Instruction regarding state standards in economics.
- Wisconsin Family Business Forum** – The College of Business Administration plays a vital role in establishing and supporting the Wisconsin Family Business Forum. It is a partnership of business owners, family members, non-family employees, business professionals and academicians interested in the challenges and rewards of family enterprises. There are 37 family member organizations in the Forum and members' benefit from educational programming, shared resources on business issues, and challenging discussion topics typical in family owned businesses. The Business Development Center serves 800 business professionals each year with more than 50 participants attending each educational event. Some of the topics covered in 2005-06 sessions include: succession planning, hiring and managing non-family executives, and helping young people make sense of growing up in a family business.
- Living Healthy Community Clinic** – The Living Healthy Community Clinic demonstrates the University's commitment to engage with health care organizations and philanthropic foundations to create vital connections and serve the needs of uninsured community citizens. When Winnebago County ended its general relief program in 1995, UW Oshkosh created the Living Healthy Community Clinic to offer family practice services to 16,000 uninsured people. Facilities were located in the basement of the Nursing Education building on campus. The Clinic moved in 2005 to a vastly expanded and improved facility located closer to the people it serves. The unique collaboration – including hundreds of thousands of dollars in support from Mercy Health Foundation, Aurora Health Care, ThedaCare and

others – has created a clinic with seven fully equipped exam rooms, a lab, and teaching space. More than \$300,000 has been pledged over the next two years to operate the clinic. UW Oshkosh nursing students assist in providing services with the paid practitioners.

## Internships, Clinical Practice, Student Teaching

Students and faculty provide an extensive number of clinical, internship and other work-related hours in area schools, businesses, and other organizations. In the College of Education and Human Services, it is estimated that students contribute over 300,000 hours to area schools, non-profit agencies, and other youth-related activities each year via required student teaching experiences, internships, and other clinical or field based experiences. Many other academic units, including business, biology, chemistry, computer science, criminal justice, English, journalism, and medical technology, also have internship programs. Eighty-four percent of seniors have completed, or plan to complete, a practicum, internship or other clinical experience while only 81% of seniors at UW Systems schools and 74% of seniors at Master's campuses report similar experiences (NSSE 2004, p 18). There is room to grow in this area, however. Sixty percent of seniors also reported that they never participated in a community-based project as part of a regular course compared to 49% of seniors at UW System schools overall and 51% at Master's campuses (NSSE2004, p. 14).

Outside of the classroom, students provide valuable assistance through the work-study program. Under the federal work-study program, the University must set aside 7% of its federal work-study dollars for off-campus work. It is estimated that the University contributes over \$1 million in volunteer hours each year to the community. Examples of this service are as follows:

- **College of Nursing** – The College of Nursing provides community clinical experiences for all students that build cultural competency and address priorities of Healthy People 2010 by recognizing health disparities of minority populations and the uninsured within the Living Healthy Program, Fox Cities Community Clinic, and La Clinica. The College provides innovative clinical internships and clinical partnerships for undergraduate and graduate student learning including diversity practicum (e.g. migrant camps and correctional institutions). It continues to offer international programs in France, England, Germany, and India; cultural experiences in Africa, Dominican Republic, Eastern Europe, Haiti, Russia, Thailand, and Vietnam; and offer the first on-line accelerated bachelor's degree to the BSN program in the country.
- **College of Letters & Science** – Service Learning opportunities are prevalent in the departments of the College of Letters & Science. There are 45 classes that offer a service-learning component. Internships and practicum allow the students to gain practical experience while also assisting a community agency/organization. The College also offers a team-taught interdisciplinary service-learning course (I.S. 102). A student in any major can enroll in an internship through Interdisciplinary Studies 399. Through I.S. 366 & 367 (Service Learning Independent Study), students may receive credit for specific service learning activities. Athletic Training students contribute service to the Intercollegiate Athletic Department and area high schools, clinics, and hospitals through their clinical placements. The challenge is to identify appropriate service learning activities within certain disciplines. Internships and service learning activities within a wide variety of disciplines connect with both public and private agencies within the region, as well as

connect students with many major employers. Such interaction not only demonstrates the strength of the student's educational experience to external constituents, but it also provides the students with valuable experiences that are not possible within the classroom setting, which enhances the overall education of the students.

- **Center for Community Partnerships (CCP)** – The Center provides consulting expertise and professional education as well as internships drawing upon faculty, staff, students and community experts. Its services include strategic planning, project management, foreign language tutoring and interpretation, employee and customer surveys, marketing and advertising, Internet and Intranet site development, small-business management and planning, accounting and finance, graphic design, and personnel recruitment and selection. The projects have provided experience and work for students at rates ranging from \$13 to \$15 an hour. Sales in fiscal 2005 from its 21 accounts totaled \$372,371. Among its clients have been International Paper, Oshkosh Truck Corporation, Mercy Marine, Kimberly-Clark, the Experimental Aircraft Association and the American Red Cross in Madison.
- **College of Business Administration** – COBA offers more than 70 formal student internships each year. COBA is one of the first colleges in the Midwest to require a minimum of 100 hours of professional experience before graduation. The experience can be paid or unpaid employment on-campus, with a private company, or a charitable organization in the community. The student develops an understanding of the basic skills or principles required for an entry-level professional position following graduation and increases their confidence in effectively pursuing his/her professional career. Employer feedback continues to be very positive regarding student preparation and work ethic.
- **Aquatic Studies Lab** – The new Aquatic Studies Lab is serving area public schools, communities and citizens while increasing scientific research on area waterways. Faculty and student researchers have monitored bacteria contamination at swimming beaches and inland waterways and have studied toxins, insect populations and the decline of vegetation in waterways. In 2003, 62 Wisconsin beaches were monitored for E. coli bacteria. This research involves and impacts the community for the improvement of the standard of living for all. The Lab plans to develop teacher-training and education programs with area schools and train and provide services for citizen-based monitoring of area waterways. They also will host class trips, science camps, and civic groups for tours of local streams, lakes, and hands-on activities. The lab itself is being updated with a \$190,000 NSF grant and over \$300,000 in state funding demonstrating the importance of this research and public service.

## Culture and Diversity

Within the Mission is organic dedication to diversity and equity. This University is known and admired for leadership at all levels and is dedicated to closing the achievement gap between students of color and their white counterparts. The University leads with an active Diversity Council that has been in place for eight years. The Diversity Council is chaired by the Assistant Vice Chancellor for Academic Affairs, with the Vice Chancellor for Student Affairs as ex-officio representative of the administration. The Council has representation from all colleges and governance groups. Plan 2008, Phase II defines outcome measures linked to achieving equity in representation among faculty, staff and students on campus and with the pilot project.

The University is engaged in the Equity Score Card Project (ESC), a pilot project of national stature hosted by UW System, with five additional System schools also participating. The ESC studies campus data and numbers to understand what is occurring in four areas that affect the closing of the achievement gap between students of color and their white counterparts: access, retention excellence, and institutional receptivity. The UW Oshkosh ESC Team is comprised of representation from faculty and staff in key positions such as admissions, registration, and the four colleges.

The Multicultural Education Center hosts a variety of events, including those associated with the Martin Luther King city-wide celebration (approximately 300 people attend) and Holidays around the World. It has a high level of community participation, is active, and is known as the ‘home away from home,’ for diverse students. Both students and community members use its Norma Shanebrook Library, which is stocked with materials related to diversity, for research. The Center also provides a wide variety of services to the University and local community. Its autumn open house is attended not only by first-year students but also by their family members. Its homelike atmosphere and helpful staff provide a pleasant spot for students to hold meetings and events.

UW Oshkosh hosts international students from more than 45 countries. It also has student-exchange programs with 22 countries and maintains direct relationships with 15 foreign universities. Exchange programs are open to all University of Wisconsin System students. Many of these students volunteer to talk about their experiences in local schools.

