

D. 2005-2006 Year-End Report and Implementation Team Reports

Six month updates are in blue
Year end updates are in red

IT Plan 2005-2007

Goal	Reason	Implementation	Progress
Replace selected Cisco 5500 building switches	“End-of-Scale” and “End-of-Life” announcements have been made by Cisco	The campus still has 15 of the unsupported 5500 series Cisco switches in production on campus. While they are functioning and Stout has spares available, the switches need to be replaced with supported devices.	TIS: In Progress. Currently we are evaluating what devices to purchase to maximize usage and best fit into the campus network. TIS: Equipment has been purchased for installation Summer 2006. Expected completion for the entire electronic portion of the network is Summer 2008.
Replacement of entire Stout wireless network with 802.11g standard devices	Stout’s current wireless Network operates under the 802.11b standard which provides 11MB of transmission capacity. The “g” standard will provide 54MB, increasing the capacity by a factor of four. The new devices will also support 802.11a & 802.11b	Summer 2005	TIS: Completed. Entire wireless network has been replaced with new 802.11g access points that can provide up to 54Mbps speeds. There are still a few areas to improve which are being addressed as reported by faculty/staff and students. TIS: no update
Monitor capacity/speed of the off-campus internet connection. Currently the capacity is 80MB total.	All faculty/staff/students depend upon the internet and the world wide web for much of the information they require. The internet and the web are commodities that must be available and sufficiently robust to support the needs of everyone.	Continually monitor campus internet traffic to fulfill campus needs.	TIS: Ongoing. The Internet connection is constantly monitored for bandwidth usage. When we approach maximum bandwidth utilization, the traffic is analyzed for types of content and priority is set accordingly or more bandwidth is purchased. TIS: no update
Replace traffic shaping appliance	The current Net Enforcer device is running at capacity with our 80Mb internet connection. This device is imperative to controlling UW-Stout traffic to ensure academic and distance educational materials/courses are delivered.	Fall 2005	TIS: In Progress. Currently analyzing various products. As this type of equipment is > \$25000, this purchase will need to go through the State bidding process. TIS: Complete. New traffic shaper has been purchased and installed.
Upgrade/migrate Datatel HW.	The current Datatel machine was purchased in August of 1999. It has since undergone four hardware upgrades. Many new users and functions have been added, as have significant amounts of data. No additional hardware upgrades are available for the current machine. It has been “maxed out.” This also provides an opportunity to change platforms from a	Summer ‘05	TIS: In Progress. Most of the equipment for the Datatel conversion has been purchased. Additional equipment will be needed during the conversion from the Unidata database engine to Microsoft SQL. TIS: Hardware has been purchased and installed.

Six month updates are in blue
 Year end updates are in red

	Unix/Unidata environment to a Windows/SQL environment.		
Datatel R18	R18 will provide a new architecture for a distributed environment where the Colleague application and the database will be housed on separate servers.	Summer 2005	TIS: In Progress. Hardware has been purchased and the I-Team has been re-formed to help with the implementation phase. Target date for conversion is June 2006. TIS: no update
Migrate Datatel Unidata database to Microsoft SQL database.	Our Datatel student information system currently runs on IBM's Unidata database. We would like to migrate to Microsoft's SQL database to take advantage of technical skills in-house and in the marketplace and leverage the more "open" database.	Summer 2007	TIS: Pending migration to R18 on Unidata and Windows. Target date for completion is June 2007. TIS: On hold.
Implement Datatel's User Interface (UI)	With R18, the terminal/Netterm interface will be obsolete. As part of our beta R18 implementation we will migrate all users to Datatel's Graphic User Interface (available as a client or via the web in a browser).	Summer 2005	TIS: In Progress. See Datatel R18 conversion above. TIS: no update
Implement Web Access 3.0.	Upgrade access stout to Datatel's new webadvisor3.0. This will be the first "face lift" for Access Stout since we rolled it out in the spring of '00.	Summer 2005	TIS: In progress. Currently testing application and will implement with the R18 conversion of Datatel. TIS: no update
Upgrade to informatica 7.0 to utilize new tools to build, deploy and manage our Data Warehouse architecture.	UW system FASTAR implementation	An implementation is planned sometime for summer 2005.	TIS: Complete. New tools were loaded Summer 2005. TIS: no update
Hyperion (formerly Brio) 8 upgrade and implementation to the Brio portal technology to support web-based application services available with this tool.	UW system FASTAR implementation.	An implementation is currently underway migrating current queries to the new release and using UW-System IAA for authentication.	TIS: In progress. Target completion date is fall 2006



Six month updates are in blue
 Year end updates are in red

Stout web server migration	Migrate web application on the stout web server from php/mysql to ASP and Microsoft SQL.	Summer 2005	TIS: In Progress. Awaiting organizational changes within the Chancellor's division concerning the hiring of a new CIO and web reporting lines and roles. TIS: Web reporting lines have been completed and associated roles are being defined. Conversion of applications in progress. Target completion July 2006.
Web server content management system	Purchase and implement a course management system for the Stout web server.	Summer 2006	TIS: Analysis. A team has been formed and has looked at several product demos. TIS: Two solutions have been identified. A DOE hosted application (Aqualogic) and Commonsport. Costing models are being developed by the respective vendors. Purchase slated for summer 2006 with implementation to follow.
E-Scholar portal course linking	Enhance the course delivery tool in the e-scholar portal to support "course linking" (i.e. allowing instructors to manage multiple sections of the same course or undergrad/grad sections of the same course as a single course).	Summer 2005	TIS: Development terminated. All development of the e-scholar system has been terminated. D2L has been selected as the course delivery system for the campus. The system will be kept operational until Fall 2007. TIS: no update
e-scholar portal online testing tool	Enhance the course delivery tool in the e-scholar portal to include an online testing tool.	Fall 2005	TIS: Development terminated. See e-scholar above. TIS: no update
Build a financial aid portal.	Automate and simplify the process of applying for and receiving financial aid. Make FA and AR information and processes available to students and staff (FA Counselors).	Begin in fall of 2003, assuming a high priority is agreed upon.	TIS: On hold TIS: cancelled
Explore and recommend an electronic signature product for use by the campus.	The university is moving toward a digital campus concept. When routing forms electronically, the form/document, etc., can be tracked using computers and handled less, providing efficiencies in many processes.	Evaluate signature packages by selected members of the campus community for usability in the university environment. The solution will then be provided to campus users with signature authority. This is not yet available.	TIS: Continued. The e-commerce team has been reconvened to look at prior recommendations for validity and possible new implementations. TIS: A possibility exists with the ImageNow upgrade during summer 2006 for electronic signature.
Breeze 5 upgrade	Upgrade Breeze to Macromedia's latest version, version 5, which includes significant feature and interface enhancements.	Summer 2005	TIS: In Progress. Possible upgrade will be performed Summer 2006 depending on need. TIS: Cancelled. See Breeze and UW System below
Breeze and UW-System	Awaiting decision on if/how to support other UW-System schools on our Breeze implementation.	Fall 2005	TIS: In Progress. UW-Stout and UW-System did not come to terms for this application to be provided as a system wide utility. Further purchases will most likely

Six month updates are in blue
 Year end updates are in red

			<p>be limited since the D2L adoption will be replacing the e-scholar system.</p> <p>TIS: Commencing fall 2006 UW System will be hosting the Breeze application through the Learn@UW utility.</p>
<p>Facilitate the replacement of faculty/staff computers thereby ensuring that everyone has relatively new and efficient computer equipment.</p>	<p>Faculty/staff cannot work efficiently with old, slow computing equipment.</p>	<p>Allow faculty/staff the opportunity to purchase a new computer every third year by providing matching money from the Chancellor.</p>	<p>TIS: Ongoing. This process has been approved again for 102 personnel.</p> <p>TIS: no update</p> <p>ASLS: 193 computers were purchased university-wide through the computer cost share program during 2004-2005.</p> <p>ASLS: 187 computers were purchased university-wide through the computer cost share program during 2005-2006.</p>
<p>Possibly reduce the size of general purpose access labs.</p>	<p>As we near full implementation of the Laptop program, most students at Stout will have a laptop. Will the general access computer lab still be necessary?</p>	<p>Maintain a watch on general access lab traffic and determine when the general access computer lab may no longer be needed.</p>	<p>TIS: While use has not been diminishing, laptops are provided to most students and there is duplication of provided computing. Look for serious downsizing of the general access lab.</p> <p>TIS: no update</p>
<p>Replacement of Stout email servers.</p>	<p>The Stout email servers are out of warranty with performance deteriorating. The email servers deliver on average 175,000-225,000 emails daily.</p>	<p>Summer 2005</p>	<p>TIS: Complete. All Faculty/staff and student email servers were replaced during the summer of 2005 without any downtime. In addition, the data storage for all email and student storage was replaced at the same time with email quotas increasing to 200MB for faculty/staff and 100MB for students from 100MB and 30MB respectively. Student data storage was also increased from 70MB to 100MB.</p> <p>TIS: no update</p>
<p>Continue campus-wide Key server software license Management System</p>	<p>A software license management system allows a number of users to share software licenses, perhaps negating the necessity to purchase copies for each individual users. However, it sill only supports the licensed number of users simultaneously, denying access to any additional users over the maximum number. The possibility exists to open software use</p>	<p>Implementing a key server is technically, relatively simple but logistically challenging. A great deal must be understood regarding the environment into which it is placed in order to maximize its utility. There needs to be a precise understanding of who needs to use</p>	<p>TIS: Ongoing. All needed licensing has been purchased to utilize the keyserver for students. Due to under utilization to this point, use may be extended to enable usage to staff.</p> <p>TIS: no update</p>



