

Chapter Three

Criterion #3: Student Learning and Effective Teaching

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

Given the centrality of teaching and learning in its mission, UW-W devotes significant resources and aligns many of its organizational mechanisms to both supporting and evaluating the ways in which teaching and learning are accomplished.

Academic assessment takes place at departmental and institutional levels in order to improve teaching and learning continuously. The University allocates resources to programs and services that support faculty in their efforts to improve their teaching and recognizes instructional excellence. These efforts have led to statewide, regional, and national recognition.

The University also supports an array of non-instructional programs and services that enhance student learning. Despite declining state support, the institution has improved its facilities and expanded and refined its use of technology as a tool to improve student access and instruction. Through a Title III grant and continuing institutional support, the campus has improved its technology infrastructure and dramatically increased the number of faculty effectively using technology.

Core Component 3a:

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Overview

The evidence presented in this section affirms that efforts to assess student learning have come far since the academic assessment plan was implemented in 1992. Six

statements underscore the institution's movement toward a mature culture of assessment:

Evidence 3a-1: The General Education program, undergraduate majors and minors, and graduate programs have clearly stated learning outcomes.

Evidence 3a-2: Data assessing student achievement of learning outcomes is gathered in direct and indirect ways from internal and external stakeholders.

Evidence 3a-3: Data gathered to assess student learning outcomes is used for improvement at institutional, college, department/program and course levels.

Evidence 3a-4: The institution provides resources to support academic assessment initiatives.

Evidence 3a-5: Efforts to articulate and assess student learning outcomes occur in non-instructional and co-curricular units.

Evidence 3a-6: Academic assessment processes undergo systematic review from internal and external mechanisms in ways that strengthen and improve learning assurance initiatives.

For information about learning outcomes, data collection efforts, and programmatic improvement resulting from assessment efforts of academic programs, reviewers will find information in undergraduate and graduate [Audit & Review Reports](#).

Evidence 3a-1: The General Education program, undergraduate majors and minors, and graduate programs have clearly stated learning outcomes.

Academic programs, including the General Education (GE) program, have initiated processes that require the assessment of students' learning. All academic programs have developed stated learning outcomes. Although the degree of specificity and the number of outcomes are as varied as the purposes of the programs, outcomes are concordant with the institution's mission and provide a basis for assessing student learning.

General Education (GE)

Implemented in fall 1994, the [GE program](#) is designed to achieve the following outcomes:

1. Think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material.
2. Make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared culture heritage, and knowledge of past successes, failures, and consequences of individual roles and societal choices.
3. Understand and appreciate the cultural diversity of the U.S. and other countries, and live responsibly in an interdependent world.
4. Acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime.
5. Communicate effectively in written, oral, and symbolic form.
6. Understand the natural and physical world and the processes by which scientific concepts are developed and modified.
7. Appreciate the fine and performing arts.
8. Develop the mathematical and quantitative skills necessary in calculation, analysis, and problem solving.
9. Understand the principles essential for continued mental and physical well-being.

The program encompasses knowledge, skill, and proficiency requirements in communication and calculation skills, quantitative and technical reasoning, cultural heritages, communities, physical health and well-being, and diversity. At the heart of the program is a set of five multidisciplinary courses, each of which brings together material and perspectives from several disciplines so that students may understand both a common body of knowledge and its interconnections:

- The World of the Arts (GENED 110) introduces students to selected artists and art forms, drawn from all the arts, which have made a profound impact on values and philosophies in society.
- The U.S. Experience in a World Context (GENED 120) examines American political and social democracy, ideas and institutions from the perspective of global events and trends that have influenced their development.
- The Individual and Society (GENED 130) examines the influences of social and cultural institutions on the attitudes, values and behaviors of individuals in order to understand ourselves and our relationship to our own and other cultures.
- Global Perspectives (GENED 140) introduces core ideas in economics, geography and political science essential for basic understanding of trends, problems and issues of global importance.
- The World of Ideas (GENED 390), a junior-level capstone course, draws on material from other General Education courses to enable students to develop their own interpretation and understanding of selected thinkers and authors whose ideas have shaped contemporary culture and values.

The number of core courses that transfer students must complete depends on the number of units transferred. Students transferring less than 21 units must complete all GE core courses. Students transferring between 21 and 40 units complete two GE core courses, one of which must be World of Ideas (GENED 390). Students who transfer more than 40 units but do not have an associate's degree are required to complete only World of Ideas (GENED 390). Transfer students with an associate's degree from UW 2-year Colleges and specific Wisconsin Technical Colleges or Illinois State Junior Colleges are assumed to have completed all General Education and core course requirements.

Undergraduate Majors and Minors

The campus began requiring undergraduate majors to develop learning outcomes in 1992. Most majors currently articulate at least five learning outcomes, but some include as many as 20, with most stated in measurable ways. Minors in these undergraduate programs are assessed with the major.

The Undergraduate Audit & Review (A&R) Committee evaluates the academic assessment efforts of all undergraduate majors and minors on five-year cycles. This Committee reports to the Faculty Senate.

Graduate Programs

In 1997, the Graduate Council formally approved the following set of comprehensive graduate learning outcomes derived from a content analysis of the learning outcomes specified by the then-14 graduate programs:

- comprehend and discuss advanced theoretical questions and current issues
- collect, analyze and interpret data applicable to complex questions and problems

- conceptualize, evaluate and implement solutions to complex problems
- use appropriate technologies as needed
- synthesize and articulate multiple concepts in a clear, concise and persuasive manner

In addition, each graduate program and post-baccalaureate certificate program has clearly stated learning objectives. The number and specificity of objectives varies by program. For example, the Communication Department offers both undergraduate and graduate degree programs. The graduate program's seven learning objectives differ from the learning objectives for undergraduate majors. [Counselor Education](#), which only offers a degree at the master's level, lists 25 learning objectives for its students. The graduate program in [School Psychology](#) lists 11 "Domains of Training Competency," with 79 specific cognitive development and skill development objectives reflective of its accreditation standards.

The Graduate A&R Committee has reviewed graduate programs and their academic assessment efforts on a five-year cycle since 1997.

Evidence 3a-2: Data assessing student achievement of learning outcomes are gathered in direct and indirect ways from internal and external stakeholders.

The data collection efforts of the General Education, undergraduate, and graduate programs demonstrate an increasing sophistication of moving from an early reliance on indirect (perception) assessment to more direct (student performance-based) assessment.

General Education (GE)

Initial data collection efforts in GE curriculum were indirect and centered on surveying students about the perceived value and satisfaction with the revised curriculum. These efforts coalesced in 1999 when a campus-wide committee engaged in a three-pronged evaluation of the program. Students completed surveys regarding the perceptions of the value of core courses in accomplishing General Education outcomes; faculty and student focus groups examined perceived roadblocks to student learning in core courses; and student performance data in core courses was examined. Information gathered from this process, coupled with the early survey data from 1995-1997, led to recommendations to make the program more effective and efficient. Specific recommendations are discussed later in this chapter.

The most complex and labor-intensive direct assessment effort in GE began in 1999 with a goal of determining the effect of the General Education curriculum on student writing and critical thinking. A team of faculty developed a composition rubric designed to assess three primary traits: thinking, voice, and literacy. A sample of essays required in the GE capstone course, World of Ideas (GENED 390), was assessed by the team of evaluators trained in the use of the rubric. In spring 2001, the effort broadened to involve a larger number of trained readers and to include a comparative dimension. This assessment team currently evaluates term papers which are from four to seven pages in length and incorporate research from both Freshman Composition (ENGLISH 101) and the World of the Ideas (GENED 390) courses. The essays address similar topics, and the assessment team does not know if the essays they are evaluating are from ENGLISH 101 or GENED 390. A similar initiative is underway in assessing the development of oral presentation skills with a common

rubric used in Fundamentals of Speech (SPEECH 110) and Cross-Cultural Communication (SPEECH 424).

All GE courses **collect assessment data**, either through direct or indirect means. Fig. 3.1 provides a summary of the GE objectives and the courses in which the objectives are met.

General Education Outcome	Courses Collecting Indirect/Direct Data
Think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material.	<ul style="list-style-type: none"> • GENED 110 • GENED 120/140 • GENED 130 • GENED 390
Make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared culture heritage, and knowledge of past success, failures, and consequences of individual roles and societal choices.	<ul style="list-style-type: none"> • GENED 130 • GENED 390
Understand and appreciate the cultural diversity of the U.S. and other countries, and live responsibly in an interdependent world.	<ul style="list-style-type: none"> • GENED 110 • GENED 120/140 • GENED 130
Acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime.	<ul style="list-style-type: none"> • GENED 120/140 • GENED 130 • GENED 390
Communicate effectively in written, oral, and symbolic form.	<ul style="list-style-type: none"> • GENED 110 • SPEECH 110/424 • ENGLISH 101/GENED 390
Understand the natural and physical world and the processes by which scientific concepts are developed and modified.	<ul style="list-style-type: none"> • BIOLOGY 120
Appreciate the fine and performing arts.	<ul style="list-style-type: none"> • GENED 110
Develop the mathematical and quantitative skills necessary in calculation, analysis and problem solving.	<ul style="list-style-type: none"> • MATH 141
Understand the principles essential for continued mental and physical well-being.	<ul style="list-style-type: none"> • PEGNRL 192

Figure 3.1: *Curriculum Aligned With Assessing General Education Outcomes*

Direct assessment efforts in GE are curriculum-embedded, with data collected primarily in core courses, but also in other proficiency and upper-level GE courses. For instance, select course sections of The U.S. Experience in a World Context (GENED 120) and Global Perspectives (GENED 140) currently collect data by administering a pre-test during the first week of the semester which includes multiple choice items adapted from a National Geographic/Roeper Geographic Literacy Survey and a series of multiple-choice, higher order thinking questions keyed to interpreting a brief course-related passage. Similar questions are then included in final exams and used as post-measures. Individual and Society (GENED 130) has been collecting indirect data, and working on development of direct measure instruments that accommodate the multi-disciplinary nature of the course.

The World of the Arts (GENED 110) collects both direct and indirect assessment data online and asynchronously. Approximately one semester after completing the course, a sample of students receive an email request to complete a brief online exam and survey that offers a series of prompts (e.g., picture of sculpture, a short passage of

music) and attending multiple choice questions designed to assess the student's conceptual understanding of the work. The survey includes perceptual questions that require Likert-type responses to questions such as "Did the course build a foundation for future participation in, and enjoyment of, theatre, dance, music, and the visual arts?" The survey also asks such questions as "How many times would you estimate that you've visited an art gallery since taking World of the Arts?"

Direct assessment efforts in Biological Foundations (BIOLOGY 120) and Intermediate Algebra (MATH 141) were initiated recently in response to the elimination of the core course Science and Technology in Society (GENED 150) from the GE curriculum. Small groups of faculty teaching these courses created a series of questions relevant to their respective GE outcomes and then piloted these questions in final exams in sections of each course. Other programs in the natural sciences are being asked to assess students' performance in their foundations courses as well.

Similarly, Personal Health and Fitness for Life (PEGNRL 192) is a one-unit wellness course required of all students. All 40 sections of the course offered each semester use a common syllabus, PowerPoint presentations, and assignments. Assessment data is collected by using a common final exam administered to all sections of the course.

In fall 2003, the campus pilot-tested an [indirect web-based assessment](#) instrument designed to gather incoming freshman perceptions about the nine GE outcomes along two dimensions: 1) how important was each outcome given the student's purposes for attending college; and 2) what was the student's current confidence level relative to performing the outcome. Respondents were also asked to identify if the specific outcome was among the three most important to them.

Results suggest that the instrument is valid and reliable. Efforts are underway to make the completion of the instrument a mandatory part of the preliminary advising or registration process, and to align its questions more closely with the senior exit survey. This latter step will provide pre- and post-measure of shifts in student attitudes toward the importance of the GE outcomes, and their self-perceptions of how well they have developed the GE competencies.

Discussion of how these data are used to make assessment-driven changes to programs such as GE is provided in the next section of this chapter.

Undergraduate Majors and Minors

In spring 1997, UW-W prepared an instrument designed to survey the University's contribution to the respondent's acquisition of a series of baccalaureate-level learning outcomes. By the fall of 1997, graduating seniors and recent alumni began using the instrument. Initially, response rates were low, and managing and sharing results were difficult. In 2002, the institution began administering these surveys online, resulting in a much higher response rate. Data are now collected for [seniors and alumni](#), and Institutional Research (IR) makes that data available to all academic departments through its website.

