



RECOMMITTING TO OUR VISION

Renewing an Academic Plan to Lead UW-Parkside toward 2020:
Aiming High and Making Excellence Inclusive
2017-2020

Be at Parkside.

UNIVERSITY OF
WISCONSIN **PARKSIDE**

Submitted by: Committee on Academic Planning

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The enclosed academic plan, approved by the Committee on Academic Planning, was presented to the Faculty Senate that approved it on October, 24, 2017. Campus administration will consider the needs of the new plan and approve as much funding as possible to support its aims during Fall 2017 and Spring 2018.

SECTION A

Background

UW-Parkside adopted its first academic plan in university history in 2012. Entitled, “An Academic Plan to Lead UW-Parkside Toward 2020: Aiming High and Making Excellence Inclusive”, it covers the nine-year period from 2012 – 2020. The plan emerged from two years of research and discussion led by provost Terry Brown and the Committee on Academic Planning (CAP), and benefited from input via seven hour-long meetings, two faculty summits, and meetings with the University Committee and several other Senate Committees. The plan was divided in three main sections: 1) Student Profile, 2) Academic Programs, and 3) Pedagogy, and a total of 24 goals were set out in the Aiming High plan.

In Summer 2016, provost Rob Ducoffe met with professor and CAP chair, Lisa Marie Barber, and various individuals and groups to collect feedback from faculty, staff, and governance leaders on the existing plan to understand how it has been used, to gain insights into how the next academic plan might build on its progenitor, and to seek feedback on a planning process that participants would consider effective. Feedback meetings were held with the Committee on Academic Planning Chair, Deans, University Committee Chair, Provost Leadership Group, Chancellor’s Cabinet, and members of Academic and University Staff.

The following Insights emerged from these conversations.

- Many goals in the current plan remain important and relevant. The next plan ought therefore to build on the existing plan.
- Outcomes of the current plan have not been assessed. Such an assessment will assist in deciding what to do next.
- The Aiming High plan, is not a “work plan”. It does not specify measurable goals, actions to achieve them, nor funding and other resources required.
- There are too many goals. The next plan needs to focus on a small number of goals that we collectively believe are the most important at the current time.

With this context and in consultation with the Committee on Academic Planning, a process to update the Aiming High plan was developed. First, to better understand outcomes that have been achieved in response to the Aiming High plan, a summary of progress made on the goals in the current plan was prepared and is included in Appendix A. Second, the progress report and a brief survey was distributed in Fall 2016 asking faculty, staff, and students to select and rank the five goals individuals believe are most important in the Aiming High plan. We expected these data would help us judge how to narrow the number of goals to focus on between now and 2020. The survey is included in Appendix B. The Office of Institutional Research compiled survey results (see Appendix C) that were summarized and shared with the campus before the end of the Fall 2016 semester. This summary is included below. One-hundred ninety-five students, faculty, and staff completed the survey.

TABLE 1
 ACADEMIC PLAN SURVEY RESULTS: FALL 2016
 Top Five Academic Plan Goal Rankings by Constituent Group (n=195)

Students (n=56)

1. Increase flexibility in scheduling and delivery of classes
2. Build career knowledge and planning into curricula
3. Increase retention and graduation rates
4. Increase career relevance of programs
5. Strengthen campus community

Faculty (n=42)

1. Increase enrollment
2. Increase retention and graduation rates
3. Strengthen teacher/ scholar model for faculty
4. Increase student success through strengthening high-impact pedagogical practices
5. Provide support for teaching improvement
5. Combined/Revised goal: Change with the Students/Student Support

Instructional Academic Staff (n=22)

1. Increase flexibility in scheduling and delivery of classes
2. Provide support for teaching improvement
3. Increase retention and graduation rates
4. Increase career relevance of programs
5. Increase student success through strengthening high-impact pedagogical practices

Non-Instructional Academic Staff (n=43)

1. Increase retention and graduation rates
2. Increase enrollment
3. Improve ability to serve adults, veterans, international, and graduate students
4. Build career knowledge and planning into curricula
5. Increase student success through strengthening high-impact pedagogical practices

University Staff (n=25)

1. Increase retention and graduation rates
 2. Increase enrollment
 3. Improve ability to serve adults, veterans, international, and graduate students
 4. Increase student success through strengthening high-impact pedagogical practices
 5. Strengthen campus community
5. Respond to demands for professions and occupations in the region

Other (n=7)

1. Improve ability to serve adults, veterans, international, and graduate students
2. Increase enrollment
2. Increase student success through strengthening high-impact pedagogical practices
4. Increase retention and graduation rates
5. Build career knowledge and planning into curricula

TABLE 2
 ACADEMIC PLAN SURVEY RESULTS: FALL 2016
 Academic Plan Goals Identified by Constituent Groups (n=195)

	A Top-Five Goal of:
Increase retention and graduation rates (“Student Success”)	Students, Faculty, A Staff, NIA Staff, University Staff, Other
Increase student success through strengthening high-impact pedagogical practices (“High-Impact Practices”)	Faculty, IA Staff, NIA Staff, University Staff, Other
Increase enrollment	Faculty, NIA Staff, University Staff, Other
Build career knowledge and planning into curricula/Increase career relevance of programs (“Curriculum Relevance”)	Students, IA Staff, NIA Staff, Other
Improve ability to serve adults, veterans, international, and graduate students (“Diverse students”)	NIA Staff, University Staff, Other
Increase flexibility in scheduling and delivery of classes (“Scheduling and Program Delivery”)	Students, IA Staff
Strengthen campus community (“Campus Community”)	Students, University Staff
Provide support for teaching improvement (“Teaching Improvement”)	Faculty, IA Staff
Strengthen teacher/scholar model for faculty (“Teacher/Scholar Model”)	Faculty
Combined/Revised goal: Change with the Students/Student Support (“Change with Students”)	Faculty
Respond to demands for professions and occupations in the region (“Occupation Demand”)	University Staff

The CAP and provost reviewed outcomes of the survey and, using these data, the Academic Plan status report, and their collective judgments, propose the focused set of goals in Section B.

After this, teams of colleagues and students interested in individual goals developed work plans and proposed budgets included in Section C. Our thanks are due to colleagues who participated in the following groups.

STUDENT SUCCESS STEERING COMMITTEE

Chair: DeAnn Possehl
Members: Christopher Hudspeth
Megan Del Frate
Damian Evans
Gwen Jones
Lisa Kornetsky
Tammy McGuckin
Helen Rosenberg
John Standard
Natalia Taft
Gary Wood

ENROLLMENT TEAM

Chairs: Tammy McGuckin and Troy Moldenhauer
Members: Lisa Giampaolo
Peggy James
Kristina Klemens
Crista Kruse
Bryan Lewis
Kim Sekas
Lesley Walker

CURRICULUM RELEVANCE/CAP TEAM

Chair: Lisa Marie Barber
Members: Lori Allen
Jose Palao Andres
Jennifer Callas
Laine Philippa
Oliver Johnson
Debra Karp
Dennis Kaufman
Bryan Lewis
Sandy Moats
Lesley Walker
Gary Wood

CAMPUS COMMUNITY TEAM

Chairs: Dirk Baldwin and Gary Wood
Members: Lisa Marie Barber
Sheronda Glass
Susan Lincke
Eric Ludwig
Heather Miles
Cathy Mossman
Emmanuel Otu
John Skalbeck
Joy Wolf

SECTION B

Recommendations on a Consolidated Set of Goals

Of the 24 goals in the 2012 – 2020 Academic Plan, 11 were considered by at least one of the six constituent groups surveyed as among the top five in terms of their importance. These goals converge in meaningful ways into four consolidated goals as indicated on the next page.

These four consolidated goals – Student Success, Increase Enrollment, Curriculum Relevance, and Campus Community -- align nicely with UW-Parkside's 2014 – 2018 Strategic Plan that emphasizes similar constructs:

1. Becoming a premier regional university that transforms lives through high-quality, **career-relevant academic and co-curricular programs**, state-of-the-art facilities, and **high impact practices**
2. Achieving **sustainable growth** by supporting students, prioritizing programs, and **maximizing human resource potential, fostering a diverse, inclusive, and positive work environment**, and encouraging innovation
3. Advancing economic growth through community engagement and partnerships that address educational needs in Southeastern Wisconsin, **better serve adults returning to college, active members of the military, veterans, international and graduate students that include clear paths to degree completion, a high level of flexibility**, and innovative use of technology.

This section describes the importance of each of the proposed consolidated goals and provides a rationale for the groupings. The chart on the next page presents the goals in the initial Academic Plan, those ranked among the “top five” by at least one constituent group in the 2016 survey, and the four broad consolidated goals proposed for the 2017 – 2020 plan.

ACADEMIC PLAN GOALS: 2012-2020

- Increase retention and graduation rates
- Increase enrollment
- Improve our ability to serve adults, veterans, international, and graduate students
- Prepare for changes in the student population
- Promote continuous in development of Communication, Reasoned Judgment, and Social and Personal Responsibility
- Integrate writing or communication across the curriculum
- Define what Information and Communication Technology proficiency means and revise curricula
- Increase inclusivity and diversity in faculty, staff, and administration
- Expand inclusivity and diversity of curriculum and pedagogy
- Internationalize curriculum
- Build career knowledge and planning into curricula
- Respond to demands for professions and occupations in the region
- Increase career relevance of programs
- Add new master's programs
- Strengthen teacher/scholar model for faculty
- Strengthen campus community
- Assess the curriculum
- Increase student success through experiential learning
- Support teaching improvement
- Support improved course design and appropriate class sizes
- Increase flexibility in scheduling and delivery of classes
- Broaden and intensify the use of innovative teaching technologies
- Provide a variety of physical learning environments with sufficient infrastructure and professional support
- Improve pedagogical practices and technologies through assessment processes

Consolidated Goals for 2017-2020 Academic Plan

CONSOLIDATION PROCESS

ACADEMIC PLAN GOALS RANKED AMONG THE TOP FIVE BY AT LEAST ONE CONSTITUENT GROUP (2016)

- Increase retention and graduation rates
- Increase enrollment
- Increase student success through strengthening high-impact pedagogical practices
- Build career knowledge and planning into curricula/Increase career relevance of programs
- Improve ability to serve adults, veterans, international, and graduate students
- Increase flexibility in scheduling and delivery of classes
- Strengthen campus community
- Provide support for teaching improvement
- Strengthen teacher/scholar model for faculty
- Combined/Revised goal: Change with the Students/Student Support
- Respond to demands for professions and occupations in the region



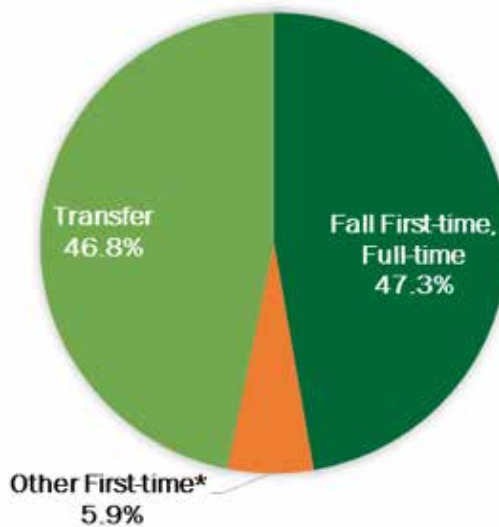
CONSOLIDATED ACADEMIC PLAN GOALS (2017-2020)

- Student Success (Increase retention and graduation rates)
 - Increase student success through strengthening high-impact pedagogical practices
 - Improve ability to serve adults, veterans, international, and graduate students
 - Increase flexibility in scheduling and delivery of classes
 - Combined/Revised goal: Change with the Students/Student Support
- Increase Enrollment
- Curriculum Relevance
 - Respond to demands for professions and occupations in the region
- Campus Community
 - Provide support for teaching improvement
 - Strengthen teacher/scholar model for faculty

1. STUDENT SUCCESS

“Increase retention and graduation rates” was the only goal included in the top five ranking of every constituent group surveyed; faculty, instructional academic staff, non-instructional academic staff, university staff, students, and the “other” (senior administrators) group. This reflects consensus at UW-Parkside that this is our most important aim. This consensus in support of increasing student success is the result of the efforts of campus leaders and colleagues in recent years and is critical to building on progress that has already been made. Since retention and graduation rates are typically applied to first-time, full-time freshmen and these students represent only about half our students at UW-Parkside (leaving out transfers, the largest of the excluded groups), we recommend using more general language for this goal, e.g., “student success”. (Note: “Other First-time” in the chart denote students who started part-time or in another semester.)

2012-13 TO 2016-17 GRADUATES BY ORIGINAL ENTRY STATUS



Increasing the rates at which students persist through graduation aligns with the opening words in the university’s vision statement: “The University of Wisconsin-Parkside is a dynamic learning community grounded in academic excellence and ***focused on student success...***” (https://www.uwp.edu/explore/aboutuwp/mission_vision.cfm)

There is evidence across our colleges of extraordinary student learning at UW-Parkside: Close to 90-percent acceptance rates into health science professional programs; student-developed award-winning software applications adopted by regional organizations; compelling performances in theater and music; and high levels of student engagement and voting in presidential elections; all attest to transformational learning and the work of faculty and staff.

Alongside these outcomes, however, and using the most recent preliminary data, about three-in-ten Parkside students discontinue their studies by their second year and half graduate within six years either from UW-Parkside or another institution. Put differently, about as many students who come to UW-Parkside fail as succeed in completing the degree programs they begin.

We recognize the positive economic impacts of completing a university education. From Adam Smith's writing on human capital,ⁱⁱ Nobel laureate Gary Becker's research showing that those who are highly educated and skilled almost always earn more than others,ⁱⁱⁱ and from experiences in our own lives and communities, this is evident. For example, a recent study by the Brookings Institution reports that someone born into a family in the lowest fifth of earners who graduates from college has a 19 percent chance of joining the highest fifth of earners in adulthood and a 62 percent chance of joining the middle class or better.^{iv} Beyond earning more, college graduates enjoy rich non-monetary benefits including the tendency to be more open-minded, cultured, and rational and to pass on these traits to subsequent generations.^v Research also documents a positive relationship between completing a higher education and good health for oneself and one's children.^{vi}

UW-Parkside's first "Pillar of Excellence" is to "become a premier university that transforms lives." Together, the benefits of completing a university education represent the compelling promise of transformation that we offer. Giving deserving students, many from families with parents who themselves did not attend college, access to a high-quality university education is the core of our mission. But access without completion is an unfulfilled commitment. We believe that the faculty and staff want, collectively, to address student success as the preeminent goal in the Academic Plan.

At a state level, the University of Wisconsin System has committed itself to student success via its new strategic plan, "2020 FWD",^{vii} to producing more university graduates to compete in a 21st century economy and to build the quality of life to which we aspire.

In sum, the individual and collective benefits of improved higher education outcomes are broadly substantiated.

There is a growing literature, and an increasing number of best practices in the student success area that are permitting universities around the nation to make substantial progress on improving retention and graduation rates. In the Fall 2016 semester, teams of administrators and faculty from UW-Parkside visited three universities that have made major gains; Georgia State, California State University Long Beach, and Cleveland State. Associations like the American Association of State Colleges and Universities (AASCU) and the National Association of System Heads (NASH) offer conferences and workshops to support student success efforts. Some members also attended an annual convening of Complete College America, a non-profit that advocates adoption of five strategies: math pathways, co-requisite remediation, 15-to-finish, structured schedules, and guided pathways.^{viii}

Of the 11 Academic Plan goals that emerged among the "top five" for our constituent groups, three others besides "increase retention and graduation rates" converge on

this overall goal as they can be understood as “student success” strategies. These goals are:

- Increase student success through strengthening high-impact pedagogical practices
- Improve ability to serve adults, veterans, international, and graduate students
- Increase flexibility in scheduling and delivery of classes

HIGH-IMPACT PRACTICES

The key insight from George Kuh’s influential scholarship is that the more time and energy students devote to their university experience, e.g., student engagement, the more likely they are to obtain the desired outcomes of an undergraduate education,^{ix} first among them, persistence and degree completion. The Association of American Colleges and Universities, through its LEAP (Liberal Education and America’s Promise) initiative, emphasizes the critical role that high-impact practices play in strengthening student engagement. High-impact practices include first-year experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, community-based learning, internships, and capstone courses and projects. These practices “have been widely tested and have been shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning”.^x

UW Parkside has a significant track record demonstrating its commitment to high-impact practices. A few examples of recent accomplishments in this area documented in the Academic Plan Status Report in Appendix A include:

- 1207 students participated in a CBL course in FY 2015-16 (a 9% increase over FY 2014-15) including 400 students on 99 community projects through the Ralph Jaeschke Solutions for Economic Growth (SEG) Center
- CAH placed 32 students from the Communication Department in internships in 2015-16
- CSSPS placed 42 students in internships in 2015-16 (excluding student teacher placements)
- CBEC launched the App Factory; employed 20 students who contributed to approximately nine projects; and provided mobile coding experience for over 50 students who worked on App Factory projects
- 73 students studied abroad in 2015/2016
- URAP supports up to 32 students each year

These recent examples focus on community-based learning, undergraduate research, collaborative assignments and projects, and internships. There are certainly opportunities to develop initiatives in other high-impact practice areas as well as strengthen efforts in areas where we already have significant levels of activity.

Five of the six constituent groups surveyed, the second highest number and all except students, indicated “increasing student success through strengthening high impact pedagogical practices” was one of their top five Academic Plan goals. Students may be unfamiliar with the “high impact” designation which may have accounted for why

they gave this goal less emphasis. On the other hand, they emphasized two highly related Academic Plan goals: “Build career knowledge and planning into curricula”, and “Increase career relevance of programs”. These are widely understood as high-impact, engagement-building strategies from students’ points of view.

ABILITY TO SERVE DIVERSE STUDENTS

This goal involves serving our diverse student body, “improve ability to serve adults, veterans, international, and graduate students”, and overlaps significantly with the broader aim of promoting student success. International and graduate student groups are quite small segments of Parkside’s student body, and persist and graduate at higher rates.

Adult students (> 25 years old), sometimes referred to as “non-traditional”, make up a bit less than one-in-four UW-Parkside students. Their numbers decreased by 21.1 percent from Fall 2011 – 2016, a greater rate than the headcount decline in the overall student body of 14.3 percent (from 2010-2015) as indicated in the Academic Plan Status Report in Appendix A.

Adult students persist and graduate at lower rates than traditional-aged students. For example, the first-to-second year retention rate for adult students who entered in Summer or Fall ’15 was 54.5 percent. In recent years, we’ve lost about four-in-ten adult students by their second year. With low 1st-to-2nd year retention rates, graduation rates for adult students are low as well.

In 2015, to better understand how adult students experience UW-Parkside, 218 students completed the Adult Learning Inventory to measure their perceptions. Generally, UW-Parkside adult students were more critical of their experiences here than students from other adult-serving universities that have participated in similar studies. The largest challenges were reported in areas including: assisting adult students academically and via student support systems to enhance their learning; insufficient course offerings; course delivery methods that (do not) fit with their work and life; and not receiving credit for learning derived from prior work and life experience.

The 2016 CAEL (Council for Adult and Experiential Learning) report on these studies recommended that the University strengthen how it serves adults in four areas: 1) Adult-friendly programs and modalities, 2) structure/coaching, 3) student academic plans, sequencing, course scheduling, and 4) prior learning assessment.

A number of initiatives identified in the Academic Plan Status Report have been undertaken and are at formative stages. There is significant room for improving how we serve adults and, in the process, helping more of them to persist and graduate aligning with the general goal for our overall student population.

Besides helping more adult students to graduate, demographic trends in the U.S. show that enrollment in postsecondary institutions of 18 to 24 year olds is projected to increase 10 percent between 2010 and 2021; for 25 to 34 year olds, it is projected to increase 20 percent between 2010 and 2021; and among those who are 35 years and older, is projected to increase 25 percent between 2010 and 2021.^{xi} These trends

suggest that there may be greater opportunity for enrollment growth among the faster-growing, non-traditional, lifelong learners.