Six month updates are in blue
 Year end updates are in red

	from the key server to professional staff.	what software and when, as well as, established priorities when conflicts in use do exist.	
Implement Additional Network Security.	Continue to enhance UW-Stout security practices to protect against viruses, worms and spam e-mail via the use of software such as Norton and IHateSpam and other utilities.	Current and ongoing.	TIS: In Progress. Security is and for the foreseeable future will be a high priority. New threats are discovered almost daily and must be guarded from along with complying with governmental directives. TIS: no update
Backup system	Our current backup system for the campus e-mail, lab servers and data storage is running at capacity 140hrs/week. An upgrade or a new backup system needs to be purchased to adequately protect the campus in the event of failure. We currently employ two different units to complete backups for the week.	Summer 2005	TIS: Complete. A new backup system was purchased and installed during the summer of 2005. TIS: no update
Implement document imaging solution	The campus direction to a paperless environment would be greatly benefited with imaging. Increased productivity by not filing, retrying and re-filing paper documents would be realized. Imaging would decrease the need for physical storage of paper documents. Imaging software has the capability of retrieving documents associated with a student to staff ID displayed on a Datatel screen. Workflow capabilities to automate business processes will be included in an imaging package. ImageNow has been selected.	Summer 2005	TIS: In Progress. The Business Office, Financial Aid Office, Registration and Records are using the system with Purchasing due for implementation. TIS: no update ASLS: Financial Aid, Registration & Records, curriculum, and Accounting Services offices have implemented the imaging system. Procurement and Materials Management, Human Resources and Vice Chancellor's Office, ASLS have begun the planning process with implementation scheduled to be complete by March 2006. Stage three offices scheduled, with a target implementation date of summer 2006 include: Admissions, Physical Plant, Research Promotion Services, Chancellor's Office, and Graduate School. An Imaging System Users group was established in January 2006. This group has representation from all offices scheduled to implement through Phase 3. The group's goals and objectives are: Facilitate optimum use of the imaging system for the campus, including e-approval; serve as a forum for information sharing, discussion, and resolution of issues/conflicts relating to



Six month updates are in blue
 Year end updates are in red

			<p>access, security, use priorities, and other related ImageNow issues; provide recommendations for enhancement and improvement of the imaging system, including budgetary considerations to the Vice Chancellor.</p> <p>ASLS: Human Resources and Student Business Services have also implemented the imaging system. Admissions and the graduate school have also begun the planning process and are scheduled to be complete by summer 2006.</p>
Information Portal	Design, build and implement an information/report portal that consolidates all university data to a single location accessible from the UW-Stout website.	Summer 2005	<p>TIS: In Progress. A group has been formed looking at types of data to disseminate.</p> <p>TIS: no update</p> <p>BPA: A list of data to be included on the portal has been identified and an organizational scheme has been developed. The group is in the process of developing a list of software needs.</p> <p>BPA: The portal committee has completed their work and submitted their recommendations to the committee sponsors. These recommendations will be incorporated into the Content Management System.</p>
Lifetime Alumni email system	Provide lifetime email accounts for all graduates. Desirable to integrate into the existing email processes.	Fall 2005	<p>TIS: In Progress. Servers have been purchased and installed. Graduates are being loaded onto the system and the approximately 54,000 accounts should be completed by spring break 2006.</p> <p>TIS: Complete</p>



Six month updates are in blue
 Year end updates are in red

Academic Plan 2005-2010

Implementation Plan	Responsible	Timeline	Progress
College of Arts and Sciences Master of Fine Arts: entitlement to plan pending UW System approval	Susan Hunt		<p>CAS: Ron Verdon began preparation of preliminary materials for permission to plan the Master of Fine Arts in 2001-2002. At a meeting of the department, the Department of Art and Design requested in the 2003-2004 academic year that the initiative be tabled and not pursued at that time due to turnover in the department.</p> <p>While several positions are advertised for the spring semester, the majority of hiring for retirement replacements has now been completed and those people are progressing toward tenure. The materials prepared by Ron Verdon have been reviewed and updated. The Entitlement to Plan approval request will go before the current faculty in the Spring semester.</p> <p>CAS: At its professional development meetings at the end of this term, the Art & Design faculty will review the current status of this Entitlement to Plan and determine whether or not to pursue this proposal in the future.</p>
B.S in Applied Social Science: Stage 1: entitlement to plan pending UW system	Richard Tyson	Approval Spring 2006	<p>CAS: This Entitlement to Plan is awaiting approval from UW System.</p> <p>CAS: Approval for the Entitlement to Plan has been received.</p>
B.S in Applied Social Science: Stage 2: Authorization to implement plan	Richard Tyson	Spring 2006	<p>CAS: Phase 2 is pending approval of Phase 1. Applications have been solicited for candidates who may provide coursework and other input into the development and implementation of a program for Applied Social Science; currently, the only applicant is an economist. Departmental members are in continuous discussion about how this program may progress, and have electronically searched for related programs as to structures, purposes, and target groups for ideas. One curriculum development grant was sent forward for</p>



Six month updates are in blue
 Year end updates are in red

			<p>funding to give some time and resources for its development, which may be somewhat premature. CAS: The Social Science Department is currently undergoing strategic planning and will, based upon that plan, revise this entitlement appropriately.</p>
B.S in Professional Studies: Stage 1: entitlement to plan approved by UW System	Raymond Hayes	Summer 2005	<p>CAS: Approval for the Entitlement to Plan was granted in Fall, 2005. CAS: no update</p>
B.S in Professional Studies: Stage 2: Authorization to implement plan	Raymond Hayes	Spring 2006	<p>CAS: Program development is currently on hold pending the outcome of other program proposals. CAS: The program remains on hold.</p>
Submajor Materials Science, concentration in the B.S in Applied Science	Forrest Schultz	Discussion Spring 2006	<p>CAS: Implemented for Fall of 2005. CAS: Discussions have begun to change this to “Materials Science and Engineering” in a partnership with CAS and CTEM.</p>
Nanotechnology, concentration in the B.S. in Applied Science	Forrest Schultz	Discussion Spring 2006	<p>CAS: Has entered approval process, and was on the agenda for the December 20, 2005, APSCI Program Meeting. CAS: There is a Nanoscience concentration addition on the agenda for the May 18th CIC meeting; scheduled to be implemented in Fall of 2006.</p>
College of Human Development M.S. Food Packaging Request for entitlement to plan	Carolyn Barnhart	Submitted Fall 2006	<p>CHD: Both the Food & Nutrition and Packaging program are recruiting for expertise aligned with food packaging and food engineering. Upon filling these vacancies in fall of 2006, an entitlement to plan will move forward. CHD: continue to develop</p>
B.S. Golf Enterprise Management Stage 3: Implementation	Tom Franklin	Spring 2006	<p>CHD: Stage 3 is completed and the major was approved by the Board of Regents to begin spring 2006. CHD: Next step is to develop the on-line version and market internationally.</p>
Submajors Culinary Science, concentration in B.S. in Food Systems and Technology Request for entitlement to Plan	Carolyn Barnhart	Fall 2006	<p>CHD: Meetings have been scheduled for February with one of the country’s top Culinary program at Clemson University. Carolyn Barnhart will visit them and we will pursue development of a proposal for a Culinary Science program during spring and summer 2006. CHD: no update</p>

Six month updates are in blue
 Year end updates are in red

College of Technology, Engineering & Management B.S. in Electrical and Computer Engineering Stage 1: request for entitlement to Plan to be submitted	Don Olson	Fall 2005	CTEM: Spring 2006: Request for Entitlement to Plan in progress. Spring 2006: Visits to other institutions offering Computer Engineering in prog Spring 2006: Authorization to Implement Plan in progress Spring 2006: Validation from external ad-hoc advisory committee in progress. Fall 2006: Targeted implementation
B.S. in Information and Communication Technologies Stage 1: entitlement to Plan submitted	Len Bogner	Fall 2005	CTEM: Entitlement to Plan completed. CTEM: awaiting BOR approval
B.S. in Information and Communication Technologies Stage 2: Authorization to implement submitted	Len Bogner	Fall 2005	CTEM: Authorization to Implement Plan completed. Course development in progress for delivery in Fall, 2006. CTEM: awaiting BOR approval
B.S. in Plastics/Polymer Engineering Stage 1: request for Entitlement to Plan to be submitted	Pete Heimdahl	Fall 2005	CTEM: Spring 2006: Request for Entitlement to Plan in progress. Sprint 2006: Visits to other institutions offering Polymer Engineering in prog Spring 2006: Authorization to Implement Plan in progress Spring 2006: Validation from external ad-hoc advisory committee in progress. Summer 2006: Course development. Fall 2006: Targeted implementation
M.S. Information and Communication Technologies Stage 1: Entitlement to Plan approved by UW system	Steve Schlough and Len Bogner	December 2005	CTEM: Completed
M.S. Information and Communication Technologies Stage 2: Authorization to Implement to be submitted	Steve Schlough and Len Bogner	Spring 2006	CTEM: Completed

Six month updates are in blue
 Year end updates are in red

M.S. Information and Communication Technologies Stage 3: Implementation planned	Steve Schlough and Len Bogner	Fall 2006	CTEM: Completed
Submajors B.S. in Engineering Technology new concentrations in: <ul style="list-style-type: none"> • Computer Engineering • Electrical Engineering • Industrial Engineering • Biomedical Instrumentation • Logistics Engineering Management Campus approval plan	Scott Springer	Spring 2006	CTEM: Program revision in progress for Spring 2006 campus approval. CTEM: Program revisions completed and approved by AAAT
B.S. in Engineering Technology new concentrations in: <ul style="list-style-type: none"> • Computer Engineering • Electrical Engineering • Industrial Engineering • Biomedical Instrumentation • Logistics Engineering Management Implementation plan	Scott Springer	Fall 2006	CTEM: In progress CTEM: no update
B.S. in Packaging new concentration in: Medical Device/Health Care Packaging Campus approval plan	Ken Neuburg	Spring 2006	CTEM: In progress CTEM: New packaging faculty hire will have medical packaging background
B.S. in Packaging new concentration in: Medical Device/Health Care Packaging Implementation plan	Ken Neuburg	Fall 2006 (pending additional resources)	CTEM: In progress CTEM: no update
B.S. in Engineering, B.S. in Packaging, B.S. in Graphic Communications Management, B.S. in Information Technology Management, M.S. in Management Technology new concentration in: Logistics Engineering Management Campus Approval plan	Scott Springer, Tom Lacksonen, Ken Neuburg, Carol Mooney, Gene Gutman	Spring 2006	CTEM: Validation by external industry ad-hoc advisory committee in progress and proceeding as planned CTEM: no update
B.S. in Engineering, B.S. in Packaging, B.S. in Graphic Communications Management,	Scott Springer, Tom Lacksonen, Ken Neuburg, Carol Mooney, Gene	Fall 2006	CTEM: In progress pending campus approval CTEM: no update