The University offers more than 35 faculty-led study-abroad programs to 22 countries, which are open to community members as well as students, faculty and staff. In 2004-2005, UW Oshkosh’s Office of International Education offered programs abroad to about 300 individuals. In spring 2006, the University had a 15-credit study-abroad program in Paris, Oxford, Edinburgh, Berlin, Bologna and Rome. All study abroad programs include directed activities, as well as ample opportunity during free time for participants to engage with host communities. All faculty-led programs are designed to take full advantage of the host environment as appropriate for course goals. Typical interactions with host communities include home stays; academic visits to corporations, local businesses, government agencies, and NGO’s; observation and presentations in schools; integrations into classrooms and universities; and visits to heritage and historical sites accompanied by lectures designed to familiarize students with the host country. Community members may participate in study-abroad programs.

International films are available, with offerings such as: *The Seventh Seal* directed by Ingmar Bergman of Sweden, *Fallen Angels* directed by Wong Kar-Wai of Hong Kong, or *The 400 Blows* directed by François Truffaut of France. These films and others were shown as part of the International Film Series. <http://lists.uwosh.edu/pipermail/international/2006-January/000244.html>

Titan TV, the University-operated television station, has added foreign news and cultural programming in German and Spanish, as well as its English programming. It is partnering with Deutsche Welle, a European communications network. The Radio, TV, & Film Department provides a service to the community through the Wisconsin Public Radio station, WRST including programming in Hmong.

The community is invited to campus for a wide variety of other cultural experiences. For example, the public is invited to attend all musical and theatrical performances by the Music and Theatre departments. The Oshkosh Symphony

models strong University involvement with about 25-30% of the members being University faculty and students.

Reeve Union and University Dining offer a variety of programs that are open to the public including speakers, concerts, comedians, hypnotists, plant sales, poster sales, picnics, Fall Fest fish fry, and movies. There is also a wide range of community use of Reeve Memorial Union by group such as forensics, the American Legion Auxiliary, the Oshkosh North High School class reunion, wedding receptions, and high school proms. Businesses in Reeve Union, such as University Books & More and the hair salon, Salon Shahnaz, are patronized by members of the community. The Union also houses the Steinhilber Art Gallery with its wide variety of exhibits that draw community as well as faculty, staff and students. Recent events include the Withers photography exhibit on the Civil Rights movement.

The College of Business Administration offers free videoconferences each year to students, faculty and the community.

All Women's Center events are open to the public including a film series and brown bag educational seminars on topics like "Gender and Terrorism in Kashmir, Sri Lanka, & Afghanistan," "Mind/Spirit Fitness" and "Sex Offenders – What You Need to Know." The Women's Center is also available for use by outside groups. Christine Ann Center Board (domestic abuse), the Fox Valley Women's History Month Celebration steering committee, and a local book club currently use the facilities.

The University Speakers Series is responsible for providing informative, educational, and/or entertaining programs of interest at little or no charge to the campus and surrounding community. One recent speaker was Martha Ackmann. Ackmann is a noted feminist and author of *The Mercury 13: The untold story of thirteen American women and the dream of space flight*. Other speakers have included Kevin Roberts, who sought to demystify the basics of food preparation for hungry students and Daryl Davis on *Klan-Destine Relationships*. <http://www.reeve.uwosh.edu/USS/index.php?page=past>

The University Speakers Bureau is also a valuable community resource. The Speakers Bureau facilitates a connection between UW Oshkosh faculty and academic staff who speak on a variety of topics, and community organizations and clubs looking for speakers for meetings or special events. The Speakers Bureau frequently expands its pool of topics and speakers and welcomes the participation of all faculty and academic staff. Some current topics are German Cabaret, Leading Organizational Change and Down the Amazon with a Botanist. Topics are published under categories such as "Environment, Science", "Government, Politics" and "Family Life, Life Perspectives." Some organizations and clubs that have used University speakers include AARP of Oshkosh, Agnesian Health Care, First English Lutheran Church and Gabriel's Villa. The Speakers Bureau provides an excellent service opportunity for faculty and academic staff to share their expertise and enthusiasm with area citizens. [http://www.uwosh.edu/cont\\_ed/](http://www.uwosh.edu/cont_ed/)

## Community Collaboration

The University partners actively with the community to publicize and sponsor community events. For example, the annual Fall Fest on the Fox held along the Fox River is designed to welcome new students and their parents. Events include Dragon Boat races, horse-drawn tours of campus, music, a movie presented by the Oshkosh Business Improvement District downtown at the Grand

Opera House Square, and its most distinctive feature, a Friday night fish fry. The fish fry alone attracts nearly 1,000 people.

One successful collaborative effort recently involved the Paine Art Center and Gardens in a public art project entitled “The Pride of Oshkosh,” which resulted in 33 life-sized lion sculptures being painted and placed around the community in 2004. Artists uniquely transformed each fiberglass replica into a work of art with ties to Oshkosh. They were modeled after Harris, one of the bronze lions at the entrance of the Oshkosh Public Library. Support came from about 30 Oshkosh businesses and organizations. Community support for the project totaled \$414,803. After being displayed around the city, they were auctioned off to raise funds to support educational and arts initiatives as well as University scholarships for the arts. In a lively way it provided a showcase for Oshkosh’s artists and helped gain appreciation for public art by residents and visitors of all ages. The lions, still visible at various places around town, are an ongoing reminder of the effectiveness of this exceptionally well-received University/community collaboration. At the same time, it provides evidence of responsiveness to those constituents who depend on it for service by sharing resources to meet the needs of the region.

University Relations is an active partner, working with the local media and other community organizations to publicize campus-related events. It also publishes University Magazine, a 40-page magazine providing news about employees and alumni along with features about new academic programs and outstanding accomplishments. The magazine, with a circulation of 65,000, goes mainly to alumni and friends of the University as well as employees. The magazine contributes to the harmonious town/gown relationship that exists in this University town, where a significant portion of the population is associated with the University.

In October 2002, the City of Oshkosh designated an industrial area located between the University and the downtown commercial district as a redevelopment site. The Chancellor recognized that this area could be developed in a way that added to the tax base of the city, encouraged the redevelopment of commercial downtown properties, and supported the University’s strategic plan. A proposal for a “Living, Learning & Serving Community” or LLSC, was developed to link old and young located in an area that would serve as a bridge between campus and the commercial downtown. It would provide both education and health care for senior residents, who would participate in University classes and events and whose care would be provided with the help of University students. It would include a mix of residential types as well as shops and offices. It builds upon three essential goals: a diversity of residents, linkages among key social institutions, and a diversity of land use (residential, educational, commercial, and recreational). This proposal was developed by the University, representatives of the City, Evergreen Retirement Community, and a local developer. The group approached the UW Milwaukee Institute on Aging and Environment, which joined with the Engberg Anderson Design Partnership of Milwaukee to develop a conceptual design for the area. This project has recently been given an opportunity to move forward with interest from former Governor Tommy Thompson who is with Akcess Acquisition Group. The newly proposed development will be named The Waterfront.

## Government

Faculty and students also contribute substantially to local and state government initiatives. Classes completed projects on downtown redevelopment in Waupun,

sign ordinance reform in Neenah, Highway 141 bypass impact, and the effect of street widening on property values in Oshkosh. Another professor maintains an award-winning community news Web site. It has served a number of functions including serving as a means for debating political issues before local elections.

The COBA and the Oshkosh Chamber of Commerce sponsor an engaging community leadership program called Leadership Oshkosh. It is a nine-month program that brings together a diverse group of individuals who share an interest and commitment to the community. Leadership practices are taught by College of Business faculty members and the program participants visit the UW Oshkosh campus to become better informed about the collaborative programs between the University and the Oshkosh community.