Departments collect nearly all other assessment data. Figure 3.2 summarizes the array and frequency of direct and indirect data collection methods used by academic

departments as chronicled in A&R reports filed from 1999 to 2004. Results show that assessment is occurring at multiple levels, ranging from within individual courses to department and university-wide efforts, and is gathered internally and externally. At the program level, a wide range of techniques are used, such as capstone projects, portfolio reviews, exit surveys and interviews, feedback from internship/practicum supervisors, and standardized test results (e.g., Graduate Record Examination, Certified Public Accountants Examination, American Chemical Society Exam, Pre-Professional Skills Test).

Although some programs rely primarily on indirect methods, the A&R Committee has been consistent in requiring programs to add multiple direct measures to their plans. As a result, the number of programs that are now gathering information primarily from direct assessment has increased. These programs generally gather data from internship or practicum supervisors.

	Indirect (Perceptual) Assessment Data	Direct (Student Performance) Assessment Data
Internal Sources of Data	(In order of reported use)	(In order of reported use)
	<ul style="list-style-type: none"> ● Graduating senior exit survey (department sponsored) ● Intern/Practicum surveys ● Graduating senior exit survey (University sponsored) ● Graduating senior exit interviews ● Surveys of current students ● NSSE data (freshmen & seniors) ● Entrance to program survey ● Focus groups of student organizations ● Advising surveys 	<ul style="list-style-type: none"> ● Curriculum-embedded <ul style="list-style-type: none"> ○ Rubric assessing research paper ○ Exams (final, or common exams across sections) ○ Rubric assessing case study analysis ○ Rubric assessing performance/creation ● Portfolio review (entrance, junior year and/or exit) ● Capstone course <ul style="list-style-type: none"> ○ Standardized discipline-based exams (e.g., ETS) ○ In-house created exams ○ Senior performance/projects ● Scores on post-baccalaureate professional exams ● Juried performance review (entrance and/or exit) ● Evaluation of work of affiliated student organization
External Sources of Data	Indirect (Perceptual) Assessment Data	Direct (Student Performance) Assessment Data
	(In order of reported use)	(In order of reported use)
	<ul style="list-style-type: none"> ● Department sponsored alumni survey ● Department sponsored alumni employer survey ● Advisory board review ● External consultant review ● University sponsored alumni survey 	<ul style="list-style-type: none"> ● Internship/practicum supervisor evaluations ● Career placement data ● Post-baccalaureate program admissions ● External performance/creation jury reviews

Figure 3.2: *Assessment Data Collection Methods and Sources Used in Undergraduate (Majors and Minors) Audit and Review Reports 1999-2004*

In March 2005, department Chairs completed a [survey of assessment practices](#) in their departments. This survey revealed that revisions to processes and/or outcomes were almost equally distributed among three choices: every five years (A&R), annually, or other times (never, inputs from advisory council, ongoing, when needed, etc.).

Further, results showed that slightly more than half of departments reported that the faculty participate in program assessment of student outcomes and are actively shaping departmental assessment policy/procedures, while slightly less than half stated that faculty participate, but are not active, in shaping policy/procedures. A small number of departments reported that faculty are aware of assessment but do not participate. One respondent indicated that faculty are resistant to assessment; another respondent reported that faculty are unaware of assessment.

Graduate Programs

An analysis of academic assessment initiatives among graduate programs reveals different levels of progress in the development and implementation of assessment mechanisms. Figure 3.3 chronicles assessment strategies and frequencies used to collect data for Graduate A&R reports from 1999 to 2004. Graduate programs collect a greater variety of data from external sources (e.g., alumni, alumni employers, practicum supervisors) than undergraduate programs, perhaps reflecting the link between the institution's graduate programs and students' professional communities.

Internal Sources	Indirect (Perceptual) Assessment Data	Direct (Student Performance) Assessment Data
	(In order of reported use) <ul style="list-style-type: none"> • Exit Surveys (Program Sponsored) • Intern/Practicum Participant Surveys • Exit Interviews 	(In order of reported use) <ul style="list-style-type: none"> • Comprehensive Exam • Scores on Post-Master's Professional Exam • Thesis Evaluation • Portfolio Review
External Sources	Indirect (Perceptual) Assessment Data	Direct (Student Performance) Assessment Data
	(In order of reported use) <ul style="list-style-type: none"> • Alumni Survey (Program Sponsored) • Alumni Employer Survey (Program Sponsored) • Advisory Board Review 	(In order of reported use) <ul style="list-style-type: none"> • Internship/Practicum Offsite Supervisor Evaluation • Career Placement Data

Figure 3.3: *Assessment Data Collection Sources and Methods as Reported in Graduate Programs Audit and Review Reports 1999-2004*

In 1998, the School of Graduate Studies began pilot-testing an [exit survey](#) based on the five comprehensive learning outcomes of graduate education approved by the Graduate Council. In 2001, the School made the survey a requirement in the graduation process. Program-specific responses, both fixed and open-ended, will be shared in five-year intervals (prior to the A&R year) beginning in spring 2006. This will significantly expand program access to more internal, indirect assessment information.

Evidence 3a-3: Data gathered to assess student learning outcomes are used for improvement at institutional, college, department/program and course levels.

As campus-wide comfort with assessment has grown, so has confidence in the utility of the information. Improvements in General Education and in undergraduate and graduate programming are increasingly based on information systematically gathered from the stakeholders in these areas.

General Education

The data collected by the campus-wide committee in 1999 provided evidence of the need for significant changes to the GE curriculum. Changes endorsed by the College of Letters & Sciences Administrative Council and the Whitewater Student Government, and approved by the General Education Review Committee (GERC), University Curriculum Committee, Faculty Senate and Chancellor, went into effect in fall 2000. These changes included:

- Reducing the required number of General Education credits from 50 to 44. Evidence suggested that the large number of credits required in GE eliminated students' choices of electives and in some cases required students to take more than the mandated 120 credits to complete their degree programs.
- Recasting the formerly required core course Science and Technology in Society as an elective. Evidence suggested that the course outcomes overlapped significantly with science material covered in high school and in required college lab science courses.
- Giving students a choice of either Global Perspectives or The U.S. Experience in a World Context (both formerly required). This included refocusing course content in The U.S. Experience in a World Context on more global issues in order to complement its alternative, Global Perspectives.
- Giving all core courses the prefix 900/GENED, instead of each section retaining the many discipline-specific prefixes of the departments in which they had been housed. Many of the core courses were not being approached by students or faculty in the multidisciplinary perspective in which they were intended. The consistency in numbering also reduced confusion for students registering for the core courses.
- Developing summer workshops for core course faculty who needed to enhance coordination of courses and improve assessment initiatives.

Other changes at the institutional, college, department, and course levels have followed. At the course level, in 2001, New Student Seminar (GENED 104) became an elective freshman seminar to assist new freshmen with transition and retention efforts. This course also addressed the perception of core course faculty that students needed assistance transitioning to and understanding college-level expectations. In fall 2002, the proficiency Math course (MATH 141) was changed from three to four units to provide a better grounding in math. In 2003, Travel Study (GENED 291) was added to encourage students to participate in travel study opportunities early in their studies, concordant with the University's objective to foster global awareness.

Other course-specific changes, including the revision of learning objectives to align more clearly with outcomes (GENED 390), development of uniform direct assessment methods across multiple sections (GENED 120/140), and revisions in course content have occurred as a result of ongoing review of the GE classes and data-driven deliberations prompted by the GE Review Committee's biennial reviews and summer workshops involving core course instructors.

Results from GE writing assessments revealed that students make limited progress in developing writing skills between their freshman and junior years, moving from "poor" in freshman composition courses to "limited" by the time they enroll in World of Ideas. This information generated a number of actions. In 2003-04, the College of Letters & Sciences sponsored a series of events to help academic departments develop initiatives to improve student writing. That same year, with funding from the Provost and the LEARN Center, the campus launched an "Improving Writing in the Major"

initiative that focused attention on how discipline-specific writing assignments could be used to improve student writing. Groups of faculty and administrators traveled to conferences and participated in a series of on-campus workshops. In 2004, the institution re-instituted the [University Writing Awards](#). Designed to raise campus awareness about the importance of student writing, these awards are made to students in a variety of writing categories, including expository writing, research papers, creative writing, and scientific and technical writing each spring.

Undergraduate Programs

During the past 10 years, undergraduate programs have made the greatest progress in “closing the loop.” Based on data from A&R Reports from 1999 to 2004, programs have made more than 100 changes to their programs as a [result of assessment efforts](#). These have included improvements to the curriculum, changes in departmental procedures, changes in instruction, revisions of specific content in courses, and refinements to the assessment efforts. Figure 3.4 presents a summary of these findings, and demonstrates that the majority of these changes resulted in curriculum revision, typically to majors, minors, or through the addition of new courses.

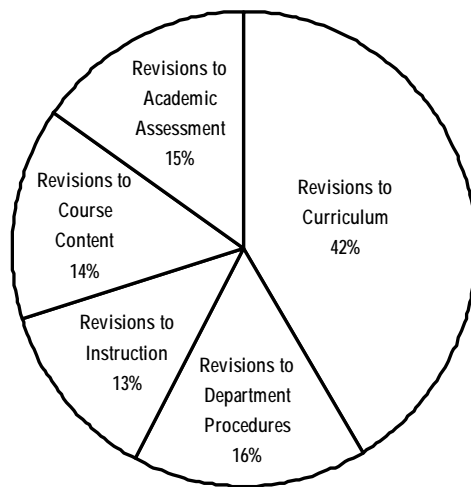


Figure 3.4: *Changes and Improvements Resulting from Assessment as Reported in Undergraduate Audit and Review Reports 1999-2004*

Graduate Programs

Since the inception of the Graduate A&R process for graduate programs in 1997, graduate programs have taken steps to develop assessment plans. Program improvements resulting from assessment in graduate programs, as chronicled in Graduate A&R reports 1999-2004, tend to reflect the growing maturation of assessment efforts in “closing the loop” between collecting data and using this data to make program revisions. A [summary of the revisions](#) reported during this period focused on improving the assessment process (i.e., revising outcomes, adding data collection mechanisms, eliminating use of data collection procedures), curriculum change (i.e., adding courses, changing schedules of classes), and course revision by infusing technology into course content.

Evidence 3a-4: The institution provides resources to support academic assessment initiatives.

The LEARN Center functions as the campus nexus of assessment activities. Its Academic Assessment Advisory Board brings together faculty from each of the four

colleges and a representative from Student Affairs who all function as liaisons to programs in their divisions/colleges. Since its inception in 1998, the LEARN Center has provided funding, programming and consultation across campus in support of assessment activities that have included:

- Serving as representatives on undergraduate and graduate A&R Committees, providing feedback on program-level assessment efforts and consultation to programs referred to the Center for assistance.
- Coordinating and fiscally supporting direct assessment efforts in the General Education core courses, including data storage and data interpretation activities.
- Sponsoring 15 workshops relevant to assessment or relevant to issues that assessment had revealed needed faculty development support. These workshops, led by facilitators from both on and off campus (e.g., Walvoord, Angelo, Gardiner), have attracted approximately 430 faculty, staff, and department chairs.
- [Promoting awareness](#) of General Education and department-level assessment initiatives in its First Year Program, a program that began in 2000. This program requires participation of all newly hired tenure-track faculty. Thus far, over 100 new faculty have been briefed on campus-wide academic assessment initiatives, studied assessment efforts in their department, and been recruited to assist with assessment.
- Sponsoring four Reading & Discussion Clubs (each meeting six times during a semester), that examined works such *Effective Grading: A Tool for Learning and Assessment* (1999, Walvoord and Anderson, Jossey-Bass), and *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education* (1999, Palomba and Banta, Jossey-Bass).
- Leading and funding a faculty group in attending the annual Assessment Institute in Indianapolis. Since 1999, faculty have presented or led workshops at the Institute five times, and published articles in the Institute's affiliated *Assessment Update* on topics ranging from overcoming the [challenges of General Education assessment](#), conducting [writing assessments](#), and tools and methods for assessing online learning, to [using technology to support General Education assessment](#).

L&S has funded workshops for faculty in two to four of the core course areas every summer since 2000. Support for the development of direct assessment instruments in General Education has occurred through intramural faculty and instructional development funds or LEARN Center allocations. Several offices on campus, including Admissions, the Registrar, and IR, assist GE assessment with data collection and reporting.

Finally, supported by the UW-W School of Graduate Studies and Continuing Education, the University of Wisconsin-Extension, and the UW-W Foundation, the campus began making available in 2005 funds to support the “development and/or implementation of innovative assessment strategies to enhance student learning in an academic program.” These PREP awards of up to \$5,000 are available to programs or individuals through the Office of Research & Sponsored Programs.

Evidence 3a-5: Assessment of student learning occurs in non-academic and co-curricular units.