Six month updates are in blue
 Year end updates are in red

B.S. in Information Technology Management, M.S. in Management Technology new concentration in: Logistics Engineering Management Implementation plan	Gutman		
B.S. in Engineering Technology, B.S. in Applied Science new concentration in: Nanotechnology Program development plan	Scott Springer and Forrest Schultz	2005-06	<p>CTEM: Program plan was developed in Summer of 2005. Once approved by the APSCI, the plan is for Engineering Technology to adopt the concentration.</p> <p>CTEM: Engineering Technology concentration in Nanotechnology was recently approved at AAAT. Implementation will occur concurrent to new concentration in Applied Science.</p> <p>CHD: The Nanoscience concentration is also in the approval process, with Fall 2006 implementation scheduled.</p>
B.S. in Engineering Technology, B.S. in Applied Science new concentration in: Nanotechnology Curriculum approvals	Scott Springer and Forrest Schultz	2006-07	<p>CTEM: Summer of 2006 and Fall of 2007 are the timeframes for development of four new nanotechnology courses. Steve Nold, Rajiv Asthana, and Forrest Schultz have submitted a curriculum incubation proposal to fund these activities. It was recently recommended they receive \$15,000 for this purpose.</p> <p>CTEM: Steve Nold, Rajiv Asthana, and Forrest Schultz will develop coursework under Curriculum Incubation Center funding.</p> <p>CAS: on schedule</p>
B.S. in Engineering Technology, B.S. in Applied Science new concentration in: Nanotechnology Implementation plan	Scott Springer and Forrest Schultz	Fall 2007	<p>CTEM: Engineering Technology is planning to implement this once the APSCI concentration is approved. This plan makes sense given our current approval plan on campus.</p> <p>CTEM: Engineering Technology concentration in Nanotechnology was recently approved at AAAT. Implementation will occur concurrent to new concentration in Applied Science.</p> <p>CAS: on schedule</p>
B.S. in Management-program revision of B.S. in Industrial Management new concentrations in: Business, Industrial, and	Wendy Dittmann, Stan Johnson, Donna Stewart	Fall 2006	CTEM: Completed



Six month updates are in blue
Year end updates are in red

Service Management Implementation plan			
B.S. in Retail Merchandising and Management new concentration in: Operations Management and in Buying/Merchandising Implementation plan	Kathy Maglio	Fall 2006	CTEM: In progress CTEM: no update
New minor and New concentration in: Information and Communication Technology Implementation plan	Steve Schlough and Len Bogner	January 2006	CTEM: Completed
School of Education M.S. in Early Childhood Stage 1: Planning to begin	Marian Marion	Spring 2006	SOE: In planning stage SOE: ECE discipline group is meeting after classes finish in May to plan
B.S. in Science and Technology, dual certification program Stage 1: Planning to begin	Laura McCullough and Brian McAlister	2005-2006	SOE: Received incubation center funding CAS: Brian McAlister and Laura McCullough met several times and wrote a curricular incubation proposal to assist them in moving forward on this item and creating an Entitlement to Plan. It was recently recommended that they receive funding of \$10,000 for this purpose. Laura is now a member of the Tech Ed Advisory Board and has invited Brian McAlister to be on the Advisory Board for science education. They have met with the Dept. of Public Instruction already and they are interested in this possibility. CAS: Brian McAlister and Laura McCullough have been meeting weekly to discuss the possible program. They created a survey for tech ed students to determine the level of student interest, and found many students were interested in a dual-licensure program. They are currently discussing possible modes of offering a dual-license program and possible sources of funding. They hope to have an Entitlement to Plan done by August, 2006. SOE: They will continue to work during Summer 2006.
Submajors Reading Teacher Certification, online	Carolyn Heitz	Spring 2006	SOE: At Graduate Curriculum committee SOE: Approved and implemented. Courses are

Six month updates are in blue
 Year end updates are in red

certification Implementation plan			beginning to be offered but more marketing needs to take place.
Science Education, concentration in the B.S. in Applied Science Implementation plan	Laura McCullough	Spring 2006	<p>SOE: Completed.</p> <p>CAS: The concentration is up and running and Laura has begun recruiting students into the program. Two students have already changed into this program, and there are about half a dozen more who are interested. Laura was unable to begin recruiting until the fall semester had begun, since approval of the program came in the summer. All of the SCIED courses were approved by the CIC in November, and the first is being offered in Spring 2006. Laura held an informational session in October, and had press releases and articles in the <i>Stoutonia</i>, Dunn County News, and several Stout websites. Laura feels the concentration is moving along well and looks forward to being able to recruit more strongly for the 2006-2007 academic year.</p> <p>CAS: The first SCIED-101 course has gone very well with four students. There are about four freshmen interested in the program. Laura McCullough will be stepping down from the program director position at the end of Spring, 2006; a new director will be able to focus on recruiting students into the program. A certification-only plan and a M.S. Education plan have been developed to assist students with baccalaureate degrees in getting certification.</p>
Early Childhood through Middle Childhood Certification Implementation plan	Don Platz	Spring 2006	<p>SOE: Ready for implementation</p> <p>SOE: Completed and being implemented</p>
Director of Special Education and Pupil Services Certification Implementation plan	Jackie Weissenburger	Spring 2006- on hold	<p>SOE: In planning stage</p> <p>SOE: On hold until appropriate hire is found</p>
Graduate Certificate in E-Learning and Online Teaching Implementation plan	Joan Vandervelde and Dennis O'Connor	Spring 2006/Fall 2007	<p>SOE: In development stage</p> <p>SOE: Courses will be developed by the end of June. Certificate will proceed through approval process.</p>
Biology Teaching Minor	Laura McCullough	Spring 2007	SOE: In development stage.



Six month updates are in blue
 Year end updates are in red

Implementation plan			<p>SOE: no update CAS: Laura has approval from the Biology department to move forward on this; a biology faculty member has agreed to work with her on creating this minor. She plans to get a proposal to DPI in the spring, and to work on getting Stout approval in the spring semester. CAS: After discussion with School of Education colleagues, a certification-only non-minor plan looks to be the best route to take. Instead of a formal Stout biology teaching minor, a DPI-approved set of coursework will allow students to get licensure in biology. A similar chemistry licensure plan is also being considered. Laura McCullough hopes to have a proposal to DPI in Summer of 2006.</p>
Technology Coordinator, concentration in the M.S. in Information and communication Technologies Implementation plan	Debbie Stanislawski	Spring 2007	<p>SOE: In development stage SOE: no update</p>
Convert B.S. CTE program to online format	Juli Taylor	Fall 2006	<p>SOE: A grant to do this has been received and several courses are in development.</p>



Six month updates are in blue
 Year end updates are in red

2005-07 University Priorities

Priority A: Polytechnic

Action Plan:	Responsible:	Timeline:	Progress
Establish steering group, hold stakeholder focus groups, finalize proposal	Chancellor or designee	Feb 2006	<p>Chancellor: Steering group appointed 12/14/05. Recommendations due by mid to late March 2006.</p> <p>Chancellor: Report received 4/6/06</p>
Develop proposal for designation as polytechnic institution for the Board of Regents	Chancellor or designee	July 2006	<p>Chancellor: Waiting for recommendations from steering group.</p> <p>Chancellor: Outside marketing firm currently conducting survey study with focus groups of prospective students and parents of prospective students.</p>
Expand program array on WTCS campuses	Provost	Fall 2006	<p>CTEM: BS in Management and BS in Information and Communication Technologies are intended to expand program offerings on WTCS campuses. Discussions are under way to offer Manufacturing Engineering at NWTC.</p> <p>CTEM: no update</p> <p>Provost: UW-Stout received COBE grant funding to expand programming to WTCS campuses in six areas: information technology, engineering technology, management, nanotechnology, golf enterprise management and early childhood education. Fred Schroedl has been recruiting students and discussing partnerships at WTCS campuses in the southern part of the state.</p>
Create a more integrated marketing approach to leverage the polytechnic mission and better market career opportunities	Exec Dir Univ Relations & Exec	Fall 2006	<p>Development: Focus groups have been discussed and marketing firms talked with. Focus groups and a</p>



Six month updates are in blue
 Year end updates are in red

	Dir Enrollment Services		<p>Polytechnic Committee will be used to aid in the design of the marketing approach.</p> <p>Enrollment: RFP on marketing in progress.</p> <p>Development: Surveys are being conducted. Survey results and the Polytechnic Committee will be used to aid in the design of the marketing approach.</p> <p>Enrollment: This may be one of the strategic priorities for the current year.</p> <p>Enrollment: James Tower, a marketing firm out of Mankato, MN has been retained. They have designed the survey instrument to be used to conduct focus groups regarding the “Polytechnic” concept. They are currently conducting the survey and the results will be provided to the university June 2006.</p>
Conduct site visits to polytechnic institutions and invite people from polytechnic institutions to UW-Stout	Provost	Spring 2006	<p>CTEM: The development plan for the proposed BS in Plastics/Polymer Engineering and the Computer Engineering programs call for site visits. Steve Schlough visited Arizona State University.</p> <p>Provost: Chancellor and Provost held teleconferences with administrators from Arizona State University and Southeast Missouri State University. The Provost hosted a department chair from California Polytechnic University at UW-Stout and Forrest Schultz visited this campus.</p>
Review and update of e-communications report: accomplishments and recommendations	Original team	March 2006	<p>Original Team: Received the charge on 1/5/06 so there is no progress yet.</p> <p>Original Team: Completed. see Appendix 5</p>