This Academic Plan goal was considered among the top five by three of the six constituent groups; non-instructional academic staff, university staff, and the other (senior administrators) group.

SCHEDULING AND PROGRAM DELIVERY

“Increase flexibility in scheduling and delivery of classes”, was considered the most important priority for students who completed the Academic Plan survey of goals. As noted above, it was also a significant challenge as reported by part-time students at UW-Parkside in the 2015 study using the Adult Learning Inventory. Of five survey items that survey respondents indicated were the **biggest** challenges for UW-Parkside, three of them relate to scheduling and flexibility:

- Sufficient course offerings within my program of study are available each term.
- My program allows me to pace my studies to fit my life and work schedules.
- I am able to choose course delivery that fits my life circumstances.

Given these data, and retention rates indicating that almost one-in-two part-time students discontinue their studies by the second year, scheduling appears quite likely to be a significant retention and graduation rate issue. Internal conversations suggest that we currently serve part-time students who take classes during the day and work evening or over-night shifts. We ought to seek answers to the following questions:

- Which of our undergraduate majors can be completed in a reasonable amount of time by students attending part-time, e.g., only in the evening or via online delivery?
- Which majors that cannot currently be completed in the evenings or via online delivery, wish to create such opportunities and have sufficient faculty and staff resources to make this possible.
- To what extent can General Education requirements be completed in the evenings or online?

If the university is to market its offerings to adult learners, additional clarity on which programs can be reasonably completed by part-time students in the evenings or online is essential. The university must then commit to schedules that ensure students studying in the evenings or online can obtain the classes they need to progress toward their degrees.

COMBINED/REVISED GOAL: CHANGE WITH THE STUDENTS/STUDENT SUPPORT

The Academic Plan Goals survey listed the 24 goals in the current plan and gave respondents the opportunity to create new goals by writing them or merging two or more existing goals. A number of respondents created a merged “Change with Students/Student Support” goal from the following two goals:

- 1.3 Improve ability to serve adults, veterans, international, and graduate students

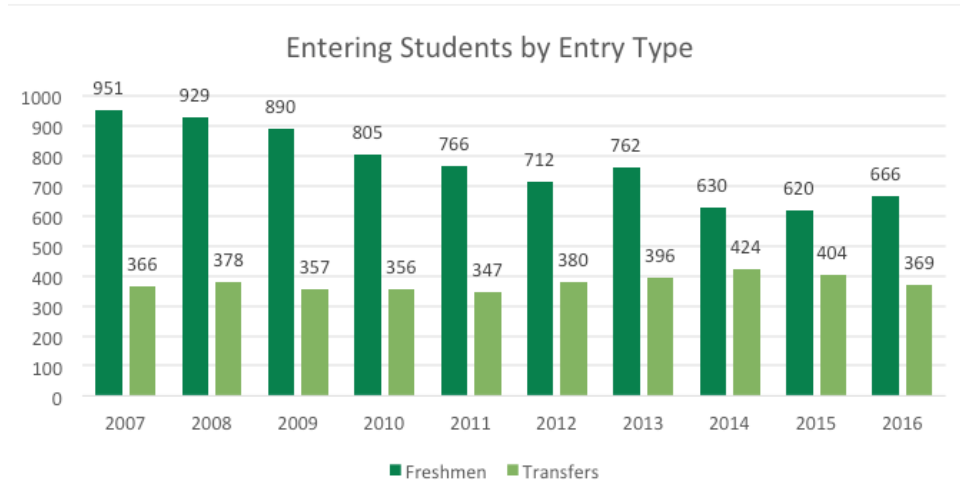
1.4 Prepare for anticipated changes in student population

Seven people ranked it as their number one goal (35 points), and three ranked it as their number three goal (9 points). The resulting total was high enough to place it among 10 other goals that were ranked as among the top five by at least one constituent group.

“Improve ability to serve adults, veterans, international, and graduate students” is already included as the “Diverse Students” goal above. “Prepare for anticipated changes in student population” is typically understood to refer to the trend toward growth in the number of students of color, particularly Hispanic students, and the importance of serving their needs. The “Diverse Students” label accommodates this meaning as well.

2. INCREASE ENROLLMENT

As indicated in the Academic Plan Status Report in Appendix A, headcount enrollment at UW-Parkside decreased from 5,007 to 4,443 from Fall 2006 to Fall 2016, a decline of 11.3 percent. Full-time-equivalent (FTE) student enrollment from 2006-2015 declined 7.7% to 3,631. The chart below displays freshman and transfer trends in recent years with most of the declines attributable to smaller freshman classes.



Impacting enrollments negatively, though in itself a positive trend in recent years, are the larger numbers of students who are graduating from UW-Parkside as indicated in the table below.

GRADUATES BY ACADEMIC YEAR AND LEVEL

Academic Year	Bachelor's	Master's	Total
2006-07	593	28	621
2007-08	656	36	692
2008-09	632	32	664
2009-10	585	32	617
2010-11	692	37	729
2011-12	683	37	720
2012-13	671	45	716
2013-14	614	34	648
2014-15	690	51	741
2015-16	680	40	720

Separately, state budget cuts to the UW System have led to decreases in base budget funding at UW-Parkside totaling over \$7 million since the 2010 fiscal year. As the state has withdrawn support, the proportion of the cost of an undergraduate education it covers has decreased from 45 to 31 percent over the past decade.^{xii} As this trend continues, UW-Parkside, and most public universities across the nation, become increasingly dependent on tuition and fee revenue from the students we enroll.

These concurrent trends, growing dependence on tuition and fees, decreasing enrollments, and decreased state funding have put significant pressure on managing UW-Parkside's financial affairs. The university has reacted skillfully through establishment of a Budget Team comprised of campus leaders that meet biweekly to monitor and respond as required to the university's budgetary environment. Of course, difficult cost-saving decisions were made including reducing the overall number of full-time faculty and staff by 12 percent from 517 to 453 from 2011 to 2015.

Amidst these institutional challenges, the need for educated workers remains robust. The UW System's strategic framework, 2020 FWD, links the vision to "reinvigorate our economy and enhance the quality of life for all of our citizens"^{xiii} with the need to produce "a more highly educated population...which is especially important considering the state's economic challenges and demographic trend of fewer working-age adults in Wisconsin."^{xiv} The link between the needs of our economy and a university education is further illustrated by the statistic in the 2020 FWD framework from "America's Divided Recovery", a 2016 report from the Center on Education and the Workforce at Georgetown University indicating that 11.5 million out of 11.6 million jobs created in the recovery from the Great Recession have gone to workers with at least some postsecondary education.^{xv}

The faculty and staff appreciate this growth imperative. From the state's need for a more educated workforce, to the university's need to strengthen itself financially, to our individual and collective desire to positively impact the lives of as many students as possible, UW-Parkside needs to grow its enrollment. Evidence from the survey of Academic Plan goals is clear. Four of the six constituent groups surveyed; faculty, non-instructional academic staff, university staff, and senior administrators consider increasing enrollment as one of the top five goals in the Academic Plan.

There is encouraging recent evidence that collective efforts to strengthen programs, our reputation in the regions we serve, our engagement in the community, and ramped up recruiting and admissions efforts are yielding positive outcomes. In Fall 2016, new student enrollments were up seven percent over the previous fall. Fall 2017, saw an additional new student enrollment increase of five percent over the previous year.

3. CURRICULUM RELEVANCE

There is alignment among students and other campus constituent groups, with leaders of the state and the UW System, that building career knowledge and career planning into our curricula and increasing career relevance are among the most important goals of a higher education. The survey of Academic Plan goals indicates that four of the six constituent groups placed the merged goals, “Build career knowledge and planning into curricula/Increase career relevance of programs” into their top five; students, instructional staff, non-instructional staff, and the other (senior administrators) group.

The 2020 FWD strategic framework and budget request highlights the essential nature of post-graduate career outcomes to Wisconsin’s future. “Based on the changing workforce and areas of economic growth, unless the state can increase the number of returning adults and first generation students who receive higher education degrees and are connected to businesses in areas of state need, the economy will be unable to grow.”^{xvi}

This reminds us that our students attend college to prepare themselves for careers and the State supports public higher education as a part of its economic development efforts, attitudes that are prevalent across the U.S. For example, the 2015 annual survey of U.S. freshman conducted by the Higher Education Research Institute, shows that 60.1% of students indicate “obtaining a good job” as a “very important” consideration in selecting a college, representing an all-time high for this item in the 50 years the survey has been conducted.^{xvii}

We acknowledge the difference here between “instrumental” aims of a higher education and the traditional view that is rooted in our liberal arts mission. Chan explains:

“Historically, institutions of higher education exist to educate students for lives of public service, to advance knowledge through research, and to develop leaders for various areas of the public service. Today’s universities, however, are required to prepare graduates with the knowledge, skills, and ethical responsibility to meet the future workforce needs of society and to participate fully in the new global economy.”^{xviii}

The classic purposes of an undergraduate higher education tend towards “ideal life- and society-changing consequences,”^{xix} and these values may account for why faculty place somewhat less importance than other constituent groups on “workforce development” goals in the Academic Plan survey.

UW-Parkside balances these two essential learning aims through its mission to offer “high-quality academic programs rooted in the tradition of a liberal education in the arts, sciences and professions, (and) responsive to the occupational, civic and cultural needs of the region.”^{xx} The data from the Academic Plan goals survey asks us to teach our students more about the ways our disciplines connect to careers and how students can better prepare for them.

Given the challenges our students face today, such attitudes are not surprising. For

generations in the U.S., it was assumed children would fare better economically than their parents and this cultivated a sense of optimism about the future. While economic conditions in the U.S. afford its citizens, including our students, greater wealth than most people around the world, the average U.S. household is faring less well economically since the beginning of the 21st century having experienced decreases in household income, two severe recessions, and trends like globalization, the decline of unions, and job-replacing technologies that combine to challenge the economic prospects of our today's college graduates.^{xxi}

The faculty and staff at UW-Parkside have made considerable efforts to respond by strengthening career-focused opportunities in curricular and co-curricular areas. Some of the activities and outcomes documented in the Academic Plan Status Report in Appendix A include:

- Assessment of student attitudes toward community-based learning experiences indicating that;
 - 42 percent (in 2014-2015) agreed or strongly agreed with the statement, “The community project in this course assisted me in clarifying my career plans”
 - 37.5% of students (in 2014-2015) agreed or strongly agreed with the statement, “This community project helped me gain professional contacts for future employment”
 - 1207 students participated in a CBL course in 2015-16 (a 9% increase over 2014-15)
 - the SEG Center engaged 400 students in 99 client projects
 - the App Factory employs 20 students that work on about nine projects annually over 50 students have worked on part of an App Factory project
 - 32 students completed internships from the Communication Department
 - between May 2011 and September 2016, 201 faculty attended professional development training for CBL
- the College of Social Sciences and Professional Studies is studying internship practices to establish baseline information on current practices and learning outcomes as input to strengthening and expanding these activities
- the College of Social Sciences and Professional Studies established the Center for Professional Studies to further experiential learning
- the College of Business, Economics, and Computing created a business experience course for sophomores
- the Communication and Art departments developed courses that address career opportunities and pathways; a similar course is under development for Liberal Studies
- Art offers a required junior-level “Professional Practice” course. At the senior level, several career-focused learning goals are bolstered in Design Studio, Critique Seminar, and Senior Studio Seminar
- a Career Readiness Grant (2014-2015) provided funds to support 45 students’ real-world experiences in their fields of study which enhanced their professional opportunities after graduation
- IPED students engage in clinical experiences in area schools, ranging from 20 – 120 hours per semester; during Fall 2016, students were placed in 32 schools, with 107 teachers, and served 5110 clinical hours
- There has been a progressive increase in student and/or employer engagement in career development programming and resources.

Internship Fair

- 2014-2015 – 102 students | 20 Employers
- 2015-2016 – 215 students | 36 Employers
- 2016-2017 – 245 students | 40 Employers

Career Fair

- 2013-2014 – 166 students | 65 Employers
- 2014-2015 – 210 students | 60 Employers
- 2015-2016 – 236 students | 55 Employers

Tabling Events / Employer Info Sessions

- 2014-2015 – 20
- 2015-2016 – 24

Positions on RangerTrak

- 2013-2014 – 1661
- 2014-2015 – 3110
- 2015-2016 – 3273

Career outcomes data that are tracked by UW-Parkside via surveys of alumni one year after graduation indicate, for example, that:

- 85 percent of alumni held full-time positions, were continuing on full-time in school, or had their own business;
- 48 percent of respondents reported that experiential-learning activities at Parkside prepared them “well” or “very well” for their current positions;
- 56 percent of respondents indicated that their programs of study prepared them “well” or “very well” for their current positions;
- 76 percent reported that they use skills learned at Parkside in their current positions; and
- 54 percent reported that the availability of experiential learning opportunities in their major or program of study were “good” or “excellent”.

In summary, the efforts of faculty and staff are significant, and the career outcomes of graduates are generally favorable. The Academic Plan survey data demonstrates that expectations for career-related instruction and planning are nevertheless high among students, several internal constituent groups, and state leadership. We are asked to do more.

OCCUPATION DEMAND

Significant recent efforts respond to demands for professions and occupations in Southeastern Wisconsin through development of new programs and other curricular initiatives and revising and updating others. A full listing is included in the Academic Plan Status Report in Appendix A. A Talent and Economic Development Committee, an Adult Outreach Team, a Regional Marketing Team, and periodic employer roundtables were established to better understand and respond to employer needs in the region.

Six new master’s programs have either been launched, approved by the Board of Regents, or are under development in areas including sport management, health and wellness management, clinical mental health, physician assistant, public health, and

professional studies. All respond to the need to produce individuals with specialized training for leadership roles in growing sectors of the economy. An online MBA program is slated to launch in late Spring or Summer 2018.

At the undergraduate level, a new online degree completion program in business was launched in Fall 2016. An online degree completion program in Sociology begins in Fall 2017 and an online degree completion program in Liberal Studies will start in Spring 2018. These programs, collectively, will better serve the degree completion needs of adult students.

New B.A. programs in teacher education include early childhood education, secondary education, and a B.S. in cross categorical special education, all designed to meet the demand for teachers in Southwestern Wisconsin.

A number of associate degree programs have been created to serve students interested in a two-year credential or an en-route degree as they work toward earning a bachelor's diploma. Associates degrees have been created in laboratory science, physics, financial economics, pharmacy, professional studies, liberal studies and leadership, and military and security studies.

There are also a range of new certificates to meet the growing needs of traditional and non-traditional students to develop and certify their expertise in via short programs in various functional specialties. New certificates have been developed in project management, sales, neuroscience, green chemistry, mobile development, retail management, and ethics.

New majors, concentrations, or minors have been started in industrial chemistry, health psychology, and public health.

Beyond new programs, considerable efforts to respond to occupational demand have yielded new career-focused opportunities in curricular and co-curricular areas like those listed above and documented in the Academic Plan Status Report in Appendix A.

Together, these curricular initiatives represent substantial efforts to develop programs that the faculty and staff at UW-Parkside believe respond to workforce needs in our region. While curricular innovation will no doubt continue, given the large number of new programs and the resources each will require to grow and flourish, it is likely that efforts to support the development of these new programs will need to be the focus during the 2017-2020 period of this Academic Plan.

4. CAMPUS COMMUNITY

The consolidated goals recommended to this point refer to aims for better serving our students or growing enrollments. We rely, of course, on the faculty and staff to accomplish these aims. It is no surprise, therefore, that the nature of the environment, e.g., the campus community, was considered a top five academic goal by students and university staff who responded to the survey. Separately, faculty emphasized two activities (goals) that relate specifically to teaching and scholarship, their focal activities within the campus community.

In recent years, the University of Wisconsin System, and the UW-Parkside community, have been buffeted by a turbulent environment of aggressive legislative initiatives, increasing expectations, and declines in funding.

Wisconsin ranks below the national average in both higher education attainment and annual per capita income.^{xxiii} As education attainment affects earnings, it is understood as critical to future productivity and prosperity of the state. This relationship is robust. For example, a study of real gross domestic product per capita across 261 metropolitan areas in the U.S. between 1990 and 2010 found 70 percent of the variation is explained by educational attainment.^{xxiv} This is why the UW System 2020 FWD strategic framework emphasizes the need for more college graduates.

Rising expectations have been accompanied by decreased support. Per-student funding for the University of Wisconsin's colleges and universities is 25% below 2008 levels.^{xxv} At UW-Parkside, budget challenges necessitated increases in faculty and staff teaching loads, decreases in the number of faculty and staff positions, and wages that have failed to keep pace with cost-of-living increases. Comparative compensation data within the UW System's comprehensive campuses indicate that UW-Parkside salaries trail the averages by 8.5 percent for faculty, 15.6 percent for instructional academic staff, 8.4 percent for non-instructional academic staff, 7 percent for university staff, and 8.6 percent for limited appointments.^{xxvi}

Beyond funding, weakening of public employee unions and changes to faculty tenure protections tug at the fabric of the campus community.

Any academic plan must, and this one does, link support for members of the campus community to the attainment of strategic priorities. This is necessary to ensure progress is achieved and sustainable.

In spite of the challenges described above, the campus has shown resilience. The community-building actions documented in Appendix A include the following:

- UW-Parkside senior leadership serves as a Budget Team that meets biweekly to monitor university budget conditions, bring multiple perspectives to budget issues, and make timely decisions
- The campus has maintained its commitment to shared governance between faculty and administration regarding academic issues, and student decision-making authority to allocate their own segregated fees through the student governance process
- The university supports a high-quality faculty and staff through hiring practices, performance evaluation, and professional development and is committed to maintaining this quality in spite of recent budgetary challenges
- Small recent compensation increases were implemented for most faculty (equity and merit) and staff (equity) in the midst of continuing challenging budgets, state cuts, and negative changes in benefits and retirement contributions
- The four-colleges have generated significant innovative energies expressed through creation of many new curricular and co-curricular initiatives
- Greater budgetary authority was given to Academic Affairs, Deans, and Directors to manage their units to incentivize growth and manage expenditures wisely (including using savings to bolster salaries). Faculty lines now belong to the

colleges and do not automatically go back to a central pool. Colleges and departments are able to keep most of the revenue produced through revenue-generating programs

- Opportunities were sought to enhance efficiencies in administration through salary savings and promoting colleagues within the campus
- The campus continues to celebrate the successes achieved by students and colleagues via Convocations, Commencements, and student and athletic annual achievement awards
- Departmental mergers have strengthened selected departmental groupings while saving money (Philosophy and Political Science; Mathematics and Physics)

The renewed Academic Plan should identify ways to strengthen the competitiveness of faculty and staff salaries and support changes to teaching, scholarship, academic programming, and student services that will be necessary to achieve the plan's goals.

TEACHING IMPROVEMENT

UW-Parkside's vision is to become a "premier comprehensive public institution" that prioritizes "academic excellence" through a commitment to "student success."^{xxvii} Excellent teaching is fundamental to this pursuit and is supported through our mission of fostering "a teaching and learning community that provides opportunities for collaborative faculty, student, and staff interaction in support of excellence".^{xxviii}

Both faculty and instructional academic staff, the individuals who perform the teaching function, considered "provide support for teaching improvement" as a top five academic plan goal.

Efforts to support teaching improvement include the following from the Academic Plan Status Report in Appendix A:

- The T&L Center offers programs including: Brown Bags, Workshops, Mini-conferences, New Faculty Orientation Series, Faculty Learning Communities (2014-15), Reading Groups, Tenure Preparation, Classroom Assessment
- Two questions on the annual program survey for the T&L Center asks participants about the impact of the Center's events or services on one's classroom practice. The average responses on a 6-pt. scale (6 = Strongly Agree and 1 = Strongly Disagree) are as follows:
 - Please rate the following statement: The experience(s) gained from attending the session(s) positively impacted my classroom practice. Average score 2012-13 through 2015-16 is 5.06, n=66
 - The experience(s) gained from the service(s) provided positively impacted my classroom practice. Average score 2012-13 through 2015-16 academic years is 5.16, n=70
- Statewide Programs offered include: OPID Spring Conference/President's Summit, Faculty College, Wisconsin Teaching Fellows and Scholars program
- The Committee on Teaching and Learning developed an online course evaluation form with a core set of standardized questions in the areas of Course, Instructor, and Student with a focus on student learning. A grant funded investigation of the reliability, validity, and editing of the instrument was unanimously passed the by the Academic Policy Committee on April 7, 2016.