UW Oshkosh is actively working to promote student participation in voting by partnering in the American Democracy Project, New Voters Project, and most recently in a 2006 voter registration project. Each project seeks to register young voters and then have them turn out to vote. In November 2004, turnout was 85% in the nearly all-student wards 13 and 14 that voted on campus. This is 7 percent higher than for the city of Oshkosh. Seniors also report voting in local, state or national elections at rates higher than other UW System campuses and Master's campuses (27%, 25%, 23%) (NSSE, 2004, p. 24)

[http://www.uwosh.edu/news\\_bureau/bulletin/news?module=displaystory&story\\_id=1795&format=html](http://www.uwosh.edu/news_bureau/bulletin/news?module=displaystory&story_id=1795&format=html)

[http://www.uwosh.edu/news\\_bureau/bulletin/news?module=displaystory&story\\_id=945&format=html](http://www.uwosh.edu/news_bureau/bulletin/news?module=displaystory&story_id=945&format=html)

The University has been successful in winning funding for the Wisconsin Supply and Demand of Educational Personnel Study for the past six years. Commissioned by the Wisconsin Department of Public Instruction, results of the annual study are used by educational planners, teacher training institutions and prospective teachers for accurate and up-to-date information about the current and future teaching market.

Numerous faculty and staff serve on community and statewide Boards, committees and task forces. They also work with the Wisconsin Department of Public Instruction on writing curriculum guides, testifying before the legislature on a wide variety of issues, and providing expertise in all areas.

## Resources for PK-12 Educators

UW Oshkosh provides an extensive array of resources for pk-12 educators. Five master's degree programs in the College of Education and Human Services as well as masters in math education, or English in the College of Letters and Science are offered. Each of these programs offer evening and summer classes to mesh with teacher's schedules. 45 teachers in the 2006 Academy for the Study of American History and 96 physics teachers from 2002-5 in the Modeling Physical Science program have been served. The Center for Economic Education helps area high-school teachers keep abreast of current economic trends while the Science Outreach offers intensive, hands-on science instruction for science teachers or a three- to five-day hands-on scientist-in residence program. In this program, a team of UW Oshkosh students and a faculty member or master science teacher comes to area schools to lead an exploratory science experience in each class each day. Topics center around a question or process and students are provided with a wide range of activities, both serious and fun and a Parent-Kid Night or Chemical Demo Show can also be included.

The Center for Community Partnerships (CCP) also serves local pk-12 educators. The Center has brought UW Oshkosh student interns into area schools to aid teachers and staff in learning about technology. Interns also help area high-school students by serving as Hmong and Spanish translators.

Polk Library maintains two collections available to area teachers as well as UW Oshkosh faculty, staff, and students. One collection is the Educational Materials Center (EMC), which is located on the main floor of the library. The EMC Collection consists of instructional materials designed primarily to serve the needs of pre-school through high school students, as well as UW-Oshkosh preservice teachers and faculty. Included in the collection are children's, adolescent and young adult fiction and non-fiction books, K-12 textbooks, curriculum guides, educational software, children's magazines, a reference collection, and audio-visual (AV) resources. The AV Collection includes videos, kits, games and posters, and serves the needs of the entire UW-Oshkosh campus. EMC staffs have created over 30 bibliographies that highlight current "best" titles in children's and YA literature. The Department of Public Instruction has called the EMC collection a model for Wisconsin teacher education programs. <http://www.uwosh.edu/library/emc/> Points of Pride

The second collection is located in the basement of Polk Library. This collection is called the CMC which is short for CESA (Cooperative Educational Service Agency) 6 Media Center. The collection is managed by CESA 6, which provides educational materials and services to area schools. The CMC is a collection of over 13,000 instructional materials available for use by area school districts as well as students and faculty on the UW Oshkosh campus. It was created in 1969 as the Special Education Instructional Materials Center and in the late 1990's merged with the CESA 6 regular education materials center. The collection is divided into two categories: Reservation and Circulation. Software and videotapes may be reserved in advance to be used when desired but are checked out for a strict amount of time. The rest of the materials, which makes up the Circulation category, are checked out on an as-needed basis for variable lengths of time. [http://www.cesa6.k12.wi.us/CMC/cmc\\_home.html](http://www.cesa6.k12.wi.us/CMC/cmc_home.html) Together these two collections provide valuable resources for schools in the area.

## Students as Volunteers

Volunteering is an important activity for students and many student groups. For example, in the Residence Life's Citizenship Program for student volunteers, students volunteer in more than 100 activities including working with the Bethel Nursing Home and Project Prom, which donates prom dresses to inner-city girls. Students from the various ethnic student organizations volunteer to serve on panel discussions addressing issues of diversity, serve as mentors to students from Sunset High School in Texas, and volunteer during campus visits and multicultural Preview Days. The Greek organizations have also been involved in many volunteer activities including work with local schools and the Christine Ann Center, which provides shelter for domestically abused women.

Titan LEAD (Leaders Emerging and Developing), started in 2001. It is a comprehensive student leadership program open to all UW Oshkosh students providing opportunities for students to identify, nurture and develop their leadership skills, talents and opportunities through training and experiential learning. In Levels I and II of the program students attend leadership workshops to develop leadership skills and join student organizations to observe leadership in action. In Level III, students assume leadership positions within their student organizations and participate in Titan LEAD community service projects such as build-

ing a house with Habitat for Humanity or volunteering at Special Olympics. Student comments from volunteering included “It’s not hard to volunteer,” “I can make a difference,” and “[I learned] how important and special volunteers are.” In 2005-06, approximately 90 students participated in Titan LEAD. <http://www.uwosh.edu/dean/leadership.htm>

The Director of Intercollegiate Athletics expects all athletic teams to be involved in community service. More than 200 athletes are involved in community service, reaching over 2,500 community members in the greater Fox Valley. The service provided includes: tutors for the school district, tennis tutors, charity run for MADD, community blood drive, various athletic clinics for youth, clean-up assistance for community festival, and volunteers at Father Carr social services agency. Athletes and coaches are also volunteer Big Brothers Big Sisters and the Special Olympics. They chose these organizations because they recognized the need for positive mentors.

In 2005-06, the Americorp VISTA program was started at UW Oshkosh. The goals of the VISTA program include: providing leadership and coordination of service-learning initiatives that address poverty by engaging college students in efforts to improve low-income K-8 students’ academic achievement and aspirations; promoting and maintaining partnerships between K-16 educational institutions and community organizations that address local poverty issues; and coordinating community service opportunities that foster civic responsibility and active citizenship among students and volunteers.

In its first year, the VISTA program recruited 186 volunteers who served 1,881 hours of community service, formed 112 community partnerships, completed two service projects, and presented 27 service-learning presentations. This program impacted a total of 1,301 K-12 students.

UW Oshkosh seniors are on a par in the area of volunteering or community service (planned or completed) compared with their peers in UW System schools and other Master’s level campuses at 73%, 75%, and 70% respectively (NSSE, 2004, p. 18).

## **Faculty and Staff Volunteers and Service**

Service is an important part of UW Oshkosh for faculty, as measured by tenure and merit requirements. Faculty perceive that its importance varies from college to college and even department but that is not necessarily bad. Within the College of Business, the Dean says: “This flexibility is important as our focus expands from an emphasis on pure research to a broader, more applied research & service orientation, which better reflects the COBA mission.” As such, COBA faculty members have held 100 different positions on Board of Directors; are engaged in over 200 consulting or executive workshops each year; and provided over 200 non-credit programs. In the College of Nursing, one finds similar participation in service activities with about 30 nursing faculty members practicing in local health-care facilities including hospitals, clinics and nursing centers. In the College of Education and Human Services, faculty work with local schools and human service agencies as well as serve in professional organizations as presidents and more. In athletics, volunteers are relied upon for a variety of roles helping with community athletics. Among the roles they serve are chair of the Oshkosh Sports Commission, youth soccer coach, soccer clinic instructor at the Oshkosh YMCA and Omro Recreation Department, youth baseball and softball coach, volunteer at the Camp Heartland AIDS/HIV camp, U.S. Olympic Center volunteer in Colorado Springs and trainer of the Wisconsin Search and Rescue Team. Student Health Center professionals help hold blood drives

for the Red Cross, sponsor statewide Health Directors meetings, provide on-site training for other college health centers seeking to provide the Medicaid Waiver, and coordinated a software vendor fair for Health Directors statewide. They also offer smoking cessation classes and put up informational posters around campus to alert all to health issues.