Priority B: Curricular Incubation Center



Six month updates are in blue
 Year end updates are in red

Action Plan:	Responsible:	Timeline:	Progress
Develop a written proposal that includes a process to evaluate proposals from faculty/staff for program development ideas. Establish a dialogue with WTCS in the process.	Provost	December 2005	<p>Provost: Completed. Several projects funded for spring semester. Nanotechnology and Information/Technology Management are two program areas funded by both the Curricular Incubation grant (UW-Stout) and the COBE initiative (UW-System) that are collaborative with the Wisconsin Technical College System as well as within UW-Stout program areas. Nearly all of the Curriculum proposals included faculty from multiple disciplines or program areas. Examples include computer science and art (digital environments); physics and teacher education (science education); psychology, biology and several other disciplines (neuroscience) and math, science and engineering (nanotechnology). Any of those could be considered a program cluster.</p> <p>Provost: no update</p>
Develop a process to streamline curriculum development (charge from Chancellor)	Senates	December 2005	<p>FS: 1. CIC is reviewing their process to look for efficiencies; report to be presented to the Senate at the first meeting of the spring semester. 2. The Senate reviewed the steps in the overall process and determined they are all required. 3. The main reasons for the lengthy approval process are: not following recommended formats, not following approved procedures, not coordinating with the various committees meeting dates. 4. All information is on the Provost's website. The Provost's Office is working on putting all agendas and proposals in standard format (PDF) 5. Formats and procedures should be reviewed with department chairs, program directors and associate deans. 6. Image Now will make it easier to retrieve approved courses and programs.</p>



Six month updates are in blue
 Year end updates are in red

			FS: no update
Identify at least two clusters of programs for potential collaboration	Provost with Provost's Council	December 2005	<p>Provost: Completed. Several projects funded for spring semester. Curricular Incubation Center proposals approved, see Attachment 3</p> <p>CTEM: Development of Nanotechnology related curriculum will require interdisciplinary collaboration between faculty in Applied Science, GCM, Packaging, and Engineering Technology. Both Plastics/Polymer Engineering and Computer Engineering will seek collaboration with other UW institutions. The new BS in Information and Communications Technologies is designed for collaboration with WTCS technical colleges. The new minor in Organizational Quality and Leadership in Vocational Rehabilitation is a collaboration between the Business Department, OCM Department and Vocational Rehabilitation Dept.</p> <p>CTEM: all of these collaborative efforts are moving forward as planned.</p>
Identify new program(s) to incubate and direct resources toward program development	Provost	January 2006	<p>Provost: Eight new programs are part of the new Curriculum Incubation center and will be developed this summer: information technology, nanotechnology, neuroscience, interactive digital environments, biotechnology, polymer engineering, electrical-computer engineering and science education.</p>

Priority C: Culture of Affirmation



Six month updates are in blue
 Year end updates are in red

Action Plan:	Responsible:	Timeline:	Progress
<p>Identify best practices (internal and external) of teaching, learning and engagement which are to be shared campus-wide</p>	<p>Director, Teaching and Learning Center</p>	<p>Fall 2005</p>	<p>Provost: Completed TLC: Showcase event on August 29, 2005. The Teaching and Learning Center Board, in cooperation with the Office of Budget, Planning and Analysis, has begun a research project whose goal is to determine those practices which UW-Stout students find effectively engage them in learning. A four phase study will be conducted: 1. A small number of in-depth student interviews will be conducted that focus on the experience of being engaged. Each student will participate in 2 interviews. The purpose of this phase is to ground the study in student perspectives of what it means to be engaged (as compared with a literature based approach to engagement). 2. The results of the interviews will be used to develop a survey about engagement and instructional techniques that engage students that will go to a wider audience. The purpose of this phase is to acquire knowledge about student engagement at Stout that is recognizable to the Stout student population. 3. The results of the survey will be used during the faculty engagement institute in summer 2006. The purpose of this phase is to give the faculty the opportunity to translate the findings of phases 1 and 2 into techniques that they can incorporate into their instructional practices to improve student engagement. 4. Faculty will be asked to implement these instructional techniques in Fall 2006 and an evaluation will be conducted to determine if there is an impact on student engagement. Both students and interviewers have been identified. The TLC Board also established a definition of Engagement: “Faculty and students who are engaged show sustained behavioral involvement in learning</p>



Six month updates are in blue
 Year end updates are in red

			<p>activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm optimism, curiosity, and interest.”</p> <p>In addition a number of participants of the Summer 2005 Engagement Institute, sponsored by Title III and coordinated by the TLC, will conduct a panel discussion on engagement practices during Professional Development week.</p>
Develop expectations of behavior. (This will also serve as the “core values of a learning community”)	Implementation Team	Spring/Summer 2006	Implementation team: completed, see attachment 6
Obtain commitment from faculty/staff/students to the expectations, and publicize the culture of affirmation/expectation statement (obtain endorsement by Senates).	Provost working with Senates	Summer 2006	FS: The Senate has not received the charge yet. FS: no update
Hold a ‘student centered’ in-service for the faculty/academic staff to clarify responsibilities and expectations, and share best practices	Provost	Fall 2006	Provost: The second annual “student centered” summer institute will be held in June 2006. It will be facilitated by the TLC and several UW-Stout faculty members and will include responsibilities, expectations and best practices.
Review findings of NSSE survey and identify areas of focus	Provost working with EAC	Spring 2007	FS: complete- see attachment 7 Provost: The EAC reviewed the NSSE findings, identified areas of concern and produced a report that was shared with the Chancellor, Provost and BPA director. Findings will be used to provide direction to faculty development initiatives and student services. This task is completed.

Priority D: Outreach model

Six month updates are in blue
 Year end updates are in red

Action Plan:	Responsible:	Timeline:	Progress
Assess needs: assess quality of distance learning programs and services; assess instructor needs; assess the needs of the technical colleges; assess market learning needs	Provost	Fall 2005	Provost: Statewide needs assessment data reviewed; discussion sessions held with college, school and unit councils Provost: no update
Reorganize, redefine and rename Stout Solutions. Utilize the recommendations of the Stout Solutions review and the needs assessment results in step 1 in the process	Provost	Spring 2006	Provost: Models have been developed and will be shared with campus in spring 2006 Provost: The Continuing Education component of Stout Solutions has been renamed Outreach Services. The research component will be named Research Services. Changes will become official July 1, 2006.
Develop a proposal for better integration with the colleges and schools	Provost	May 2006	OS: Completed. New integration process in place. Full implementation July 1, 2006 Provost: The deans are currently working with the director of Stout Solutions to implement a model in which there is a closer relationship and greater alignment between outreach services and the needs and priorities of the colleges/SOE and university.
Develop a proposal for better integration with courses and support systems	Provost	Fall 2006	OS: Completed. New integration process in place. Full implementation July 1, 2006
Develop a strategic plan for outreach	Provost	Fall 2006	OS: Dialogue with colleges and school in process.



Six month updates are in blue
 Year end updates are in red

Priority E: Technology Infrastructure

Action Plan:	Responsible:	Timeline:	Progress
Develop a high-end technology support process to resolve technology integration issues.	CIO (LTS, TIS, TLC, academic departments)	Feb 2006	<p>TLC: The TLC has not participated in any meetings on this topic to date.</p> <p>TIS: no progress as of 1/13/06. Will be addressed early in 2006</p> <p>TIS: Small exploratory discussions have occurred.</p>
Develop technology integration “best practice” event.	TLC	Spring 2006	<p>TLC: TLC will work on this event during the spring semester. During Professional Development week, the TLC is sponsoring three panels on using laptops in class. These panels will have approximately 8 members each. They will discuss their work and strategies for in-class use of technology, and provide “take home” sheets so that attendees will have a guide for implementing strategies themselves. In addition, the TLC will hold a workshop on Using Laptops in the Learning Process in Class. This workshop is designed to help teachers find those places in the “learning workflow” where laptops can facilitate and deepen learning and critical thinking.</p> <p>TLC: Completed. We conducted Friday afternoon sessions during spring semester and during January 2006 professional development week.</p>
Conduct a needs assessment and focus future professional development activities on areas identified on the needs assessment	Provost, LTS, TLC	Spring 2006	<p>Provost: Discussions of this topic have been held, but are still in the exploratory stage.</p> <p>Provost: no update</p>
Market the Stout Technology Advantage	Exec Director, University Relations	Spring 2006	<p>Development: No distinct progress by 1/13/06</p> <p>Development: There has been an increase in the level and focus of media stories placed by University Relations to reflect technology on campus.</p>



Six month updates are in blue
 Year end updates are in red

Priority F: Plan 2008

Action Plan:	Responsible:	Timeline:	Progress
Regularly assess progress towards diversity plan 2008 (every 6 months)	BPA	Jan 2006, May 2006	BPA: This document is the six-month progress report on Plan 2008 BPA: The request for year-end updates went out in April, 2006
Mainstream Plan 2008 responsibilities into the organizational structure	As described in Plan 2008	As described in Plan 2008	
Coordination of diversity plan efforts across campus.	As described in Plan 2008	As described in Plan 2008	
Allocate adequate resources to implement Plan 2008.	As described in Plan 2008	As described in Plan 2008	CTEM: Hired Fred Schroedl. Suggest resourcing the Math Teaching and Learning Center and the Writing Center. Provided 1/8 release to Bob Hendricks for high school recruitment. CTEM: no update
Infuse diversity issues into all university priorities	As described in Plan 2008	As described in Plan 2008	