TEACHER/SCHOLAR MODEL

The characteristic that distinguishes the university from other educational settings is the scholarship of the faculty. The research faculty undertake, the intellectual capital they build and share with students and others, is the basis for the adjective “higher” in the label higher education. The quality and quantity of the research faculty publish establish institutional reputations and relationships within the academy. Bolstering the collective research output of faculty will help ensure UW-Parkside is able to recruit competitively in the coming years and retain quality faculty. Recent increases in the teaching responsibilities of faculty and instructional academic staff at UW-Parkside have cut into the time that was previously available for scholarship and creative activities.

Research-active faculty also create high-impact learning opportunities for students to participate with their professors on research projects. High-impact practices are discussed earlier in this document in connection with teaching strategies that build engagement and student success. Here we note the alignment between support for faculty scholarship and the opportunities this creates to engage additional students in the research enterprise.

Campus initiatives and updates on scholarship and creative activities are included in the Academic Plan Status Report in Appendix A and include:

- The Research Administration and Grants Office provides pre-award and post-award support to faculty and staff. The director of research administration position is vacant and plans to fill remain unclear
- Since 2007, the total in sponsored programs and research is \$27,679,906, roughly \$2.7 million annually
- The Committee on Research and Creative Activity (CRCA), establishes criteria and procedures for allocating institutional funds for research and creative activity in consultation with the administration
- The Faculty and Academic Staff Professional Opportunities Fund (FASPOF) supports faculty and academic staff professional development by supporting research activities
- The four colleges separately offer limited and varying support to help defray costs for research and creativity activities for faculty
- The Institutional Review Board provides institutional review for the protection of human participants in research projects
- The UW System stages the UW System Symposium on Research and Creative Activity which gives undergraduates opportunities to present their scholarly work in conjunction with faculty researchers
- UW-Parkside recognizes the research accomplishments of faculty and staff annually via the Community Engaged Learning and Research Award and the Excellence in Research and Creative Activity Award

SECTION C

Work Plans and Budgets

1. INITIATIVES TO INCREASE STUDENT SUCCESS

STUDENT SUCCESS GOALS

UW-Parkside has committed to achieving the following institutional student success goals by 2025:

1. Achieve and maintain a first-time, full-time six-year graduation rate of 50 percent
2. Eliminate the gap in six-year graduation rates for underrepresented students
3. Achieve four-year graduation rate among full-time transfer students of 60 percent

CONTRIBUTING STUDENT SUCCESS INDICATORS

To achieve these goals, the Student Success Steering Committee (SSSC) identified contributing student success indicators. Benchmarks will be established for each of the indicators listed below:

- Number of students who complete 30 credits by the end of their first year
- Number of students who complete a college level math course within their first year
- Number of students who declare a major by the end of 30 credits
- DFW rates in strategic gateway courses
- Time to degree
- Credit accumulation
- Student satisfaction
- Student sense of belonging and connectedness

GUIDING PRINCIPLES FOR STUDENT SUCCESS

In addition to recognizing the need to identify and implement strategies at scale to achieve Parkside's student success goals, the SSSC identified six principles to guide identification of institutional student success strategies. The Committee agreed that student success strategies should:

- Address issues of university readiness
- Provide equitable access to support resources and experiences critical to a student's success
- Ensure information is readily available, so that students can make informed choices and advocate for themselves
- Create a sense of belonging, connectedness and purpose for students
- Acknowledge the negative impact of financial instability on student success
- Minimize institutional hurdles that impede student success

PROPOSED STUDENT SUCCESS STRATEGIES

Over the past academic year, the SSSC visited other institutions that have made substantial progress on student retention and graduation, participated in student success professional conferences and webinars, and completed a thorough analysis of potential student success strategies. Based on that work, the committee is recommending the implementation of the following key student success strategies:

MATH PATHWAYS AND CO-REQUISITE REMEDIATION

Develop math pathways that align the skills and knowledge necessary for success in students' chosen programs of study and ensure that students complete a college level math course in the first year by developing co-requisite remediation for Math 102 and 103.

Estimated initial cost - \$78,812 (over three years)

15-TO-FINISH

Advise all full-time students to enroll in 15 credits each semester or craft a 30 credits in a year plan that includes Winterim and/or Summer enrollment.

Estimated initial cost - \$30,000 (over three years)

INTEGRATED ACADEMIC SUPPORT MODEL PLANNING

Utilize a Kaizen process for continuous improvement to develop an integrated academic support model that aligns resources to provide better support for key gateway courses and increases student, faculty and staff engagement with academic support resources.

Estimated Cost - \$7,350

META MAJORS

Require all new freshman students to choose a meta major that is intentionally structured to help students chose a program of study within their first year, complete 15 credits per semester and program appropriate math, English and general education courses that apply to more than one program aligned with the meta major.

Estimated Cost - \$6,000

EMERGENCY GRANT PROGRAM

Provide micro grants and/or loans to students to help cover modest financial shortfalls impacting students' ability to pay tuition and fees to prevent them from stopping or dropping out in their third or fourth year of college.

Estimated Cost - \$100,000 (over three years)

COMMON ADVISING EXPERIENCE FOR ALL STUDENTS

Develop a common set of expectations for advisors and a common understanding of the responsibilities of students to increase student satisfaction with advising and help students move successfully through their academic programs.

Estimated cost - \$7,000

STEREOTYPE INTERVENTION AND BELONGING INTERVENTION

implement a belonging intervention as a part of new student orientation and a stereotype intervention in a common freshman course. Stereotype intervention and belonging Intervention are built from the growth mindset framework and are designed to help college students understand that the challenges they will face are: common, improvable, not permanent, and not an indication of future belonging or potential.

Estimated cost - \$10,000

STRUCTURED, STUDENT-FOCUSED SCHEDULING

Utilize a Kaizen process to create a more structured approach to scheduling that addresses scheduling conflicts that negatively impact time to degree, and explores the use of a block scheduling approach in the implementation of meta majors for new freshman.

Estimated cost - \$18,250

NEW FACULTY COLLEGE

This recommendation's budget is included in the Campus Community section and involves developing a new faculty professional development program designed to provide faculty with the skills and support needed to be effective teachers and advisors.

Estimated cost - \$140,454 (over three years)

IDENTIFY AND IMPLEMENT TECHNOLOGY NECESSARY TO SUPPORT STUDENT SUCCESS

Develop a student success technology plan that identifies technology necessary to better support student success. The Committee on Academic Planning, in its motion approving the Academic Plan, specifically called for implementation of scheduling software to improve this semester-by-semester process. Such packages often incorporate catalogue-development capabilities as well. Other software that has been considered but not implemented include the PeopleSoft Advising module and a data analytics package to support the advising process.

Estimated cost - \$300,000

The SSSC also recognized the potential impact of dual enrollment programs, experiential learning and summer bridge programs on student success and strongly supports efforts in these areas. These were not, however, included in our recommendations because the committee expects they will be included as part of the work of one of the other academic plan subcommittees and/or work is already underway in these areas.

2. INITIATIVES TO INCREASE ENROLLMENT

The Enrollment Team proposes four strategies to increase enrollment:

- Attract first-time, full-time Hispanic/Latino students by seeking to earn designation as a Hispanic Serving Institution (HSI),
- Grow part-time enrollment via the Parkside Access to College Credit dual-credit program;
- Create an integrated, one-stop center for adult students; and
- Implement a text messaging platform to increase matriculation rates for Fall 2017 entering new freshmen and transfer classes and beyond.

BECOME A HISPANIC SERVING INSTITUTION (HSI)

It is recommended that Parkside appoint an action team to develop a long-term plan to increase enrollment of Hispanic/Latino students in order to earn a Hispanic Service Institution (HSI) designation. This designation requires 25 percent Latino/Hispanic enrollment. Parkside is currently at the “Emerging HSI” level (14.7%) and this action team would be charged with developing tactics that, when implemented, will propel us forward toward reaching this goal.

There are a number of benefits to earning this designation including membership and government advocacy by the Hispanic Association of Colleges and Universities. HSI’s have access to significant government grants that support Hispanic/Latino students, conferences that facilitate networking and best-practice sharing among member institutions, and internships, scholarships, and conferences for students. The designation, once earned, would further strengthen UW-Parkside’s ability to attract and retain Hispanic/Latino students. Increasing the number of underrepresented students who enroll and earn degrees are also priorities in the UW System 2020FWD strategic framework.

We note here that implementation of these plans must not undermine appropriate emphasis on recruiting, retaining, and graduating African American and other underrepresented minority students.

BUDGET REQUIREMENTS:

- | | |
|--|---------------|
| • Bilingual marketing materials | \$ 5,000/year |
| • Outreach and recruitment events (e.g. Yo Soy; Descubre Parkside) | \$10,000/year |
| • Community outreach specialist (salary w/o benefits) | \$42,000/year |

OTHER TACTICS:

- Formation of Hispanic Alumni Group
- Encourage units to include “bilingual proficiency in English and Spanish preferred” to new position descriptions for non-teaching, unclassified, and classified staff

PARKSIDE ACCESS TO COLLEGE CREDIT (PACC) PROGRAM

It is recommended that Parkside continue development and expansion of the concurrent enrollment program known as “Parkside Access to College Credit” (PACC). This program allows eligible high school students to take UW-Parkside courses while enrolled concurrently in high school. The program will increase the number of part-time

student credit hours at Parkside, and may increase awareness and positive attitudes toward UW-Parkside among high-school students that may lead to increases in degree-program enrollments. Increasing high school student options for taking college courses is also a priority in the UW System 2020FWD strategic framework.

PACC is currently implemented in a class in Racine Unified School District. There is potential to expand into Kenosha Unified School District and West of the I. There is also opportunity to expand PACC in Milwaukee Public Schools where concurrent enrollment options are not currently available. A focus on Southern Milwaukee, which serves a growing Hispanic population, would create synergies with the recommendation to pursue HIS designation.

BUDGET REQUIREMENTS:

- Marketing and admissions outreach \$5,000/year
- LTE for researching MPS opportunities \$8,000

INTEGRATED, ONE-STOP CENTER FOR ADULTS

The creation of an adult learner, one-stop-shop will increase recruitment yields and retention of adult students. Improving adult student services through a more coordinated, campus-wide student services office (with organizational connections within each of the colleges), was recommended both by the CAEL consultant report of 2012 as well as a 2017 report by a consultant from the University Professional and Continuing Education Association (UPCEA).

We need to make adult learners feel valued and comfortable, offer an attractive program array assisted by technology to increase convenience, and personnel focused on the needs of adult learners.

BUDGET REQUIREMENTS:

- Build out office and lounge space in Wyllie TBD
- Student Services Specialist salary w/o fringe benefits \$50,000/year

TEXTING PLATFORM

It is recommended that a texting platform be deployed as part of the admissions process. Market research shows that 46 percent of Americans actively prefer to talk to nobody and 73 percent of college-bound seniors want text messaging. With our current model, phone calls and e-mails are used in the communication plan. A text messaging platform will more effectively deliver UW-Parkside marketing and enrollment messaging via higher open rates.

Recent examples would include the A&H Call-A-Thon. Of the 98 attempted phone calls, only 16 students and four parents were reached. In addition, admissions counselors and campus ambassadors make phone calls and send e-mails every weekday with very low answers and/or return rates.

BUDGET REQUIREMENTS:

- System subscription \$20,000/year
- Ability to track communications through our CRM and follow data analytics

3. INITIATIVES TO INCREASE CURRICULUM RELEVANCE

The Curriculum Relevance Team included members of the Committee on Academic Planning and other colleagues who joined in the effort to identify ways to strengthen “curriculum relevance” toward career outcomes. Three broad strategies are recommended:

- Intentional and explicit links made through embedded coursework;
- High Impact Practices with workload accommodations; and
- Assessment practices which include analysis and commentary on the link between curricula and careers.

EMBEDDED COURSEWORK

We recommend that departments or colleges create/pilot required seminar courses (preferably at the freshman, sophomore, or junior levels) and/or embed career readiness into coursework. This would allow students to:

- Learn specific and diverse career pathways; how to leverage individual degrees toward various careers and opportunities; and how to strategically and professionally apply for jobs;
- Be introduced to potential internships, CBL courses, certificate programs, employers, and successful alumni who could share their journeys during class sessions; and
- Engage in reflection assignments that facilitate development of clearer connections between coursework and life/career goals.

FUNDING NEEDS

- Sending faculty to training conferences like “National Organization of 1st and 2nd year Seminars.” (\$1,700 - \$3,000 per attendee) and/or inviting an expert (internal or external to campus) to do training on site (fee/honoraria: \$1,500 - \$5,000)
- Giving reassigned time for faculty to develop courses, create/sustain strong relationships with area employers/organizations, and alumni
- Providing adjunct funding to cover the instructors’ regularly offered courses from the item above (or have departments consider restructuring their majors where the proposed seminar could replace a previous requirement.) (If adjuncts are needed, \$2,900 - _____ x number of adjuncts needed per college = _____ .)

HIGH IMPACT PRACTICES

We encourage bolstering high-impact practices (HIP) including internships, undergraduate research, study abroad, and international and national student exchange programs. To do this, additional support for community-based learning, professional development of faculty and staff, and smaller class sizes when necessary will facilitate growth of HIPs.

Per the above, it is recommended that:

- The UW-Parkside Student Handbook include more thorough information about HIP’s and their link to students’ lives and career goals;
- At least once during the HIP activity, students and instructors formally identify how

the HIP can be translated into resumes, interviews, and career goals; and

- Each college appoint one or more Faculty/Instructors as “Community Liaison and Internship Coordinators”. These individuals would:
 - Create and sustain relationships with community employers/organizations relevant to learning outcomes of specific colleges;
 - Serve on relevant community boards;
 - Attend “Employer Roundtables” and other outreach events as college representatives;
 - Relay information from employers to colleges on training and skills that might be embedded in coursework;
 - Maintain regular contact with the dean, the Advising and Career Center, and the CBL office to coordinate and identify opportunities for students;
 - Promote UW-Parkside’s academic programs while messaging about the value of a four-year liberal arts degree.

FUNDING NEEDS

- Community Liaison and Internship Coordinators

Recruit faculty members from selected departments or programs to develop internship opportunities for their majors. (Stipend and reassigned time for faculty/ Instructor of 3 or more credits)

- Faculty liaison stipends, \$400/faculty per semester x 2 – 3 faculty per college x 4 colleges x 2 semesters = \$6,400 – \$9,600
- Adjuncts to cover liaison reassigned time, \$2,900 - _____ per class x 2-3 faculty per college x 4 colleges x 2 semesters = _____.
- Reimbursement of expenses related to business meals, transit, tickets to community boards’ fundraising events, and other related expenses. (Set to a fixed stipend not to exceed _____ per academic year.)
- Embed internships and CBL into faculty/instructors’ workload so they can be attended to adequately and fairly. (Note: This is separate from the role of “Liaison” since that is a specific position; this is an embedded curricular activity.)
 - Count Internships (494s) ”in-load” for workload purposes. Either hire adjuncts to cover courses once offered by 494 instructors to avoid overload, or pay an overload rate for faculty overseeing internships.
- OR** Create a course within the major to house internships (not a 494) that would be counted “in load” for a faculty member. This wouldn’t require reassigned time or overload but would require restructuring of a program and its requirements.
- OR** Each college could determine how many internship credits would be equitable to an “in load” 3-credit class. The credits could be banked until “reassignment time” is earned. When it is earned, and assuming a course in the instructor’s regular course-load still needs to be offered, then an adjunct would be hired. Adjunct semester rate: \$2,900 - _____ x number of adjuncts needed per college = _____ (The assumption is that funding for this would come from central administration and not each college’s regular allocated budget per the official “Budget Allocation Model.”)

AND For CBL courses, allow small class sizes and fieldtrips when/if needed.

ASSESSMENT OF PROGRAMS TO ENSURE CAREER RELEVANCE.

We recommend:

- That periodic -- every seven years -- required program reviews be continued and that consideration be given to whether the current template be revised to include curriculum relevance as part of the rubric (while balancing the our desire to keep program reviews unnecessarily cumbersome);
- Faculty/Instructor “Externships” where each college selects an externship “emissary” who experiences and observes operations and decision making in a target employer over a period of 6-8 weeks, for 4-8 hours per week. Upon completion, knowledge gained would be used to assess, inform, and modify relevant program content.
- Development of an internal database and subscription to an external database where students and instructors/staff can easily contribute to, borrow from, and track students’ curricular progress and career outcomes. Testimonials and data from alumni and employers could also be contained here.

FUNDS NEEDED

- Faculty Emissary

Summer stipends, 4 faculty x 4 colleges = \$5,000 x 4 = \$20,000; and, associated travel and other S&E expenses (mileage & meals) = 4 faculty x \$1,250 = \$5,000. Total cost = \$25,000 for 4 faculty or \$50,000 for 8 faculty (or whatever number of faculty at \$6,250 per faculty emissary)

POSITION DESCRIPTION: FACULTY CONTENT OBSERVER/EMISSARY TO A LOCAL ORGANIZATION OR FIRM

Purpose: Observe and experience first-hand the operations and decision-making of an organization or firm and the skills and abilities needed by that organization or firm to function. Provide expertise or advice to the organization or firm that would advance the objective of the organization or firm. The faculty content emissary would determine if or how well the department’s major(s) program learning goals align with the operations or functioning of the organization of firm.

Each college recruits one faculty to serve as a content observer/emissary and solicits the participation of a local organization or firm. The faculty emissary would spend four to eight hours per week for six to eight weeks during the summer at the organization or firm (on-site). The faculty emissary records observations and contributes to the organization’s or firm’s mission as appropriate and reports their findings and insights back to the department and college at the beginning of the fall semester. The department then discusses the faculty emissary’s report and considers whether any changes to the curriculum or program learning goals.

Budget: faculty emissary summer stipends, 4 faculty x 4 colleges = \$5,000 x 4 = \$20,000; and, associated travel and other S&E expenses (mileage & meals) = 4 faculty x \$1,250 = \$5,000. Total cost = \$25,000 for 4 faculty or \$50,000 for 8 faculty (or whatever number of faculty at \$6,250 per faculty emissary).

- Development of Internal Graduate Position/Employment Database:

Purpose: Determine the type of positions UWP graduates accept from one to five years after graduation and the skills and knowledge that they use to perform the responsibilities and tasks associated with those positions. In other words, assess whether a department's or program's graduates are using and building upon the knowledge and skills that they learned in their major.

Two departments or programs from each college conduct a survey of their graduates from the past five (or more) years to determine their employers, positions descriptions and job responsibilities and duties, compensation (salary and benefits), and other information or data that can indicate the connection between the professional or career pathways of the graduates and the program learning goals of the department's major(s).

The development of the survey and database would be managed by a faculty member with the assistance of the department's academic assistant and Institutional Research (IR). The faculty manager would receive a stipend of \$600, \$800, or \$1000 depending upon the number of graduates in the department or program over the past five years. IR staff would administer the survey using Qualtrics, collect the raw data, and provide it to the faculty manager for analysis and interpretation.

Funding needs include: faculty stipends, 2 faculty members x 4 colleges x \$800 = \$6,400; IR support (student LTE); \$2,000. Total costs = \$8,400 (or ranges from \$5,800 to \$10,000).

- Extend subscription to EMSI (or a similar external database) and train more campus employees on how to use it. EMSI provides data about what skills are needed in the regional workforce, and thus, helps colleges and departments target students and curriculum toward such needs.

Funding needs include covering cost of a 5-year subscription; and providing a stipend or reassigned time to those delivering training to selected faculty, staff, and administration (if such not included in the subscription.) Cost would be variable and dependent on how intensive the training would need to be.