Staff members also perform extensive service. For example Gruenhagen Conference Center staff have been members of the Special Olympics of Wisconsin Management Team for Oshkosh and Stevens Point and been involved in the Leadership Oshkosh program. They have also been members of the Oshkosh Hotel Marketing Group and the Oshkosh Chamber of Commerce Board of Directors. The Center of Academic Support and Diversity employees volunteer throughout the community in a wide variety of organizations, including the Boys and Girls Club, IndUS, Race Unity Social, Literacy Council, Big Brothers Big Sisters, Fair Housing Advisory council of Northeastern Wisconsin, and the Human Relations Council. Furthermore, it was Michelle Jensen from the College of Education and Human Services who lead the charge to donate 13 outdated computers and two laptops to troops headed to Iraq so that they could communicate with families back home. [http://www.uwosh.edu/news\\_bureau/bulletin/news/?module=displaystory&story\\_id=1806&format=html](http://www.uwosh.edu/news_bureau/bulletin/news/?module=displaystory&story_id=1806&format=html)

## Facilities

One of the greatest services an organization can provide are the use of facilities. UW Oshkosh is generous in this area. Many state and community events take place in Kolf Physical Education Center facility including Special Olympics, the Women's Expo, the Science Fair, statewide cheerleading and dance groups, police academy training, and the Native American pow-wow celebration. Partnering with the community by sharing the Oshkosh Community Sports Complex is routine. State-wide music competitions take place on campus in the Arts and Communications building then flow into adjacent buildings as well. The Women's Center and Reeve Union likewise host a multitude of community events.

UW Oshkosh is the only UW campus with a year-round conference center. The Gruenhagen Conference Center is located in two 10-story high-rise buildings erected as student residences. It has 500 lodging rooms for year-round use and 2,200 rooms in the summer. It serves more than 100,000 lodging and conferences guests annually and hosts about 425 conferences and other events each year. Among those conferences has been the Badger Girls State Annual Conference, which has used the center for the past three years. It also regularly provides facilities for the United Migrant Opportunity Services, which uses the center for conferences to train staff members and day-care personnel and a site for its board of directors meetings.

Gruenhagen hosts a national employment gathering for jobs in schools' dormitories, student unions and other aspects related to student life on campus. Each year, the Oshkosh Placement Exchange has provided an opportunity for candidates to be interviewed by colleges and universities across the country. In 2005, representatives from 190 schools and 582 candidates participated. They came from 38 states, and 324 positions were listed on the placement exchange.

The University's Testing Center provides testing services for the region in a variety of ways including pilot certification exams, fire-protection specialist exams, health-professional certificate exams and information-technology exams. The Center also administers ACT and SAT tests for area high-school students and correspondence-course exams for area college students. Graduate-school, law and medical entrance exams are also administered here.

## **Continuing Education Credit and Non-Credit Courses**

The Office Continuing Education & Extension, in partnership with the University of Wisconsin Extension, is committed to extending the resources of the UW Oshkosh Colleges of Letters and Science, Education & Human Services, and Nursing to various constituents. Local, regional, and statewide planning processes resulted in a five-year strategic plan for extension services. Annual inter-institutional agreements with UW Extension provide fiscal and human resources in support of community engagement efforts. In response to constituent needs, the Office of Continuing Education & Extension provides personal and professional development opportunities through credit and non-credit conferences, seminars, workshops, in-service training programs, youth programming, and community service programs in response to critical issues. For example, professional development programs are offered for teachers to help them meet the educational needs of bilingual students, such as those of Hispanic and Hmong ethnic groups. Challenges related to programming for these audiences included the need for bilingual instructors and translators, and the need to find grant funding or other fiscal support in order to make the workshops and classes affordable. Developing partnerships with institutions and organizations allows the University to provide these workshops at an acceptable fee.

The community is actively involved in the programs and activities of the Division. In 2004-05, 12,456 people were served in 220 non-credit programs and 497 people were served in 63 sections of credit programs. Programs offered recently included topics such as Titan Cheer and Stunt Clinic (128 participants), Mosaic Tile and Glass Design (22 participants), Start with the Heart: Eliminating Challenging Behaviors in the Early Childhood Classroom (52 participants), Critical Issues in Social Work Practice: Post Traumatic Stress Disorder and Acute Stress Disorder (49 participants), and How to Get Grants and Gifts and the Art of Proposal Writing (31 participants). Conferences included the Special Education Conference (535 attendees), the Language, Culture and Education Institute (163 attendees), the Reading/Writing Conference (380 attendees), and the Early childhood Conference (248 attendees).

The Office of Continuing Education & Extension also support Learning in Retirement classes and activities. The University of Wisconsin Oshkosh's Learning in Retirement organization is a self-directed, membership-based association of retired people, offering learning opportunities to members. Members choose topics or subjects, take the lead in organizing classes, discussion groups or tours and participate in peer teaching and learning. There are classes and instructors but no tests or grades. The Division of Continuing Education and Extension hosts the organization and facilitates various learning activities. The organization started in the summer of 1997, when more than 100 people met on the UW Oshkosh campus to plan Learning in Retirement activities. Since then, the organization has grown to more than 300 members. In January to June 2006 alone 4,109 registrations were recorded in the various programs offered through Learning in Retirement.

## **Career Development and Employability Training for Adults**

The Center for Career Development and Employability Training (CCDET) provides a myriad of educational opportunities for area adults and organizations. Operating totally through the use of grants, CCDET continues to expand

outreach and partnerships by securing successful contracts with the Wisconsin Department of Health and Family Services for Income Maintenance Training and Technical Assistance and Caregiver Background Check and Abuse Prevention Training Federal Pilot projects; with the Wisconsin Department of Workforce Development for the Workforce Development Training project; with the Fox Valley Workforce Development System for the Workforce Investment Act Younger and Older Youth Employment Training projects; with Winnebago County Department of Human Services for the Truancy Intervention Program; with the Oshkosh Area School District for the Restorative Justice Family Advocate project; with the Wisconsin National and Community Service Board for the AmeriCorps Connects national service project; and collaborating with UW Oshkosh Head Start on the Youth Mentoring Project. CCDET also offers professional development workshops series or one-day training events, planning and evaluation services, customized policy and procedure training, and conference and event planning. CCDET likewise assists individual county and Wisconsin state agencies in reducing their Food Stamp Error Rate via the Food Stamp Payment Accuracy and Program Improvement program and serves as a Program Improvement Consultant by working directly with the Department of Human and Family Services – Office of Nutrition Service and Program Integrity to develop and implement plans to reduce the statewide food stamp error rate. CCDET offers regional training in areas such as case management, interpersonal skills, new worker training, State and Federal policy training, and supervisory training. Specific workshop topics offered include stress management, conflict management, resiliency for supervisors, mediation in the workplace, AODA, chronic medical issues, refugee issues and much more. CCDET is a major link between the University of Wisconsin Oshkosh and the community.

### ***Evaluation Core Component 5b***

Because the Mission is dedicated to serving people for the common good, the programs, services, physical spaces, resources are unquestionably shared with constituency in the region and beyond. This is highlighted further in the Key Operational Plans and in the University's Growth Agenda — both of which are indicative of the institution's commitment to engaging constituencies.

