

## An Academic Plan to Lead UW-Parkside Toward 2020: Aiming High and Making Excellence Inclusive

### Status Report: Fall 2016

Goal (excerpted)	Outcomes and Activities
<b>Student Profile Goals</b>	
<p>1. Increase retention and graduation rates</p>	<ul style="list-style-type: none"> <li>• 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"> <li>○ 1<sup>st</sup>-to-2<sup>nd</sup> 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</li> <li>○ 1<sup>st</sup>-to-2<sup>nd</sup> 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</li> <li>○ 1<sup>st</sup>-to-2<sup>nd</sup> 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</li> <li>○ 1<sup>st</sup>-to-2<sup>nd</sup> 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</li> <li>○ 1<sup>st</sup>-to-2<sup>nd</sup> year retention for first-time, full-time, URM students entering F'14 is 69%, similar to the level among the overall population</li> </ul> </li> <li>• 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"> <li>○ 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</li> <li>○ 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%</li> </ul> </li> <li>• 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</li> </ul>

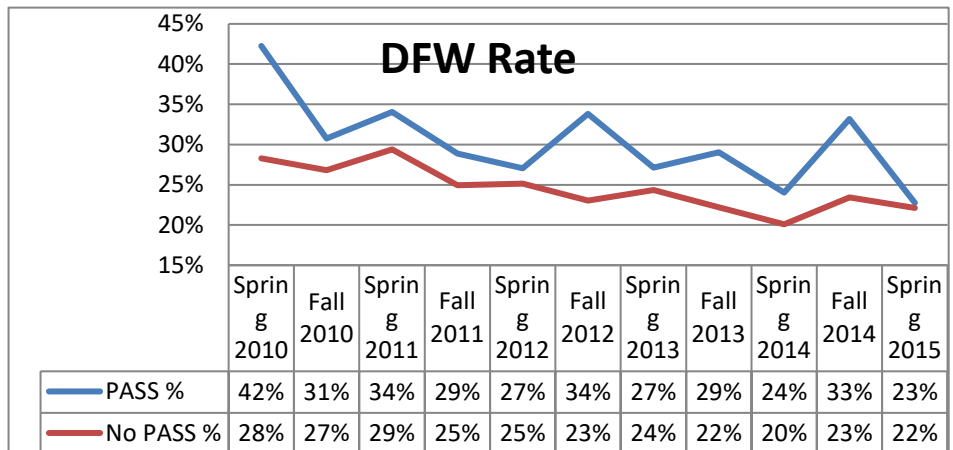
- Six-year graduation rate for first-time, full-time students in F'10 cohort is 24.3%, the lowest it has been in 18 years
- Six-year graduation rate for first-time, full-time, URM students in F'09 cohort is 26%, better than the overall population but still well off 45% goal
- The Parkside Academic Collegiate 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.

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	2.10	60.0%	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	1.31	23.3%	0.00	0.98	23.3%	3.3%
Grand Total	208	2.28	65.4%	2.31	2.20	60.6%	63.0%
Grant Year 2: Academic Outcomes							
Participation	N	Mean GPA	Median GPA	GPA 2.0+	Mean Units Attempted	Mean Units Passed	Enrolled Spring 2015*
No participation	63	2.37	2.44	71.4%	10.2	8.6	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%

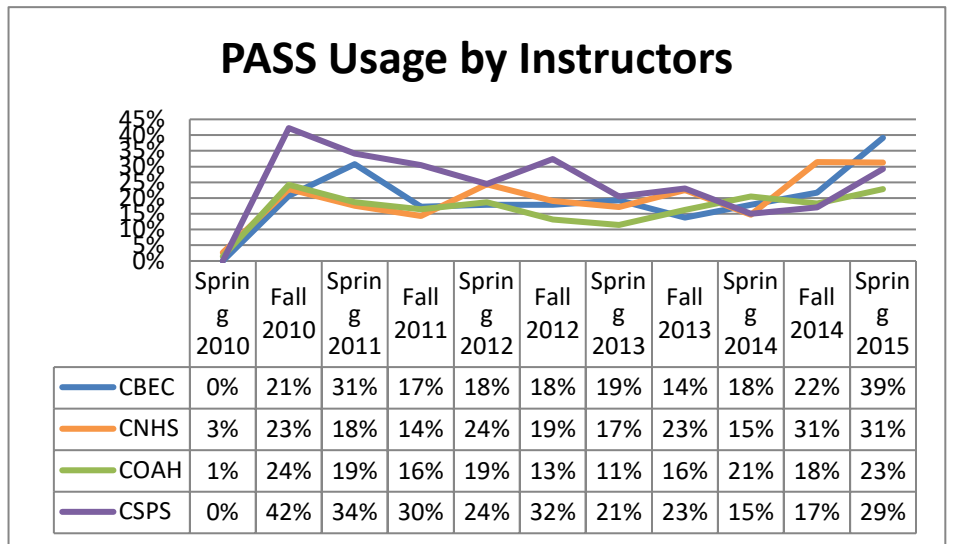
Grant Year 3: Academic Outcomes							
Participation	N	Mean GPA	Median GPA	GPA 2.0+	Mean Units Attempted	Mean Units Passed	Enrolled Spring 2016
No participation	110	2.42	2.44	78.2%	13.4	11.7	85.5%
Online/Text Only	10	2.84	2.75	100.0%	14.9	14.1	90.0%
Face-to-face	72	2.77	2.94	86.1%	13.7	13.1	97.2%
Withdrew	22	0.00	0.00	0.0%	0.0	0.0	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
  - 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.