4. INITIATIVES TO STRENGTHEN CAMPUS COMMUNITY

The general purpose of the campus community goal is to create and support an environment where people work together to contribute to the mission of the university and the goals set forth in the Academic and Strategic plans. This goal aligns with a construct in the 2014-2018 strategic plan:

Achieving sustainable growth by supporting students, prioritizing programs, and maximizing human resource potential, fostering a diverse, inclusive, and positive work environment, and encouraging innovation

Three particular "campus community" areas were identified in the "Recommitting to our Vision" document:

1. Support for Teaching
2. Support for Teacher/Scholar Model
3. Improving campus climate, including compensation

The campus community team discussed and developed sub-goals and actions in each of these areas.

SUPPORT FOR TEACHING

Multiple environmental factors impact the university's quest to achieve its teaching mission which emphasizes "high-quality educational programs". These factors include increasing the teaching load from 21 to 24 credits per year with little opportunity for research reassign time, changes in student expectations, and changes in technology. The team was particularly concerned with providing support to faculty and lecturers given the increased teaching workload. The team considered both teaching effectiveness and efficiency. Teaching effectiveness refers to improved student performance and the quality of the learning experience. Teaching efficiency is measured as the work effort (e.g., time) devoted to teaching per faculty member and instructional academic staff (IAS).

DIRECT MEASURES of teaching effectiveness include:

- Improved DFW rates
- Improved performance related to program learning goals

INDIRECT MEASURES of teaching effectiveness and efficiency include:

- Improved student survey results related to teaching. The team briefly discussed measuring three aspects of satisfaction: learning goal content (Did the program/course help improve your ability and knowledge within a subject?), inspiration (Did the program/course inspire the student to learn more?), connectedness (Did the program/course help the student network with the community and profession?).
- Faculty perception of teaching effort. This could be measured as perceived hours devoted to teaching per faculty/staff.

The actions were divided into two broad categories: Direct support for teaching activity and professional development.

DIRECT SUPPORT FOR TEACHING ACTIVITY: Given the teaching load and emphasis on SCH/FTE, the team recommends that the university devote additional resources to class support.

GOAL: Provide additional support to faculty and IAS in order to increase teaching effectiveness and efficiency.

The following actions are suggested:

- Provide additional funds for undergraduate or graduate student assistants. These assistants would help with lab support and grading. Assistants could also be a part of supplemental instruction. Assuming 20 faculty per college would like a student assistant (80 total faculty) and \$3000 per year for assistants, the total cost of this initiative is \$240,000 annually. This program could be piloted decreasing the cost in the early years.
- Allow reassignment time for IAS to facilitate collaboration with faculty members in support of particular classes and projects. For example, IAS and faculty could work together on labs, time intensive grading, and discussions. Total annual cost of this program is estimated at \$60,000 (20 IAS sections reassigned per year at \$3000/course).

- Hire additional teaching assistants via an online teaching service. The total cost of this program is yet to be determined.
- Provide additional software to assist teaching and grading. Example software includes Turnitin. Turnitin provides feedback on writing and originality. Instructional software also exists that provides feedback on presentations and spreadsheet models. The total cost of Turnitin is estimated at \$8500 per year. Other software is likely similarly priced.
- Improve the physical design of the classrooms to support modern teaching. This includes providing enhanced media devices and room layouts that support teamwork and other forms of active learning. The first step of this initiative is to develop a classroom modernization plan that includes a budget. The estimated preliminary cost is between \$20,000 and \$100,000 per classroom.

PROFESSIONAL DEVELOPMENT

In addition to direct support, faculty and staff (IAS and non-teaching staff) must stay abreast of leading teaching techniques and high impact practices. Support through the teaching and learning center should be enhanced.

OVERALL GOAL: Improve participation in programs related to effective teaching techniques and high impact practices.

SUB-GOALS INCLUDE:

- Teach and prepare faculty and IAS to adopt innovative and student-centered pedagogies in their instruction
- Train faculty and IAS in strategies to assess and evaluate their own teaching
- Encourage faculty and IAS to build interdisciplinary relationships and collaborative communities focused on improving teaching
- Promote Innovations in Learning and encourage faculty and IAS through their departments to utilize available curriculum development and instructional design expertise
- Continue to build a culture of teaching excellence through faculty and IAS recognition
- The following actions are suggested:
- Implement faculty/IAS liaisons with the Teaching and Learning/Instructional Design staff. Liaisons will work with the staff, attend Teaching and Learning Center (TLC) TLC meetings/workshops, and communicate learned information to the colleges and academic departments. Course reassign time or some type of merit should be provided to reward liaisons for their time. Estimated cost is 20 departments x \$3000/liaison is \$60,000.
- Implement a Faculty and Staff College, an integrated professional development program designed to provide faculty with the skills and support needed to be effective teachers and advisors. Estimated cost is \$150,000 (over three years) and includes:
 - A summer teaching institute during the month of May exploring topics other than those explored in the online and CBL faculty workshops.
 - Increase the time available for teaching/learning discussion during the new faculty/staff orientations.
 - Provide opportunities to form organic faculty/IAS learning communities to discuss various teaching and learning issues.

- Continue to provide faculty/IAS workshops throughout the year. The focus of the workshops should be on how to save time and use software tools. Workshops involving discipline specific instruction should also be developed with the assistance of faculty/IAS liaisons.
- Conduct a needs analysis to determine topics that faculty/IAS would like to explore.

SUPPORT FOR TEACHER/SCHOLAR MODEL

Research and creative activity is vital to a liberal arts/comprehensive university. These activities distinguish learning in a university environment from other institutions (K-12 and technical colleges). Changes in the teaching load and increased attention to teaching productivity metrics requires that UW-Parkside examine, update, and reemphasize its research/creative activity (i.e., scholarly) mission.

GOAL: UW-Parkside must provide processes, guidance, and support that results in a vibrant portfolio of research/creative activity that enhances the mission of the university.

METRICS:

- Impact metrics, to be determined, related to the university mission. Could include number of scholarly articles related to strategic areas, for example.
- Number and amount of grant funding

ACTIONS:

- Engage in dialogs leading to an agreement on the scholarly mission of the university. The dialog should include areas of impact that serve to advance the university's mission. For example, scholarship related to teaching or relevant to the local community could be emphasized. Metrics should be developed to determine progress toward the scholarly mission.
- Update policies, hiring practices, and support that help achieve the scholarly mission of the university. For example, scholarship related to teaching that involves independent studies and undergraduate research symposiums could be highly valued. Position descriptions could be updated to reflect different types and levels of scholarship (e.g., professors of practice, professors of theory). A portfolio of positions, rather than one model for faculty/IAS could better achieve the research mission.
- Develop clear, workable teaching equivalency, overload, and compensation policies that serve to achieve both the teaching efficiency metrics and the scholarly mission of the university. Develop compensation plans and processes related to new hires, equity increases, cost-of-living increases, merit increases, and overload teaching in the 9-month contract period that are compatible with the budget, stabilize turnover, and provide incentives to perform activities consistent with the mission. The prospect of increasing compensation is important to developing a culture that has an optimistic view of the future. Overload policies during fall, winterim, and spring need to be examined in order to offer classes that meet the university's curriculum and scheduling goals.
- Analyze and improve the internal processes for receiving research funding (e.g.,

CRCA and FASPOF). The current process require employees to apply for funding from multiple sources. Provide clear processes on support for grant funding.

- Develop a regular research/creative activity seminar series that will serve to emphasize the role of scholarship.
- Create summer research grants as part of a series of activities that demonstrate that research and creative activity are valued. Estimated allocation is \$50,000/year.

INVIGORATING CAMPUS COMMUNITY

Budget cuts, legislative initiatives, and turnover are among the items that have challenged the morale of the campus. The university must develop and maintain a culture that continuously achieves its mission and challenges itself towards its vision. Creating the desired culture is multifaceted and includes improving communication, business processes, position descriptions, and recognition.

GOAL: Create a vibrant, collaborative, diverse, and forward thinking culture that works to achieve the university's mission and seeks opportunities consistent with its vision.

METRICS:

- Improve satisfaction metrics as specified on campus climate surveys
- Annual faculty/staff turnover rates
- Participation at department, college, and governance meetings
- Percent of faculty and staff participating in service activities as identified in AIM and employee evaluations

ACTIONS:

- Improve internal campus communication related to all aspects of business processes and campus life. Create a campus intranet that supports this communication (possibly through SharePoint). The refocus of the campus website to external audiences and the increased usage of email has made communication and information finding difficult. Communication needs to support college, department, office, and interdepartmental communication. This process may require hiring an administrator for the intranet with an estimated annual cost of \$80,000.
- Update position descriptions of employees to reflect current duties and new duties that help achieve the mission of the university. Design positions with opportunities for advancement. Update annual review process so that employees are evaluated and rewarded in light of the position description.
- Develop handbooks in colleges and departments that guide employees to policies, interpretation of policies, processes, and best practices that help employees do their jobs well.

Although the above activities are divided into three categories, the categories are interrelated. Improved teaching efficiency allows more time for scholarly activities, for example. The costs associated with the activities are estimates. In some cases, costs can be reduced through other incentives, volunteers, and reducing the scale of the activity. Effort in these areas will hopefully be seen as an investment in employees that will lead to improved services and the achievement of Parkside's goals.

5. ACADEMIC PLAN INITIATIVES AND BUDGET SUMMARY: 2017–2020

STUDENT SUCCESS

THREE YEAR BUDGET

Math Pathways & Co-Requisite Remediation	\$78,812
15-to-Finish	\$30,000
Integrated Academic Support Model Planning	\$7,350
Meta Majors	\$6,000
Emergency Grant Program	\$100,000
Common Advising Experience	\$7,000
Stereotype & Belonging Intervention	\$10,000
Structured, Student-Focused Scheduling	\$18,250
Technology to Support Student Success	\$300,000
STUDENT SUCCESS THREE-YEAR TOTAL	\$557,412

ENROLLMENT

Designation as Hispanic Serving Institution (HSI)	\$171,000
Parkside Access to College Credit dual-credit program	\$39,000
One-stop center for adult students	\$150,000
Text messaging platform	\$60,000 (implemented)
ENROLLMENT THREE-YEAR TOTAL	\$420,000

CURRICULUM RELEVANCE

Embedded coursework	\$96,000
High-impact practices and workload accommodations	\$142,800
Faculty/instructor “emissaries” (externships)	\$75,000
Development of graduate and career outcomes database	\$25,200
Subscription to EMSI	\$52,500 (implemented)
CURRICULUM RELEVANCE THREE-YEAR TOTAL	\$391,500

CAMPUS COMMUNITY

Research and teaching assistants	\$720,000
Reassign time for IAS to collaborate with faculty	\$180,000
Software (Turnitin)	\$25,500 (implemented)
Redesign of classrooms	To be determined
Faculty/IAS liaisons	\$180,000
Faculty and Staff College	\$150,000
Discussions on scholarly mission of university	No funding requested
Update policies, hiring practices, and support	No funding requested
Teaching equivalency and overload policies	To be determined
Internal research funding processes	No funding requested
Research/creative activity seminar series	To be determined
Summer research grants	\$150,000
Campus intranet	\$240,000
Position descriptions of employees; opportunities for advancement; annual review process	No funding requested
Handbooks in colleges & departments	No funding requested
CAMPUS COMMUNITY THREE-YEAR TOTAL	\$1,645,500

ACADEMIC PLAN THREE-YEAR TOTAL BUDGET **\$3,014,412**

SECTION D

Appendices

APPENDIX A

Status Report: Fall 2016

Outcomes and Activities	Goal (excerpted)
	Student Profile Goals
<ul style="list-style-type: none"> • Retention rate goal in 2013-2019 Enrollment Plan: 75% for first-time, full-time students by 2019; 74.4% by 2015 <ul style="list-style-type: none"> o 1st-to-2nd year retention rate for first-time, full-time freshmen is 70.5% for F'15 entering cohort, lower than the previous year level (74.4%) but maintaining a steady, slow increase over time. The average rate at external peer universities was 72 percent for the entering cohort in 2014 so we're close to the rate among external peers o 1st-to-2nd year retention rate for part-time students entering in F'14 is 52.6%, off the 10-year high of 59.2% for the F'13 cohort o 1st-to-2nd year retention rate for full-time transfer students entering in F'14 is 71.1%, off the 10-year high of 72.5% for the F'10 cohort o 1st-to-2nd year retention rate for part-time transfer students entering F'14 is 52.6%, below the 10-year high of 61.% for the F'12 cohort o 1st-to-2nd year retention for first-time, full-time, URM students entering F'14 is 69%, similar to the level among the overall population • Four-year graduation rate goals in 2013-2019 Enrollment Plan: 15% for first-time, full-time students by 2019; 17% for non-URM students and 9% for URM students by 2019 <ul style="list-style-type: none"> o Four-year graduation rate for first-time, full-time students entering in 2012 is 16.6%. The average four-year graduation rate at external peer universities was 17% for the entering cohort in 2011 so we're close to the rate among external peers and have exceeded the goal for first-time, full-time students o Four-year graduation rate for first-time, full-time, URM students in 2011 cohort is 6.6%, well off the level of the overall population and still short of the 2019 goal of 9% • Six-year graduation rate goal in 2013-2019 Enrollment Plan: 40% for first-time, full-time, non-URM students by 2019; 25% for URM students by 2019 <ul style="list-style-type: none"> o Six-year graduation rate for first-time, full-time students in F'10 cohort is 24.3%, the lowest it has been in 18 years o Six-year graduation rate for first-time, full-time, URM students in F'09 cohort is 26%, better than the overall population but still well off 45% goal • The Parkside Academic Collegiate Engagement (PACE) program increases student retention and persistence to graduation of first-year freshmen needing remediation through front-loading support, intrusive advising strategies, and technology-driven engagement. The PACE program has had a positive impact on increasing student retention and academic performance. 	<p>1. Increase retention and graduation rates</p>

Grant Year 1: Academic Outcomes

Spring PACE Participation	N	Mean Fall GPA	Good Standing: Fall	Mean Spring GPA	Mean 2013-14 Cum GPA	Good Standing: Spring	Enrolled Fall 2014 (6/25)
No participation	99	2.34	70.7%	2.33	2.33	65.7%	71.7%
Online/Text Only	25	2.1	60.6%	2.02	2.09	56.0%	76.0%
Face-to-face	54	2.60	81.5%	2.50	2.55	74.1%	74.1%
Not enrolled	30						
Grand Total	208						

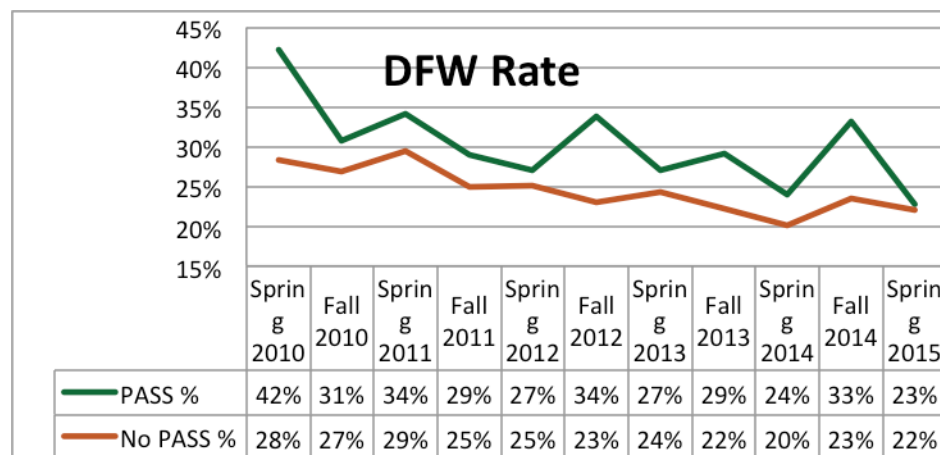
Grant Year 2: Academic Outcomes

Participation	N	Mean Fall GPA	Median GPA	GPA 2.0+	Mean Units Attempted	Mean Units Passed	Enrolled Spring 2015*
No participation	63	2.73	2.44	71.4%	10.2	806	74.6%
Online/Text Only	49	2.51	2.55	68.9%	12.4	10.9	83.7%
Face-to-face	81	2.68	2.83	83.8%	13.9	12.7	95.1%
Withdrew	6						0.0%
Grand Total	199	2.55	2.66	76.4%	12.0	10.6	82.9%

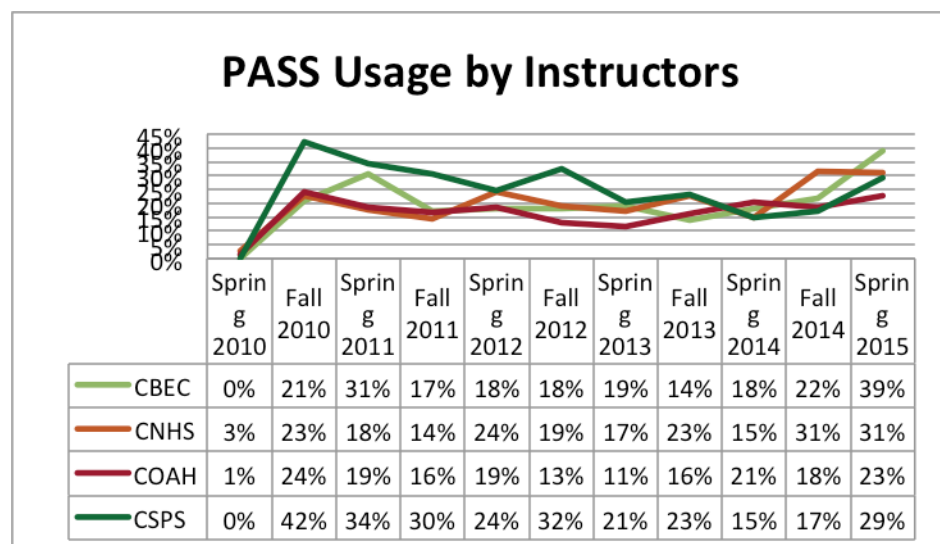
Grant Year 3: Academic Outcomes

Participation	N	Mean Fall GPA	Median GPA	GPA 2.0+	Mean Units Attempted	Mean Units Passed	Enrolled Spring 2016*
No participation	110	2.42	2.44	78.2%	13.4	11.7	85.5%
Online/Text Only	10	2.84	2.75	100%	14.9	14.1	90.0%
Face-to-face	72	2.77	2.94	86.1%	13.7	13.1	97.2%
Withdrew	22						0.0%
Grand Total	214	2.64	2.55	82.3%	13.6	12.3	80.8%

- The 2014-2015 College Success Grant improved PASS (early warning system) functionality and enhanced efforts to identify and support at-risk students. Campus usage of PASS increased, though there is still room for improvement, and allowed for targeted interventions by faculty/instructors and advisors. Faculty/instructor and advisor training and workshops increased awareness of behavioral factors that impact student success, the value of proactive, early intervention, and the correlation between supplemental instruction and academic performance.
 - Faculty/Advisor PASS Technology Training – September 9-11, 2014
 - FALL Workshop - October 3, 2014: Celebrating Faculty Classroom Success -Topics: PASS, Supplemental Instruction, and Classroom Success
 - Winterim Faculty & Advisor Professional Development –Early Interventions and the First Year Experience; January 15-16, 2015; goal to promote academic success through Supplemental Instruction and enhance student engagement through early intervention initiatives. These initiatives resulted in an increase usage of PASS and a decrease of DFW rates of freshman classes.
- DFW rates for freshman classes with PASS activity have incrementally decreased over time



- Faculty usage of PASS by College indicates an increase across the campus



- Persistence and Completion Initiatives
 - Incremental raising of ACT and GPA admissions requirements; since 2013, average ACT is 20.9 and HS GPA is 2.97
 - Integration of Math instructional academic staff with faculty after 20 years will support better synergy in curriculum and student success efforts
 - ASCK 090/ENGL 100 project
 - MATH 10, 15 and 111 proficiency model
 - Math Move-Up project
 - Freshman seminars
 - Partnership with Higher Expectations for Racine County Youth
 - The International Student Services/Study Abroad Office (ISS/SA) is an important tool for increased student retention. It promotes study abroad through fairs, luncheons, banners and personal appointments and has streamlined study abroad application procedures to make them more accessible
 - The ISSA/SA offers easy access to information and visa support to international students enabling them to legally remain enrolled at the University
 - PASS early warning feature in Solar
 - Business Experience Sophomore Level Class
 - Dashboards that makes persistence and completion information available
 - Online classes that may suit student’s work and family schedule
 - Academic Maps
 - Associate Degrees that act as milestones
 - Communication plans for non-registered students
 - Student Support Services TRIO Program grant supports summer bridge program, additional advising and mentors, structured first-year learning communities
 - Housing and Residence Life enhanced engagement and the quality of the learning environment through “Fall Conversations” and “Winterview” -- one-on-one conversations among students and resident advisors, providing campus-based employment opportunities for students, improving wireless technology in campus housing, updating housing options, providing transition and orientation programming for international students, a “residential curriculum”, as well as computer labs, study lounges, and group meeting rooms

2. Increase enrollment

- Enrollment Plan 2013-2023 goal is to grow headcount student enrollment from 4,617 to 5,619 by 2023 with 1,000 of those students living in our residence halls and at least 500 of those students participating in online academic programs
 - Fall headcount enrollment declined over 10 years by 13.2% to 4,347 in 2016. FTE student enrollment from 2006-2015 declined 7.7% to 3,631.
 - The number of revenue-generating students living in campus housing during the 2015-16 academic year was 822. The total including 21 non-revenue-generating students was 843; about 15% below capacity
 - The total number of students participating in completely online academic programs during the 2015-16 academic year was 40, well below the 500-student target. Thirty-eight percent or 2,003 students at Parkside took at least one distance education class representing 10.4% of credit hours taken.