The perpetuation of a culture of assessment on campus may be best evidenced by a growth in non-academic and co-curricular units that monitor their influence on student learning. Although no programs have currently developed assessment plans for students participating in co-curricular activities, units in Student Affairs have

implemented assessment plans for student workers. Examples include the Student Entertainment and Awareness League (SEAL), Recreational Sports, and the Office of Residence Life. The assessment plans for three of these units are described below:

Student Entertainment and Awareness League (SEAL)

- Eleven learning outcomes. Students are expected to learn about topics including contract negotiations and management, the effective use of resources, developing skills in establishing and maintaining partnerships, and organizing and planning programs and events.
- Students are asked to assess themselves during training in August, and again at the end of the academic year in late April, with the assessments related directly to the learning outcomes. [Assessment results](#) are used to improve the experience for students, including on-the-job training as well as August and January training retreats for the group.
- Approximately 16 student employees participate each year.

Recreational Sports

- Eight learning outcomes note that students are expected to develop effective orientations such as developing tolerance and appreciation of the value of diversity and greater self-awareness, as well as developing vocational skills in teamwork, leadership and conflict resolution, time management, decision making, and listening.
- [Assessment results](#) are obtained through an exit survey of students at the end of each academic year. Information is used to make improvements in training and in-service programming for students and to restructure student work assignments and activities.
- Approximately 100 students are hired each year.

Residence Life

- Thirty-nine learning outcomes specified. Student residence assistants (RAs) are expected to learn skills in areas such as group facilitation, problem-solving, confrontation, and writing, and knowledge about topics ranging from implementation of learning communities to self-awareness, and campus resources available to promote students' academic success.
- [Assessment results](#) are obtained through an exit survey, with plans being developed to apply other indirect and direct assessment measures. Data are used to refine training and to aid in the creation of a new training program known as Journeys.
- Approximately 120 RAs are hired each year.

Evidence 3a-6: Academic assessment processes undergo systematic review from internal and external mechanisms in ways that strengthen and improve learning assurance initiatives.

The assessment efforts of all undergraduate and graduate programs are reviewed in five-year cycles through the A&R process. Undergraduate and graduate A&R Committees review programs to ensure that data are collected using direct and indirect measures, relating data to the specified learning outcomes, and using data to guide continuous improvement of student learning.

The GERC conducts a [full review](#) of all core courses every two years. Reviews address faculty adherence to the guidelines for each of the courses, assessment efforts, faculty efforts to improve the courses, and obstacles to more effective teaching of the core. A review of the GERC reports demonstrates that a greater portion of the Committee's review of GE has centered on assessment in the most recent reports.

Selected programs must also adhere to accreditation standards. These include AACSB (College of Business & Economics), ACS (Chemistry), CACREP (Counseling Education), CSWE (Social Work), NASP (School Psychology), NASM (Music), NAST (Theatre), CAA (Communicative Disorders), and NCATE (College of Education). These accreditation bodies provide for the ongoing assessment of the educational objectives of their programs.

Moreover, UW System policies require Joint Program Review (JPR) of all new programs five years after their initial approval. UW System guidelines call for external review as part of the JPR process in order to ensure that programs are meeting their objectives, and are of sufficient quality to continue and be placed in the five-year, internal A&R cycle.

Conclusion

The A&R process has encouraged undergraduate and graduate programs to further develop, implement, and refine their assessment efforts. Academic programs, and increasingly co-curricular programs, have specified learning outcomes; gather data to assess student progress in achieving these outcomes; and make programmatic improvements as a result of these efforts.

Despite the institution's progress in program assessment, assessment efforts across campus can still be improved. Academic departments self-report that they are approximately 80% complete in [implementing assessment plans](#). Graduate programs (57%), multi-disciplinary majors, and minors with no corresponding major ["stand-alone" minors] (56%) lag behind undergraduate majors. An [examination of final reports](#) filed by Undergraduate and Graduate A&R Committees reveals that 60% of the approximately 300 recommendations made to academic programs from 1999-2004 relate to improving assessment efforts. These recommendations suggest, in particular, that programs need to expand and improve their array of assessment tools and link more clearly how data relate directly to program objectives and, ultimately, to the revisions that programs make.

Although the University has devoted more energy and resources to gathering institutionally-relevant data to assist with assessment, some departments have continued to experience difficulty in finding and using this information. Similarly, GERC observed that it has little access to the direct assessment gathered and stored by the LEARN Center.

The campus continues to mature in its development of an assessment culture. Many academic programs are already using assessment data to drive programmatic change. As all programs, including GE, undergraduate majors and minors, and graduate programs, continue to refine their assessment plans, particularly through the collection of direct assessment data, the relationship between assessment data and programmatic changes will become even more evident.

Core Component 3b: The organization values and supports effective teaching.

Overview

UW-W's organizational processes, its strategic use of resources, and its rituals all underscore the importance it assigns to effective instruction. The last 10 years have witnessed a noteworthy increase in resources devoted to instructional improvement and faculty involvement in instructional improvement activities. The evidence in this section suggests that the institution meets this core component through the following four statements:

Evidence 3b-1: Instructional excellence is rewarded and widely recognized through the institution's promotional mechanisms and rituals.

Evidence 3b-2: Evaluation of instruction is conducted in multiple ways and effectively fulfills summative and formative purposes.

Evidence 3b-3: Programming to improve instruction is oriented toward keeping faculty and instructional staff current with research-based principles, best practices, and innovative application.

Evidence 3b-4: Instructional development programming is varied in purpose, garners high levels of participation, and meets the needs of faculty and instructional staff.

Evidence 3b-1: Instructional excellence is rewarded and widely recognized through the institution's promotional mechanisms and rituals.

The campus confers several [annual awards](#) to outstanding faculty and instructional staff, seven of which focus exclusively on excellence in teaching:

- Roseman Teaching Award (institution-wide, awarded to faculty)
- The Academic Staff Excellence Award for Instruction (institution-wide)
- The College of Arts & Communication Excellence in Teaching Award
- Leon Hermsen Teaching Award (College of Business & Economics)
- The College of Letters & Sciences Excellence in Teaching Award
- David Saunders Award for Excellence in Teaching in the Humanities (College of Letters & Sciences)
- Audrey McClellan Teacher of Distinction Award (College of Education)

Depending on the process, students, peers from the department, or department chairs submit the names of nominees for each award. A committee of peers from the campus or college selects the award winners. Recipients for all awards receive a cash stipend, ranging from \$500 for the Academic Staff Excellence Award for Instructional Staff to \$5,000 for the College of Education's McClellan Teacher of Distinction Award. A history of recipients for all seven awards is chronicled on the LEARN Center webpage.

Recipients of the University awards are announced in several venues. Names of Roseman Award winners, along with the recipients of the faculty research, service, advising, and non-instructional staff awards, appear in a formal press release, as an announcement on the campus website, and are prominently displayed in the *Alumni and Friends* magazine, distributed to more than 40,000 alumni nationwide. These award winners also have their names and pictures displayed in the entrance of the

University Library for one year, where their names are permanently inscribed on a plaque. They receive their awards during a formal presentation at the University's annual Awards Dinner each May. They also are officially recognized at the spring commencement ceremony and in the Chancellor's State of the University address, which signals the beginning of the academic year in fall. The Roseman Award winner symbolically leads faculty and instructional staff into fall and spring commencement ceremonies, carrying the institution's ceremonial mace. The Roseman Award winner also speaks at the annual student Who's Who banquet.

Winners of all college teaching awards are formally recognized annually in tribute speeches delivered by students and fellow faculty at the spring recognition reception held on the terrace of the Irvin L. Young Auditorium. Recipients are typically identified on college websites, recognized in alumni newsletters or magazines, including *Futures* (College of Business & Economics), and *The Catalyst* (College of Education). Award winners are honored at fall term college retreats, and may be recognized on a plaque or photo array in college conference rooms.

Recognition of teaching excellence also occurs in ongoing operations of the University. For example, the [Master Teachers](#) program identifies exemplary teachers from campus as individuals who are willing to invite faculty and staff into their classrooms for observation. The LEARN Center also sponsors a workshop series, "Roseman Award Winners on Teaching." This series brings former Roseman Award winners in to lead lunch hour workshops on special projects or instructional topics of interest. To date, more than 150 instructors have attended these sessions.

Evidence 3b-2: Evaluation of instruction is conducted in multiple ways and effectively fulfills summative and formative purposes.

University Faculty Personnel Rules stipulate that all academic departments evaluate instruction by using: 1) student course evaluations and 2) either information gathered from peer evaluation or data relevant to learning achieved by students taught by the instructor. Currently, all academic departments employ peer review as the second method, but encourage faculty to present data of student learning achievement in merit, promotion and personnel decisions.

Summative Evaluations

Student course evaluation data is collected during the fall and spring semesters, and may be collected during Winterim and summer sessions. Faculty Senate rules allow each department to develop its own course evaluation instrument and to establish procedures for conducting the course evaluations. Most departments collect data using both quantitative and qualitative measures. Peer review and instructional effectiveness are considered in annual reviews of probationary faculty and in tenure decisions. Peer evaluations of classroom teaching are regularly completed for all instructional staff and tenure-track faculty, and are a part of the post-tenure review process for tenured faculty. University Faculty Personnel Rules stipulate that the process must be "comprehensive, not limited to a single visit to a faculty member's classroom or to a single aspect of teaching such as grades awarded, methods of examination, or the like."

Instructional effectiveness, evident in both student course evaluation data and instructional peer reviews, is a primary criterion in tenure decisions. Between 2000 and 2005, 15 faculty were either denied tenure or resigned prior to the mandatory tenure decision year. Of these 15, six were denied tenure or received notice of non-renewal of contract due to teaching that was assessed to be substandard or ineffective.

Questions about validity, reliability, fairness, and objectivity led the Faculty Senate to appoint an ad hoc committee in spring 2004 to study faculty concerns about course evaluations and report on common concerns across the University. The committee [surveyed faculty](#) and reported back to the Senate, which requested the committee to meet with members of the LEARN Center staff to discuss future options based on the committee report.

Two of the University's colleges have assembled faculty committees to work toward creating uniform college-wide student course evaluation instruments. The committees have struggled to develop instruments perceived to capture accurately and fairly student perception of the variety of pedagogical methods and diverse learning outcomes evident in each college. L&S completed a review of its peer evaluation process in summer 2004 and recommended the use of a common evaluation form and rules across its departments.

Formative Evaluations

Information from the course evaluations each semester assists faculty and department chairs in setting professional development goals generally, and in making plans for instructional improvement specifically. Review processes for both faculty and instructional staff encourage reflection and goal-setting relevant to instructional improvement. Using data collected for summative purposes to function also in formative ways is not an easy process, since instructors who are peer-reviewed may be hesitant to seek formative feedback from faculty in their department who will also be involved in merit or personnel decisions.

The institution's [Peer Coaching Program](#) offers interested faculty and instructional staff the opportunity to engage in formative teaching improvement by working with a knowledgeable faculty member from outside one's own department for an entire semester. Instructors take a constructive and directed look at their teaching through the eyes of a Peer Coach, a faculty member who has been recognized for excellence in teaching, but who will not be involved in their tenure/promotion/merit decisions. All interactions, evaluations and reports (review of the program notwithstanding) are confidential—shared only between the participant and the Peer Coach. The program is designed using a series of best practices culled from the literature on effective formative peer review.

[Evaluation data](#) from the program indicate a high degree of participant satisfaction. Participants have reported that they changed their approach to teaching, including engaging students more, being more interactive with students, and using more stories, examples, and humor in their teaching. Most also wished that the program could be a full year instead of one semester.

Evidence 3b-3: Programming to improve instruction is oriented toward keeping faculty and instructional staff current with research-based principles, best practices, and innovative application.

Programming designed to improve instruction at UW-W is oriented toward keeping faculty and instructional staff abreast of new innovations and current with best practices emergent from the expanding literature about student learning. The LEARN Center and the Learning Technology Center (LTC) offer a wide range of support services for faculty in keeping up-to-date on instructional resources and trends.

LEARN Center

Since fall 1998, the LEARN Center has sponsored more than 135 workshops that have drawn more than 3,000 participants. Approximately half of these sessions have focused on summarizing existing literature about student learning and improved teaching, identifying best practices, or sharing and encouraging innovative pedagogy (with or without technology). Nationally-known presenters, including Barbara Walvoord, Tom Angelo, Charles Bonwell, Lion Gardiner, Craig Nelson, and Tim Riordan have introduced ideas from off campus. The LEARN Center website also provides instructors easy access to summaries of [research-based tips and tools](#) for improving teaching and learning.

[Reading & Discussion Clubs](#) provide opportunities for instructors to gather six times over the course of a semester to discuss a book or packet of readings relevant to a teaching and learning issue. Since fall 1999, 230 faculty, staff, and administrators have gathered in 26 Clubs to discuss books such as Lion Gardiner's *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*, John Bean's *Engaging Ideas: Integrating Writing, Critical Thinking & Active Learning Into the Classroom*, *The Art of Changing the Brain* (James Zull), and Trisha Bender's, *Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice, and Assessment*.