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

- 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 enrolment 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
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:
  - 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
  - the Office of Multicultural Student Affairs (OMSA) focuses on recruitment, retention, and graduation of underrepresented students
  - the LGBTQ Resource Center provides a safe, inclusive, and comfortable environment on campus for LGBTQ and allied students, faculty, staff, and community
  - 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
  - International Student Services/Study Abroad coordinates international activities
  - 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
  - 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
  - Safe Zone training for faculty, staff, and students reduces homophobia and makes the campus environment safer
  - benefits to veterans are certified by an official in the Office of the Registrar
- The Advising and Career Center implemented:
  - an On-line web scheduler for students to make appointments with ACC Advisors in S'2015
  - an On-line Advisor Chat for general advising questions in F'2014
  - created an online new student orientation for BUSO program in F'2016
  - D2L to create the Virtual Student Resource Center and Virtual Advisor Resource Center



- In the Library:
  - 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
  - Purchased a language learning module for student use – English as a Second Language gets the most traffic
  - 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
  - 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**

5. Promote continuous improvement in development of Communication, Reasoned Judgment, and Social and Personal Responsibility

- 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
6. Integrate writing or communication across the curriculum
- 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
7. Define what Information and Communication Technology proficiency means and revise curricula
- 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

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

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

9. Expand inclusivity and diversity of curriculum and pedagogy

- 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 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

10. Internationalize curriculum

- 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
- 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
- UW-Parkside choir performed in Kerala, India in 2015-16
- CSSPS international service learning trip to Chiapas, Mexico

11. Build career knowledge and planning into curricula

- 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.
    - 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.”
    - 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. A 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 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.
- 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 | 60 Employers
- 2015-2016 – 236 | 55 Employers

#### Tabling Events / Employer Info Sessions

- 2014-2015 – 20
- 2015-2016 – 24

#### RangerTrak: Opportunity Board

##### Positions on RangerTrak

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

##### Student Logins on RangerTrak

- 2013-2014 – 15, 685 (2,195 students)
- 2014-2015 – 16,538 (2,301 students)
- 2015-2016 – 16,264 (1929 students)

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

- New Academic Programs (Launched / Approved)
  - Project Management FLEX Certificate
  - Sales FLEX Certificate
  - Neuroscience certificate
  - Green Chemistry certificate
  - Chemistry concentrations vs options and new Industrial Chemistry concentration
  - Associate of science in laboratory science
  - Associate of science in physics
  - Associate of science in financial economics
  - Associate of arts in professional studies
  - Associate of arts in liberal studies and leadership
  - Associate of arts in military and security studies
  - Minor in Health Psychology
  - B.S track in Public Health within Applied Health Sciences
  - Bachelor of science in business management online degree completion
  - Engineering partnership with UW-Milwaukee
  - Partnership with UW-Milwaukee School of Freshwater Sciences in Geosciences
  - Partnership with Rosalind Franklin University of Science and Medicine for Pharmacy
  - Master of science in sport management
  - Master of science in clinical mental health counseling
  - Associate of arts online
  - Bachelor of arts in liberal studies (redesign)
  - Bachelor of arts in early childhood education
  - B.S. in Early Childhood Education, an integrated degree program between UW-Parkside and the early childhood program at Gateway Technical College
  - B.S. in Secondary Education
  - B.S. in Cross Categorical Special Education
  - Master of science in psychology
  - Master of science in health and wellness management
  - Master of Science in Computer and Information Systems (redesign)
  - Certificates in Mobile Development and Retail Management

13. Increase career  
relevance of programs

- Online Business Degree Completion Program
- 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
  