#### *Strengths*

- The University of Wisconsin Oshkosh offers an extensive array of programs serving youth, adults, and retired people, businesses, and the health care field. Programs are developed and delivered in collaboration with identified partners.
- Internships and other field experiences provide extensive real-life work experiences for students while also providing thousands of hours of assistance to local schools, governments, health care facilities, businesses, and non-profits.
- The University offers a multitude of cultural, educational, athletic and enrichment related opportunities to the community. Facilities are shared with public.
- Programming is flexible, responsive and innovative to meet community and partner needs and wants.

#### *Opportunities for Improvement*

- Changing student and faculty profiles will require the University to evaluate

and re-evaluate service opportunities to ensure that they meet University and community needs.

- Exploring the impact of student experiences outside the classroom and the impact faculty, staff and students have on the community are areas that require further study.
- Facilities need to meet the changing needs of the University and community. This includes updating facilities, regular maintenance, and building new facilities. Available space is at a premium.
- Increased funding must be secured to support service related activities. For example, the Center for Economic Education lost a half-time program assistant in the latest round of budget cuts. This limits what the Center is able to accomplish.
- While many students experience fieldwork in their programs, some report that community-based projects are not a part of their regular courses. Addressing the need for student engagement outside of the classroom as a part of the total learning experiences is an area of challenge.

#### *Plans for Addressing Challenges*

Because the infrastructure to serve is in place, meeting the needs of the University's constituencies is a natural tendency that will result in collaboration, planning, team work, assessment and outcome-based planning based on collected data. The plans suggested here are operational and in process and are an outgrowth of the Mission, Core Values and Key Operational Plans.

#### *Lifelong Learning and Community Engagement*

The Division of Lifelong Learning and Community Engagement specializes in educational programs and services for learners of all ages through campus and community connections. Units within the Division include: Continuing Education and Extension, Center for New Learning and Adult Student Access Services. Lifelong Learning and Community Engagement has the capacity to assist faculty, departments and colleges with all aspects of development, recruitment and delivery of nontraditional educational programs. Affiliation with UW Extension enables Lifelong Learning and Community Engagement to provide risk capital for innovative programs to serve nontraditional and off-campus learners. In addition, Lifelong Learning and Community Engagement units offer the following: a) opportunities for faculty to connect with the community and practitioners in their field through outreach programs; b) market research to identify needs for new educational programs; and c) assistance with the administration and coordination of off-campus, nontraditional, and non-credit program delivery. Lifelong Learning and Community Engagement staff members have extensive experience and expertise in adult learning, program development, continuing professional education and related areas.

#### *Graduate Studies*

Graduate education on the campus represents all four colleges through 14 graduate programs, three post-master's graduate achievement programs, and 11 graduate certificate programs. Seven of the graduate degree programs are available cooperatively or collaboratively through four other UW institutions and one UW College. These offerings meet the needs of students and off-campus constituencies, prospective students and employers in the region.

Areas of distinction include certificates in business (Business Foundations, MBA Consortium Business Foundations, Kimberly-Clark Business Foundations

Certificate), a master's degree in Information Systems, Educational Leadership graduate certificate programs, graduate certificates in English and Public Administration, and a master's in Social Work program (a joint-degree program between UW Oshkosh and UW Green Bay). Graduates from the CON Family Nurse Practitioner program continue to earn a 100% pass rate on the national American Nurses Credentialing Center (ANCC) exam.

As the institution continues to communicate and partner with external and internal constituencies, more value-added programming will develop based regional needs and interests.

**U**W Oshkosh demonstrates responsiveness to its constituencies by actively partnering with a number of colleges and universities to provide access to four-year degrees, developing programs to meet identified needs, and by continually assessing services to determine whether they meet current needs.

### **Core Component 5c:**

*The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

## **Articulation Agreements**

40% of freshmen and seniors report that one parent's highest level of educational attainment was graduation from high school. At UW System schools the rate is 31-32% and 26-27% at Master's campuses as a whole (NSSE, 2004, p. 28)

To complete a degree, some students opt to start their education at a two-year college and then transfer to a four-year program. In fact, about one-third of UW Oshkosh's transfer students come from the two-year UW colleges. 52% of seniors report starting college at another institution (NSSE, 2004, p. 26). To facilitate transferring from two-year programs to UW Oshkosh, articulation agreements are in place with several colleges specifying precisely which courses will transfer. The Transfer Agreement Director visits each UW two-year college at least once per year to facilitate understanding of student needs and awareness of the facility of the transfer process. Coursework transfer is one way that UW Oshkosh is responsive to constituencies. Established articulation agreements include:

- **Agreement with Fox Valley Technical College** – The agreement with Fox Valley Technical College is a collaborative effort to combine occupational courses provided by the technical college with the broader general-education and upper-level pre-core and core courses required to receive a bachelor's degree in organizational administration. The agreement provides the opportunity for those with associate degrees in aeronautics, banking and financial services, computers, insurance services and supervisory management to earn a Bachelor of Liberal Studies degree. With that education, they add valued administrative abilities to their technical skills. For this degree (but not for any others offered by the University) the credits earned at the tech schools are transferred as a block rather than examined on a course-by-course basis.
- **Agreement with Wind River Tribal College** – The University has an agreement with the Wind River Tribal College in Wyoming, which serves mainly non-traditional students. One goal is to have students earn associate degrees at the college in Wyoming and come to UW Oshkosh to earn their bachelor's degrees.
- **Accelerated Degree for Early Childhood Professionals** – A new accelerated degree program for early childhood professionals – a collaborative effort among the Wisconsin Technical College System, Fox Valley Technical College and the University of Wisconsin Oshkosh – will debuted in fall 2006. Working

early childhood educators with a two-year early childhood education degree from the Wisconsin Technical College System can enroll in the program to earn a bachelor's degree in education and a state teacher's license for grades pre-kindergarten through six.

- **College of Education & Human Services** – The College of Education & Human Services collaborates with the College of Menominee Nation, a two-year Native American college, to assist students in obtaining a bachelor's degree. COEHS provides a coordinator to assist the Native American students with admissions, course registration, purchasing of textbooks, and campus visits. The coordinator also provides assistance throughout the student's college career and supervises the student teaching experience.
- **Collaborative Nursing Training** – The University helps meet the need for nurses in collaboration with North Central Technical College. Students who met the University's requirements for the BSN program but were denied admission due to lack of space will complete their associate degrees at the technical college. The University is also involved in a collaborative program to help meet the need for nurses in Sheboygan and Manitowoc counties. General-education courses required by the program are offered on a rotating basis at UW–Sheboygan, UW-Manitowoc and Lakeshore Technical College. The program responded to a need found by an assessment prepared by Lakeshore Technical College in 2003 that indicated at least 200 nurses with associate degrees would like to pursue a baccalaureate degree if the program were in Sheboygan or Manitowoc counties. More than 160 of the respondents said the main obstacle in pursuing a BSN degree was the programs were too far away. Though the nurses were aware of online completion opportunities, they preferred face-to-face instruction. In 2005, the College of Nursing hired an outreach coordinator to teach, recruit and advise. Seventeen students enrolled in the program in the fall of 2005.

The University also has an agreement with the College of Menominee Nation to enable graduates from that school to earn a nursing bachelor's degree at UW Oshkosh by providing instruction closer to their homes. A federal grant was received in 2003 to help start a three-year program to increase the number of Menominee nurses. Students are taught at the local college and nearby health-care facilities. An additional attempt is being made to increase the number of Menominee nurses by establishing pre-nursing clubs in local schools.