The [First Year Program](#) (FYP) requires participation of all tenure-track faculty new to campus. The majority of the sessions in this yearlong program consider summaries of empirical research about post-secondary instruction, reports of best practices, and perspectives shared by current UW-W faculty who have excelled as teacher/scholars as a basis for introspection, discussion, and sharing. All participants in the FYP are sent either *Advice for New Faculty* by Robert Boice, or William McKeachie's *Teaching Tips*. Both books provide summaries of best practices and suggestions derived from the faculty development literature.

The [Teaching Scholars Program](#) unites 10 faculty from across campus for a critical two-year inspection of their teaching and its effect on student learning. Faculty meet twice per month in seminar-style discussions led by the program coordinator. These sessions focus on assigned readings relevant to teaching and student learning, and discussion of individual projects designed to improve instruction. Faculty are expected to complete a scholarship of teaching and learning (SoTL) project by the end of the second year. Participants have [presented their projects](#) in different venues.

Learning Technology Center

Instructional, Communication & Information Technology's (iCIT) [Learning Technology Center](#) (LTC) provides instructional technology support and promotes effective infusion of technology into courses. Since 2000, LTC has offered more than 140 training workshops, ranging from one hour to two weeks in length, that focus on introducing faculty to new features in course management systems and innovative use of existing features. In panel-style workshops, instructors share ideas and lessons learned about such topics as designing effective online discussions, better online testing, using audio- and video-enhanced e-learning, and effective use of technology-enhanced student response systems. Additionally, the Title III grant provided funding for faculty who desired to hone technical skills by attending off-campus technology workshops pertaining to instruction. In January 2005, the LTC sponsored a well-attended half-day campus-wide workshop in which a facilitator from UW-Milwaukee introduced faculty to a series of research-based principles in designing effective hybrid courses.

The LTC promotes innovation in instruction by coordinating faculty interest with UW System funding. For instance, mini-grants have fueled small technology projects such as online quiz tools, learning objects creation, and the use of online course creation software. More than 20 faculty members benefited from these mini-grants with stipends and software during 2001-2002.

In 2004-2005, the LTC received a unique UW System Curriculum Redesign (CR) grant for a pilot project called the [Flash Clearinghouse](#) to develop reusable, interactive simulations and animations for instructional purposes using Flash technology for all UW campuses. The LTC is currently the only center among UW campuses that can support such activities. A growing number of UW-W faculty are now interested in incorporating Flash into their course material. Another current CR grant has allowed the campus to pilot the use of [Student Response System](#) (clickers) in the classroom. The experience will allow the campus to decide on future support of this technology, which is gaining national attention in higher education pedagogy.

Finally, other collaborative ventures between the LTC, the LEARN Center, and the colleges have expanded instructional development opportunities for faculty and staff. In November 2005, a co-sponsored initiative brought a facilitator from Maryland Online to train faculty on the use of the "[Quality Matters Online Course Development Model](#)," a model based on a survey of the research in the field of online learning.

Evidence 3b-4: Instructional development programming is varied in purpose, garners high levels of participation, and meets the needs of faculty and instructional staff.

The A&R self-study form requires programs to address faculty members' participation in activities and organizations that relate directly to teaching and learning enhancement. An [analysis of A&R reports](#) from 1999-04 suggests that faculty and instructional academic staff from each of the four colleges participate in teaching improvement conferences, making presentations, and publishing in areas directly related to their teaching. Programs with graduate programs reported higher productivity in publications directly related to teaching.

The [Professional Development Plan](#), which guarantees faculty members \$1,000 and instructional staff members \$500 for professional development, will allow even more faculty and staff to attend conferences, seminars, and workshops related to teaching, since departmental funds have not always been available to support faculty and staff in their professional endeavors.

	Goal	LEARN Programs	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Create Awareness ↕	Celebrate effective instruction and promote topics of campus conversation.	Campus-wide workshops <i>First Year Program</i>	# of participants: 331 faculty development hours: 743	# of participants: 391 faculty development hours: 619	# of participants: 327 faculty development hours: 637	# of participants: 552 faculty development hours: 1,152	# of participants: 674 faculty development hours: 1,251	# of participants: 625 faculty development hours: 1,084	# of participants: 803 faculty development hours: 1,217
	Encourage reflection of personal practice in view of best practices.	<i>Reading/Discussion Clubs</i> <i>Master Teacher Program</i>		# of participants: 48 faculty development hours: 128	# of participants: 57 faculty development hours: 192	# of participants: 40 faculty development hours: 183	# of participants: 53 faculty development hours: 311	# of participants: 67 faculty development hours: 335	# of participants: 37 faculty development hours: 221
Prompt Reflection ↕	Assist instructor in evaluation of strengths, weaknesses, and plan improvement.	<i>The Peer Coaching Program</i>			# of participants: 8 faculty development hours: 144	# of participants: 5 faculty development hours: 84	# of participants: 7 faculty development hours: 84	# of participants: 6 faculty development hours: 72	# of participants: 6 faculty development hours: 72
Improve Practice	Develop deep knowledge literature and investigate teaching practices.	<i>Teaching Scholars Program</i>		# of participants: 10 faculty development hours: 210	# of participants: 9 faculty development hours: 295	# of participants: 10 faculty development hours: 420	# of participants: 10 faculty development hours: 420	# of participants: 10 faculty development hours: 420	# of participants: 10 faculty development hours: 420
Total # of Participant Contacts:			331	449	401	607	744	708	856
Total # Faculty Development Hours (FDH):			743	957	1,268	1,839	2,066	1,911	1,930

Participants in LEARN Center Programming Directed at Instructional Improvement (fall 1998 through spring 2005): **4,096**

Total Faculty Development Hours (FDH) Directed at Instructional Improvement (fall 1998 through spring 2005): **10,714.**

Figure 3.5: *Participation in LEARN Center programs designed for instructional improvement, fall 1998 through spring 2005*

Learning enhancement is the first mission of the LEARN Center. An overview of the Center's instructional improvement goals, programming, and participation levels are captured in Fig. 3.5. In general, the number of programs, the number of contacts with participants, and faculty development hours (FDH) show an increasing trend since 1998-99.

Because the LTC welcomes walk-in clients, statistics on instructor participation are more difficult to gather. Since 2000, the array of 140 LTC workshops, panel presentations and clinics have attracted more than 250 faculty and staff annually, leading to total workshop attendance well over 500. Its instructional design consulting and technology support services have assisted approximately 400 walk-in

appointments each of the past two years. During that same period, LTC personnel have assisted approximately 100 faculty and instructional academic staff with production work for instructional purposes (e.g., CD/DVD authoring, image editing, PDF scanning, video streaming, etc.). Because of the rapid rate of adoption of course management systems, the LTC estimates that the number of faculty and instructional academic staff who have received individual support has grown from approximately 100 to approximately 350 in the past five years.

Instructional improvement programs and services offered by the LTC and the LEARN Center are successful in meeting the development needs and expectations of participants. Ninety-six percent of faculty surveyed in spring 2005 felt that topics addressed in [LTC workshops](#) met the needs of respondents, and 95 percent felt that the training provided was both timely and helpful. [Evaluations of LEARN Center](#) workshops, First Year Program, Peer Coaching Program, and Teaching Scholars Programs indicate that they have been valued in terms of their perceived relevance, utility, and effectiveness in achieving their stated purposes.

Conclusion

The importance of quality instruction, particularly at an institution with a standard faculty teaching load of 12 units per semester, is recognized throughout the campus. Instructors who excel in teaching are recognized in a variety of formal and informal ways. Teaching effectiveness is measured in multiple ways, and is used to make personnel decisions and plans for improvement. The LTC and LEARN Center provide exemplary programming and support for instructional improvement. The LEARN Center has been recognized by the Professional & Organizational Development in Higher Education as a model faculty development program. Similarly, the LTC functions a model for other comprehensive institutions in the UW-System, and regularly provides consultation to other institutions.

Programming during the past five years has provided a wide array of development opportunities for faculty and instructional staff. These programs have been effective in introducing and supporting faculty in the use of alternative pedagogies and new technology. These initiatives have found a particular resonance with faculty who have been at the institution for a decade or less. A continuing challenge will be to provide resources to re-engage and address the development interests of mid-career and senior faculty as well.

Core Component 3c: The organization creates effective learning environments.

Overview

Section 3b substantiated the statement that the institution recognizes and promotes effective instruction. The evidence in this section underscores the institution's belief that significant student learning also occurs outside of the classroom, facilitated by University personnel in non-instructional and co-curricular units. Technology has become a tool both to extend and to enrich traditional and non-traditional environments in which students learn. Moreover, in response to the 1996 NCA visit, the campus has taken several steps to conceptualize what constitutes a "true graduate

experience,” and delineate how that experience differs from undergraduate education. The evidence in this section centers on four statements:

Evidence 3c-1: The institution actively promotes learning through student experiences in non-classroom and co-curricular opportunities.

Evidence 3c-2: Non-instructional units, individually and as effective collaborators with academic programs, create new and improve existing contexts for learning.

Evidence 3c-3: The institution uses technology to support and deliver instruction in ways that expand student access and facilitate student learning.

Evidence 3c-4: The institution articulates distinctions in learning expectations and processes for graduate and undergraduate students.

Evidence 3c-1: The institution actively promotes learning through student experiences in non-classroom and co-curricular opportunities.

Numerous opportunities and activities are offered on campus for learning and fostering skills beyond the classroom. These range from social groups, clubs, and organizations (e.g., fraternities and sororities) to professional groups and organizations (e.g., Student National Education Association, Public Relations Student Society of America, American Marketing Association, and Spanish Club). The campus directory lists 176 [student organizations](#). Further, UW-W seniors report opportunities for internships, service learning, and other experiential programs in which “hands-on” learning occurs in numbers that are above the national mean in these categories, according to NSSE results. College-based non-classroom opportunities, experiential learning activities, and intercollegiate athletic programs exemplify opportunities for students to further their learning outside of the classroom.

College-Based Non-Classroom Opportunities

The majority of academic programs make available non-classroom learning opportunities. These include internships, field study, field placements, practica, and student teaching opportunities. These opportunities are as numerous and diverse in purpose as the learning outcomes of the academic programs themselves. Approximately 500-700 students participate in paid and unpaid internships annually, and another 400-450 participate in student teaching experiences each year.

Experiential learning takes many other forms on campus. Students in the College of Arts & Communication receive hands-on training through their participation in co-curricular activities. Theatre/Dance students can earn academic credit for assisting with campus drama productions, and broadcast journalism students broadcast live UW-W sports events, to more than 100,000 homes in southeastern and south-central Wisconsin through a partnership with Charter Communications.

In the College of Business & Economics, Management Computer Systems students typically complete project work for off-campus clients. Similarly, the 45-50 students who join [Creative Marketing Unlimited](#) each year get experience conducting market research and writing marketing plans for area businesses.

Innovative programs such as the Milwaukee Experience have earned the College of Education national recognition for requiring students to experience the challenges inherent in teaching in large, multicultural, urban school districts.

Students in the College of L&S often engage in learning experiences affiliated with their majors. Upper level students in the sciences, including the areas of molecular and cellular biology and organic chemistry, acquire internships, and routinely serve faculty in grant-funded research assistantship roles and as laboratory teaching assistants. Students in the geography major have used their GIS skills to assist local school districts with redesigning bus routes.

Experiential Learning

The institutional goal to increase campus-wide participation in experiential learning and co-curricular activities by 15 percent, first set in 1999, was achieved in 2001-02. Participation continued to grow until 2003-04, when the campus experienced a slight decline overall. Figure 3.6 indicates, however, that participation in 2004-05 has shown an increase over 2003-04 in all areas except student employment, which has been hurt by budget cuts.

	Total Students	Student Org/Career	Athletics/ Recreation	Leadership/ Service	On-Campus Employment	Music
2000-01	10,532	4,571	684	830	2,399	283
2001-02	10,071	5,421	731	898	2,658	291
2002-03	10,796	5,501	792	1,007	2,520	411
2003-04	10,817	4,987	731	880	2,467	350
2004-05	10,938	5,215	734	1,116	1,903	405

Figure 3.6: *Student Participation in Experiential Learning Opportunities: 2000-05.*

National Survey of Student Engagement (NSSE) data from 2004 show UW-W freshmen and seniors score significantly higher in their responses to several items in the section “Done or plan to do prior to graduation” when compared to national norms. These include practicum internship, field experience, co-op experience, or clinical assessment; community service or volunteer work; participation in a learning community or other program where groups take two or more classes together; and work on a research project with a faculty member outside of course or program requirements.