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- From Fall 2010 - 2015 student headcount fell from 5,015 to 4,300, a decrease of 14.3%. Adult (>25 years old) students decreased from 1,315 to 1,020 from Fall 2010 - 2015, a decrease of 22.4%
 - During AY 2015, students (>25 years old) completed the Adult Learning Inventory to measure perceptions. An institutional team from across campus completed the Institutional Self-Assessment Survey
 - In spring 2016, CAEL (Council for Adult and Experiential Learning) provided a report recommending the following four areas of emphasis be the focus to strengthen adult-friendly programming: 1) Adult-friendly programs and modalities, 2) Structure/coaching, 3) Student academic plans, sequencing, course scheduling, and 4) Prior Learning Assessment
 - Progress has been made on development of adult-friendly programs through launch of online Business degree completion program in F'16. Other online programs include consortium offerings; M.S. in Sustainable Management, MS in Health and Wellness Management and MS in Sport Management, and B.S. in Health Information Management and Technology. An online BA in Liberal Studies is under development for launch in F'17 and an online MA in Professional Studies is at the letter of intent stage. Other options for consideration include an online version of the BA in Communication, the BA in Sociology, and perhaps an online version of the Criminal Justice major
 - The Advising and Career Center accepts online appointments and holds evening advising hours to better serve adult students
 - Preliminary steps have been taken to develop capabilities among several faculty in prior learning assessment. Plans evolving at early stages for necessary improvements in advising/coaching, program structure and scheduling, and establishing a physical presence and one-stop services for adult students
 - Created portfolio development course. Contracted with CAEL to provide instruction for students and to evaluate portfolios
 - Formed a veterans student support team which has created veterans-focused recruitment materials, veterans website and launched the Veterans and Military Success Center
 - The ISSA/SA delivers timely immigration documents to incoming international students. Its newly-developed website offers clear information directing international applicants through the visa and enrollment process
 - The ISSA/SA office has collaborated with the newly-established ELS English Language School to organize special events for international students
 - The ISSA/SA office offers students increased access to study abroad advising and international student support; clear institutional procedures have been put into place to improve management of study abroad process
 - Appointment of an Executive Director for International Recruitment
 - Hiring an international recruiter in admissions
 - Increased number of international partner MOU's
 - An annual adult student open house has been initiated

3. Improve our ability to serve adults, veterans, international, and graduate students

4. Prepare for changes in the student population

- UW-Parkside is the most diverse comprehensive campus in the UW System. Numerically, under-represented minority students were 18 percent of the student body in 2006 and 29 percent in 2015-16 and expected to continue to grow. Given this growth, decreases in positions that serve underrepresented students, e.g., loss of Chief Diversity Officer, Pre-College, LGBTQ Director, is a concern
- International students represent 2.3 percent of the 2015-16 student population at UW-Parkside with potential to grow considerably. Total international student enrollment in the U.S. in 2014-15 was 974,926, and increase of 10% from 2013-14 and an increase of 73% over the previous decade (<http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WAje000VDIU>)
- The university supports offices that serve our diverse student body:
 - o the Office of Diversity and Inclusion partners with individuals and offices across campus to support initiatives like ByStander Training, training for students, faculty, and staff, as well as student development regarding diversity, inclusion, and social justice both inside and outside the classroom
 - o the Office of Multicultural Student Affairs (OMSA) focuses on recruitment, retention, and graduation of underrepresented students
 - o the LGBTQ Resource Center provides a safe, inclusive, and comfortable environment on campus for LGBTQ and allied students, faculty, staff, and community
 - o the Center for Ethnic Studies (CES) an interdisciplinary program places historically marginalized groups - American Indians, African Americans, Latinos/as and Asian Americans - at the center of academic inquiry. The CES examines race and ethnic inequality and power relations in the U.S., including institutional racism and white privilege
 - o International Student Services/Study Abroad coordinates international activities
 - o the Office of Disability Services helps students with verified disabilities secure academic accommodations and support as well as helps improve student access to the programs, services, and activities offered by the university
 - o Diversity Circles engaged participants in dialogue to promote action and change and were led by trained facilitators; efforts to revive this program are underway; about 95 percent of students who take part in Diversity Circles say they increased their understanding of others' attitudes and beliefs about racism
 - o Safe Zone training for faculty, staff, and students reduces homophobia and makes the campus environment safer
 - o benefits to veterans are certified by an official in the Office of the Registrar
- The Advising and Career Center implemented:
 - o an Online web scheduler for students to make appointments with ACC Advisors in S'2015
 - o an Online Advisor Chat for general advising questions in F'2014
 - o created an online new student orientation for BUSO program in F'2016
 - o D2L to create the Virtual Student Resource Center and Virtual Advisor Resource Center
- In the Library:
 - o Changed an open academic librarian position to a bilingual academic librarian to recruit and retain Spanish-speaking students. The position is in the recruitment process

- o Purchased a language learning module for student use – English as a Second Language gets the most traffic
- o Redesigned resource access and reference and instruction functions to serve distance education and adult learners
- Designed courses for heritage speakers of Spanish
- Increased outreach to Hispanic community through K-12
 - o CSSPS Hispanic Outreach initiatives with Bradford High school and Gilmore (Cesar Chavez) and Descubre Parkside (middle schools with dual language programs), Yo Soy Parkside (Admissions), and conducted several community conversations with underrepresented students
- Implemented a pilot summer bridge program targeting underrepresented populations
- Developed a learning community for African American men
- Partnered with English Language Schools (ELS) in creating an on-campus language training institute likely to yield growth in international degree-seeking students over time
- The theatre, music, and art galleries feature performances, exhibitions, and works of actors, musicians, and artists from diverse backgrounds
- Center for International Studies will offer INTS 110 - Introduction to American Culture for international students (Spring 2017)

Academic Programs Goals

<p>5. Promote continuous improvement in development of Communication, Reasoned Judgment, and Social and Personal Responsibility</p>	<ul style="list-style-type: none"> • Former assessment activity was “course-based” with reports filed via a questionnaire template and approximately 20% of the submitted reports reviewed • Learning expectations for general education courses have now been established via “minimum expectations” (https://www.uwp.edu/learn/departments/generaleducation/minimumexpectations.cfm) modeled after the AAC&U Value Rubrics that were approved by the Senate in May 2016. Since May 2013, workshops are being offered to facilitate their implementation • Three D2L sites established to facilitate the review of general education courses, one for each distribution category, to archive syllabi and examples of student work for assessment purposes. Qualtrics survey established to capture and share information at the program level • Efforts underway to gain access to adjuncts teaching GE courses prior to the start of the term to build additional compliance with GE assessment. For 2016-2017, new adjuncts were invited to attend the orientation day for new faculty and instructional staff • GE website to evolve to help departments and students with GE course selection • Mobile APP under development that will link learning and skill development with GE courses • Conducting and managing GE assessment electronically is an aim • Approximately 80% of the students who responded to surveys in CBL courses agreed or strongly agreed with the statement, “This project helped me see how I can contribute to my community.” This statistic is consistent over many years • Approximately 70% who responded to surveys in CBL courses agreed or strongly agreed with the statement, “This community project gave me a deeper sense of commitment to future service”. This statistic is consistent over many years
<p>6. Integrate writing or communication across the curriculum</p>	<ul style="list-style-type: none"> • A process specifying that students who complete two Writing Intensive Courses, with a grade of C+ or higher will be awarded the Writing Intensive Milestone was approved by the Committee on Academic Planning and Faculty Senate in Spring, 2013 • Little additional activity

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- The Art department requires all students take at least two courses that are digital-based. Its dedicated lab serves Art and Graphic Design students via scheduled classes about 40 hours/week and students use the lab 24/7 for independent work. Other Art Department initiatives include:
 - replacing a faculty line in traditional printmaking with one that includes digital technologies
 - hiring a new painting faculty position with proficiency in digital art, including digital illustration and painting and graphic design
 - discontinuing the animation concentration, phasing out animation courses, and eliminating other digital art concentrations to streamline the curriculum
 - integrating digital fabrication into 3D Design and Sculpture courses to keep up with contemporary practices
 - encouraging students in Web and Graphic Design to work in the App Factory on various projects
 - creating the “Design Certificate” for community members and students with other majors
 - ACSK A083/A085, non-credit courses, Basic Computer Skills for College, were dropped from curriculum
 - CAH is planning a technology center, tentatively entitled: The Center for Digital Creativity and Innovation and plans to develop two certificates; one in digital modeling and digital fabrication and the other in digital media creation—storytelling, commercials, short films and so forth

7. Define what Information and Communication Technology proficiency means and revise curricula

2015 data:

- African American employees – 33/518; 6.4% (high of 7.2% in F ‘06)
- American Indians – 2/518; 0.4% (high of 0.7% in F ‘04)
- Asian Americans – 28/518; 5.4% (high of 6.4% in F ‘08)
- Hispanic/Latino – 26/518; 5.0% (high of 6.5% in F ‘10)
- The Advising and Career Center is the most inclusive and diverse unit at the University of Wisconsin Parkside with a staff that is reflective our of student population - 2014-present

8. Increase inclusivity and diversity in faculty, staff, and administration

-
- A series of Diversity Summer Institutes resulted in a nearly 80 percent increase in diversity courses, with a 40 percent increase in departmental participation
 - All undergraduates complete at least one three-credit course to familiarize them with and sensitize them to differences among diverse ethnic groups within the U.S. This requirement is managed by the Center for Ethnic Studies that also supports initiatives relating to racial/ethnic diversity, campus climate, and retention of faculty, staff and students of color
 - In F’06, 19 DV courses were offered involving 10 departments/programs; in fall 2012, 32 DV courses were available involving 14 departments/programs; increases in DV courses since 2012
 - General Education learning outcomes that align with understanding human and cultural diversity are social equality (understanding and questioning

9. Expand inclusivity and diversity of curriculum and pedagogy

social, political, economic and historical conditions that construct diversity and inequality) and global perspective (acquiring the knowledge and skills that provide an understanding of international/global issues and processes). A total of 48 percent of Gen Ed courses address one of these two outcomes

- The Centers for Ethnic Studies and International Studies, are the primary sponsors of campus-wide initiatives to evaluate and improve the quality of educational offerings related to issues of human and cultural diversity
- NSSE 2011 data indicate 67 percent of responding seniors reported that they often tried to understand someone else’s point of view, 97 percent reported that their experience contributed to their understanding of people of other racial and ethnic backgrounds, and 53 percent reported having serious conversations with students of a different race or ethnicity
- Fay Akindes led UW-Parkside in publication of essays on diversity in the (2016) volume, “Diversity in the College Classroom: Knowing Ourselves, Our Students, Our Disciplines”; 37 faculty and staff participated in the sessions from which the volume emerged and 16 contributed essays published in the volume
- Spanish is tailoring the major to heritage speakers of Spanish to better serve our growing Hispanic population; a Medical Spanish Minor has been developed
- Campus events such as WorldFest and Heritage Month provide students with social opportunities to enhance their perspectives
- Art History courses include artwork created by URM, women, and those outside the Western/European canon
- Biology developed a course as part of a WisCAMP grant entitled BIOS 207 – Research Process in Biology, to encourage URM students to pursue science via high-impact practices

10. Internationalize curriculum

- From 60% to 70% of our courses have international content ranging from 66% (course descriptions), 73% discussion or activities, 76% goals or outcomes, and 79% readings
- The ISSA/SA office works with faculty members to expand faculty-led course offerings to enable students access to safe, structurally-sound educational opportunities around the world; the number of students studying abroad increased: 46 students in 2010-2011; 69 in 2013-2014; 54 students in 2014-2015; and 73 students in 2015-2016
- CAH sent a faculty-led study abroad tours to Italy from 2014 through 2016 and plans another in 2017 and then biennially after that
- CAH has developed an Overseas Study Class during the Winterim in Guatemala intended to be offered on a continuing basis
- CNHS (joined CBEC) to lead International Summer University students (BIOS and GEOS) to Germany in the past two years
- CNHS established agreement with Ebonyi State University in Nigeria with multi-program possibilities
- GEOS faculty research collaborations in China, Taiwan, and Korea
- UW-Parkside choir performed in Kerala, India in 2015-16
- CSSPS international service learning trip to Chiapas, Mexico

- Signed new partnerships with universities in Finland, Russia, Germany and China
- CBEC offered the “Strategies of Entrepreneurship: Doing Business in the USA” course to students from Russia and France
- Working on better coordination between faculty and the International Student Office
- Creation of a Global Management minor in business
- Increased study abroad opportunities. CBEC regularly sponsors trips to Italy, Germany, and the Caribbean. CBEC occasionally goes to China and India
- CSSPS hosted 6 Colombian Professors for two weeks in an ESL/faculty program (Universidad de Manizales)

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- The Center for Continuing Education and Community Engagement facilitates community-based learning and scholarship by matching the needs of organizations to courses at UW-Parkside.
 - o 42% of students in 2014-2015 agreed or strongly agreed with the statement, “The community project in this course assisted me in clarifying my career plans.”
 - o 37.5% of students in 2014-2015 agreed or strongly agreed with the statement, “This community project helped me gain professional contacts for future employment.”
 - The College of Social Sciences and Professional Studies is conducting a study of internship practices to establish baseline information on current practices and learning outcomes as input to strengthening and expanding these activities
 - CSSPS established Center for Professional Studies to further experiential learning
 - Business created a Business Experience course for sophomores
 - Both the Communication and Art departments have developed courses that address career opportunities and pathways; a similar course is under development for LBST
 - Art offers a required junior-level “Professional Practice” course (ART 392). At the senior level, several career-focused learning goals are bolstered in Design Studio (ART 487), Critique Seminar (ART 497) and Senior Studio Seminar (ART 493). Students are encouraged to consider completing a Business Certificates since nearly all artists and graphic designers operate as business owners
 - The Career Readiness Grant (2014-2015) provided funds to support 45 students’ real-world experiences in their fields of study which enhanced their professional opportunities after graduation. Through the implementation of the grant, the Advising and Career Center increased employer partnerships, campus collaborations, and career development programming which resulted in the development of Intern Connections; 32 new employer partnerships were created and 45 new internship opportunities were secured. An Employer Resources portal was developed on our website. We gained a better understanding of our student profile and their need for early and proactive career development advising and programming. Campus collaborations continue with 39 classroom presentations and six workshops

11. Build career knowledge and planning into curricula

completed to date in Fall 2016. These efforts increased student participation, preparedness, and employer satisfaction with the October 5, 2015 Internship Fair.

- IPED students engage in clinical experiences in area schools, ranging from 20-120 hours per semester. During Fall 2016, students are placed in 32 schools, with 107 teachers, and will serve 5110 clinical hours.
- HESM 430 staged a Health and Wellness Fair that brought over 30 businesses to campus and put on 15 exercise classes open to the campus and community; HESM 370 Event Management students staged events that raised funds for scholarships
- There has been a progressive increase in student and/or employer engagement in career development programming and resources.

Internship Fair

- o 2014-2015 – 102 students | 20 Employers
- o 2015-2016 – 215 students | 36 Employers
- o 2016-2017 – 245 students | 40 Employers

Career Fair

- o 2013-2014 – 166 students | 65 Employers
- o 2014-2015 – 210 students | 60 Employers
- o 2015-2016 – 236 students | 55 Employers

Tabling Events / Employer Info Sessions

- o 2014-2015 – 20
- o 2015-2016 – 24

RangerTrak: Opportunity Board

Positions on RangerTrak

- o 2013-2014 – 1661
- o 2014-2015 – 3110
- o 2015-2016 – 3273

Student Logins on RangerTrak

- o 2013-2014 – 15, 685 (2,195 students)
- o 2014-2015 – 16,538 (2,301 students)
- o 2015-2016 – 16,264 (1,929 students)

12. Respond to demands for professions and occupations in the region

- New Academic Programs (Launched / Approved)
 - o Project Management FLEX certificate
 - o Sales FLEX Certificate
 - o Neuroscience certificate
 - o Green Chemistry certificate
 - o Chemistry concentrations vs options and new Industrial Chemistry concentration
 - o Associate of science in laboratory science
 - o Associate of science in physics
 - o Associate of science in financial economics
 - o Associate of arts in professional studies
 - o Associate of arts in liberal studies and leadership
 - o Associate of arts in military and security studies
 - o Minor in Health Psychology
 - o B.S track in Public Health within Applied Health Sciences

- o Bachelor of science in business management online degree completion
- o Engineering partnership with UW-Milwaukee
- o Partnership with UW-Milwaukee School of Freshwater Sciences in Geosciences
- o Partnership with Rosalind Franklin University of Science and Medicine for Pharmacy
- o Master of science in sport management
- o Master of science in clinical mental health counseling
- o Associate of arts online
- o Bachelor of arts in liberal studies (redesign)
- o Bachelor of arts in early childhood education
- o B.S. in Early Childhood Education, an integrated degree program between UW-Parkside and the early childhood program at Gateway Technical College
- o B.S. in Secondary Education
- o B.S. in Cross Categorical Special Education
- o Master of science in psychology
- o Master of science in health and wellness management
- o Master of Science in Computer and Information Systems (redesign)
- o Certificates in Mobile Development and Retail Management
- o Online Business Degree Completion Program
- o Ethics Certificate
- Spring 2016 Career Fair - 198 Students; 60 Employers
- Fall 2015 Internship Fair - 215 Students; 36 Employers
- IPED has created an accelerated program for the proposed Special Education Cross-Categorical license, designed for area teachers employed on emergency licenses in area schools
- IPED is engaged in year-long planning with KUSD high school personnel to create a dual enrollment program focused on teacher preparation
- Established Regional Adult Marketing Committee
- Implemented Adult Outreach Team and employer roundtables
- Created Talent and Economic Development Committee

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- Increased and improved the high impact practice of Community-Based Learning (CBL)
 - o Between May 2011 and September 2016, 201 faculty attended professional development training for CBL. This included ten short workshops (1-4 hours) and the 2016 CBL Summer Workshop held over a three week period. In addition, in the same period, 67 faculty and staff attended the Community Bus Tour and 82 attended the Nonprofit Breakfast
 - o 1207 students participated in CBL course in FY 2015-16 (a 9% increase over FY 2014-15) including 400 students in the SEG Center who participated in 99 client projects
 - o App Factory employs 20 students that work on about nine projects annually; over 50 students have worked on part of an app factory project
 - o Received funds to help develop “state-of-the art facilities” from WiSys , ATT&T grant for a makerspace, and a private donor
 - o Library outreach “Preppin’ for the Primaries”
 - o CSSPS offers successful “The Election Experience” in Fall 2016,