- **Center for New Learning: Partners in Nontraditional Education** – The program makes undergraduate education accessible to working adults. It collaborates to provide nontraditional education in a variety of ways. It has an agreement with the four regional technical colleges to begin offering a bachelor's degree in fire and emergency response management. It also has a partnership with two-year area UW colleges to offer full bachelor's degree programs on those two-year campuses using distance education and traveling instructors from UW Oshkosh. In addition, it is collaborating with Fox Valley Technical College to provide an associate degree in supervisory management-aeronautics.
- **Fire and Emergency Response Management Degree** – Three years ago, a number of fire chiefs approached UW-Oshkosh with the idea for a program to provide people who already have basic fire science technical training with the skills they need to become supervisory, administrative and management leaders. The U.S. Department of Labor Bureau of Labor Statistics says firefighters, emergency management specialists, emergency medical technicians and paramedics will be among the highest-demand jobs through

2014. There will be a more than 25-percent increase in the need for firefighters. In three surveys since 2003, 90 percent of Wisconsin fire chiefs from 77 fire departments reported that about 90 percent, or 3,000, of their career firefighters have only a two-year degree. Nearly half the firefighters from those departments were highly interested in enrolling in the four-year program. Initial planning was to accept 25 students into the program this fall. It is now common to require career firefighters have a bachelor's degree if they want advance beyond entry-level positions. Those with two-year technical college degrees can transfer to UW-Oshkosh to complete the four-year program. Most students are expected to be working firemen. The program will be delivered using classrooms, the Web and distance-education technology. The goal is to make the program available statewide through online and off-campus classes. Clearly, this is evidence of UW Oshkosh's responsiveness to constituencies. [http://www.uwosh.edu/news\\_bureau/releases/june06/fire.htm](http://www.uwosh.edu/news_bureau/releases/june06/fire.htm) [http://www.uwosh.edu/news\\_bureau/bulletin/news/?module=displaystory&story\\_id=1789&format=html](http://www.uwosh.edu/news_bureau/bulletin/news/?module=displaystory&story_id=1789&format=html)

- **Graduation Project** – The University recognizes that there are a number of people who are a few credits shy of graduating. Lack of a degree can limit earning potential as well as career advancement. The newly established Graduation Project (Fall 2004) selected a group of 100 students who had “stopped out” just shy of graduating. They were invited to participate in this degree completion program. Participants received one-on-one attention from academic advisors who assisted them in developing a plan that would lead to graduation. Thirty-six students (21 from the pilot group and 15 from other sources) expressed interest in the pilot year; 12-15 will graduate by May 2005. A new group of about 250 students will be targeted during Phase II, which has been funded by a UW System competitive grant.

[http://www.uwosh.edu/news\\_bureau/bulletin/news/?module=displaystory&story\\_id=829&format=html](http://www.uwosh.edu/news_bureau/bulletin/news/?module=displaystory&story_id=829&format=html) <http://www.uwosh.edu/strategicplan/keyoperation/enroll/emssgraduation.php>

#### *Alternative Delivery Formats*

Another limiting factor to degree completion is access to desired classes and degrees. To address this need courses are offered online, via interactive video-conferencing, at employers' sites, in the summer or in collaboration with other campuses. Examples include:

- **Collaborative MBA program** – UW Oshkosh collaborates with UW Eau Claire, UW La Crosse, UW Parkside and UW Extension Learning Innovation to offer an MBA program entirely online. It responds to the need to serve a growing constituency of working adults who wish to continue their professional development but can't attend classes on campus and responds to UW priorities to better serve new markets with innovative online learning programs. In addition to this program, which is called the University of Wisconsin Internet Business Consortium MBA, the College of Business started the Global MBA program in fall 2006. It is collaboration with the University of Applied Sciences in Darmstadt, Germany, and the T.A. Pai Management Institute in Manipal, India. Traditional students enrolled in the college also have the opportunity to take classes online and at other universities.
- **Collaborative Language Program** – UW Oshkosh and other schools in the System participate in a program that spreads language instruction to Wisconsin adult learners. The initial focus is on strategically important languages – Arabic, Chinese, Japanese, Russian and Portuguese. The instruction is conducted in a traditional classroom with learners elsewhere sharing the instruction

through interactive videoconferencing. About 240 students are being served in 14 courses. Evaluations show students do as well as those taking comparable courses in traditional classroom settings.

- **Space Science Program** – the University’s Science Outreach Program is developing a space science curriculum for special-education elementary students. It will test it in several northeastern Wisconsin elementary schools before putting it online for teachers throughout the state.
- **Language Instruction** – The Department of Foreign Languages and Literatures in conjunction with the College of Business Administration provides Spanish instruction to Kimberly-Clark employees.
- **Management training** – The College of Business provides opportunities for area professionals with non-business undergraduate degrees to gain management instruction and become eligible to receive one of three types of certificates: MBA Consortium Foundations of Business, Kimberly-Clark Foundations of Business and MBS Consortium Foundations of Business. The courses are offered in Oshkosh and Green Bay and online, and the Kimberly-Clark (KC) program is offered at the KC offices. COBA also has an online MBA program and has just opened an MBA Center in Green Bay.
- **Center for New Learning** – The Center for New Learning serves nontraditional students and makes undergraduate education accessible to working adults who wish to advance in their careers and grow as individuals. The Center offers a Bachelor of Liberal Studies, Certificate in Workplace Communication, and a Certificate in Civic & Community Leadership. Classes are offered on three campuses (Oshkosh, UW Fox Valley, and UW Fond du Lac), hybrid and on-line courses, and delivery of courses to workplace locations such as Miles Kimball. Starting in 2006, the Organization Administration emphasis will be on-line. Classes are also offered in the evenings and on Saturdays.
- **English as a second language certification for teachers** – A weekend summer program is provided for teachers who want to earn certification in English as a second language or bilingual education.
- **Physics Instruction** – The Physics Department has joint programs with the University of Wisconsin-Madison and the University of Minnesota that lead to a bachelors of science degree in physics from UW-Oshkosh and a bachelors degree in engineering from the student’s school-of-choice.

#### *Alternative Certification*

Alternative certification is yet another area where the University serves constituents’ needs. To this end the campus has partnered with others to offer:

- o **Project Rite** (Residency in Teacher Education) – The University helps to train special-education teachers who hold bachelor’s degrees but don’t hold teacher certification. Its Project Rite is provided in conjunction with CESA (Cooperative Education Service Agency) 6, which helps northeastern Wisconsin school districts change and improve.
- o **PPACE Program** – The College of Education and Human Services, in conjunction with five UW colleges in this region, has proposed an alternative teacher licensure program designed to meet the need for math and science teachers. The Preparing Professionals for Alternative Careers in Education program allows applicants with expertise in that area to explore teaching as a career. They can use their portfolios to document their knowledge and accomplishments. For their conve-

nience, classes will be offered in their local colleges on weekends and at night. The proposal was submitted to the state Department of Instruction in January 2006. The college's proposal responds to a critical need. DPI's studies show secondary math and science teachers have been in short supply, especially in rural areas of the state.