Intercollegiate Athletics

The overall mission of intercollegiate athletics at UW-W is to “contribute to the educational process of students by providing an athletic experience.” As such, the institution’s 600-700 male and female students who participate in its Division III intercollegiate athletic programs benefit from the personal growth and development that result from integrated and prolonged commitments to self-discipline, training, and competition. Success for UW-W student athletes has not been limited to the athletic field. In 2004-05, 284 student-athletes earned grade point averages of 3.0 or better, and five were named [WIAC Scholar Athlete](#) of the Year in their sports.

Evidence 3c-2: Non-instructional units, individually and as effective collaborators with academic programs, create new and improve existing contexts for learning.

Given the significant amount of time students spend in non-classroom contexts, institutions must consistently plan and program in ways that create additional opportunities for student learning. These efforts may target specific learning outcomes that the campus as whole supports (e.g., diversity and global perspectives), or they may focus on helping academic programs achieve specific outcomes. Offices of Student Life, International Education & Programs, Residence Life, and the Learning Communities collaboration illustrate ways in which non-instructional units contribute to students' learning.

Student Life

The Office of Student Life has an expansive role on campus and shapes learning environments in multiple ways. Staff members' work in the areas of student conduct, new student programs, leadership development, career services, counseling services and service to students with disabilities puts them in contact with more than 5,000 students, 2,000 families, and 375 faculty and staff each year.

The Office of Student Life's mission statement affirms its commitment to bringing together "people to address the student learning environment." One example is the [Leadership Development Center](#), which coordinates involvement, leadership development, and multicultural education. The LDC organizes activities that are linked to academic departments and colleges, resulting in collaborations such as supporting guest artists, lecturers, etc. Fifty percent of the events coordinated by the office in 2004 were based on these academic collaborations. In promoting leadership, the office directs the [Evolving Leaders](#) workshop, and works to develop leadership skills by guiding the [Student Entertainment Awareness League](#), a student-run program that fosters involvement on campus.

Student Life assesses its performance annually in multiple ways, ranging from monitoring records to student surveys and critical incident reports, and makes appropriate changes to programming accordingly. Content in the New Student Seminar was modified and the role of Peer Mentors who work in the New Student Seminar was altered in direct response to data gathered about the program. [Cultural Identity Workshops](#) that were offered to all freshmen in the New Student Seminar in 2004 were a direct response to NSSE results that indicated students needed more exposure to diverse perspectives. Responses from the 544 students who attended the workshops indicated that more than 400 of them felt it had added (a lot, some) to their understanding of diversity and would help them in interactions with others from a background different from their own. This same number felt that it had added (a lot, some) to their ability "to see the world through others' eyes."

International Education & Programs

The Office of International Education & Programs (IEP) serves approximately 220 international students, 320-350 domestic students, and 40-50 faculty each year. IEP:

- manages all aspects of faculty-led courses abroad and exchange programs, faculty and student orientation programs;

- serves as a clearinghouse for international information including Fulbright and other scholarship programs;
- provides immigration and orientation services for international students and scholars, direct international student recruitment; and
- acts as the advocate/liaison for international students with the campus and local communities.

IEP personnel work directly with students who participate in exchange programs. The IEP office supports eight different study abroad exchange opportunities. Students who enroll in these programs earn UW-W credit and pay UW-W tuition.

Data gathered from student participants in Faculty-Led Courses Abroad programs have resulted in greater collaboration between IEP staff and faculty in order to design travel experiences that foster improvement in foreign language abilities, increase cultural awareness and sensitivity, and cultivate more fully a global perspective. Fig. 3.7 above shows the number of students who participated in travel study or study abroad programs during the past ten years.

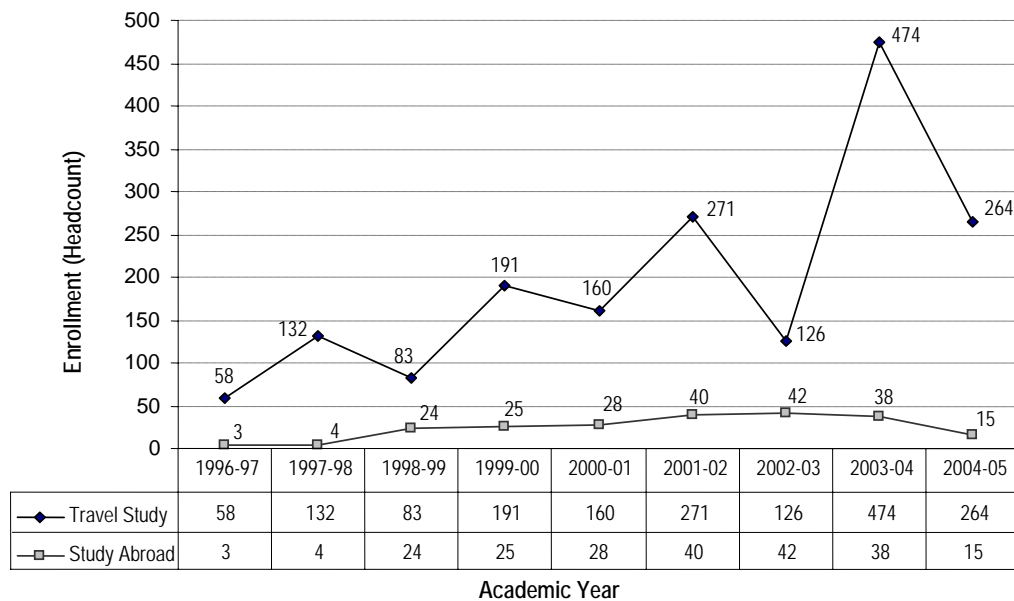


Fig. 3.7: Number of UW-W students participating in travel-study or study-abroad programs, 1996-2005

Although the numbers in Fig. 3.7 are off pace with the institution’s goal of having 10% of all undergraduate students participate in international study, the evidence of progress is clear. NSSE data reveals that fewer UW-W freshmen anticipate studying abroad than freshmen at comparable master’s level public universities. However, UW-W seniors’ responses nearly equal national norms.

Residence Life

The Office of Residence Life provides housing for approximately 3,800 students annually, as well as short-term guests, summer campers and conference participants (approximately 11,000). In fulfillment of these duties, Residence Life:

- manages and operates approximately 850,000 square feet of physical facilities in 15 campus buildings;
- selects, trains, and supervises approximately 63 full-time and several hundred student employees;
- coordinates the programs and services for the student residents in the halls; and
- manages cable television services, and provides technical support and services for student residents and staff.

Currently, freshman and sophomore students are required to live in the University residence halls (unless they meet off-campus requirements). Residence Life is dedicated to creating optimal living/learning environments for these students. Students may select a variety of living arrangements such as “Year One” halls for freshmen, as well as theme-based options (“global village,” “substance free,” “upper class,” and “graduate student”). Data indicate that students living in the residence halls have a 21.5% higher retention rate compared to off-campus freshmen.

Staff members regularly collect customer data, including annual participation in the ACUHO-I/EIBI Resident survey, and shape policy, planning, and programming according to these results. In the past year, staff planned and implemented the “Boxes and Walls” intensive experiential training to promote inclusion and increased the number of RA staff members of color. In addition, a new position was created in academic and leadership initiatives.

Learning Communities Collaboration

In spring 2004, offices in Student Affairs and Academic Affairs collaborated to conduct a workshop on learning communities led by Cathy Engstrom of Syracuse University. The session initiated a noteworthy and quickly formed collaboration between a group of faculty from three different colleges and representatives from the Office of Residence of Life, New Student Programs, and the LEARN Center. With cooperation from the colleges and the Registrar’s office, this group was able to design, develop, and pilot a 50-student learning community in fall 2004.

Named Live & Learn, this learning community focused on students interested in majoring in education. The courses consisted of Psychology of the Exceptional Child (SPECED 205, required of most education majors), Fundamentals of Speech (SPEECH 110, General Education requirement), Freshman English (ENGLISH 101, General Education requirement), Individual and Society (GENED 130, General Education requirement), and the New Student Seminar (INTRAUNV 104). Students shared two floors in the same residence hall where faculty sometimes held office hours.

[Feedback](#) and performance data from students involved in the community indicated the program was a success. While no courses in common were planned for the spring term 2005, encouragement from students involved and continued cooperation from the colleges and the Registrar allowed Live & Learn to continue as a cohort for three additional courses. Enrollment data in fall 2005 for students involved in this pilot *Live and Learn* group suggested that more than 90% of the students returned to enroll in their sophomore year. This rate is approximately 20% higher than the freshman-to-sophomore rate as a whole. Learning community choices expanded to three with

approximately 90 students in fall 2005, and plans are to establish nine communities with more than 200 participants in fall 2006.

Evidence 3c-3: The institution uses technology to support and deliver instruction in ways that expand student access and facilitate student learning.

In the past 10 years, UW-W has undergone significant change in access to technology. The Instructional, Communication and Information Technology (iCIT) offices, Distance Education, and the University Library have kept pace with enhancements to technology in ways that continue to expand student access and support instructional programs.

Technology

Computer labs and assistance are readily available for students to assist them in completing class assignments. The campus provides at least 80 hours per week of student access to the 1,268 computers in the 37 labs throughout campus. More than 6,000 students used these labs last year, and in spring 2005, workstations in the two large general access computer labs were used 17,948 times. In addition, more than 4,100 students used the Helpdesk annually for questions and problem resolution. In order to acquaint freshmen with campus technology, iCIT staff conducted technology orientation sessions for 1,285 students in fall 2004, and more than 800 in fall 2005. Technology training was also conducted for 66 iCIT student employees in 2004.

In spring 2003, UW-W began the [Universal Access Initiative](#) (UAI). The goal of UAI is to provide ubiquitous access to information technology resources to all students, anytime, anywhere, on any device. One cornerstone of this initiative includes the campus wireless network with over 50 access points in all buildings with classrooms. The second component of UAI is web-based storage, which allows faculty and students to store, access and share files stored from anywhere via the Internet. Currently, 3,850 students are using the web publishing and storage services to store files, especially files for class projects that are too large to be stored on other devices (e.g., multimedia, graphic design, etc).

More than 9,000 students were enrolled in the over 900 web-assisted course sections that use Desire2Learn (D2L), the campus's course management system, in fall 2005. Approximately half of all courses offered in fall 2005 were web-assisted, and 24 undergraduate and 18 graduate totally online courses were offered.

UW-W faculty and instructional academic staff have also embraced the use of technology in their courses. Instructors have access to several software tools and services for developing or enhancing classes. For instance, the LTC assists instructors in digitizing video and in preparing video lectures for distribution via CD ROM or through compressed video. UW-W regularly purchases licenses to specific software tools that directly assist in instruction such as Camtasia, Snag It, or SPSS. Faculty also find test scoring services and student exit surveys useful in administering, assessing, and redesigning courses. In many face-to-face courses, faculty often provide slides, notes, articles, or worksheets through tools such as D2L and ROAD (Repository of Academic Documents), an electronic system that uses faculty folders and FTP for uploads and downloads.

More than 90% of the classrooms have Internet access, and more than 100 Level 3 (or “smart”) classrooms exist on campus. These classrooms consist of a control module connected to a PC or Macintosh computer, ceiling computer projector, ELMO overhead projector, screen, and lighting controls. By controlling these pieces of equipment, instructors can enhance teaching capabilities and effective learning. The UW-W Classroom/Lab Modernization process has had a [strong history](#) on the campus since 1985. In 1985-86, \$86,628 was spent on classroom lab modernization improvements. In 2003-04, \$333,512 was spent in this area with larger amounts in various biennial budgets over the past 18 years.

University Library

Over the past 10 years, the University Library has been transformed from a building in which students and faculty secure printed information to a center that delivers information in both printed and electronic forms to resident and remote patrons. In addition to its two million print, microform and audio-visual items onsite, it has an extensive number of subscription databases for student research. Currently the Library provides access to 168 electronic reference resources; over 15,000 e-journals (counting both those cover-to-cover online and those available through aggregators such as EbscoHost); and over 18,000 e-books. Augmenting local database subscriptions are the shared electronic collection developed by the University of Wisconsin libraries jointly and statewide subscriptions by Wisconsin State Department of Public Instruction. Cooperative purchasing through the regional network, WiLS (Wisconsin Library Services), is used whenever possible to benefit from lower consortial pricing. UW-W master’s theses are now electronically available on the Library’s website as well.

Several upgrades and changes have opened the Library to 24-hour access. The EZProxy server, set up July 2001, authenticates [off-campus users](#) to allow registered students and University employees remote access to licensed electronic resources. Further, the Library was the first building on campus to provide wireless Internet access. Implementation of laptop computer checkout around the same time that wireless access became available has turned some group study rooms in the Library into collaborative learning spaces for students.