13. Increase career relevance of programs

- o establishes “Practical Wisdom”, a lecture series on applied ethics, and “Historians at Work”
- o Development and presentation of sustainability plan for Racine
- o Students in Psychology, Applied Health Sciences, and Biology completed 105 internships and 14,000 practice/clinical hours in 2014-2015
- o HESM students completed internship placements at 91 different locations around the country in 2014-2015 and over 28,000 hours with various sports and exercise science organizations
- o 32 students completed internships from the Communication Department, typically about 15 students have internships in any given semester. Theatre Arts high post-graduation placement rates can be attributed to the Company model that engages state-of-the-art theatrical practice and makes graduates very employable. Additionally, there are three internship with professional theaters as well as four in-house Fireside stage craft positions
- o Committed \$77,700 of one-time funds to support a three-year series of CBL summer workshops for faculty and instructional staff

14. Add new master’s programs

- CNHS launched master of science in sport management
- CNHS launched collaborative master of science in health and wellness management
- CNHS master of science in clinical mental health approved by Board of Regents
- CNHS developing action plans to launch master of science in physician assistant
- CNHS developed action plans to launch master of science in public health
- CSSPS develops intent to plan master of arts in professional studies

15. Strengthen teacher/scholar model for faculty

- Recent increases in the teaching load have put pressure on production of scholarly and creative contributions
- The Research Administration and Grants Office provides pre-award and post-award support to faculty and staff although the director of research administration position is currently vacant after a failed search
- Since 2007, the total in sponsored programs and research is \$27,679,906, roughly \$2.7 million annually
- There is interest among select faculty on changing the way indirect research funds are allocated to academic departments and colleges
- The Committee on Research and Creative Activity (CRCA), establishes criteria and procedures for allocating institutional funds for research and creative activity in consultation with the administration
- The Faculty and Academic Staff Professional Opportunities Fund (FASPOF) supports faculty and academic staff professional development by supporting research activities
- The four colleges separately offer limited and varying support to help defray costs for research and creativity activities for faculty

- The Institutional Review Board provides institutional review for the protection of human participants in research projects
- UW-Parkside maintains a Health and Safety Manual, Part IV which covers safe work practices for laboratory research
- The UW System stages the UW System Symposium on Research and Creative Activity which gives undergraduates opportunities to present their scholarly work in conjunction with faculty researchers
- UW-Parkside recognizes the research accomplishments of faculty and staff annually via the Community Engaged Learning and Research Award and the Excellence in Research and Creative Activity Award

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- The strength of the campus community rests on its governance structures with a board of regents overseeing the UW System, shared governance between faculty and administration regarding academic issues, and student decision-making authority to allocate their own segregated fees through the student governance process
 - The university supports a high-quality faculty and staff through hiring practices, performance evaluation, and professional development and is committed to maintaining this quality in spite of recent budgetary challenges
 - Some faculty and academic staff left due to compensation levels, the challenging environment, and leadership instability issues during this period. Compared to peer universities, UW-Parkside compensation is low
 - Small recent compensation increases were implemented for most faculty (equity and merit) and staff (equity) in the midst of continuing challenging budgets, state cuts, and negative changes in benefits and retirement contributions
 - Required teaching load increases for faculty and instructional academic staff substantially increased teaching duties to bring UW-Parkside into line with other UW peer campuses
 - Overall employees at UW Parkside decreased 10.2% from 577 in 2012 to 518 in 2015
 - o Faculty decreased over the 2010-2015 period by 9.6% from 125 to 113
 - o Instructional Academic Staff decreased over the 2010-2015 period by 19.5% from 128 in 2012 to 103 in 2015
 - o Non-instructional Academic Staff decreased over the 2010-2015 period by 6.9% from 116 in 2012 to 108 in 2015
 - o University Staff decreased over the 2010-2015 period by 7.6% from 172 in 2012 to 159 in 2015
 - o Administrators and academic leaders decreased over the 2010-2015 period by 2.8% from 36 in 2012 to 35 in 2015
 - The reorganization of academic units from two entities, the College of Arts and Sciences and the School of Business and Technology, to three colleges in fall 2012: the College of Arts and Humanities; the College of Business, Economics, and Computing; and the College of Natural and Health Sciences, then a fourth college, of Social Sciences and Professional Studies created in the fall of 2013, have generated significant innovative energies expressed through creation of many new curricular and co-curricular initiatives
 - Departmental mergers strengthen these organization groupings (Philosophy and Political Science; Mathematics and Physics)

16. Strengthen campus community

- Greater budgetary authority was given to Academic Affairs, Deans, and Directors to manage their units to incentivize growth as well as manage expenditures wisely (including plans to use savings to bolster salaries). The budget process at UW-Parkside changed significantly in fall 2012. College deans are given a base budget that includes S&E and personnel. Faculty lines now belong to the colleges and do not automatically go back to a central pool. Colleges and departments are able to keep most of the revenue produced through revenue-generating programs
- Continued to celebrate the successes achieved by students and colleagues across campus via Convocations, Commencements, and student and athletic annual achievement awards
- Sought opportunities to enhance efficiencies in administration through salary savings and promoting colleagues within our campus

17. Assess the curriculum

- Established three D2L sites (one for each general education learning distribution category) to gather syllabi and examples of student work for assessment purposes and for more efficient communication with instructors
- Created a Qualtrics survey to efficiently capture and present information at the program level without individual(s) pouring over individual syllabi
- General Education assessment evolved from a course based model to one where “minimum expectations” modeled after the AAC&U Value Rubrics are defined (<https://www.uwp.edu/learn/departments/generaleducation/minimumexpectations.cfm>). These expectations were approved by the Faculty Senate in May 2016
- Since May 2013, workshops on these expectations are offered to facilitate their implementation
- The Gen Ed Committee reviews learning goals on a 5-year cycle
- Access to adjuncts teaching GE courses facilitated for Gen Ed Director prior to the start of the term
- Upgrades to Gen Ed website that helps both departments and students with GE course selection by identifying the learning outcomes associated with each course is under development
- Simplifying GE assessment and conducting it electronically is being considered
- Assessment Liaison Program/Assessment Showcase
- University Annual Assessment Report
- Feedback on department assessment reports provided by Assessment Committee
- CAH is assessing its LBST degree to make it more adult friendly. In summer 2016, a 3-day intensive workshop was held with this in mind

Pedagogy Goals

<ul style="list-style-type: none"> • During the 2015-2016 academic year, faculty professional development activities on CBL were attended by twice as many people than in 2014-15 academic year • 1207 students participated in CBL course in FY 2015-16 (a 9% increase over FY 2014-15) including 400 students on 99 community projects through the Ralph Jaeschke Solutions for Economic Growth (SEG) Center • CAH placed 32 students from the Communication Department in internships in 2015-16 and the department is heavily engaged in CBL • CSSPS placed 42 students in internships in 2015-16 (excluding student teacher placements) • Placed 95 percent of English major applicants into a graduate school of their choice – many interned with “Straylight,” English Department literary journal • CBEC launched the App Factory; employed 20 students who contributed to approximately nine projects; and provided mobile coding experience for over 50 students who worked on App Factory projects • 73 students studied abroad in 2015/2016 • The Art major is, by definition, experiential. The College has been working to connect these high impact experiences to post-graduate opportunities • URAP supports up to 32 students each year • UW System Undergraduate Research and Creative Activity grant funded five course revisions to incorporate research into the curriculum • AHS and HESM have required internship hours • WisCamp grant to increase URM participation in undergraduate research Internships • CSSPS hosts first annual constitutional conventions (among participating UW campuses) 	<p>18. Increase student success through experiential learning (See also: “Increase career relevance of programs” and “Build career knowledge and planning into curricula”)</p>
<ul style="list-style-type: none"> • From 2012-13 through 2015-16, the Teaching & Learning Center offered (with colleagues) 159 events/workshops serving 1,565 participants for an average of 10 people per session. There was a reduction in events after 2014 reflecting increased teaching loads and less available faculty time to attend. Professional development events have increasingly been the focus with fewer events aimed at the general public • Two questions on the annual program survey for the T&L Center asks participants about the impact of the Center’s events or services on one’s classroom practice. The average responses on a 6-pt. scale (6 = Strongly Agree and 1= Strongly Disagree) are as follows: <ul style="list-style-type: none"> o Please rate the following statement: The experience(s) gained from attending the session(s) positively impacted my classroom practice. Average score 2012-13 through 2015-16 is 5.06, n=66 o The experience(s) gained from the service(s) provided positively impacted my classroom practice. Average score 2012-13 through 2015-16 academic years is 5.16, n=70 	<p>19. Support teaching improvement</p>

- AAC&U LEAP (UW-Shared Learning Goals), HIPs (we had George Kuh on campus as part of Graduate Parkside/Title III Grant)
 - Faculty Collaboratives, UW-Parkside was in the first group of five states funded and the Wisconsin Innovation Hub resides here
- Title III Grant (Graduate Parkside 2012-13) learning Communities summer Faculty professional development workshops
- Great Lakes College Success Grant (2014-15)
- Statewide Programs: OPID Spring Conference/President’s Summit, Faculty College, Wisconsin Teaching Fellows and Scholars program
- T&L Center Programming: Brown Bags, Workshops, Mini-conferences, New Faculty Orientation Series, Faculty Learning Communities (2014-15) Reading Groups, Tenure Preparation, Classroom Assessment
- The Committee on Teaching and Learning developed an online course evaluation form with a core set of standardized questions in the areas of Course, Instructor, and Student with a focus on student learning. A grant funded investigation of the reliability, validity, and editing of the instrument which was unanimously passed the by the Academic Policy Committee on April 7, 2016
- A Student Online Program Survey was conducted in spring 2016. The data will inform decisions about strategies to improve online services
- Creation of Social Studies Roundtables bring together high school and social sciences faculty to discuss issues surrounding pedagogy and student transition from high school to college

20. Support improved course design and appropriate class sizes

- Title III Grant - Learning Integrated for New Knowledge (LINK) program featured development of learning communities associated with three linked courses (in fall and spring) for at risk students including week-long summer professional development for faculty, supplemental instruction support for the LINK students, LINK Instructor meetings, and public brown bag sessions
- Key Campus Initiatives include:
 - Summer Online Course Developer Workshop (yearly)
 - General Education Minimum Expectations (yearly)
 - Online and Hybrid Course Policy (Modified Quality Matters review of all new courses/instructors)
 - Summative Online Course Evaluation and Student Online Program Survey
 - T&L Center Programming: Universal Design
- The proportion of classes with fewer than 10 students decreased from 24.5% in F ‘11 to 15.7% in F ‘15; the proportion of classes with 20 or more students increased from 50.9% in F ‘11 to 57.7% in F ‘15; and the proportion of classes with 30 or more students increased from 24.5% in F ‘11 to 33.7% in F ‘15
- ENGL 100 and MATH 10, 15 and 111 projects

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- The total number of students participating in completely online academic programs during the 2015-16 academic year was 40, well below the 500-student target. Thirty-eight percent or 2,003 students at Parkside took at least one distance education class representing 10.4% of credit hours taken; 52 fully-online course sections offered in F'16 serving over 800 students
 - UW-Parkside received HLC clearance to offer distance education courses and programs, May 5, 2015
 - Workshops to assist faculty with the development of online courses have served 76 colleagues who participated
 - Progress has been made on development of adult-friendly programs through launch of online Business degree completion program in F'16. Online BA in Liberal Studies is under development for launch in F'17. Other online programs include consortium offerings; M.S. in Sustainable Management, M.S. in Sport Management, M.S. in Health and Wellness Management, and B.S. in Health Information Management and Technology. Other options for consideration include an online version of the BA in Communication, the BA in Sociology, and perhaps an online version of the Criminal Justice major
 - Preliminary steps have been taken to develop capabilities among several faculty in prior learning assessment
 - Three FLEX certificates were created: Project Management, Sales, and Global Studies
 - UW-Parkside librarians explore and initiate a system-wide discussion about library support for online students and develop modules for library instruction online.
 - Disability Services, CTS, and the library develop guidelines for streaming resource use and purchase. The library purchases corresponding resource collections to support online classes as well as D2L applications. While the initiative originally addressed greater accessibility to students who benefit from closed captions, the use of streaming media for online teaching applications has grown quickly

21. Increase flexibility in scheduling and delivery of classes

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- Key Campus Initiatives:
 - o Summer Online Course Developer Workshop
 - o Community-Based Learning
 - Professional Development Events:
 - o Technology Tapas, Online Course Showcase, iPad Initiative, NY Times in the classroom initiative, Pivot/Cayuse Training, Competency-Based Education, Flipped Classroom Workshop, D2L Basics -> Advanced features, Blackboard Collaborate, A/V in Kaltura, Online Discussion Interest Group, Library presentations, Activity Insight Management (AIM), Web 2.0 tools (Google Docs), Accessibility online
 - Statewide programs (OPID):
 - o OPID/LTDC combines programming (Winterim/webinar) and Spring (pre-conference workshop) to foster dialogue between instructional designers, technical LMS support people, and faculty on developing quality online courses and evidence-based practices
 - Created the Distance Education Support Team and the Innovations in Learning unit
 - Library develops an Educational Technologies Librarian position, who in turn holds instructional design and online teaching workshops for library staff

22. Broaden and intensify the use of innovative teaching technologies

23. Provide a variety of physical learning environments with sufficient infrastructure and professional support

- Chemistry lab renovation underway
- CNHS classrooms and scientific equipment upgrades
- Rita Main Stage Theatre lighting and rigging improvements
- Lighting upgrades
- Upgraded equipment in over 28 classrooms
- Upgrading 60+ network switches throughout campus
- Upgrading wireless in the dorms and on the main campus
- 2017-2019 Campus Biennial Capital Request
- Wyllie Hall Renovation, Phase I
- All Art studios were renovated to include better ventilation, safety, and equipment; the Graphic Design lab includes high-quality printers and a workspace for students
- ELS to use space in Tallent Hall beginning in August 2016
- Library:
 - o New computer furniture installed
 - o Study rooms upgraded and placed on an online reservation system
 - o The former instruction room became a computer classroom with computers and updated instructional technology.
 - o Online Reserve-a-Librarian tool implemented to allow students to make appointments with librarians with expertise in subject-specific resources.
 - o Resource access and reference and instruction functions specifically tailored to serve Distance Education and adult learners
 - o Reorganized Technology Services uniting Campus Technology Services and ResNet support
 - o Deployed “one-stop” technology assistance location in WYLL L107
 - o Creation of App Factory room
 - o Creation of Makerspace
 - o Renovation and creation of Michael P. Haubrich Business and Innovation Space
- The campus has an on-going assessment program that spans programs/ majors within each of the four colleges and the General Education program. These efforts and their outcomes are managed by the Academic Achievement & Assessment Committee. There is also integration of the General Education learning goals at the program/major level
- To measure the effectiveness of assessment efforts each year, the following metrics are used:
 - o Percentage of programs that submit assessment reports
 - o Percentage of programs that close the feedback loop
 - o Percentage of programs that suggested curricular changes based on assessment results
 - o Percentage of programs that evaluated UW-Parkside’s three shared learning goals: Communication, Reasoned Judgment, and Social & Personal Responsibility
 - o Percentage of programs that received AAAC feedback in response to their assessment reports
- In the 2014-2015 academic year, for example, here are numerical summaries of these activities (excluding consortium programs):

Assessment Submission Statistics by College for 2014-15

College	# Pro-grams/Departments	# Con-sortium Pro-grams	# Non-con-sortium Pro-grams	# (Per-cent) Submitted	# (Per-cent) Not Sub-mitted	# (Per-cent) Sub-missions receiving AAAC Feedback
CAH	7	0	7	6 (86%)	1 (14%)	6 (100%)
CBEC	8	0	8	7 (87%)	1 (13%)	6 (86%)
CNHS	16	4	12	8 (67%)	4 (33%)	8 (100%)
CSSPS	9	0	9	4 (44%)	5 (56%)	3 (75%)
Total	40	4	36	25 (69%)	11 (31%)	23 (92%)

24. Improve pedagogical practices and technologies through assessment processes

Assessment Statics for Use of General Education Learning Outcomes

College	# Sub-mitted	Commu-nication	Rea-soned Judg-ment	Social and Personal Respon-sibility	Closed Feed-back Loop?	Proposed Changes?
CAH	6	3 (50%)	2 (33%)	1 (17%)	4 (67%)	5 (83%)
CBEC	7	3 (50%)	2 (33%)	1 (17%)	4 (67%)	5 (83%)
CNHS	8	1 (12%)	7 (88%)	0 (0%)	3 (38%)	5 (62%)
CSSPS	4	1 (25%)	4 (100%)	1 (25%)	1 (25%)	4 (100%)
Total	25	11 (44%)	20 (80%)	5 (20%)	12 (48%)	18 (72%)

APPENDIX B

Items from the Academic Plan Online Survey

INTRODUCTION

UW-Parkside adopted its first academic plan in university history in 2012. Entitled “An Academic Plan to Lead UW-Parkside Toward 2020: Aiming High and Making Excellence Inclusive,” it covers the nine-year period from 2012 – 2020. Now near the midpoint of the plan’s original timeline, we would like to get your anonymous feedback on the “Aiming High” plan and your input into how to best approach the implementation through 2020.

What is your primary affiliation with UW-Parkside

- Current Student
- Faculty
- Instructional Academic Staff
- Non-instructional Academic Staff
- University Staff
- Other

A total of 24 separate goals were articulated in the “Aiming High” plan, divided in three main sections: 1) Student Profile, 2) Academic Programs, and 3) Pedagogy and each section included separate goals. From those goals, please select and rank only your top five most important by placing a 1, 2, 3, 4, or 5 in the box to the left of each goal selected. Place a “1” next to the goal you think is the most important of the 24 goals, a “2” next to the goal you consider the second most important, through to a “5” next to the goal you consider the fifth most important of the 24 goals. If you would like to combine or revise goals, you may do so with the text entry options at the end of the list and then include them in your top five ranking. To see the full text of goals from the academic plan, please [click here](#)

- 1.1 Increase retention and graduation rates
- 1.2 Increase enrollment
- 1.3 Improve ability to serve adults, veterans, international, and graduate students
- 1.4 Prepare for anticipated changes in student population
- 2.1 Promote continuous improvement in development of Communication, Reasoned Judgment, and Social and Personal Responsibility
- 2.1a Integrate writing or communication across the curriculum
- 2.1b Define what Information and Communication Technology proficiency means and revise curricula
- 2.1c Increase inclusivity and diversity in faculty, staff, and administration
- 2.1d Expand inclusivity and diversity of curriculum and pedagogy
- 2.1e Internationalize the curriculum
- 2.2 Build career knowledge and planning into curricula
- 2.3 Respond to demands for professions and occupations in the region
- 2.4 Increase career relevance of programs
- 2.5 Add new master’s programs
- 2.6 Strengthen teacher/scholar model for faculty
- 2.7 Strengthen campus community
- 2.8 Establish integrated assessment of curriculum
- 3.1 Increase student success through strengthening high impact pedagogical practices
- 3.2 Provide support for teaching improvement
- 3.3 Provide support for course design and class sizes
- 3.4 Increase flexibility in scheduling and delivery of classes

- 3.5 Broaden and intensify the use of innovative teaching technologies
- 3.6 Provide support for a variety of physical learning environments
- 3.7 Use assessment processes for continuous improvement of pedagogical practices

To what extent are you familiar with the “Aiming High” academic plan?

Please share up to three challenges the University community has faced in implementing its academic plan since 2012.

Please share up to three areas of success that have been achieved thus far in the implementation of the academic plan.

Please share any thoughts you have about moving the ‘Aiming High” plan forward through 2020.

APPENDIX C

Academic Plan Online Survey Results 2016-17

Prepared by OIE, 11/23/2016

FAMILIARITY WITH CURRENT ACADEMIC PLAN

To what extent are you familiar with the “Aiming High” academic plan?