Six month updates are in blue
 Year end updates are in red

Plan 2008

GOAL #1: INCREASE THE NUMBER OF WISCONSIN* HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND ENROLL AT UW-STOUT (* and Minnesota)

Implementation Plan	Responsible	Timeline	Progress
Recruit alumni from newly established groups to assist in recruitment and retention	Assistant Chancellor for University Development; Executive Director for Enrollment Management; Dean of Students	December 1, 2005	Development: Alumni have been identified who are being approached to assist. Recruitment will continue throughout the spring and summer
Participate in specific recruitment activities. Expand recruitment activities at Bradley Tech (Milwaukee), tribal colleges and other partnering locations with large racial/ethnic minority populations	Academic Deans	Fall 2005	<p>Provost: Fred Schroedl was hired to recruit high school and technical college students in the Milwaukee area. His office will be at Bradley Tech.</p> <p>CAS: Utilization of the space at Bradley Tech to help further promote Stout's programs has already been discussed in CAS Council. This spring, CAS program directors will be signing up for visits, and planning will then focus on how to best utilize this opportunity to further promote UW-Stout's programs. On Tuesday, December 20th, CAS program directors attended a meeting with Fred Schroedl, former administrator at Bradley Tech, now working with campuses on articulation and degree completion projects. Mr. Schroedl is scheduled to meet with the CAS Council at its next meeting on Wednesday, January 25, 2006.</p> <p>In addition, Dr. Hollace Teuber, a Speech Communications assistant professor, is already in the process of developing a curriculum incubator proposal for a program in Communication, Culture, and Technology. In Dr. Teuber's words, this program "seeks to create a finishing degree partnered with the Tribal Colleges in our immediate locale. This would require articulation agreements with tribal colleges and partnerships." The proposal has been submitted to our campus curricular incubation project for funding.</p> <p>CAS: Mr. Schroedl met with the CAS Council, sharing with them his</p>



Six month updates are in blue
 Year end updates are in red

		<p>goals and objectives. As a direct result, the program directors for Art & Design and Technical Communications (Ron Verdon and Bruce Maylath) made two trips to Milwaukee's Bradley Tech, Hamilton, Rufus King, and Riverside University High Schools to promote UW-Stout to high school students. Additionally, the Technical Communications Program Director, Bruce Maylath, made contact with an English teacher from Custer High School and arranged to visit her classes in September.</p> <p>The Art & Design Program Director, Ron Verdon, visited Milwaukee's Arts High School. At the end of March, these two program directors met with the group of students brought up from Milwaukee by Mr. Schroedl.</p> <p>The first draft of the CCT proposal was submitted to the Chair of the SCFLTM Department in late February for review and feedback. In the interim, at the February 16th meeting of the CIC, it was learned that CTEM has brought forward a change to their IT program to rename the B.S. & M.S. program to Communication and Technology.</p> <p>Due to the names of the programs being similar, it is expected that the Speech Department's CCT proposal will change the program name and program focus. The proposal name change is obvious, but due to the CTEM-ICT program changing its program to be included in the Ethnic Studies designation at Stout, a meeting was held with Evan Sveum and Holly Teuber to determine if overlap in programs might occur. Several instances were found.</p> <p>Therefore, the current status of the Speech Department's CCT program is that a focus shift towards culture and communication will be the new program emphasis. Holly Teuber is currently re-writing the proposal, which now involves additional research and suggested additional course development. At the Speech Department meeting of April 21, 2006, feedback for the new proposal was solicited from members of the department.</p> <p>The revised proposal should be completed during the Summer of 2006.</p>
--	--	--



Six month updates are in blue
 Year end updates are in red

			<p>There continues to be interest from one tribal college, especially to develop online delivery. The final program will still concentrate on fostering and developing a partnership with tribal entities.</p> <p>The first proposal submitted to the curricular incubation project for funding was not successful.</p> <p>CHD: CHD program directors will meet with Fred Schroedl on February 14 to discuss individual and overall strategies to recruit students of color in the Southeast region of the state. CHD will host the monthly meeting of NATOW (Native American Tourism of Wisconsin) in February. Discussions continue with regard to attracting post-secondary students from Tribal communities in Wisconsin to attend UW-Stout. A proposal is being drafted to multi-cultural studies to recruit Native Americans in Minnesota, Wisconsin, Michigan, and New Mexico for the GEM major. CHD maintains a subscription to <u>African American Golf Digest</u> to maintain an awareness of African American issues related to the GEM program</p> <p>CHD: The Food Systems and Technology Program Director met with Fred Schroedl and hosted 50 students on campus, in labs and for luncheons to discuss future higher education goals.</p> <p>CTEM: Program Directors have met minority student prospects invited to campus by Multicultural Student Services. Program Directors have also engaged in recruitment events at targeted high schools, including Bradley Tech. Bob Hendricks recruits students in targeted high schools. Fred Schroedl will attend CTEM's spring kickoff and the first CTEM Council meeting in Spring to plan recruitment activities in the Milwaukee area. CTEM faculty and Bradley Tech's faculty will conduct a joint meeting in January, 2006 to develop recruitment activities. Ken Neuburg has been meeting with Bradley Tech staff to assist recruitment efforts. Several programs have recruitment activities/competitions involving targeted schools. The STEPS program earmarks slots for students participating in food assistance program.</p>
--	--	--	---



Six month updates are in blue
 Year end updates are in red

			<p>CTEM: Fred Schroedl enrolled 40 Milwaukee area high school students in CTEM's Spring 2006 Engineering and Technology Career Day.</p> <p>SOE: Met with Fred Schroedl, our Milwaukee liaison. Fred will be attending an SOE Council meeting, January 26, 2006.</p> <p>SOE: Students enrolled in EDUC 376 will be at Bradley in late May for a pre-student teaching experience.</p> <p>DOS/MSS: CTEM hosted students of color on campus on March 31st in lab demonstrations and they held program orientation discussions. Students also participated in classroom demonstrations with faculty from the Food Systems and Technology Department and the Department of Psychology. The group of 125 participants included several high school teachers, guidance counselors, and parents. The STEPS program also provided a presentation on applied technology and science with a focus towards encouraging girls to venture into the STEM fields.</p> <p>MSS staff attended the fall and spring Minnesota Association of Counselors of Color (MnACC) college fairs located at St. Paul and Minneapolis High Schools.</p>
<p>Visit targeted schools; participate in athletic recruiting</p>	<p>Dean of Students, Executive Director of Enrollment Services</p>	<p>Fall 2005</p>	<p>SS: Have visited 98% of targeted schools; Native American schools will be visited in January (best time) Post card & telephone contact with h.s. counselors</p> <p>SS: MSS staff traveled to Native American schools in March completing contract and visitation to all targeted schools. MSS staff participated in the 3rd Annual College Workshop and College Fair Explosion sponsored by the Minneapolis Urban League on May 2nd. MSS staff participated in the Annual Multicultural center for Educational Excellence (MCEE) Pre-college conference at Lake Geneva, WI in February.</p> <p>Enrollment: High schools in the Milwaukee Public School District have been identified and provided to Fred Schroedl, who will be</p>



Six month updates are in blue
 Year end updates are in red

			<p>representing UW-Stout in the Milwaukee area. A letter of introduction will be sent to these schools followed by visits to these high schools.</p> <p>Enrollment: All targeted high schools in Milwaukee were visited during spring 2006. Visits to MATC in Milwaukee, UW Waukesha, and Waukesha Technical Colleges were done. In addition, 125 students from the Milwaukee area were hosted on campus in March. Their visit included meetings with program directors and faculty in the three Colleges and the School of Education, tours of the facilities and campus, and meeting with currently enrolled students of color.</p>
Produce and distribute multilingual recruitment materials, including multimedia formats, targeted at prospective students and parents	Executive Director of Enrollment Services, Dean of Students	Summer 2006	<p>SS: Multicultural SS surveyed UW system colleges: only 1 has printed materials in other than English; UW-EC has Hmong and Spanish audible files on website.</p> <p>SS/Admissions: Usefulness of multilingual products challenged; objective will be reviewed Summer 2006</p> <p>Enrollment: Multilingual recruitment material was removed from the initiatives list.</p>
Develop articulation agreements with technical colleges, community colleges and two-year campuses in WI, MN, ND, IL, MI who traditionally enroll a high number of racial/ethnic minority students	Academic Deans	Spring 2006	<p>CAS: UW System has granted the Permission for Entitlement to Plan the B.S. in Professional Studies; however, development of the program is currently on hold pending the outcome of other program proposals</p> <p>CAS: The program remains on hold.</p> <p>This spring, an articulation agreement was written between Western Wisconsin Technical College in La Crosse and UW-Stout's Applied Mathematics and Computer Science program. Contacts for that program have also been made with WITC in New Richmond and CVTC in Eau Claire.</p> <p>The Technical Communications program currently has articulation agreements with Western Wisconsin Technical College and Fox Valley Technical College. Contacts have also been made for this program with campuses in Wisconsin and Minnesota. The most promising possibilities are with Gateway Technical College in Wisconsin and Century College in Minnesota. Other possibilities include Waukesha and both Anoka-Ramsey Community College and Minneapolis Communication and Technical College in Minnesota.</p>