In addition to providing online library resources and databases, the University Library has also expanded its array of services online to both resident and distance learners. Included are virtual reference services, online course reserve options, and services for sharing resources with other libraries. The University Library migrated from a KeyNotis online catalog to its third generation integrated library system, the web-based Endeavor Voyager, in 2000. One of the features of this system, used by all UW System libraries, is Universal Borrowing (UB). This enables users to borrow books, videos, etc., directly from other UW System libraries free of charge and in a timely fashion. Users having research needs that are not met by local holdings or UB are encouraged to use the interlibrary loan service. Implementation of OCLS ILLiad software streamlines interlibrary loan workflow and enables faculty and students to have non-locally owned journal articles from other libraries delivered to their desktops. Distance education students, graduate students, and faculty may also use ILLiad to request document delivery of locally-owned periodical articles or book chapters to their desktops.

All UW System libraries have also recently implemented Ex Libris software to help researchers make full use of the resources available to them. The SFX link resolver guides researchers from a database search result citation to the full text if it is available in any database to which they have access, or to an interlibrary loan request form. MetaLib provides federated searching, which allows searching of different vendors' databases simultaneously, as well as many personalization features such as the ability to set alerts and organize saved search results into folders.

Structured library instruction is offered to more than 5,000 students annually in a 25-workstation lab so that students can learn efficient use of web-based search tools in a hands-on environment. The Library has also used technology to link faculty with students and course-related information. The reference librarians have provided an online tutorial for the catalog, recorded instructions onto disc for distance MBA students, and produced online user guide web pages designed for specific databases or individual courses/faculty. The course web pages give links to online resources and list other resource materials that assist students in preparing class projects.

Distance Education

UW-W faculty and staff have access to a number of [distance education](#) technologies that enable them to reach students who are distant from campus, share resources/courses with other UW System institutions, and participate in statewide meetings without leaving campus.

WisLine audio conferencing uses standard telephone lines to link individuals at sites anywhere in the state or the world. WisLine Web is a web-based service that links participants from the convenience of an office or WisLine Web sites around the state by using a web browser and a speakerphone. Three satellite antennas allow UW-W to act as a downlink site for a variety of professional development opportunities. A statewide digital video network also offers audio and video interaction with students or colleagues across the UW System. This network allows the institution to provide video down-linked language programs in Arabic and Japanese. All of these methods require real-time synchronous interaction. Collectively, approximately 200-300 faculty, students, and staff annually engage in opportunities using these learning methods.

The institution also provides asynchronous learning opportunities. The Online MBA program has been recognized by *U.S. News and World Report* as one of the country's 25 best online programs in master's in business administration. The program began with an initial pilot class in 1997. Although some students mix classes between the online and traditional class formats, approximately 250-300 students were enrolled in the online program in fall 2004. Current enrollees are from 44 states and 20 foreign countries including Nepal, Nigeria, and Italy.

Through a consortia agreement with other UW System institutions, the College of Education also offers a graduate-level licensure program in library media in which the majority of instruction occurs online. This initiative has fostered the development of [library media](#) specialists for schools and public libraries in areas of the state that would have otherwise gone unserved. The University's interest in expanding its online offerings to include baccalaureate degrees, beginning with general business (BBA),

political science (BS and BA), and liberal studies (BA and BS), is chronicled in Chapter Six.

Evidence 3c-4: The institution articulates distinctions in learning expectations and processes for graduate and undergraduate students.

The North Central Association noted the importance of creating different learning environments for graduate and undergraduate students in its 1996 site visit. Since then, the School of Graduate Studies & Continuing Education and the Graduate Council (GC) have collaborated to identify and articulate differences between graduate and undergraduate education and to develop policies and procedures for assuring such differences are present in the curriculum.

In spring 1997, the GC approved a School of Graduate Studies Mission Statement. The Mission Statement identified five comprehensive graduate-level learning outcomes for all graduate programs. This Statement and a statement about assessment in graduate education were inserted into the *Graduate Catalog*. Developed through discussions by the GC, the following statement about the nature of graduate education and how it differs from undergraduate education was inserted into the *Graduate Catalog*:

Graduate course work, generally, will introduce students to contemporary issues in the discipline and help them develop a critical perspective for evaluating these and future developments. Graduate course work will help students develop an understanding for how a discipline is organized and how it conducts its research. In that regard, graduate course work is designed to be significantly different from its undergraduate counterpart in the following ways:

- requiring a greater depth and intensity of study
- demanding a higher level of academic/intellectual rigor
- focusing primarily on advanced and specialized topics
- exploring the integration of theory and practice
- relying on pedagogical practices that require more personal interactions with the instructor, more collaborative interactions with fellow graduate students, and more self-directed learning than undergraduate studies

With leadership provided by the Dean of the School of Graduate Studies, the GC then began to consider how graduate-level expectations could be made more clear to students and be made a more predominant part of the graduate curriculum, particularly in dual-level courses (that serve both undergraduate and graduate students). In 1999, the GC approved the policy to eliminate the graduate portion of dual-level courses that had no graduate student enrollments in the preceding four years.

This initiative has increasingly limited the role of dual-level courses in graduate curricula. In the past five years, the GC has been asked to approve about half the number of dual-level courses that it was asked to consider in the preceding five years. This trend, coupled with the removal of the graduate portion of dual-level courses that garner no graduate enrollment, has reduced the number of dual-level courses from 489 in 1996 to 338 in fall 2005.

In 1997, the GC defined a set of [graduate-level requirements](#) (e.g., content, intensity, self-direction) and required that all course proposals for new dual-level courses specify these requirements. These same expectations were made a part of the

examination of existing courses in the graduate A&R process. In spring 2003, the GC voted to require instructors of dual-level courses to consider and articulate in the course syllabus the unique expectations of graduate students in content, intensity, and self-direction. An analysis of course syllabi from dual-listed courses in 2004 and 2005 suggest that while compliance with this requirement is not universal, more faculty are differentiating requirements and specifying unique expectations for graduate students in content, intensity, and self-direction. The Associate Vice Chancellor for Academic Affairs reviews course syllabi through the online syllabi program, and reports the percentage of compliance to the Associate Dean of the School of Graduate Studies & Continuing Education. Results show an increase from less than one percent of all syllabi in fall 2004, to 52% of syllabi in spring 2005. However, fluctuations in the number of graduate students in dual-listed courses every semester makes it difficult to systematically monitor adherence.

Most significantly, the preceding efforts have created a campus-wide dialogue about what is meant by a “true graduate experience.” In a self-study questionnaire, the 13 graduate programs were asked to address the question, “How does graduate-level learning differ from undergraduate-level learning in your program?” [Responses](#) reveal differences among programs. In general, programs believe that graduate-level learning means that students will:

- examine more original source material
- apply knowledge they have acquired
- incorporate their experiences more fully into their learning
- conduct more research
- examine fewer topics but in greater detail
- learn much more outside of the classroom
- become self-directed learners who, in the words of one graduate program coordinator, can “know how to know”

Conclusion

As a campus whose focus has primarily been residential education of traditional college-age students, the University has done much to improve existing learning environments and foster new ones. Enhancements in technology, ready access to information and the evolution of the University Library from a building to a repository of information accessible to faculty and students at all times have contributed to the creation of a campus learning environment appropriate to the 21st century. The expansion of web-assisted courses, increase in the number of “smart” classrooms on campus, use of distance education, and availability of wireless access have also allowed the University to extend its learning environments. Finally, attention to defining “a true graduate experience” and delineating the unique expectations of graduate students at UW-W have positioned the School of Graduate Studies and the GC to lead the campus in enhancing the learning environment for these students.

Although the above changes have resulted in enhancements to the learning environment, they have also brought new challenges to the institution. The rapid pace of changing technology means that state-of-the-art technology often becomes obsolete in a short amount of time. The *Instructional Technology Strategic Plan*, which is revised regularly to keep pace with enhancements in technology, is discussed at length in Chapter Two. The extent to which the campus can continue to fund improvements

in technology, particularly during a time when budgets are being cut, will remain a challenge in the foreseeable future.

The campus will also be challenged in developing new systems to assist students who are seeking courses and degrees through web-assisted, online, and distance education classes. Faculty and instructional academic staff have already made major commitments to using D2L, as evidenced by the large number of web-assisted classes currently being offered on campus. At the same time, the demand for classes offered exclusively online or through distance education continues to grow. “Blended pedagogy” will require that faculty and staff remain current in both their disciplines and in the use of technology, which will necessitate additional training and development. New demands will be placed on support services, including technology support personnel, Library staff, academic advisors, Admissions staff, and the Registrar’s Office, as personnel from these offices develop procedures to bring services to students who function in asynchronous learning environments. Finally, the campus environment itself must remain flexible to adopt new learning environments while maintaining its essential character as a regional comprehensive university within the UW System.

Core Component 3d: The organization’s learning resources support student learning and effective teaching.

Overview

Effectively using resources to facilitate student learning and effective teaching is particularly important at a time when such resources are becoming increasingly scarce. Programs and services that directly and indirectly support student learning consistently review their performance to ensure that they are meeting the needs of the campus’s diverse learners. The evidence in this section supports three statements regarding the institution’s ability to fulfill this core component:

Evidence 3d-1: Facilities designed to support student learning are continuously expanded and improved.

Evidence 3d-2: The institution provides services and resources that effectively support learning for a diverse student population.

Evidence 3d-3: Services that support and enhance learning experiences engage in processes that evaluate performance and lead to continuous improvement.

Evidence 3d-1: Planning processes ensure that facilities designed to support student learning are continuously expanded and improved.

Wisconsin state statutes require that each campus develop a long-range plan to guarantee institutional responsiveness to program needs. The Regents and the State Building Commission review these plans and make the final decisions on funding for System project requests. A six-year *Physical Development Plan*, discussed in further detail in Chapter Two, is the major planning document in which UW-W’s physical needs are listed and prioritized. UW-W’s *Plan* is reviewed annually by a campus-wide planning committee chaired by the Vice Chancellor for Administrative Affairs.

The institution's *2005-2011 Physical Development Plan* notes that the facilities for instruction, laboratory, and research for academic programs housed in Winther Hall (College of Education) and Heide Hall (Communication and Languages & Literatures Departments) are inadequate for contemporary pedagogical methods and technologies. Similarly, Academic Support Services staff are currently housed in a building which was converted from residence hall to academic use. While most rooms are rated "adequate" space for program activities, the area cannot comfortably accommodate large study groups or workshops of more than 25 individuals. The lack of windows and air conditioning (except in the computer labs) at times makes the physical environment uncomfortable for student learning.

Other sources of funding through UW System are available for certain types of improvement projects. For instance, the Classroom & Lab Modernization Program provides funds for modernizing instructional laboratories and classrooms. UW-W has used these funds to:

- modernize general access labs and to transform approximately 100 classrooms into "smart" classrooms, with access to computer projection systems and to the Internet
- update classrooms and computer labs in the Greenhill Center of the Arts, including 90- to 120-seat classrooms for the General Education World of the Arts classes
- modernize Barnett Theatre, Hicklin Studio Theatre, and the Ceramics Lab
- update the Human Performance Lab in the Williams Center and the Safety Lab
- modernize classrooms in Carlson Hall, which houses the College of Business & Economics.

Student Technology Fee (STF) funds are collected as part of tuition throughout UW System. UW System policies stipulate that these funds are to be used for technology-related improvements that benefit all students, but may not be used for discipline-specific enhancements.

STF funds have been used to support the campus's backbone technology infrastructure, to update technology in the University Library and general access computer labs, and to pilot wireless access in the University Center. In 2005, STF funds were also used to enhance disabled students' access to computers in the Center for Students with Disabilities.

Major Recent and Current Improvements

Since 1998, major facility upgrades have occurred on campus to enhance the quality of space available for effective teaching and student learning at UW-W. One upgrade was in the Williams Center, shared by Intercollegiate Athletics, Recreation Sports, and the academic department of Health, Physical Education, Recreation, & Coaching (HPERC). The 2001 addition to the Williams Center more than doubled the space of the existing facility.

The addition included a 57,000 square-foot fieldhouse and 12,000 square-foot weight room/fitness center, making these two of the largest facilities in Wisconsin. The addition also included five new classrooms, a 25-station computer lab, a motion analysis lab, and renovations to existing gymnasiums and auxiliary spaces. In 2003, a new facility, the Student Athletic Complex, was opened to provide offices for coaches

and instructors in HPERC, three new classrooms, and a 25-station computer lab for student athletes.

The addition to Upham Hall, the building that houses the sciences, is a two-phase addition and remodeling project scheduled to be completed in 2006. The initial phase added more than 29,000 square feet to the original building. The second phase added 4,900 square feet while remodeling the existing 116,000 square feet.