- o **Collaborative teacher education** – The University is assisting the College of Menominee Nation in improving instruction in math, science and reading. The Inter-Tribal, Pre-College Plan tries to recruit Indian students to study to become teachers. UW Oshkosh is also partnering with 12 school districts and Fox Valley Technical College to help Fox Valley students with limited English skills and assist them in improving academically.
- o **Project Adelante** – The College of Education & Human Services is partnered with 12 school districts, Head Start, Fox Valley Technical College, and the UW Colleges in Project Adelante. This is federal grant of nearly \$1.5 million over five years to help Fox Valley students with limited skills in English improve academically. This program will provide education for hundreds of teachers, administrators, school board members, parents and others to help Fox Valley schools improve the academic performance of students – primarily Hmong and Hispanic – with limited English skills.
- o **Bachelor of Liberal Studies degree** – The Bachelor of Liberal Studies degree was established in response to the 1977 NCA accreditation review recommendation that UW Oshkosh should direct attention toward the provision of education for adults. The University responded by creating an Adult Studies Task Force. The BLS program achieved permanent program status in 1982. Throughout its history, the programs, policies and practices of this unit have been guided and evaluated according to nationally established standards for serving adult nontraditional learners.
- o **Adult Student Access Services** – After surveying nontraditional students, the Center for New Learning identified a need for more support for adult students. The Adult Student Access Services office was then developed. Its outreach programs respond to identified community needs. It offers workshops on topics of interest to nontraditional students: Jazz up your papers & projects; Gain confidence in giving presentations; Career exploration; Writing skills; Library skills & research; Computer skills. Its monthly newsletter provides information on scholarships, campus resources, job fairs, and social gatherings. The number of individual appointments with ASA staff doubled from the 1st year to the 2nd year. The Adult Student Access Services website is an important tool for both community persons interested in returning to college and for students already in the process.
- o **Division of Lifelong Learning & Community Engagement** – The Division of Lifelong Learning & Community Engagement provides a wide variety of services that support the nontraditional student (undergraduate and graduate) and services to the community. The following areas are in this Division: Continuing Education & Extension, Center for New Learning, Adult Student Access Services, Testing Services, and Program Planning.
- **Foundation Center renovation** – Campus support is evident in the consolidation of all four of the Center for Academic Support & Diversity

(CASD) areas into one building – the newly renovated Foundation Center. The site is a warm and welcoming, one-stop service with spacious offices, a learning lab, student reception areas and lounges, a classroom, and conference room, and adequate storage areas.

## Evaluation Core Component 5c

### *Strengths*

- A number of articulation agreements provide for seamless transitions as students move from two-year to four-year programs.
- The Graduation Project seeks to encourage students who have left the University just a few credits shy of graduation to complete their degrees.
- Alternative delivery formats, collaborative programs, and alternative certification programs allow instruction to be offered off-campus or in alternative formats to better meet the needs of local residents and businesses.

### *Opportunities for Improvement*

- While new programs are innovative, responsive to partners and address identified regional needs, more innovation, flexibility and timely responses are needed.
- A more consistent oversight of collaborative agreements is needed.
- Graduate education numbers are tapering off. Competition from private colleges, as well as changes in teacher licensure/recertification, is anticipated to present a challenge to the number of graduate students pursuing degrees.
- It is imperative to expand outreach and nontraditional programs. Statewide initiatives, including the Committee on Baccalaureate Expansion (COBE) and the Adult Student Initiative, have focused attention on the need for increased access to higher education for working adults. An impediment to the growth of these programs is campus readiness to serve non-traditional students. Faculty involvement, student services, course scheduling, and the compensation structure for teaching pose problems for growth. The delivery of credit and non-credit education to adults will require more coordination and integration into the fabric of the University.

### *Plans for Addressing Challenges*

Additional initiatives underway at the Center for New Learning to serve adult non-traditional students at UW Oshkosh include the following:

- Identification of high-interest majors among adult students and creation of an alternative nontraditional version of that major;
- Expansion of cohort-based and off campus courses, combinations of courses and certificate programs delivered to targeted employee, professional or citizen groups;
- Creation and promotion of credit and noncredit educational packages designed for specific professional and career groups;
- Systematic review of policies and practices in relation to their impact on adult nontraditional students; and
- Development of processes to encourage faculty participation in programs designed to serve adult nontraditional students.
- Development and delivery of additional credit transfer agreements with

two-year institutions and degree completion programs, including the proposed Bachelor of Applied Studies.

Collaboration and partnering are reciprocal: All parties must value and benefit from the relationship if it is to continue. At UW Oshkosh, evaluation data also suggests that constituencies value the various services provided. For example, several on campus units such as the Union, library, and others have recently conducted evaluations of their services.

### Criterion 5d

*Internal and external constituencies value the services the organization provides*

- Reeve Memorial Union** – An evaluation was conducted measuring students’ opinions about services offered by the student union. The survey results are used to anticipate and respond to the needs of the University’s constituents. A major challenge is getting students to be involved on campus and to take more advantage of Reeve Union events and services. For instance, in examining usage of the union, the staff collected information that only 12% of those surveyed said they attended the Welcome Back to the 80s event held near the beginning of the second semester. Part of the problem with student’s usage of the Union is they may not be aware of all the union’s offerings. For example, students can check out free laptop computers, but half of the respondents didn’t know that. Among recent changes made were moving Blackhawk Commons meal service on the weekend to the student union. Survey results showed most people enjoyed the change. That move saved about \$40,000 in annual operating costs. Goals for future changes at Reeve include developing stronger leadership, training programs and better retail dining operations. The survey also found many students aren’t around on weekends to use the union. Students reported spending the following number of weekends per month in Oshkosh:

One weekend per month	13%
Three weekends per month	47%
Two weekends per month	18%
Four weekends per month	21%

- Polk Library** – Polk Library participated in a LibQUAL survey in Spring 2004 measuring users’ perceptions and expectations of library service quality. A total of 1,054 undergraduates, graduate students, and faculty responded to the online survey. It was found that the library rated positively in all three general categories (Affect of Service, Information Control, and Library as Place). The library also rated higher or slightly higher than the averages for all colleges and universities in the survey as did all UW System schools. Within UW System, the library’s adequacy ranking was slightly higher than the System’s overall average, highest above System average in Information Control and furthest below the system average for Library as a Place. This is the area where more effort is needed. Unfortunately, this is common for academic libraries constructed in the 1960s and 70s. The current physical environment is outdated and inflexible for effective service delivery, and has scattered collections from their logical service points. The institution is working on solving this challenge by creating a group study room and a second quiet study area; designing and building a modern, secure and enlarged area for Archives and Special Collections; reorganizing the 3rd Floor North area; repainting walls and replacing damaged ceiling tiles; creating an art gallery on First Floor North; and installing open data jacks and wireless connections throughout the library. Laptop checkout started in fall 2006.

- **Women's Center** – The Women's Center received 836 responses to 1,468 surveys sent in 2003 to staff and faculty for distribution to students. One of the findings showed that the No. 1 program idea the majority of students would attend would explore gender differences between men and women. A total of 264 students said they would be interested in taking a self-defense class. The surveys overall indicated satisfaction with the center. However, not all welcomed the center as indicated by the following comment: "I don't understand why there needs to be a Women's Center, there isn't a Male center; I want nothing to do with this."
- **Division of Continuing Education & Extension** – The Division of Continuing Education & Extension responds to the diversity of its constituents by providing workshops and training related to expressed need. For example, professional development programs are offered for teachers to help them meet the educational needs of bilingual students, such as those of Hispanic and Hmong ethnic groups. Challenges related to programming for these audiences included the need for bilingual instructors and translators, and the need to find grant funding or other fiscal support in order to make the workshops and classes affordable.

There is ample evidence that external constituencies value the services that the University provides. For example, the Gruenhagen Conference Center was the recipient of the 2005 American Red Cross Community Partner Award. It also houses the Wisconsin Department of Corrections' training center for prison guards. During 2005 the University had an approximately \$204,000 contract with the Department of Corrections. That the state has provided its training on the UW Oshkosh campus since 1972 is an indication of its satisfaction with the arrangement.