Six month updates are in blue
 Year end updates are in red

			<p>CHD: Articulation agreements are being drafted with Southwest Tech College’s golf management program with the specific intent of attracting their graduates from multicultural backgrounds to UW-Stout’s GEM program. Also, negotiations with Normandale Community College in Minnesota continue with CHD’s Hotel, Restaurant and Tourism Management program. Nearly 30% of NCC’s are students representing minority groups.</p> <p>CHD: A meeting for the GEM program is scheduled at Stouthwest Technical College on May 18 to develop the agreement. The Program Director for GEM, Tom Franklin, will visit Stouthwest Indian Polytechnic Institute (SIPI) in Albuquerque, NM, to attract Native American students to our on-line version of GEM. Also, negotiations with Normandale Community College and Centruy College in Minnesota continue with CHD’s Service Management program.</p> <p>CTEM: The college has numerous articulation agreements with targeted technical colleges that are updated regularly. These include MATC and WCTC. The new information and Communications Technology program with WITC and other WCTS colleges is intended to penetrate high density minority populations. The Industrial Management program is offered in both the Twin Cities and Milwaukee areas in an effort to attract minority students.</p> <p>CTEM: no update</p> <p>SOE: The MBE program has developed an articulation agreement with Western Wisconsin Technical College. ECE program has received COBE funds to work on a seamless transition from technical college to UW-Stout. SOE is working with Barron County Campus to offer Foundations of Education via distance format from on campus class in Millennium Hall.</p> <p>SOE: no update</p>
<p>Implement a spring and fall campus preview day for multicultural students and their parents who have expressed interest and/or applied to the university. Minority community leaders will be</p>	<p>Dean of Students</p>	<p>Fall 2005</p>	<p>SS: Will be two spring preview days—February and April; will target parents and families. Working with h.s. counselors seeking their support.</p> <p>SS: One spring campus preview day program was sponsored by the</p>



Six month updates are in blue
 Year end updates are in red

included			<p>MSS and the Admissions office hosting 25 visiting students and parents, held on April 8th. Enrollment: Two Preview Days were scheduled for multicultural students in February and April, 2006. The February date was cancelled due to low enrollment. The April date was held and was attended by 5 students.</p>
----------	--	--	---

GOAL #2: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE

Implementation Plan	Responsible	Timeline	Progress
Implement multicultural/race-specific pre-college programs, and add PC training component to pre-college	Dean of Students, Chief Information Officer	Summer 2006	<p>SS: [Current term for criterion is “lunch subsidy”] Will provide space for introduction of PC training during continuing pre-college programs. SS: Plans are being finalized for a four-week summer pre-college program to be held on the following dates: June 18-23, July 9-14, July 16-21, and July 23-28. The Reach for Excellence 2006 Pre-College summer program will house 35 students weekly in the South Residential living area on campus and include classes, technology demonstrations, leadership training and off-campus science field trips.</p> <p>Additionally, there will be approximately 10 Gear Up students each week participating in the summer pre-college program.</p> <p>TIS: No progress as of 1/13/06 TIS: Pre-college students will be using laptops to develop web pages. Also as part of the language arts program, students will create poems and publish a book of their collective work electronically.</p>
Develop a plan to reinstitute the Bridge Program. The Bridge Program is a highly structured program based upon a philosophy of affirmation and learning community theory and paired classes that focus on addressing learning	Provost	Fall 2006	<p>Provost: Please remove this task from the plan. There are insufficient resources available to reinstate the Bridge program. All colleges, SOE and Student Services are engaged in pre-college programs to attract minority students including the Pre-college Program sponsored by DPI, the STEPS program and College for Kids. CAS will also be</p>



Six month updates are in blue
 Year end updates are in red

and study skills for academically disadvantaged students.			implementing a summer math program for at risk students in summer 2006 (see below).
Develop relationships with families of existing students of color	Dean of Students	Fall 2005	SS: Pre-college, Preview Days, Gear Up all lay groundwork; parents newsletter; Sr Banquet; website

GOAL #3: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE

Implementation Plan	Responsible	Timeline	Progress
Recruit 40 racial/ethnic minority students in the Strategies for Academic Success (TRDIS-120) class. The purpose of the course is to develop study skills strategies, note taking and test-taking techniques, time management, goal setting, and textbook reading comprehension	Dean of Students	Fall 2005	SS: Completed.
Develop Academic Success Plans for first-year racial/ethnic students. The Multicultural Office would develop an assessment tool to use with incoming students to identify strengths and weaknesses and other potential barriers to academic success. This would include referrals, interventions, monitoring and support plans to sustain the transitional and academic success of students	Dean of Students	Fall 2005	SS: Tool ready in spring for work this summer. MSS will follow up with each student 2 nd Semester using info from first semester records. Students have been assigned to advisors for follow-up contact, general advising, and referral. SS: No update
Develop and implement a pilot Summer Camp for academically disadvantaged incoming freshmen in disciplines such as Math, English and Science	Provost/Deans	Summer 2005 for Math	Provost: Under consideration for summer 2006 CAS: CAS has recently permanently hired Dr. Jeanne Foley to serve as Director of the Math TLC. One of her stated job requirements is to develop a Math Camp, so this issue will be addressed very soon. A group has already been assembled to review the development of this initiative, and is working on researching grant possibilities. CAS: For Summer of 2006, the Math TLC is running a three-week pilot program of the Math 010 remedial class for currently enrolled students. We will use the results to plan for on-campus Math 010 and 110 classes for Summer of 2007 that will also be open to incoming

Six month updates are in blue
 Year end updates are in red

			<p>first-year students. Dr. Foley is heading a summer analysis and planning group (with Dr. Laura Schmidt and Debbie Kruschwitz-List) to develop plans for an expanded math camp for Summer of 2007. This group will compile data from the first two years of Math TLC operations, analyze subsequent course results for Math TLC students, research summer math programs at other institutions, and investigate funding sources, including the NSF STEP grant program and relevant UW System initiatives.</p> <p>CHD: CHD will provide an orientation training session for disadvantaged high school students in food science and technology. CHD: no update</p> <p>SOE: A to do. SOE: A to do.</p>
Implement Career seminar in first year to assist racial/ethnic minority students to identify and pursue career directions compatible with abilities and interests; continuing focused contact through graduation	Dean of Students	Fall 2005	<p>SS: Career seminar available—students referred as indicated by fit with and performance in program coursework. Staff have developed follow-up and referral program; Title III Grant provides support for these issues. SS: no update</p>
Establish faculty student mentoring programs in the colleges/school	Academic Deans	Fall 2005	<p>CAS: In Spring 2005, the Arts and Sciences Council appointed a Campus Climate Committee to address the issues of minority faculty/staff mentoring and ensuring an open and accepting climate for all. The committee has met with Sherwood Thompson, Director of Multicultural Student Services, and will begin meeting this coming spring to prioritize development objectives and a timetable. CAS: The Campus Climate Committee met during Spring 2006 and reported to the CAS Council on an outline of three strategies for approaching this issue. The committee has sought and is now assembling and collating responses to these draft strategies from the departments in the college. Upon completion of this task, the committee will be recommending a course of action to the CAS Council.</p> <p>CHD: Based on specific recommendations from the CHD multicultural forums, a select group of faculty, staff and upper division students will</p>



Six month updates are in blue
 Year end updates are in red

			<p>be assigned to at-risk students of color to assist with individual academic and social adjustment needs.</p> <p>CHD: The forum was held to engage multicultural students. Qualitative interviews were conducted with students of color by Susan Wolfgram.</p> <p>CTEM: Hector Cruz met with CTEM council in Fall 2005 to discuss, in part, minority student/faculty mentoring. CTEM leadership attended the Minority Faculty Reception in Fall 2005 to identify minority faculty/student issues and learn more about mentoring. CTEM is well on its way to have all faculty have mentors. Sherwood Thompson, Multicultural Student Services, met with CTEM Council to create an awareness of mentoring services available to students. CTEM student organizations promote an inclusive and inviting environment to all students.</p> <p>CTEM: no update</p> <p>SOE: Hector Cruz has been given release time in SOE to establish the program.</p> <p>SOE: Faculty and staff resource teams were developed. Student mentoring programs were established. Pigeon Lake mentoring experience was successful.</p>
Develop strategies that would engage sophomores, juniors and seniors to assist with academic achievement	Dean of Students	Fall 2005	<p>SS: Follow-up contact; reviewing progress toward degree. Intentional engagement by staff with individual students.</p> <p>SS: no update</p>

GOAL #4: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS

Implementation Plan	Responsible	Timeline	Progress
Identify current scholarships restricted for minority students, identify scholarships which could be used to support minority students, and identify new scholarship donors for minority scholarships	Assistant Chancellor for University Development	July 15, 2005	<p>Development: Current minority scholarships have been identified and new moneys have been placed to create \$30k in new minority scholarships. Several proposals are in various stages to solicit additional scholarship money for minority students including for Project Lead The Way in Tech Ed and the GEM Program.</p>



Six month updates are in blue
Year end updates are in red

Identify scholarship donor prospects to solicit them for additional gifts in support of minority scholarships	Assistant Chancellor for University Development	December 1, 2005	Development: Prospects have been and continue to be identified to be solicited for minority scholarships. Solicitations have begun and will continue throughout the coming year and beyond.
Promote scholarships to potential, admitted, and continuing minority students through multicultural affairs, admissions, and the colleges	Executive Director of Enrollment Services	September 1, 2005	Enrollment: Completed. Twenty (20) \$1000 scholarships were awarded to new incoming students for Fall 2005. Enrollment: Twenty (20) \$1000 scholarships will be awarded to new incoming multicultural students for fall 2006.
Provide the names of minority students to multicultural student services to encourage scholarship applications	Executive Director of Enrollment Services	Fall 2005	Enrollment: Completed. Ten (10) \$1000 scholarships were awarded to continuing multicultural students. Enrollment: Ten (10) \$1000 scholarships will be awarded to continuing multicultural students for fall 2006.