An expanded and remodeled Upham Hall provides modern research space and updated laboratory and classroom space. Faculty research labs are located adjacent to offices to promote close interaction with students working on projects. Classroom space was constructed and equipped with instructional technology to support modern teaching methods, including the modular arrangement of laboratory benches and fume hoods, to allow efficient workflow patterns and permit easy reconfiguration as academic programs evolve. Student study space was provided for individual or group study, and space was allocated to support independent study and undergraduate research.

Near Term Improvements

Beginning in May 2006, the campus will break ground on a \$19.6 million renovation and addition to its [University Center \(UC\)](#). The addition will include space for a Student Involvement Center that will give better exposure to and consolidate the Leadership Center, Career Services, Whitewater Student Government, the Multicultural Education Center, Adult Resource Center, Women's Center, and other student organizations. An expanded Art Gallery for displaying faculty and student work, a sloped floor auditorium, redesigned meeting rooms with state-of-the-art technology, and expanded and improved study lounges are all anticipated to support student learning. This project is scheduled to be completed in spring 2008.

The University is also scheduled to break ground in spring 2007 on a new \$41.5 million [College of Business & Economics building](#). The project will add approximately 116,000 assignable square feet, and more than 74,000 square feet of instructional space. Fifty classrooms will be added, all with wireless access. The new building will also provide space for college offices, six academic departments, five business outreach offices, and several college student organizations. The projected opening date is January 2009.

Instructional space will include a stock trading room complete with computer stations and current stock feeds, a state-of-the-art distance education classroom, 190 computer stations in designated computer classrooms and laboratories, student project rooms, medium (52 seats) and large (66 seats) classrooms, medium (150 seats) and large (400 seats) lecture halls, a group work (48 seats) classroom, small seminar room (22 seats), and project rooms for study and/or group projects. The design deliberately includes a generous distribution of study/meeting/gathering areas throughout the building. Further, uniting the five business outreach services under one roof with faculty, students, and student organizations should facilitate more student and faculty involvement in outreach and foster additional undergraduate research opportunities. A remodeled Carlson Hall, current home to the College of Business & Economics, will provide a single building for all non-science departments from the College of

Letters & Sciences. Faculty from Languages & Literatures, Philosophy & Religious Studies, Political Science, Women's Studies, Race & Ethnic Cultures, Sociology, Anthropology & Criminal Justice, Social Work, Psychology, Math & Computer Science, and History are currently dispersed across six buildings on campus. The move should enhance interdisciplinary collaboration and, in turn, increase opportunities for students. It will also allow for faculty from these departments to teach and conduct research in the same building that houses their offices.

After the Department of Languages & Literatures relocates to Carlson, Heide Hall will undergo renovation. Renovation of Heide Hall will create sufficient office, instructional, study, and research space to support both the Department of Communication and Academic Support Services. General assignment classrooms in Winther Hall will be upgraded through future Lab/Classroom Modernization funds and technology improvement plans.

Evidence 3d-2: The institution provides services and resources that effectively support learning for a diverse student population.

UW-W's Select Mission clearly declares its commitment to serving all learners, whether they are 18-year-old freshmen, full-time working adults pursuing a degree part-time, first-generation minority/disadvantaged students, or students with physical or learning disabilities. The UW-W homepage lists 26 sources of support, providing assistance in forms as diverse as the needs of the students themselves.

Some services (e.g., the University Library, on-campus computer labs, and iCIT Helpdesk) are designed to serve the broader needs of all learners. Other support services target specific groups of students.

For instance, the Academic Advising & Exploration Center (AAEC) and Academic Support Services target traditional college-age students new to the campus. Others, such as the Children's Center (child care) and the Adult Resource Center, provide optional services for non-traditional students.

Some services are provided directly for students with specific needs that affect their learning, such as the Center for Students with Disabilities. Others exist as options to provide additional academic support for those who are encountering challenges (e.g., Tutorial Center) or for those who want more challenge (e.g., Honors Program). Academic Support Services, the Center for Students with Disabilities, and Undergraduate Research offer programs and services that are designed to strengthen learning for diverse student populations.

The breadth and depth of these services have contributed to UW-W being recognized in a [report](#) circulated within the UW System for having graduation rates higher than predicted, based on the characteristics of the student body.

Academic Support Services

Academic Support Services staff work with multicultural/disadvantaged students who are first-generation, low-income students at the pre-college, undergraduate, and graduate levels. Its self-proclaimed charge is: "Serving students with potential; challenging students who are academically talented."

The [Office of Pre-College Programs](#) staff annually connect with approximately 1,000 low income/first generation college prospects regionally from grades 6-12, coordinating tutoring, advising, college and career orientation, college visits, and summer academic enrichment experiences.

Academic Support Services staff members work with undergraduate multicultural students in an array of programs. Special programs, including those listed below, serve approximately 900 students annually:

- The Educational Opportunity Program provides academic support services to students who are first-generation, low income, and/or learning/physically challenged.
- The Fresh Start Initiative is crucial to the inclusion of first-year students into academic support programs. It is designed to provide students with viable alternatives to achieve success in undergraduate education.
- Native American Support Services provides support for the retention and graduation of Native American undergraduates.
- Latino Student Programs fosters the retention and graduation of Latino and other students through academic advising; multicultural/globalized programming; and study abroad experiences.
- Southeast Asian Support Services guides and provides resources for Southeast Asian students on academic, social, and personal issues to increase retention and graduation by connecting with Academic Support Services, the community, parents, and student organizations.
- The Academic Network targets multicultural/disadvantaged students annually not served by one of the preceding programs.

Academic Support Services also oversees [academic excellence programs](#). The King-Chavez Scholars Program operates as a series of seminars designed to attract and retain exceptional incoming multicultural and first-generation undergraduate scholars for participation in the University Honors Program, Undergraduate Research Program, and the McNair Scholars Program. The federally-funded McNair Program prepares first-generation and multicultural students for doctoral study and eventual careers as college professors, matching each student with a faculty mentor in the major, providing resources to support undergraduate research initiatives, and enhancing academic skills through supplemental programming.

Academic Support Services also provides programming to assist new or current students with the development of skills and competencies necessary for college-level work through the Learning Center. Five courses offered through the [Development Education Program](#) include Pre-Algebra (MATH 040, 100 students annually), Beginning Algebra (MATH 041, 650 students), College Reading (DEVELPED 060, 50 students), Basic Writing Skills (ENGLISH 091, 30 students), and Study & Academic Survival Skills (GENED 010, 100 students). Annual passing rates in these courses range from 90% in Basic Writing to 68% in Beginning Algebra. The success rate for passing Beginning Algebra is higher for students who regularly attended the Development Education Beginning Algebra program than for the University as a whole.

The **Tutorial Center**, also housed in Academic Support Services, offers a customized, student-centered process designed to help all students—full- or part-time, undergraduate or graduate, returning adults and traditional-aged—who need either short-term or long-term academic assistance in math, writing, or other subject areas. Figure 3.8 shows that 10% of UW-W students, and 30% of minority/disadvantaged students, used the Tutorial Center every year since 1999.

Year	General Student Population				Minority/Disadvantaged Student Population			
	# students*	# visits	# contact hours	% of total population	# students*	# visits	# contact hours	% of total population
1999-00	1,033	4,434	4,516.2	10.6%	174	800	831.7	24.4%
2000-01	1,116	4,301	3,905.8	11.3%	198	918	834.6	27.4%
2001-02	1,229	7,572	7,550.1	12.5%	184	1,587	1,611.3	23.2%
2002-03	1,676	10,149	10,550.9	16.6%	278	2,170	2,410.2	29.8%
2003-04	1,556	9,451	10,033.8	15.3%	276	2,188	2,486.8	29.1%
2004-05	1,839	8,947	9,143	18.4%	349	2,412	2,545.2	30%

* Unduplicated Headcounts

Figure 3.8: *Tutorial Center Usage 1999-2005 for General Population and Minority/Disadvantaged Student Populations*

The walk-in nature of the Tutorial Center makes it difficult to track its direct effect on learning. However, data suggests that Tutorial Center programs are effective. One example is the Supplemental Instruction program.

Supplemental Instruction targets students enrolled in “high risk” courses. Structured study sessions for students enrolled in these classes are led by study group student leaders who also attend the classes of the instructors participating in the program. Sessions are limited to those students enrolled in participating instructors’ classes. A total of 273 students participated in fall 2004 for a total of 1,858 contact hours and 264 study sessions. All participants attended an average of 6.8 sessions. Within the entire cohort of participating students, the average grade was approximately one-half letter above that of students who did not participate. Students who attended the study sessions regularly showed improvement up to an entire letter grade.

In general, programs in Academic Support Services work to retain and graduate multicultural/disadvantaged students at rates commensurate with those of the UW-W student population at large. Trend data suggests that these efforts have been increasingly successful in attracting, retaining, and graduating multicultural/disadvantaged students, though figures suggest that work remains before the goals are achieved.

Students with Disabilities

UW-W has been charged with the special mission of serving students with disabilities for many years. Even before the passage of the Americans with Disabilities Act, the

University was a leader in providing facilities and services to help students with disabilities succeed.

The [Center for Students with Disabilities \(CSD\)](#) provides various forms of support for approximately 290 students annually. Services include transportation, access to technology, and assistance with academic activities such as note-taking, reading, and alternative test-taking opportunities. CSD also provides supportive services not mandated by law that encourage student success, including fostering faculty awareness about disabilities. CSD keeps the campus informed of legal rights and responsibilities, assists students who wish to participate in student organizations, and also plays a central role in helping students transition from college to career.

CSD houses [Project ASSIST](#), a program for students with learning disabilities and ADD/ADHD. The program is designed to support students in their pursuit of a degree without compromising academic standards. Services include one-to-one tutoring, study skills support, workshops, study groups, academic advising, a summer transition program, and consultation with faculty/staff. Project ASSIST serves 75-85 students each semester; approximately 240 students are eligible for its services.

CSD gauges success by tracking grade point averages, retention, and graduation rates. Retention and graduation rates have traditionally been higher than those of the student population as a whole. CSD and Project ASSIST have also gathered student and faculty satisfaction data in order to improve services.

University Honors Program

The [University Honors Program](#) (Honors) provides approximately 200-250 highly motivated and academically talented undergraduate students with instructional options designed to challenge their abilities, facilitate achievement of professional and personal goals, increase awareness of diversity, and encourage a more global perspective. Admission to the Honors Program is based on ACT score, high school rank, and letters of recommendation from a high school counselor and instructor. Students must maintain a GPA of 3.4 to remain eligible for Honors.

Students may elect to complete Honors in General Studies by completing 21 credits, including Honors sections of the GE core, English 105, Cross-Cultural Communication, and a 3-credit independent study, study abroad, undergraduate research, service, or leadership project approved by the Director of the Honors Program. The Biology Department also offers Honors tracks for students who are preparing to apply to medical school or graduate study in biology.

Previous student perception data gathered through surveys and focus groups have prompted efforts to reshape the Honors environment by improving the Honors curriculum in General Education, providing more integrated experiences for high-achieving freshmen, and assisting Honors students in securing additional scholarship support. Currently, approximately only 10-15% of eligible students actively participate in the program because, with the exception of Biology Honors students, opportunities diminish at the end of the freshman year.

The Director, in consultation with the Honors Council, is currently working to devise a formal assessment process for the Honors Program. In addition, the Director is meeting with departments to encourage them to develop additional Honors in the major options.

Undergraduate Research

The [Undergraduate Research Program](#) (UGR) promotes mentored relationships between faculty and students by promoting and funding involvement in research. Annually, 50-75 undergraduate students complete research projects designed in collaboration with faculty members and present their findings at the UW-W Undergraduate Research Day. Approximately 30-40 students travel annually to present their research at the National Conference on Undergraduate Research (NCUR). As one of the nation's most active undergraduate research institutions, UW-W was selected to serve as the host site for the national conference in 2002. The institution's work in the area of undergraduate research has led to its serving as a consultant for other institutions, including Portland State University.

UGR gauges its programming effectiveness by monitoring student participation levels in the on-campus research day and monitoring student projects' acceptance at regional and national conferences. Informal interviews with faculty mentors led to recent efforts to increase expectations in student research presentations, as well as the decision to recognize student participation formally.

Evidence 3d-3: Services that support and enhance learning experiences engage in processes that evaluate performance and lead to continuous improvement.

To be truly effective, the many units on campus that play essential supporting roles in improving and extending student learning and in facilitating effective instruction must be engaged in self-reflective assessment. They must consistently seek information that will guide them in answering the recurrent question, "what can we do, or do better, to improve instruction and student learning?"