- Increased and improved the high impact practice of Community Based Learning (CBL)
  - Between May 2011 and September 2016, 201 faculty attended professional development training for CBLR. 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
  - 1207 students participated in CBL course in FY 2015-16 (a 9% increase over FY 2014-15)
  - SEG Center engaged 400 students in 99 client projects
  - App Factory employs 20 students that work on about nine projects annually; over 50 students have worked on part of an app factory project
  - Received funds to help develop “state-of-the art facilities” from WiSys , ATT&T grant for a makerspace, and a private donor
  - Library outreach “Preppin’ for the Primaries”
  - CSSPS offers successful “The Election Experience” in Fall 2016, establishes “Practical Wisdom”, a lecture series on applied ethics, and “Historians at Work”
  - Development and presentation of sustainability plan for Racine
  - 32 students completed internships from the Communication Department, typically about 15 students have internships in any given semester. Theater 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

- 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 2017, 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

16. Strengthen campus community

- 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
  
- 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
  - Faculty decreased over the 2010-2015 period by 9.6% from 125 to 113
  - Instructional Academic Staff decreased over the 2010-2015 period by 19.5% from 128 in 2012 to 103 in 2015
  - Non-instructional Academic Staff decreased over the 2010-2015 period by 6.9% from 116 in 2012 to 108 in 2015
  - University Staff decreased over the 2010-2015 period by 7.6% from 172 in 2012 to 159 in 2015

- 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)
  - 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**

18. Increase student success through experiential learning (See also: “Increase career relevance of programs” and “Build career knowledge and planning into curricula”)

- 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)
- 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
- CBEC engaged 400 students with 99 community projects through the Ralph Jaeschke Solutions for Economic Growth (SEG) Center in 2015-16
- 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

19. Support teaching improvement

- 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)
  
- 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:
  - 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
- 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

<p>20. Support improved course design and appropriate class sizes</p>	<p>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</p> <ul style="list-style-type: none"> <li>• A Student Online Program Survey was conducted in spring 2016. The data will inform decisions about strategies to improve online services</li> <li>• 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</li> <li>• 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</li> <li>• Key Campus Initiatives include:             <ul style="list-style-type: none"> <li>○ Summer Online Course Developer Workshop (yearly)</li> <li>○ General Education Minimum Expectations (yearly)</li> <li>○ Online and Hybrid Course Policy (Modified Quality Matters review of all new courses/instructors)</li> <li>○ Summative Online Course Evaluation and Student Online Program Survey</li> <li>○ T&amp;L Center Programming: Universal Design</li> </ul> </li> <li>• 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</li> <li>• ENGL 100 and MATH 10, 15 and 111 projects</li> </ul>
<p>21. Increase flexibility in scheduling and delivery of classes</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• UW-Parkside received HLC clearance to offer distance education courses and programs, May 5, 2015</li> <li>• Workshops to assist faculty with the development of online courses have served 76 colleagues who participated</li> </ul>

22. Broaden and intensify the use of innovative teaching technologies

- 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 are being offered: 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
- Key Campus Initiatives:
  - Summer Online Course Developer Workshop
  - Community-Based Learning
- Professional Development Events:
  - 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):
  - 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

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

- Library develops an Educational Technologies Librarian position, who in turn holds instructional design and online teaching workshops for library staff
- Chemistry lab renovation underway
- CNHS classrooms and scientific equipment upgrades
- Rita Mainstage Theater 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:
  - New computer furniture installed
  - Study rooms upgraded and placed on an online reservation system
  - The former instruction room became a computer classroom with computers and updated instructional technology.
  - Online Reserve-a-Librarian tool implemented to allow students to make appointments with librarians with expertise in subject-specific resources.
  - Resource access and reference and instruction functions specifically tailored to serve Distance Education and adult learners
  - Reorganized Technology Services uniting Campus Technology Services and ResNet support
  - Deployed “one-stop” technology assistance location in WYLL L107
  - Creation of App Factory room
  - Creation of Makerspace
  - 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:
  - Percentage of programs that submit assessment reports
  - Percentage of programs that close the feedback loop
  - Percentage of programs that suggested curricular changes based on assessment results
  - Percentage of programs that evaluated UW-Parkside’s three shared learning goals: Communication, Reasoned Judgment, and Social & Personal Responsibility
  - 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	# Programs/ Departments	# Consortium Programs	# Non- consortium Programs	# (Percent) Submitted	# (Percent) Not Submitted	# (Percent) Submissions 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	# Submitted	Communication	Reasoned Judgment	Social and Personal Responsibility	Closed Feedback Loop?	Proposed Changes?
CAH	6	3 (50%)	2 (33%)	1 (17%)	4 (67%)	5 (83%)
CBEC	7	6 (86%)	7 (100%)	3 (43%)	4 (57%)	4 (57%)
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%)