GOAL #5: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED AT UW-STOUT IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES

Implementation Plan	Responsible	Timeline	Progress
Develop and implement a campus wide mentoring program for racial/ethnic minority faculty and staff.	Assistant Vice Chancellor - ASA	Fall 2005	Provost: This has been planned and will be implemented in Spring Semester 2006. Provost: Rather than assigning mentors on an individual basis, the group decided to use a resource team approach to meet the needs of minority faculty, academic staff and classified staff.
Train a team of faculty/staff to address the issues on racial/ethnic bias when conducting recruitment searches by sending teams to a train the trainer workshop.	Affirmative Action Officer	Spring/Summer 2005	EE/AA: A team of 3 people attended a WISELI (Women in Science & Engineering Leadership Institute) workshop in Madison, June 2005. All EO search committees receive training and the research on bias and assumptions has been incorporated into the training sessions. Copies of "Guidelines on Reviewing Applicants", by the WISELI group, have been purchased and all committee members receive a copy for their group and individual use. EO/AA: no update
Provide Career Exploration Program for high school students. The nine-week program is	Vice Chancellor for ASLS	August 2005	ASLS: In June 2005 five minority high school students began the ASLS Career Exploration Program. During the nine week program,

Six month updates are in blue
 Year end updates are in red

<p>designed to give minority high school students an opportunity to work with the units in the ASLS division. One of the goals of the program is to have the student apply for a job at UW-Stout in the future.</p>			<p>the participants worked 20 hours a week. Ela Xiong worked in the Physical Plant Administration office. Xay Vang rotated between the following offices: Budget, Planning & Analysis, Human Resources, Police & Parking Services, and the Vice Chancellor's Office. This was Xay's second year participating in the program. Another second year participant, Mai Nhia Vue, worked in Business & Financial Services at the cashier's window. Shoua Vang worked with engineers in the Physical Plant department and also worked in the grounds department. Toua Xiong, who enjoyed maintenance and custodial services, worked in the Student life Services unit.</p> <p>ASLS: The 2005 summer Minority Career Exploration Internship concluded successfully. Four summer internship positions have been identified for 2006. Applications are due by May 19 and the panel interview tentatively scheduled for May 24 or May 31.</p>
<p>Develop and fund a Chancellor's Leadership Development Program for Minorities.</p>	<p>Chancellor, Provost</p>	<p>2005-06</p>	<p>Provost: This will be an administrative internship. The job description is currently being developed and program will begin in fall 2006.</p> <p>Provost: Applications are currently being reviewed for this position which is scheduled to begin in the fall semester.</p>

GOAL #6: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY

Implementation Plan	Responsible	Timeline	Progress
<p>Address the needs of students with remedial and entry level math and English skills through the Math Teaching and Learning Center and the Writing Center for those students who need assistance</p>	<p>CAS Dean</p>	<p>Fall 2005</p>	<p>CAS: The Math TLC has served over 1000 students since it began operations in 2004. Failure rates have been cut by nearly 50% in the remedial Math 010 course and by over 30% in the entry level Math 110 course. Daily homework completion rates now average over 90% with an average score of 87%, thanks to the introduction of short lectures in a specially-outfitted classroom, followed by daily, computer-graded homework assignments with both online and in-class learning aids. The new tutoring lab directly adjacent to the Math TLC classroom is averaging over 150 visits per week, or more than 2000 per semester. The lab is staffed 47 hours a week by specially trained Math 010/110 undergraduate tutors funded through Access To Learning fees and by faculty and academic staff instructors who hold a portion of their regular office hours in the lab.</p>



Six month updates are in blue
 Year end updates are in red

		<p>The UW-Stout Writing Center opened its doors for business on September 26, 2005. In its 45 days of operation during the fall semester, its tutors conducted 275 tutorials. Of the 275, 165 tutorials were freshman writers; therefore, thus far, 60% of its clients have been freshmen, most of whom sought assistance with English 090, 101, or 102. Also encouraging is that 45% of freshmen who visited the Writing Center were return clients who established positive working relationships with individual tutors. Many ESL writers especially established strong connections with individual tutors and often scheduled regular weekly appointments; in fact, ESL clients comprised 10% of all tutorials in their first semester of business.</p> <p>In addition to conducting face-to-face tutorials, in their first 45 days of operation, Writing Center staff members completed 30 promotional class visits to English 090, 101, 102, and 112 sections; through these visits they were able to advertise their services to over 900 students, many of whom later scheduled appointments. Several freshmen composition instructors commented that they saw marked improvements in the writing of their students who visited the Center. Therefore, while serving all students in the university, the Writing Center is especially supportive of instruction to remedial/entry-level writers and students from diverse ethnic/racial backgrounds.</p> <p>CAS: The Math TLC has served over 1300 students since it began operations. Failure rates have been cut by nearly 60% in the remedial Math 010 course and by nearly 25% in the entry level Math 110 course. Daily homework completion rates now average 96% with an average score of 92%, thanks to the introduction of short lectures in a specially-outfitted classroom, followed by daily, computer-graded homework assignments with both online and in-class learning aids. The new tutoring lab directly adjacent to the Math TLC classroom is averaging over 190 visits per week, or nearly 3,000 per semester. The lab is staffed 49 hours a week. A proposal submitted by Dr. Foley to the NSF-funding Wisconsin Alliance for Minority Participation (WiscAMP) was funded to provide additional Math TLC tutor staffing for 10 hours per week in the Multicultural Student Services Office during the Spring and Fall 2006 semesters.</p>
--	--	---



Six month updates are in blue
 Year end updates are in red

			<p>The UW-Stout Writing Center opened its doors for business on September 26, 2005, and closed for the academic year on May 9, 2006. In its first year of operation, tutors conducted 560 tutorials. Of these 560, 321 tutorials were freshmen writers; therefore, 57% of Writing Center clients have been freshmen, most of whom sought assistance with English 090, 101, or 102. Also encouraging is that 41% of all clients who visited the Writing Center were return clients who established positive working relationships with individual tutors. In fact, according to tutorial evaluation statistics gathered in the spring semester, 98% of clients assigned an “excellent” or “good” rating to the “usefulness of their tutor’s suggestions” about their writing; 99% of clients, when asked if they planned to use the Writing Center again, said “yes.” Many ESL writers especially established strong connections with individual tutors and often scheduled regular weekly appointments; in fact, ESL clients comprised 8% of all tutorials in the Center’s first year of business.</p> <p>In addition to conducting face-to-face tutorials during the academic year, Writing Center staff members completed 45 promotional class visits to English 090, 101, 102, and 112 sections and to classrooms in other disciplines such as Sociology, Philosophy, Speech Communications, and Manufacturing Engineering; through these visits they were able to advertise the Center’s services to over 1,500 students, many of whom later scheduled appointments. Several freshman composition instructors commented that they saw marked improvements in the writing of their students who visited the Center. We also received several unsolicited emails from students thanking the Writing Center for helping them gain confidence as writers and/or succeed with a particular assignment. Therefore, both Dr. Muldoon and Dr. Risley feel that the Writing Center’s first year of operation was highly successful and contributed to the university’s goal to enhance academic support for students and increase retention, particularly among freshmen.</p>
Plan and implement alumni events that are targeted and publicized for racial/ethnic minority alumni	Assistant Chancellor for University Development	September 30, 2005	Development: The first Multicultural reunion is being planned and will be a part of Homecoming in 2006. Work is also progressing to



Six month updates are in blue
 Year end updates are in red

			<p>create a Black Alumni group as well as other minority populations of alumni.</p>
<p>Create new programs/workshops for students:</p> <ul style="list-style-type: none"> • An “inter-group dialog” program for students • A workshop addressing issues of race within Police and Parking Services • Program addressing health issues for students of color • Campus-wide program to learn about racial groups • Residential living/learning environment where students are committed to living in a diverse community 	<p>Assistant Vice Chancellor for ASLS</p>	<p>May 12, 2006</p>	<p>ASLS: Opened Diversity Awareness Center in the Memorial Student Center.</p> <p>The Diversity Awareness Center is developing and implementing programs “Intergroup Dialogue” and a campus-wide collaborative program scheduled for February on White Privilege.</p> <p>Director of Multicultural Affairs gave presentation to Student Health Services staff which will enable them to develop a program.</p> <p>Established 3 diversity floors in 3 residence halls.</p> <p>ASLS: Opened the Diversity Awareness Center in late February (Feb. 27, 2006) in the old Birch Gallery Space in the Memorial Student Center. The facility is now called the “Ally Center” and is open each day of the week corresponding to the building hours of the Student Center. Student staffing of the facility occurs approximately 30 hours per week. Resources available include books, periodicals, videos, student staff and professional staff consultation.</p> <p>Conducted a three-day residency on "White Priviledge" (Feb.26, 27, 28, 2006) including small group workshops, class visits and public presentations. Contracted presenters were Tim Wise and Molly Secours.</p> <p>Conducted a successful “Intergroup dialogue” program at the St. Croix scout camp (March 25 and 26, 2006) for 18 student participants.</p> <p>University Police has surveyed the student population and found which students of color found it most difficult to approach an officer. They are now working towards creating sessions for next academic year to work with the minority groups and students on campus and the multicultural office to increase communications, etc.</p> <p>The patrol sergeant will be setting up regular sessions with the minority student groups on a quarterly basis to meet and discuss</p>



Six month updates are in blue
 Year end updates are in red

			<p>general policing issues.</p> <p>March 2006, Student Health Services (SHS) met with Avie Xiong, Multicultural Office inquiring on education programs re: health care needs of multicultural students. Results of this brief encounter were that that he did believe that there was any specific issue/program that was necessary to provide just to the multicultural students. SHS met with student groups (3-4 times per year) who are planning on studying abroad for health related discussions</p> <p>SHS representation 2006 OIE Strategic Planning Session (health issues)</p> <p>The DIAL Floor (Diversity Integrated with Academics and Leadership) was created several years ago as a way to infuse a more intense diversity experience into a living unit in the residence halls. With the departure of several key staff on campus and diminished interest on the part of students, the program was stagnant this year and has been eliminated for next year.</p>
<p>Offer a series of food items/meals in the dining halls featuring various cultures and ethnicities</p>	<p>Assistant Vice Chancellor for ASLS</p>	<p>May 12, 2006</p>	<p>ASLS: On October 26th Students Participating in Recognizing Indian Tribe at Stout (SPIRITS) and University Dining Service offered the following ethnic foods to diners at the Commons Dining Hall. Native wild rice, Oneida Corn Soup, Buffalo Stew, Fry bread, Herbal teas: Indian Luv Tea & Forever Fruit, both All Nations Blends. Some of the foods were purchased from the Oneida tribal retail outlet. Materials explaining the items served and their relationship to the Native American background were provided and SPIRITS members were on hand to answer questions.</p> <p>ASLS: <u>Students Exposed to Soul Food</u> University Dining Service (UDS) staff worked with the Black Student Union (BSU) to create a food sampling event for students. The BSU members provided examples of items and recipes for Soul Foods that are part of the cultural heritage for Black Americans. Then UDS Executive Chef, David Leach prepared the food items for a BSU sampling where feedback was provided on ways to make sure the resulting products were authentic in taste and presentation.</p>