Evidence that the campus engages in this practice at the institutional level can be found in its creation of new processes and additional services for students. In some instances, students are proactive in identifying needed services. In other instances, refinements or development of new services come in response to feedback gathered to improve the capacity to facilitate teaching and learning. The campus's OPR process is used to assess the effectiveness of non-academic units that support learning resources. An examination of academic advising resources, recommendations from the OPR process for iCIT, and assessments completed by the Library, provide evidence that attention is paid to improving learning resources to enhance student learning and effective teaching.

Advisement

The [Academic Advising & Exploration Center](#) (AAEC) was funded by a student-approved tuition surcharge. AAEC staff advise new freshmen, undeclared majors, and students who are reinstated after being academically dismissed. The AAEC also houses Testing Services.

The AAEC has recently developed a set of five student learning outcomes in order to enhance students' understanding of the importance of advisement, knowledge of the admission requirements for academic programs, and the processes and forms relevant to academic advisement. The AAEC will begin collecting data relevant to these outcomes in spring 2006 with the revised advising survey. Student satisfaction data collected during its first full year of operation in 2003-04 was used to readjust advising assignments and secure additional advisors for the AAEC. Further, data collected has also prompted the AAEC to begin planning efforts to expand its exploration function.

Through the Early Warning Program, AAEC staff members contact freshmen in specific General Education courses whom faculty report as having difficulty in their classes. Students are given advice about how to improve their performance in time to make adjustments. The AAEC reported that students who met with advisors through Early Warning earned higher first-semester GPAs than students who were contacted but who did not meet with AAEC advisors.

Several other improvements to the UW-W advising process have occurred since 2000. These include the creation of the Advising Council, the implementation of the University Master Advisor and Peer Mentor programs, and the development of the New Student Seminar. All of these improvements have been made in response to student feedback gathered through University and department-level exit surveys and interviews, and student involvement in Deans' Councils.

Technology

In preparation for applying for the Title III grant in 1998, the institution assessed its teaching effectiveness and learning resources in technology. The assessment revealed that a comprehensive plan for faculty/staff development was lacking, especially as it related to the use of modern technologies for teaching and learning. Faculty, staff, and student training and support were also inadequate. UW-W had instituted a three-year computer equipment replacement program for faculty. However, little systematic and institutional support was available for faculty who wanted to use technology. Individual faculty thus worked on their own to perfect their skills and knowledge about information technology and how best to use it in the classroom.

Approval of a five-year, \$1.75 million Title III grant, coupled with the commitment to promote and perpetuate the effective use of instructional technology after the grant ended, addressed these weaknesses. To sustain instructional support after the Title III funding ended, iCIT has reallocated resources for Instructional Design and faculty support positions. Additional funding was reallocated to upgrade high tech classrooms and to leverage limited resources. iCIT spearheaded a campus-wide initiative to enable computer labs to share software licenses, thereby creating a common computer image across all iCIT-managed labs. In response to the changing ways in which technology is involved in learning, iCIT secured limited funding to remodel an existing General Access Lab area into five smaller conference/meeting rooms called "[Collaboratories](#)." These rooms are equipped with state-of-the-art technologies and network connectivity to provide space conducive to student collaborative project activities outside of a traditional computer lab setting.

iCIT also benchmarks its services against other institutions and monitors customer satisfaction through surveys of faculty, staff, and students. A [student satisfaction survey](#) completed in spring 2005 revealed high levels of student satisfaction with the institution's technology-based services. These services included:

- General Access Labs and their software resources and support;
- D2L in terms of its ease of use and the ready access it provides; and
- reliability and ease of using email and accessing information personal and campus information via the web.

The results have also provided direction for future initiatives, including:

- increasing the availability of the General Access Labs;
- providing greater “anytime, anywhere” access to selected software; and
- providing training to students in the use of campus technology to enhance their learning environment and to promote technology competency.

The survey is emblematic of iCIT's commitment to monitoring its performance and user needs. It consistently reviews usage statistics, surveys student and staff users, gathers evaluation data of programming, and monitors Helpdesk requests. These efforts have led the unit to develop and launch a convenient but secure identity management system, expand deployment of wireless networking, target training topics for faculty, and expand training and support provided to student users at the beginning of each fall term.

University Library

The University Library provides information resources in both traditional and digital formats for the institution in support of its instructional programs, and research, administrative, and outreach activities. In addition to its extensive electronic reference resources, collections and services, the University Library holds more than two million items locally, including 665,000 volumes of books, serial back-files and other paper materials such as government documents, 1,229,600 microforms, and 18,277 audiovisual items. The current serial subscriptions number more than 4,000. It serves approximately 10,500 on- and off-campus students each year, more than 1,000 faculty and staff, and hundreds of community users. Use of the Library may be reflected in the number of reference questions answered (25,612) and turnstile count (269,012) in 2004-05.

The University Library actively [evaluates its performance](#) by collecting data in various ways, including:

- monitoring annual statistics on services (reference, cataloging, interlibrary loan) and usage (gate counts, circulation, periodicals reshelving, electronic access);
- gathering user satisfaction data from students and faculty; and
- gaining access to professional trends and changing norms through conferences and literature in the field.

Data gathered from these sources in the last five years have led the University Library to implement a number of changes, including:

- promoting greater awareness and use of Library resources among faculty;

- expanding involvement with the New Student Seminar to improve first year students' information fluency;
- shifting funding allocation from books to periodicals and electronic resources;
- continuing to offer online chat reference service while discontinuing the reference service in residence halls; and
- offering follow-up sessions for ENGLISH 102 or other classes to reinforce concepts learned in library instruction sessions.

Data collected since 2002 suggests that the Library has used its physical space more effectively and that students are using Library space for collaborative learning, quiet study and as a social/academic meeting place.

Conclusion

UW-W's combination of human, physical, and fiscal resources allows the institution to fulfill its teaching and learning mission. The six-year Physical Development Plan provides a framework for long-range planning of physical facilities. In the past 10 years, the institution has added 37,000 and renovated 68,000 square feet of instructional space. In the next two years, UW-W will break ground on projects that will add another 75,000 square feet of instructional space.

The University sponsors a number of programs and services to support the learning of its diverse student population, and does so in ways that are so effective that some programs have received national attention or recognition. Investments and reallocations for technology, coupled with fiscal assistance from the Title III grant, have allowed the institution to expand access dramatically to learning resources on- and off-campus. University Library staff members' decisions to enhance access to digital resources have also allowed the University to expand learning environments.

Non-instructional and co-curricular units have also played important roles in a variety of ways. Offices such as Academic Support Services provide assistance directly to students who are experiencing difficulties in transitioning to the University or in specific courses. The Center for Students with Disabilities provides leadership in meeting the University's mission to provide programs and services for students with disabilities. Intercollegiate Athletics and Recreational Sports fulfill the mission to assist in the development of student athletes. The Honors and Undergraduate Research Programs tailor their resources to meet the needs of high-achieving students. Other non-instructional units, such as the Academic Advising & Exploration Center, contribute to students' success through advisement, intervention strategies, and career exploration sessions.

Unfortunately, many of the programs and services that the University provides to support student learning are becoming increasingly difficult to fund. Dwindling allocations from the state are but a part of the problem. Reductions in federal funding have already altered or restricted services provided by Academic Support Services, and the 2005 loss of the Student Support Services grant will mean that services that assisted students in the past will not be available for a minimum of four years. Past funding from third parties to develop both mandated services and supportive services that go beyond the requirements of the law helped to build a national reputation for UW-W's Center for Students with Disabilities. These third party sources have severely limited their support in the last four years. While UW-W continues its

institutional support to assure adequate mandated services, there is the concern that the University cannot afford institutional funding for any additional services.

The departments note growing space limitations and flat service and supply budgets in the face of growing numbers of majors and minors have influenced planning and decision-making. Some of these limitations will be alleviated when the addition and renovations to the University Center are completed and the College of Business & Economics building is operational. At the same time, other programs on campus will continue to struggle as demands increase and resources remain stagnant or decrease.

Student Learning and Effective Teaching at UW-Whitewater: Conclusions Relevant to the Four Cross-Cutting Themes

UW-W as a Future-Oriented Organization

Strength: Strategic decisions relative to technology have positioned the institution to reach, instruct, and support current and future students more effectively.

The University's Information Technology Strategic Planning process, aided by the acquisition of a Department of Education Title III grant, has led to the deployment of state-of-the-art administrative information systems, improved and expanded network capacity, expanded web-based access, added technology to classrooms, and readily improved faculty competence in the use of instructional technology.

The transformation of the University Library from a single building to an informational resource base that is available 24 hours a day has allowed the University to begin its extension of learning environments via distance education and online coursework. The campus's highly successful Online MBA program has functioned as a forerunner, providing a model for the campus in designing, delivering, and supporting education delivered completely online, and helping the campus align its services in ways that will support future students at a distance.

Strength: Effective planning has ensured that facilities to support student learning are continuously updated and improved.

The University's six-year *Physical Development Plan* provides the framework through which the physical needs of the campus, including instructional needs, are identified and prioritized. During the current review period, more than 100,000 square feet of new and renovated classroom and instructional lab space have been added to support programs in physical education, the natural sciences, the humanities and social sciences. In the near term, two additional major renovation and addition projects, and the construction of a new College of Business & Economics building, will add an additional 75,000 square feet of instructional space, add space to support student services and organizations, and bring a majority of currently dispersed College of Letters & Sciences faculty together in a single building.

UW-W as a Learning-Focused Organization

Strength and Challenge: Academic assessment initiatives continue to expand and mature, but will require continued attention and resources.

Over the past 10 years, UW-W has made significant strides developing a culture of academic assessment. The General Education program and all undergraduate and graduate programs have specified learning outcomes and gather data to assess student achievement against these outcomes. Increasingly, programs are implementing direct (student performance) assessment measures, and are using this information to guide programmatic improvements, particularly in improving the curriculum. Academic assessment initiatives are beginning in non-instructional areas. The institution supports assessment efforts by funding the collection of perceptual data from a number of student groups and making this information available through an expanded Office of Institutional Research.

While some academic programs have implemented well-developed assessment plans, other programs need continued assistance in refining their assessment initiatives. Faculty time and additional financial resources will be required as programs develop more sophisticated direct assessment measures, link data collection efforts more closely to learning outcomes, and enhance sophistication in their approaches to interpreting assessment data. Furthering campus-wide acceptance of academic assessment as a tool for continuous improvement in student learning will require continued attention.

Strength: The institution values and supports effective instruction.

Annually, the campus confers seven different awards that acknowledge excellence in instruction, and recognizes recipients of these awards in a variety of publications and public ceremonies.

The creation of the LEARN Center in 1998, increased activity by the Learning Technology Center (LTC), and the implementation in 2004 of a professional development funding mechanism have significantly expanded opportunities for instructional improvement. Hundreds of faculty and instructional staff annually participate in LTC and LEARN Center programs. Growing numbers engage in semester and year-long projects that innovatively redesign curriculum or improve teaching. The Teaching Scholars Program creates learning communities of faculty who are active participants in the Scholarship of Teaching & Learning.

UW-W as a Connected Organization

Strength: Collaborations between non-instructional and academic programs have expanded and improved learning opportunities for students.

A close collaboration between the Office of New Student Programs, the Office of Residence Life, the LEARN Center, the Registrar's Office and faculty from academic programs across campus led, in fall 2004, to the pilot offering of a learning communities program. These efforts continue to expand and stand to involve more than 200 students in more than a half-dozen communities by fall 2006.

The Office of Student Leadership works collaboratively with colleges and academic departments each year to coordinate guest lectures and appearances that serve student development needs and help instructors meet course objectives.

Challenge: General Education assessment efforts would benefit from improved collaboration among internal constituencies.

Over the past 10 years, the institution has implemented a new GE program, developed direct assessment procedures in core courses, and made programmatic changes in its GE program in response to assessment efforts. Workshops and summer stipends for core course instructors have been provided to promote discussions about learning outcomes and improved assessment efforts.

However, direct and indirect data collection procedures in GE need to become more systematic and comprehensive. Discussions with faculty suggest that the multidisciplinary structure of the GE program has complicated direct collaboration in these efforts. Improved collaboration would also facilitate academic assessment in non-core courses in the General Education program. Similarly, the LEARN Center needs to collaborate more closely with the General Education Review Committee, particularly in sharing data and assisting GERC in interpreting this data as that committee evaluates the GE curriculum.

UW-W as a Distinctive Organization

Strength: The institution's provision of support services underscores its appreciation of the needs of diverse learners.

Academic Support Services, with its programs designed for multicultural and disadvantaged students and Tutorial Center, serves more than 2,000 students annually. Evaluation data suggest that these programs are effective in improving student performance. The nationally-recognized Center for Students with Disabilities provides logistic and academic support to nearly 300 students annually, and annually serves another approximately 75-85 students diagnosed with learning disabilities and ADD/ADHD. Honors and Undergraduate Research programming provides additional opportunities for students seeking more challenging academic environments.