	Current Student	Faculty	Instructional Academic Staff	Non-instructional Academic Staff	University Staff	Other	Grand Total
Very familiar	2	10	2	6	1	4	25
Somewhat familiar	16	20	11	26	16	1	90
Not at all familiar	38	10	8	11	7		74
(blank)		2	1		1	2	6
Total Responses	56	42	22	43	25	7	195

TOP GOALS

RESPONDENTS SELECTED AND RANKED THEIR TOP FIVE GOALS FROM THE EXISTING PLAN. TOP CHOICES WERE WEIGHTED AS X5, SECOND AS X4, THIRD AS X3, FOURTH AS X2, AND FIFTH IS X1.

Goal	Current Student	Faculty	Instructional Academic Staff	Non-instructional Academic Staff	University Staff	Other	Grand Total*
Increase retention and graduation rates	76	65	1	141	68	9	377
Increase enrollment	21	89	14	107	61	10	303
Increase flexibility in scheduling and delivery of classes	98	8	35	23	20	5	189
Build career knowledge and planning into curricula	78	14	9	33	18	6	158
Increase student success through strengthening high impact pedagogical practices	37	41	16	32	22	10	158
Improve ability to serve adults, veterans, international, and graduate students	45	8	11	46	23	14	147
Increase career relevance of programs	64	15	17	23	18	3	140
Strengthen campus community	56	17	12	19	21	5	130

Provide support for teaching improvement	21	35	32	10	10	0	108
Increase inclusivity and diversity in faculty, staff, and administration	29	28	8	27	9	5	106
Strengthen teacher/ scholar model for faculty	11	63	8	4	6	0	92
Promote continuous improvement in development of Communication, Reasoned Judgment, and Social and Personal Responsibility	43	16	4	23	3	0	89
Add new master's programs	46	10	10	11	8	0	85
Respond to demands for professions and occupations in the region	20	4	15	21	21	3	84
Prepare for anticipated changes in student population	20	11	12	20	14	0	77
Expand inclusivity and diversity of curriculum and pedagogy	17	25	12	14	2	0	70
Integrate writing or communication across the curriculum	15	16	13	9	6	0	59
Broaden and intensify the use of innovative teaching technologies	20	5	8	14	7	0	54
Provide support for a variety of physical learning environments	26	3	4	2	2	0	37
Define what Information and Communication Technology proficiency means and revise curricula	2	11	3	14	0	0	30
Use assessment processes for continuous improvement of pedagogical practices and technologies	6	4	4	8	5	0	27
Internationalize the curriculum	3	11	0	5	0	5	24
Establish integrated assessment of curriculum	8	4	2	7	0	0	21
Combined/revised goal 1	19	35	0	13	5	5	77
Combined/revised goal 2	8	14	4	4	0	0	30
Combined/revised goal 3	0	5	3	0	3	0	11
Combined/revised goal 4	0	2	2	0	2	0	6

NEW/COMBINED ITEM THEMES (WEIGHTED AS ABOVE)

Themes	Total
Change with the Students/Student Support	44
Enrollment/Retention relationship	38
Increase career knowledge/relevance	16
Improve technology	15
Promote liberal arts general education classes	10
Add more class options for majors/minors	9
More Resources	9
Support diversity	8
Maintain a comparable education to other universities	8
Create more flexible class times/ delivery	7
Add more research classes to general eds	5
Increase standards for education	5
Faculty retention/ Needs	4
Better use of assessments	2

OPEN-ENDED QUESTION THEMES: CHALLENGES

Challenges the University has Faced	Total
Budget/Funding challenges	30
Administration/Leadership Problems	18
Unclear priorities/responsibilities	16
Loss of faculty/positions	14
Loss/turnover of administration/staff	13
Lack of Follow Through	13
Enrollment/Retention	12
Too many plans/goals	10
Faculty Teaching Load	10
Not enough time	9
Low morale	9
Student Support/Experience	7
State/System practices	6
Online Degrees	4
Lacking Flexible scheduling	3
Low Salaries	2
Student preparedness	2
Lack of Faculty/Staff Diversity	2
Other	16
N/A	7

OPEN-ENDED QUESTION THEMES: SUCCESSES

University Successes	Total
Enrollment/retention	27
New degrees/programs	13
Student Support	13
High Impact Practices/Pedagogical Changes	13
Diversity	12
Adult Learners	7
Learning Outcomes/Assessment	6
Graduation Rates	5
New Academic Structure/Leadership	4
More Flexibility	4
Other	19
N/A	7

OPEN-ENDED QUESTION THEMES: GENERAL THOUGHTS

Thoughts about Moving Plan Forward	Total
Consolidate/Simplify Plan	21
Putting Students First	20
Collective Effort	17
Follow Through/Communicate Status Updates	10
New Communication/Marketing Strategies	10
Pay/Funding increases	10
Focus on Faculty and Staff	8
Need to Align Plans/Initiatives	7
Work with External Community	7
The Plan is Good	6
Enrollment/Retention	5
Smaller Class Sizes/Teaching Load	5
Create/Revise Programs for Current Needs	5
Need for Market/Internal Research	5
Focus on Diversity	5
Other	12
N/A	3

COMBINED/REVISED GOAL TEXT RESPONSES**RANK**

1.1 & 1.2 == Increasing enrollment includes increasing retention	1st
1.1-1.2	1st
1.2 and 1.3	1st
2.1 revise gen ed and major-program curricula to consistently integrate research skills throughout	1st
2.1d - very disappointed in the lack of classes available for certain minors/majors. More options/options in the catalog actually available would be nice.	1st
Build career knowledge and opportunities per regional needs	1st
For 1.4 - This is embarrassing that this is a goal towards 2020. This should be happening NOW and immediately. Not a goal. Parkside is so behind in this even within the UW system. Get real. Students are the reason parkside even exists. This is continuous and should never be a goal towards any certain date.	1st
Increase and improve practices that support underprepared students	1st
Increase career relevance through the demands of professions and occupations in the region.	1st
Increase enrollments by preparing for changes in the student population and improving the ability to serve adult learners	1st
Increase enrollments, and improve retention/graduation rates	1st
Increase retention/graduation rates and support for diversity through high impact pedagogies and reduced class sizes.	1st
Increase testing hours and support for students with learning disabilities	1st
Increase the standards for success in classes	1st
Make classroom technology functional	1st
Provide more resources for teaching development and assessment	1st
Reclaim the narrative about the value of higher education and that it's not all about vocational/career training in one narrow set of skills that may become obsolete in 10 years. Universities do the most service by educating students broadly, across disciplines, as it impacts students' long-term adaptability and understanding of complexities--whether those complexities are social, political, scientific, economic, artistic, etc. Perhaps question 2.1 is meant to embrace this idea. Basically, I think promoting the value of a liberal arts education, which is accessible through a strong commitment to Gen Ed and its goals and outcomes, is a national necessity.	1st

2.2-2.4; most of our students want to know what options are open to them for each major. Need better career counseling	2nd
4.1 - with a huge commuter student body another parking lot (not across the street from campus) would be helpful in getting to classes	2nd
Ensure that students graduating from this school are at the level of higher ranked schools	2nd
Improve students' academic experiences	2nd
Increase career-relevant program offerings using flexible, alternate delivery methods	2nd
Increase enrollment through improved web pages	2nd
Increase flexibility in scheduling and delivery of classes to attract a greater number of students	2nd
Increase retention and graduation through strengthening high impact pedagogical practices	2nd
3.5 and 3.6	3rd
Improve ability to serve adults and international students through flexible delivery	3rd
Improve CTS so it actually supports technology around campus	3rd
Increase support structure for and efforts to recruit international students	3rd
2.3 and 2.4	4th
Improve retention of high-quality faculty/staff	4th
Strengthen assessment practices and utilize assessment data for continuous improvement	4th

PLEASE SHARE UP TO THREE CHALLENGES THE UNIVERSITY COMMUNITY HAS FACED IN IMPLEMENTING ITS ACADEMIC PLAN SINCE 2012.

Budget difficulties
Shrinking population of high school graduates in the state
Loss of important faculty and administrative colleagues

budget, budget, turn over

Goal 1.2 Decrease in enrollment which has caused important positions across campus to be cut. Goal 3.4 increased flexibility in scheduling has been problematic especially in the sciences. Little flexibility with labs has been an issue. Goal 2.1c increase significantly inclusivity and diversity in the faculty staff and administration.

-loss of faculty and staff
-administrative & organizational changes - every year
-lack of leadership to champion the plan; everyone forgot about it

1. Poor faculty/academic staff morale because of budget cuts
2. Lack of reassign time given increased teaching load for both faculty and academic staff
3. Bureaucratic interference with the ability of faculty to do their work indicates lack of trust and creates resentment.

High administrative turnover (abrupt firing of provost), massive budget cuts from UW System, lack of confidence in university leadership in advocating for UW-Parkside

1. Focused on increasing SCH/FTE rather than positive student experience
2. CTS is a disaster and getting worse
3. Administration demonstrates little understanding or respect for faculty

Lack of focus
Transitional leadership
Challenging external and budgetary environment

lack of funding
high turnover rates in administration
lack of follow-through

1) The deans have not been prioritizing the Academic Plan in decision making. Perhaps they are not familiar with it. 2) Budget problems have resulted in a crisis mentality that drowns out attention to the Academic Plan. 3) Low morale among faculty and academic staff, and increased work load, have lowered commitment to work to implement the Academic Plan. (So many people have left or are planning to leave.)

Administration does not take an authoritative role in assessing our academic offerings (programs and schedules) and take action on improving our service to our students - even when there is data to show we are not meeting student needs.
The most influential faculty (junior faculty are silenced by tenured faculty and must remain quiet until they achieve tenure or they may be retaliated on during tenure review) are stuck in 1972 and are not willing to adapt to the changing demographic and needs of our students. There has been little change in the area of improving our ability to serve adults. There has been a lot of talk about it, but not a lot of action.

Budget cuts, college model and administrative changes, low morale

Plummeting student populations; lack of support for academic teaching staff and instructions, including tenure faculty; lack of resources

The bureaucracy seems to make change/improvement more cumbersome.
There needs to be a specific pathway for students who enter, but who really are not college ready. They need a transition team that also teaches basic reading, writing, math, discourse -- a team that works together to support these students.

1. Staffing limitations
 2. Group think
 3. Budget cuts
-

Lack of resources, human and capital

Too many changes in terms of:

1. workload and base funding. [Counting as one since they are connected.] I'll add: The new pressure put on faculty to recruit and continuously reach out to prospective students is an addition to our workload that isn't accounted for but amounts to MANY hours each year. I understand the necessity to get more students, and we all play a role in attracting students, but this was never part of our workload even 5 years ago but now its a stressful expectation/demand-- and for essentially no benefit. I honestly want to see what the return is on hours of unsolicited phone calls and emails my colleagues and I send out. Would it be more effective/efficient to hire additional folks in admissions? Or pay them more? Or could at least some other part of our workload be substituted with this new addition to faculty's workload?
 2. turn-over at all levels-- faculty, staff, administration.
 3. Way too many initiatives. We need to focus and direct energy and see things through before changing/adding to the course-- often done at midstream.
-

Loss of budget monies
Loss of valuable faculty and staff

1. Too many goals, including ones that are not measurable
 2. faculty, staff, professors leaving, and not filling their positions
-

Budget cuts and understaffing are two areas that come to mind right away.

Budget problems
Communicating the plan's goals
Keeping quality faculty

loss of faculty and instructional staff

Loss of faculty and staff due to budget cuts, more lucrative opportunities elsewhere etc.
Cuts in programs--Pre-College, Diversity etc.
Increased teaching load

Not enough time or staffing to seriously take this project on.
Low morale of faculty/staff
An Academic Plan that is too broad.

-
1. Lack of clear vision
 2. Identity crisis-who are we? What are we known for?
 3. Low morale, lack of trust between faculty/community
 4. Lack of transparency in Administration
-

Retention of Faculty and Staff of color.
Development of Academic Maps for all majors.

1. Inconsistent academic advising, advising notes not consistently used across campus
 2. Not enough evening class times available to serve returning adults or our working students.
 3. Accepting lower ACT scores
-

Being a new faculty, I do not have any information on it.

I'm not sure I'm qualified to speak on this... this is my first semester at Parkside

I'm university staff so I'm not that involved with the academic plan.

It was not publicised or used widely.

I've only been here under a year-so I am not too familiar.

N/A

Resources is one. I believe we do an excellent job with the resources and staff we have.

Unfortunately, I don't know enough to answer this question.

Univresity Reputation
Small Programs

1) Budget/funding constraints. 2) Low faculty salaries. 3) Promoting high impact pedagogies on one hand, but then needing to increase SCH/FTE on the other hand. 4) Placating the BOR and state legislators and their complaints directed against faculty has been a distraction and a drain on faculty time and energy.

Budget cuts
Low morale (too much work for us to be able to focus on implementation of yet one (or what seems like 100 more things to do).
Unreasonable expectations: we're busy implementing one more initiative or wish of the administration and there's no money to maintain it (staff it) or there's no funding to help it grow. Just more work for us to cram into our already saturated work schedules.

Faculty/staff buy-in, financial resources, time constraints

Lack of funding, lack of funding, lack of funding

Student demographics changing, number of HS graduates is declining.
Continued budget cuts and restraints.
Trying to do more with so much less.

There are too many priorities
Goals are not operationalized (i.e. who, timelines, action steps)
Funding

1) Follow through 2) having enough time to review the plan and pull teams together to report on successes/challenges 3) not a strong team approach...still too territorial and working in silos

1) Too many competing plans. Not sure what the priorities really are. 2) Lack of confidence in the process-- lots of planning and yet decisions are made without a connection to this planning. 3) Related to the first one, initiative fatigue.

1. Too many goals identified
 2. No clear implementation plan created with responsibility clearly identified
-

1. Retention
 2. Online degree offerings
 3. Budget constraints
-

1. the implementing of career aspects into classes
 2. the relevance of the plan.
 3. The importance that the plan will have on students.
-

1. Too many goals
 2. Lack of an implementation plan and ownership of goals
-

1. Year after year budget reductions have diverted attention from more broad-based university goals and the resulting stress has reduced people's participatory nature.
 2. Increased faculty teaching load has resulted in less engagement with other university activities.
 3. The economic recovery from the recession seems to be taking longer in this part of the state, one of the hardest hit areas, resulting in less expendable income for individuals who would like to be students.
-

Boosting enrollment
Increase retention rate

Budget

Budget cuts
Lack of assessment of goals
Enrollment challenges

Budget cuts, general public trend toward understanding a university education as job training as opposed to career/life preparation, steep learning curve in online delivery technologies and class design.

Challenge 1. 30 credit load for academic staff
Challenge 2. The increase of online courses

cooperation
communication
continuity

Enrollment, enrollment, and hostility from elected officials.

Enrollment, retention, and online class opportunities

Fiscal instability and reduced investment from the state
Enrollment challenges and demographic shifts

I'm not sure if we've been doing what we should to follow-up on the assessments that various people have been doing. If the assessment isn't used to make a change, it's not very effective. We need to continue to increase our course offerings for today's students. They need to have more evening and Saturday options if they're going to reach their academic goals.

Knowledge of the plan. I have been here since 2012 and haven't heard much if anything about the plan until the recent weeks.

Loss of momentum. Many other challenges during that time, change in calendar, change in teaching load etc.

Money

Signature programs are not promoted.

The budget situation leading to less attention on the plan implementation

The university has done an amazing job of improving the learning environment and the educational experience since 2009. It all boils down to enrollment. Down 14% during a time when improvements and enhancements have taken place everywhere from facilities to course and program offerings. What's missing? Top priority ... have our athletics teams compete against other UW schools. Stop sending this important marketing tool to Indiana, Missouri and Illinois.

To many goals and campus community is not aware of these goals.

Too many goals and projects.

Too many goals, not enough resources to concentrate toward each of them

Way too complicated, not measurable, not clear, too repetitive. How can we implement a plan if there's no clear guide of what needs to happen, how to measure progress, or what the desired outcome is?

**PLEASE SHARE UP TO THREE AREAS OF SUCCESS THAT HAVE BEEN ACHIEVED
THUS FAR IN THE IMPLEMENTATION OF THE ACADEMIC PLAN.**

????

1) enrollment and retention has improved 2) Increasing number of faculty using high impact practices that include experiential learning 3) ALFI toolkit/CAEL study...working toward meeting the needs of adult learners

1) Leadership is starting to stabilize in terms of having new deans and a new provost.
2) New programs have been developed to attract various constituencies and increase enrollment.
3) More creative and collaborative thinking within courses/programs and between courses/programs.

1) The four college model has improved the university's ability to fulfill its mission and overall departmental pedagogical effectiveness and functioning. 2) Increased graduation and retention rates. 3) Development and implementation of new academic programs and support systems; e.g., associate degrees, new concentrations and majors, supplemental instruction (SI), IPED, and assessment efforts.

1)Increased enrollments 2) Better students 3) Smart, comprehensive admissions strategies

1. The academic plan was used heavily in the development of the strategic enrollment plan
2. Helped articulate a vision

1. By upholding standards the retention rate is up
2. Through broad-based efforts, (e.g. the AAAC, Gen Ed Committee, Summer Online Workshop, AAC&U grants) the culture of developing and implementing learning outcomes and aligning them with classroom assessment has improved and is being implemented by a higher percentage of instructors.
3. We have wide spread implementation of High Impact Practices.

1. Creation of Master Programs
2. Create support for international, veteran, and graduates students

1. Diversity
2. openness to all age ranges
3. campus security

1. Efforts to increase enrollment and retention without jeopardizing student quality
2. New programs that address new student needs
3. support of HIPs

1. Faculty have continued to deliver a high quality education during difficult times
2. Faculty have continued to provide high quality research and creative activity, though in current circumstances these are at high risk
3. Faculty are engaged in research into innovative and high-impact teaching practices

1. Increase in recruitment and enrollment
2. Greater number of online courses
3. Growth in URP

-
1. Increased adult population
 2. Veterans are being better served
-

1. More support for student internships
-

1. PACE
 2. PASS/ College Success Grant
 3. Responding to needs of demands for professions/ occupations by creating new programs
-

1. Technology improvements
 2. CBL and internship focus
 3. Support of adult learners and veteran resources
-

Again, I don't know enough to answer this question.

Associate degrees.
Academic mapping.

Being a new faculty, I do not have any information on it.

better at retention, better support for teaching (online and technology), more flexibility in delivery.

Consistency in commitment to innovative practices such as the changes made to the developmental math courses (competency model) and the integration of ACSK 090 into English 100

Increased graduation rates.

Creating programs to attempt to get people in here

Creation of four colleges as academic model
Implementation of academic budget allocation model
Increased persistence and graduation of students

Diversity

Diversity and enrollments have continued to grow.

FYE grant!

Gen Ed minimum expectations

Getting the first online degree completion program has been huge, with more coming soon.

I don't know of any.

I think the PASS program has been pretty successful in providing feedback and intervention (when necessary).

I'm university staff so I'm not that involved with the academic plan.

Improved first-to-second year retention
Level of external engagement remains strong
Many separate planning efforts have the opportunity to converge on key aims

Improvement in retention rates
Development/improvement of programs and services aimed at increasing “non-traditional” student enrollment and success
Development of a culture of assessment related to the University-wide learning goals

In my department, we gradually lowered the sizes of freshman classes and watched DWF rates go down with each cut. However, now we are told that that doesn't matter. We have to go back to large freshman class sizes.

Increased flexibility in delivery of classes.

Increased retention for many majors
Maximizing of fiscal resources
High rate of employment for our students in many majors

Increases in retention
4 College Model

International students.

IPED has added some much needed majors.

Many new academic programs launched/approved
Increase in high impact practice participation by students and faculty
Diversity Summer Institute

marketing and recruitment, technology resources, one-time funding

My impression with just a couple months here is that the staff appears very inclusive with students and ideas

N/A

N/A

Other than enrollment and creating a more diverse faculty and staff, the academic plan is FILLED with success.

PACE program helps increase student retention and academic performance
Diversity Summer Institutes resulted in a nearly 80 percent increase in diversity courses; 40 percent increase in departmental participation.

progress on retention and graduation; growing rates of students from underrepresented groups

resources invested in majors with the most students just to keep afloat

Retention and graduation rates have increased, DFW rate has decreased especially in math and English courses taken by Freshman.