Another indication of community support of UW Oshkosh services is the participation in upgrading the stadium and athletic fields in the Oshkosh Community Sports Complex. If the community was not supportive of these facilities and sharing them with local schools, they would not contribute to this capital campaign. To date \$3.3 million of the \$5.7 million has been raised. <http://www.uwosh.edu/foundation/>

Activity demonstrating community satisfaction with the University is found at the Living Healthy Clinic. Started over a decade ago, the clinic provides medical services to the uninsured in Winnebago County. Its mission is to serve as a model of excellence in community-oriented health care and improve primary health care for diverse populations in collaboration with community partners. Started in the basement of the Nursing/Education building on campus, it moved to larger and more modern facilities in 2005 and immediately saw a 12% increase in new patients. The clinic is supported financially by contributions from three local hospital organizations – Mercy Health Foundation, Aurora Health Care, and ThedaCare and is leased to UW Oshkosh by Aurora for \$1 per year. Clearly, residents and the health care establishment are fulfilling an important need in the community as evidenced by patient participation and financial support by critical partners. [http://www.uwosh.edu/news\\_bureau/bulletin/news/?module=displaystory&story\\_id=1340&format=html](http://www.uwosh.edu/news_bureau/bulletin/news/?module=displaystory&story_id=1340&format=html)

Constituent satisfaction can be measured by financial and in-kind contributions to the University. In 2005 nearly 6,800 individuals and corporations contributed to the UW Oshkosh Foundation. Likewise, more than 125 donors took the time to complete the paperwork to initiate \$50,500 in corporate matching gifts from 76 different companies. Another nineteen donors contributed over \$41,400 via gifts-in-kind such as a BookletMaker machine for the reading department, a pole vault and high jump pit, office furnishings, gift certificates and design ser-

vices. The University also benefited from estate planning receiving more than \$576 from bequeaths. While it would be desirable to have these figures to be higher, the institution does not have a tradition of people contributing money.

## Evaluation Core Component 5d

### *Strengths*

- Partners value current opportunities as evidenced by financial support, attendance/participation, and variety of offerings.

### *Opportunities for Improvement*

- While some non-instructional areas of campus have conducted user-satisfaction surveys, more areas need to survey their constituents.
- The University is in process of cultivating more and deeper community, student and alumni relationships to develop a culture of giving back to the University and being involved with it outside of the classroom.

### *Plans for Addressing Challenges*

The following is taken from the Advancement and Relationship Development Plan:

- Advance the University's interests by developing new and stronger relationships with external parties and stakeholders. These efforts will significantly – and demonstrably – improve the fiscal health and condition of the University of Wisconsin Oshkosh. Using new strategies and approaches, this plan will identify and focus attention on key attributes that are of high value and importance to the public that is served.
- Demonstrate that the University is listening to external voices and takes action that is responsive to that direction and advice. The University will also demonstrate improved agility and adaptability as a result of these efforts. These efforts will result in the following:
  - o Core Identity. We will reach agreement or consensus on the core message or identity for the University of Wisconsin Oshkosh.
  - o Communication. We will develop new and improved ways (and build upon the success of proven efforts) to provide information to the public about the programs and services offered by the University of Wisconsin Oshkosh.
  - o Capacity. We will develop an enhanced capacity for growth and stability by raising the level of public and private funds that are available to support and advance the mission of the University of Wisconsin Oshkosh.

### *Advancement of these three themes will occur:*

1. By completing an honest assessment of the University's character
2. By articulating an inspirational and compelling vision that outlines where we are striving to go.
3. By understanding, respecting, and ultimately building upon the University's developmental history.
4. By relying upon – and building upon – the success of past efforts and current relationships while also simultaneously reaching out to build new and mutually beneficial relationships of shared support, purpose and commitment.

*Staffing Changes*

- Utilize an FTE held open since Summer 2005 to support the University's first Executive Director of Integrated Marketing and Communications to provide leadership, direction and coordination to the University's integrated marketing program.
- Use developmental funds to support hiring a Director of Planned Giving. The person hired will work with donors to significantly improve the level of estate planning to support future efforts.

**Summary Evaluation***Strengths*

- Community and campus involvement in advisory boards is extensive. Input is sought and utilized demonstrating the power of partnerships and learning from constituents.
- Capacity is examined prior to initiating new initiatives to ensure capacity and resources to support the initiative.
- An extensive array of programs serving youth, adults, and retired people, businesses, and the health care field are offered. Programs are developed and delivered in collaboration with partners.
- Internships and other field experiences provide extensive real-life work experiences for students while also providing thousands of hours of assistance to local schools, governments, health care facilities, businesses, and non-profits.
- The University offers a multitude of cultural, educational, athletic and enrichment related opportunities to the community. Facilities are shared or made available for use by the public.
- Programming is flexible, responsive and innovative to meet community and partner needs and wants.
- A number of articulation agreements provide for seamless transitions as students move from two- to four-year programs.
- The Graduation Project seeks to encourage students who have left the University just a few credits shy of graduation to complete their degree.
- Alternative delivery formats, collaborative programs, and alternative certification programs allow instruction to be offered off-campus or in alternative formats to better meet the needs of local residents and businesses.
- Partners value current opportunities as evidenced by financial support, attendance/participation, and variety of offerings.

*Opportunities for Improvement*

- Resources are a critical concern. Continuing to serve non-traditional students is important and this coupled with the plan to develop self-supporting programs will scaffold future success in this area. More coordination and integration among credit and non-credit courses as well as revised compensation schedules and expectations as they relate to teaching loads is an expectation that will serve constituencies in ways that benefit all partners.
- Changing student and faculty profiles will require the University to continually evaluate and re-evaluate service opportunities to ensure that they meet

University and community needs. As faculty commitments shift away from the University toward the professional disciplines, interest in local/regional service activities might decline.

- Exploration of the benefits student experiences outside the classroom contribute to student learning as well as the impact faculty, staff and students have on the community is essential. More extensive study in this area will add to the University resources in positive energy. .
- Facilities need to meet the changing needs of the University and community. This includes updating facilities, regular maintenance, and building new facilities. Available space is at a premium.
- Increased funding must be secured to support service related activities. For example, the Center for Economic Education lost its half-time program assistant in the latest round of budget cuts. This now limits what the Center can accomplish. (296)
- While many students experience fieldwork in their programs, too few students report that community-based projects are part of their regular courses. Change can occur by encouraging more faculty to include real-world problems in their courses and point out that the problems are real world.
- While new programs are innovative and responsive to partners and address identified regional needs, more innovation, flexibility and timely responses are needed.
- More consistent oversight of collaborative agreements is needed.
- Graduate education numbers are tapering off. Competition from private colleges and changes in teacher licensure/recertification are anticipated to result in significantly lower numbers of graduate students pursuing degrees.
- Reduced funding impacts the sustainability of current programs as well as development of new ones.
- Reduced funding also impacts facilities in areas of availability, maintenance, and being up-to-date.
- Some areas of campus have conducted user satisfaction surveys: more areas should do so.
- The University is in process of cultivating more and deeper community, student and alumni relationships to develop a culture of giving back to the University and being involved with it outside of the classroom.

#### *Plans for Addressing Challenges*

- Key Operational Plans have been written to address the above concerns and these are mentioned in the criterion above in 5a, 5b, 5c, and 5d. Specifically, plans in the area of Academic Programs and Student Outcomes Assessment outline changing student and faculty profiles and needed actions such as meeting the needs of an increasingly non-traditional student population and faculty expectations as they relate to service vis-à-vis promotion and tenure. The Facilities Master Plan addresses facility needs while the Advancement and Development Plan discusses funding needs.
- Key Operational Plans in the areas of Enrollment Management and Student Support, Academic Programs and Student Outcomes Assessment, Budgeting and Finance, and Facilities all specify plans for addressing the above concerns. For example, to address concerns with graduate education numbers, the institution needs to develop a marketing and promotion plan

to advertise newly developed Certificate programs which are hoped to serve as feeders to the graduate degree programs (p. 16).

- The Key Operational Plan in the area Advancement and Development specifies plans developing capacity in order to raise the level of public and private funds available.
- The Facilities Master Plan includes plans to remodel Gruenhagen Conference Center, build a Welcome and Alumni Center and remodel Harrington Hall to create a Campus Outreach Center. Each of these initiatives will help make the University more welcoming to the community and alumni, as well as provide important facilities for partnering. Current students can become familiar with these facilities and learn that they are available for their use after graduation or when they wish to interact more with the community.