Retention rates have improved.
Student ACT average score is higher

Retention

Retention!, the success of high-impact practices, improving our admitted student profile

retention; assessment improvement; career readiness

Several new programs, improved retention rates, emphasis on serving adult students

The retention in some areas of the university is increasing due to efforts in the classroom and other student connections.

There have been efforts to increase the services for veterans on campus.

there have been many great achievements / works across campus - they align with the plan; however, were not implemented with the academic plan in mind.

We seem to be doing much better with retention.

Assessment of learning outcomes has really improved.

PLEASE SHARE ANY THOUGHTS YOU HAVE ABOUT MOVING THE “AIMING HIGH” PLAN FORWARD THROUGH

We're all in this together. Let's not forget that.

Well my thoughts I have about the Aiming High is making sure you do everything to help every student out. I am planing on transferring to park side after I finish my general courses.I can tell you that gateway is nothing like parkside at all. They don't work with you or check up on how I am doing or what classes I needed to take and in that I took classes that I didn't even need. When I would call to try to get in to my counselor she was never there and never emailed me back at all. With Park side I have found that your school supports your students and you make sure we as students get the support we need to make sure we are success which is wonderful. I as a student can't wait to transfer and with the support of your school and you school working to make sure I stay on track and don't let me fail unless I do it to my self. The only thing I am concerned is with my financial aid and making sure I don't run out before I get my degree. Thank you again for you time in reading this and I hope this can help you make a right choice.

We should always be “Aiming High” but how we go about doing may have to change to stay competitive.

We need to develop an Academic Plan that we can follow: with real buy-in from the campus community. It can't be so overwhelming that the typical community member doesn't know how to engage with it. Keep it straightforward and focused. Create incentives to engage people. Most importantly, use the plan to develop community and collaboration among various constituents. That is what we truly need on this campus to move forward!

We need to consolidate it. Every person in each department on campus should be able to say here are our (insert X# here) goals between now and 2020. This will help further unify us in our goal to best serve students. Routine updates on how we're doing with the goals would be great, too. Perhaps quarterly newsletters with student/faculty/staff stories as examples of improvement? Also, an emphasis on the HOW and the WHY are important to communicate to everyone. It's great to set a goal, but some units might benefit from seeing suggestions of the HOW and explanation of the WHY. The HOW can also be explained to students, so they're aware and can see us working toward our goals.

I appreciate the opportunity to weigh in on this important step for our institution.

We need to assess where we are and significantly reduce the number of goals we are focusing on for the next 3-5 years.

We need market analysis on which programs will help us move forward whether it is an update on a current program or creating new programs bachelors, certificates or masters programs.

We MUST grow enrollment.

We have to argue continuously, convincingly and coherently for the importance of a liberal arts education. We have to educate our community about this.

We have a higher percentage of student of color (approx. 30%) but we have no consistent mechanism, like the Summer Workshop of the past, of professional development for instructors to help these student feel welcome and supported to the level necessary to close the achievement gap.

It also needs to be something that takes root at a grass roots level - to be seen as important to all (e.g. not someone else's initiative or responsibility). Perhaps making it less all encompassing, as is planned will allow it to not seem overwhelming in scope and thus, easier to adopt.

We are a little late in the game doing an assessment etc. since the results of said assessment will not be done until after spring 2017-which leaves us 2 years to complete.

Secondly, creating programs and help for people who are attending does not do any good when we can't get people and keep them here.

Very well-written plan

Use the plan to make UWP an institution that will prepare students for the workforce and everyday life after graduation. Don't necessarily focus on the numbers.

Under the leadership of Provost Ducoffe, CAP and faculty, and more focused goals, the revised plan will be effective in driving the university to achieve its academic goals by 2020.

To build student success, the class sizes in developmental math classes need to be decreased. Saving money should not be a reason for raising caps to a high number. In order to build student success and retain these students, the class sizes should be no more than 25. Any number above this amount results in students not getting the attention they need to be successful. Since they need math to graduate, failure in these classes will result in students leaving the university.

This plan needs to have buy in from the faculty to be truly successful. Thus it should be something that the faculty must be comfortable with--if not, it will be just another meaningless check box of things that got done because

The plan looks very realistic and great.

The formula used to support programs is biased to provide higher levels of support to programs which have traditionally attracted more male and white students, while devaluing other programs, forcing them to abandon high impact practices. This undermines the educational goals of the Academic Plan. A more just and equitable formula should be implemented, supporting student success across the campus.

Thank you for making this an inclusive process.

Success will come from picking the correct few goals and focusing on them, from doing a few things really well and expanding the range slowly, rather than doing many things poorly all at once.

Students should be more aware of their capabilities in academic success.

Start with strengthening campus community so there is a good mix of visionaries, planners, motivators, and workers to move forward with the Academic Plan.

Know and understand the student population you will be serving so you can plan a curriculum model that will provide the greatest success rate.

Continue to strengthen ties with businesses and community to develop majors and internships that prepare students for careers.

Build increased flexibility into class schedules to increase student success- especially for non-traditional students. Offer more weekend and evening courses.

SIMPLIFY!

Simplify it and really prioritize who and what we are. We're a small campus with limited resources-- we simply can't pursue every single program/initiative that each faculty/staff person wants.

Reduce 30 credit teaching load for academic staff to equal that of faculty at 24 credits per semester, which is what UW Waukesha does.

Quality market research. Try to objectively figure out why more students are not choosing the university and then decide if it is possible to address those main areas. Use our athletes as a marketing and sales staff. Compete in the WIAC. This is not about athletics, it is about using the marketing and sales tools at our disposal effectively.

Provost's plan is a good one.

Please actually start doing these things instead of wasting your time and resources on these surveys

Plans are great but include people across campus to be involved. I understand that there are some specific people that will be included but seems like it is always the same people making all the decisions. Listen to the worker bees They actually have a much better handle on the pulse of students than administration

PAY ADJUNCTS OR "INSTRUCTIONAL STAFF" MORE

Parkside's plans must be focused - a successful plan needs campus understanding, support & awareness.

we have TOO MANY PLANS - strategic plan, enrollment plan, academic plan, financial plan, etc. - and they don't necessarily align with one another.

Our campus is too divided. People going in to many different directions with different agendas.

not familiar with the program

Not enough communication within the different colleges in terms of working with students to build their path at Parkside. Too many think only about their programs to "fulfill" their success and at the same time restrict students to discover other interests - specially with Freshman & Sophomore.

Need to lobby additional funding for UW Parkside.

Need to focus efforts and clearly assign responsibility; also need to determine who the academic plan links to other planning efforts (enrollment, civic, inclusivity)

Need to better understand what students want.

Need to be much more focused on our top goals, some of our current goals maybe better addressed by colleges or specific departments.

Need more support from Madison (BR)
More economic support and awareness providing resolution to problems encountered by student enrolled at Parkside

N/A

More direct student involvement.

Monetary rewards for highly productive faculty. In a public forum last year, former interim provost Fred Ebeid mentioned that the Secretary to the Faculty has a \$10,000 annual stipend! Comparable stipends should be paid to other highly productive faculty -- many of them women -- in their service to the university... Increase faculty salaries!!!

Many of the goals seem like action items to achieve goals. I like the idea of reducing the number of goal areas and the different departments aligning their goals and objectives with the Aiming High plan. We need to identify quantifiable metrics to each goal area.

Limit goals; develop work plans for each goal; budgets needed; and find the funds and support to move forward

It would be great to see a coordinated effort to include the whole campus community in being involved and informed about this initiative. Because the plan goes several years into the future, it may sometimes be forgotten or feel like it's in the back burner. A plan to keep these goals visible at the forefront throughout campus would be helpful to keep the campus community committed to the Aiming High pathway.

It needs more focus. Perhaps, choose a few goals each year to tackle.
Continue to build on strengths such as implementation of high impact practices.

Integrate the Colleges better in the shared goals of the university. With a small university, more integration can increase collaboration and avoid costly duplication.

Initiative burnout.

I wish there was more info about the cost of different course delivery methods, esp. in contrast with the cost of very important, high-impact courses. I believe “writing across the curriculum” is incredibly important but I feel that, for economic reasons (teaching load and SCH/FTE), it loses out to more “sexy” & lucrative initiatives like “online”, “blended”, and higher caps. I also feel that in trying to meet all the goals (and even financial stability) UW-P has been throwing everything at the wall to see what sticks. Maybe this is necessary. But I’m concerned that we’ve become a fashion retailer that doesn’t quite know our style (so we have none) and therefore lose out on building a solid reputation for_____. I’m worried too, that since we have so many possibilities, ideas, and new programs on the burners, and it takes so long to see which are working, that we’ll either burn out from trying so hard or lose out to our own internal competition, trying to be all things to all prospective students, striving to make UWSystem and the WI Legislature happy. There’s a point when enough needs to be enough. Slow and steady may win the race. . . .

I understand including student retention as a goal, but it is more of a distal goal. I see it as more a crucial indicator of other more proximal goals, such as providing substantial support for continuous improvement of teaching, addressing career development in a meaningful way (i.e., not just job/internship placement outcomes) but the actual student development of understanding the role of work and education in their lives, etc. The focus should be on goals that are more immediate to students, which if done well, will lead to the achievement of larger goals, e.g., retention. A over focus on retention leads to short-term thinking/planning and detracts from doing what is most effective for student and faculty success and fulfillment.

I think there’s too much involved and the plan could focus on a few of the items.

I think there should be more information available to the students about this Plan in order to get a lot more students more aware about the situation.

I think for moving the “Aiming High” plan forward through 2020 is that the campus should create study groups organized by the students of certain courses and the course’s instructor. This could really help students review notes, assignments, and class activities to prepare them for exams, quizzes, challenging homeworks, and even projects so that they can be done successfully. In addition, there should be more fun things to do on campus so that students can relax their minds after long days of working.

I know very little about it.

Have more connections for graduating students and employers looking for workers

Have more connections for graduating students and employers looking for workers

focus on the increasing the number of faculty and instructional staff; too much has been lost in the past decade

Don’t create goals that you have no ability to achieve just because it is the right goal to have, looks good on paper, and supports local and national data on what higher education should do to remain competitive.

Conversations need to be held across the campus; many people are not familiar with this initiative.

Be more responsive to faculty/academic staff

At Parkside, the most important relationship we can foster is between the faculty and students. Faculty should be given the resources and support they need to teach and perform research/creative activities. This will retain high-quality faculty which in turn will help with student retention and draw in more students who want to work and learn from our faculty. Many of these listed goals in "Aiming High" are not part of our core message and make us lose sight of our purpose here at Parkside. Once we are confident in having a strong foundation in teaching and learning, then we can build upon those principles.

Also, we need better serving technology and technology support on campus. There are so many times when subpar/broken equipment or tech results in lost classroom hours and are an embarrassment for the university.

Associate degrees and freshman seminars can help in retention: making programs more career-relevant.

We need to reach out to adult and international students, building career opportunities and flexible scheduling, as well as making international transitions easier: visas, English, grade translations.

Web pages should better advertise what departments excel at: showing student work (posters), discussing career relevance, achievements: what UWP is good at.

With a diverse faculty, we would naturally have more diversity courses and opinions.

Being a faculty here is difficult: too many different courses, too many classes, too low pay. In the long term, this will not attract good faculty who will stay.

As a returning adult student who is working on a second bachelor's degree, who is also employed, I have noticed a distinct lack of classes available at times that fit into my schedule. If you would like to attract more adult learners this needs to change. there also needs to be a more targeted orientation program for people in my situation. sitting through a 4 hour commercial is not acceptable esp when I had to take off a day of work to attend (and the way it was set up I would have had to for either session). Adults need sessions that consist of a one and done approach. Do we need to take leveling exams? done on the day of orientation and ready for when we register an hour or so later. Remember if Gateway can do it you can to.

1. We should focus on creating a positive student experience.
 2. Empower faculty
 3. Cut low-enrollment programs and re-purpose those resources
-

1. More opportunities for faculty to be involved indecision making
 2. Increased administrative transparency
 3. Make some decisions about king-term goals and identity, invest in things that will get us there, stay the course
 4. Reduce the number of goals
 5. Have realistic assessment strategies that can be accomplished with faculty and assess the goals
-

APPENDIX D

Charge to Planning Teams

Date
Name
Title
Department

Dear (First Name),

Our emerging academic plan is entitled, “Recommitting to our Vision: Renewing an Academic Plan to Lead UW-Parkside toward 2020: Aiming High and Making Excellence Inclusive.”

I’d like to thank you for your willingness to serve on the (Student Success/Enrollment/Curriculum Relevance/Campus Community) Team. Your team’s charge is to develop plans for a small number of critical initiatives (three to five) that will move us forward and strengthen the academic mission at UW-Parkside. I ask that you submit your plan to me by May 1st.

In your work, please focus on what is most important, consider what needs to be done, and the resources necessary to support proposed initiatives.

All of this depends on the generosity and hard work of colleagues like you and I thank you in advance for your willingness to serve.

Best,

Rob Ducoffe
Provost and Vice Chancellor, Academic and Student Affairs

cc. Chair/Co-Chairs of each team

APPENDIX E

Campus Communications

From: Office of the Provost [mailto:provost@uwp.edu]
Sent: Friday, October 28, 2016 4:12 PM
To: Parkside Faculty <DL_STF-FA-FA_A@uwp.edu>; All employees minus faculty <DL_STF-FA_FA_A@uwp.edu>
Subject: Building on “An Academic Plan to Lead UW-Parkside Toward 2020”

Dear Colleagues and Students,

UW-Parkside adopted its first academic plan in university history in 2012. Entitled, “An Academic Plan to Lead UW-Parkside Toward 2020: Aiming High and Making Excellence Inclusive”, it covers the nine-year period from 2012 – 2020. The plan emerged from two years of research and discussion led by Provost Terry Brown and the Committee on Academic Planning (CAP), and benefited from input via seven hour-long meetings, two faculty summits, and meetings with the University Committee and several other Senate Committees. The plan was divided in three main sections: 1) Student Profile, 2) Academic Programs, and 3) Pedagogy, and a total of 24 goals were set out in the Aiming High plan.

In Summer 2016, I met with professor and CAP chair, Lisa Marie Barber, and various individuals and groups to collect feedback from faculty, staff, and governance leaders on the existing plan to understand how it has been used, to gain insights into how the next academic plan might build on its progenitor, and to seek feedback on a planning process that participants would consider effective. Feedback meetings were held with the Committee on Academic Planning Chair, Deans, University Committee Chair, Provost Leadership Group, Chancellor’s Cabinet, and members of Academic and University Staff.

A few insights emerged from these conversations.

- Many goals in the current plan remain important and relevant. The next plan ought therefore to build on the existing plan.
- Outcomes of the current plan have not been assessed. Such an assessment will assist in deciding what to do next.
- The Aiming High plan, is not a “work plan”. It does not specify measurable goals, actions to achieve them, nor funding and other resources required.
- There are too many goals. The next plan needs to focus on a small number of goals that we collectively believe are the most important at the current time.

With this context and in consultation with the Committee on Academic Planning, a process to update the Aiming High plan has been developed. I am requesting your assistance with two parts of this process.

- First, a summary of progress made on the goals in the current Academic Plan has

been prepared and is attached. Please review it to get a sense of the progress (or lack of progress) that has been made on each of the goals.

- Second, please complete the brief survey at this [link](#) by November 11th. It asks you select and rank the five goals you believe are most important in the Aiming High plan. These data will help us judge how to narrow the number of goals to focus on between now and 2020.

The Office of Institutional Research will share survey outcomes with the campus before the end of the Fall semester. The CAP and I will review outcomes of the survey and, using these data, the Academic Plan status report, and our collective judgements, will propose a focused set of goals and measurable outcomes early in the spring semester that will also be shared with the campus for comment.

After this, teams of colleagues and students interested in individual goals will be appointed and will develop work plans and budgets. A revised academic plan will be presented to governance groups for review and approval by the end of the Spring semester. Campus administration will then consider the needs of the new plan and approve as much funding as possible to support its aims.

Thank you very much in advance for your participation in this process.

With gratitude,

Rob Ducoffe
Provost & Vice Chancellor, Academic and Student Affairs
University of Wisconsin-Parkside
262/595-2261

From: Ducoffe, Robert H
Sent: Monday, December 05, 2016 8:27 AM
To: Parkside Faculty <DL_STF-FA-FA_A@uwp.edu>; All employees minus faculty <DL_STF-FA_FA_A@uwp.edu>
Subject: Academic Plan Survey Update

Colleagues,

Recently, 195 students, faculty, and staff completed a survey asking respondents to rank the “top five” goals they consider most important among the 24 incorporated in the 2012-2020 Academic Plan. The results are summarized in the attachment. Early next semester, the Committee on Academic Planning and I, using these data and our collective judgments about the progress that has already been made, will develop recommendations to the campus on a limited number of goals to focus on for the remainder of the period covered by the plan.

I’d like to highlight one finding. “Increase retention and graduation rates” is the only goal that was included in the top five of every constituent group surveyed; students, faculty, instructional academic staff, non-instructional academic staff, university staff, and the “other” (senior administrators) group. This reflects consensus at UW-Parkside that student success is our most important goal and gives me optimism about the continued progress we’ll make in 2017.

Best wishes for the holidays,

- Rob

Rob Ducoffe
Provost & Vice Chancellor, Academic and Student Affairs
University of Wisconsin-Parkside
262/595-2261

From: Ducoffe, Robert H
Sent: Friday, February 03, 2017 3:41 PM
To: Ducoffe, Robert H <ducoffe@uwp.edu>
Subject: RE: Academic Plan Survey Update: Request for Feedback on Consolidated Goals

Colleagues,

In early December, I shared results from the survey of Academic Plan goals asking respondents to rank the “top five” goals they consider most important among the 24 included in the current plan. Eleven goals made it into the top five of at least one of the groups: faculty, instructional academic staff, non-instructional academic staff, university staff, limited staff, and students.

That’s still too many goals.

Section B in the attached draft, “Recommendations on a Consolidated Set of Goals” (pages 7 – 22), describes four broad goals that capture the main ideas (from the 11 goals) in a simpler way. Next Friday, February 10th, the Committee on Academic Planning (CAP) will consider whether or not to approve the four consolidated goals. This document has also been shared with governance leaders of Academic and University Staff for feedback.

If you have thoughts you wish to offer, please send them to me (ducoffe@uwp.edu) or Lisa Marie Barber (lbarber@uwp.edu), CAP chair, before next Friday. Once goals are approved, teams will develop work plans and budgets for each of the goals by the end of the Spring semester.

Enjoy your weekend (and the game)!

- Rob

Rob Ducoffe
Provost & Vice Chancellor, Academic and Student Affairs
University of Wisconsin-Parkside
262/595-2261

E. ENDNOTES

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- ^{xii} UW Factbook, 2014-2015, Cost Of Education Paid By Resident Undergraduates, 10-Year History, p. 40, [https://www.wisconsin.edu/download/publications\(2\)/Fact-Book.pdf](https://www.wisconsin.edu/download/publications(2)/Fact-Book.pdf).
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- ^{xiv} *Ibid.*, p. 7.
- ^{xv} 2017-19 Biennial Operating Budget, The University of Wisconsin System, August, 2016, p. 5, <https://www.wisconsin.edu/2020FWD/download/2017-19-Biennial-Operating-Budget-Request.pdf>.
- ^{xvi} *Ibid.*, p. 12.
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- ^{xx} University of Wisconsin-Parkside Mission Statement, https://www.uwp.edu/explore/aboutuwp/mission_vision.cfm.
- ^{xxi} Pew Research Center, How Americans Compare with the Global Middle Class, Fact Tank: News in the Numbers, July 9, 2015, <http://www.pewresearch.org/fact-tank/2015/07/09/how-americans-compare-with-the-global-middle-class/>.

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- ^{xxviii} UW-Parkside Mission Statement, https://www.uwp.edu/explore/aboutuwp/mission_vision.cfm.
- ^{xxix} Hispanic Association of Colleges and Universities, <http://www.hacu.net/hacu/Benefits.asp?SnID=1211932149>.