Six month updates are in blue
 Year end updates are in red

			<p>Then on February 22nd, UDS and BSU members sampled the items to diners at the Commons Dining Hall during the dinner hour. There were about 175-200 individuals that tried one or more of the dishes and learned more from BSU members about Soul Food in America. Handouts described the food items and gave an overview of the origins of Soul Food.</p> <p>Items sampled were: Hush puppies, groundnut stew (peanut butter soup), collard greens w/pork, black eyed peas (Hopp'in John) on rice, and sweet potato casserole</p> <p><u>Hmong Stout Student Organization (HSSO) Partner with UDS for Ethnic Sampling</u></p> <p>The ethnic sampling of ethnic foods from the Hmong culture was planned with cooperative efforts of UDS and HSSO. It was held during Hmong awareness week, Wednesday, March 29th from 4:30 – 6:30 in the Commons. It is estimated that at least 200 – 250 individuals sampled at least one of the items. Comments were all very positive with suggestions to put two of the items on the menu next year.</p> <p>The items sampled were prepared by Executive Chef David Leach with input to authenticate them from the members of HSSO gathered the week prior to the public sampling. Here are the items served and a brief description of each.</p>
<p>Assist all faculty and instructional staff in developing technical resources for ethnic studies courses and promoting diversity in specific courses and programs</p>	<p>Director of Learning Technology Services</p>	<p>Spring 2005</p>	<p>LTS: Learning Technology Services sponsored a “Diversity at a Distance” project to help instructors and their students connect to other students, instructors, and presenters using current videoconference capabilities. The purpose of the project was to assist instructors in meeting goals of the 2008 Diversity Plan, by providing connections during the Spring 06 semester to diverse populations or presenters through the use of available technology. This pilot project offered to pay connection costs through the use of Nakatani funds.</p> <ul style="list-style-type: none"> Global Perspective and Ethnic Studies instructors were sent individual emails with information about the project and an application



Six month updates are in blue
 Year end updates are in red

			<ul style="list-style-type: none"> Advertised through the Daily Email; notice was included from October 26 through November 9 Follow-up emails were sent to Department Chairs, Program Directors, Deans Met with the minority faculty and staff network to present and discuss the project (Hector Cruz, Richard Tafalla, Holly Teuber, Ilse Hartung, Ray Rivera, etc.) and offered to continue the project past the spring 2006 semester if there was enough interest.
Review the ethnic studies graduation requirement to insure inclusion and exposure to racial diversity in the classroom curriculum and environment	Provost and Faculty Senate	Spring 2006	<p>FS: The CIC has the ethnic studies sub-committee reviewing this, but has not issued a report yet.</p> <p>FS: waiting for report</p>

Tools to Achieve these Plan 2008 Goals

Tool	Goal	Responsible	Progress
Expand existing databases to include minority data	1	Foundation office	Development: Minority data is being captured and included on the database and will continue. Minority status of all new alumni is being captured directly from student records.
Modify the portal to deliberately encompass minority activities	1	Chief Information Officer	
Establish a series of informational sessions with Minnesota and Wisconsin school counselors	1	Dean of Students	SS: Done and on-going
Conduct focus groups with racial/ethnic minority students/faculty/staff and white students/faculty/ staff	3	Deans and College Councils (BPA as resource)	<p>CAS: CAS will be looking into a process for addressing this need.</p> <p>CAS: This is still undergoing consideration.</p> <p>CHD: All racial/ethnic minority students in CHD are being invited to an open listening forum. The initial forum will be an informal luncheon gathering that will allow for discussion about overall treatment by CHD faculty and other personnel. Restructuring our advisement assignments may be an outcome of these planned forums. However, broader issues regarding overall treatment may disclose other changes that need to be made.</p> <p>CHD: Because a relatively small turnout occurred, the Dean is considering hosting smaller individual sessions with programs to look at all issues, including diversity.</p>



Six month updates are in blue
Year end updates are in red

			<p>SOE: SOE sponsored a workshop for faculty, staff and students with Hector Cruz as leader.</p> <p>SOE: no update</p>
Make special focus during Orientation, Registration, and First Year Experience to develop sense of direction, ownership and path to success and diversity	3	Dean of Students	<p>SS: Staff present during registration and orientation; diversity experience as part of program in residence halls</p> <p>SS: no update</p>
Conduct a diversity survey every two years for ASLS units	5	Vice Chancellor ASLS	<p>ASLS: The diversity survey will be conducted in the spring 2006.</p> <p>ASLS: The 2006 Diversity Survey was revamped from the 2003-2004 Diversity Continuum. The new survey was administered and collected in March 2006. The analysis is currently being completed by BPA and is due by May 15, 2006</p>
Support existing racial/ethnic minority faculty/staff group with a senior faculty liaison to the Chancellor	5	Chancellor	<p>Chancellor: Minority Faculty & Staff Liaison appointed August 2005</p> <p>Chancellor: Liaison invited to participate in 2006 summer retreat.</p>
Establish a university-wide climate committee that is thinking, talking, and visioning about diversity related activities at UW-Stout	6	Chancellor	<p>Chancellor: Minority Faculty & Staff Network group established. Chair of this group, as well as Minority Liaison participated in 2005 CAC summer retreat.</p> <p>Chancellor: Chair of network group invited to participate in 2006 summer retreat.</p>
Establish minority alumni groups and create alumni group boards who will work with the Alumni Office	6	Assistant Chancellor for University Development	<p>Development: Black Alumni group is in the process of forming and others will follow based on the experiences gained from the first group.</p>
Conduct a university-wide climate assessment survey	6	Chancellor (BPA as resource)	<p>Chancellor/BPA: In progress. This is being addressed by the Morale/Job Satisfaction Survey Revision Task Force. The new survey will be implemented in spring 2007.</p>
Establish a mechanism to periodically assess and address the off-campus climate for minorities	6	Executive Director of University Relations, Dean of Students	<p>Development: No progress has been made as of 1/13/06</p> <p>Development: No progress has been made as of 5/12/06</p>
Use our technology advantage to strengthen connections with off-campus populations	6	Assistant Chancellor for Assessment and Continuous Improvement, Chief Information Officer	<p>Provost: Several distance learning projects in progress</p> <ol style="list-style-type: none"> 1. Stout offered 84 fully online sections of courses through Learn@UW-Stout 2. Stout connected Matt Livesey's Technical Writing class with a class of students in Paris, via videoconference technology. The purpose: Students at Stout wrote instruction manuals which were then translated into French by the Parisian students, and the class studied the difficulties of translation and the necessity for global awareness when writing such documents. 3. The videoconferencing distance education rooms were used for the <i>Technology Management Graduate program</i> and the <i>Industrial Management Undergraduate program</i>. Courses for these programs

Six month updates are in blue
 Year end updates are in red

			<p>have included: Financial Managerial Accounting, Organizational Development, Six Sigma Quality Improvement Methods, Quality Tools, Production & Inventory Control , Seminar in Industrial Operation, Quality Assurance Practicum, Organizational Leadership, Organizational Research Methods, Project Management, and Safety/Loss Control</p> <p>4. Stout also offers approximately 11 semester courses which occur mostly in the evenings utilizing the video- conferencing distance education rooms.</p>
Examine reports and data provided to insure they include minority data and segmentation	7	Executive Director of Enrollment Services and Executive Director of Business and Finance	Enrollment: Completed.



Six month updates are in blue
 Year end updates are in red

Action Plan Gaps

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
EM: Overall enrollment target.	Retreat	Chancellor	September, 2005	Chancellor: 2006 freshmen enrollment target discussed & established at 10/3/05 CAC meeting. 2006 enrollment planning document submitted to system Nov. 2004. Enrollment Targets for Fall 2006, see Attachment 2
EM: Segments targets.	Retreat	Provost	September, 2005	Provost: Completed. See Attachment 2
EM: Declaration of Major	Chancellor	Provost working with Senates	May, 2006	FS: Recommendation made-see attachment 8 Provost: This has been reviewed by the Educational Activities Committee. Preliminary recommendations were presented to the Faculty Senate Executive Committee in May 2006.
Academic Plan: Needs updating with timeline for program development, approval, etc. (5-year plan)	UP: Restructure for E&E	Provost	December, 2005	Provost: Completed and on the Provost's web site www.uwstout.edu/provost/currhb/acplan.htm
Academic Plan: Need benchmarks and/or criteria for programs/concentrations/specializations/minors/professional development	Imp Team #3	Provost	May, 2006	Provost: completed- see attachment 4



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
certificates to be revitalized, phased out or downsized. (Life Cycle Planning)				
Academic Plan: Align resources with program needs. Develop reallocation system for positions and budget.	UP: Restructure for E&E Imp Team #9 and #10	Provost	December, 2005	Provost: In progress; 2 positions being reallocated from SOE Provost: no update
Academic Plan: Expand our program array by reclassifying designated concentrations and specializations as majors within existing degrees	Imp Team #2	Provost	May, 2006	Provost: This is not feasible and should be removed from list. Discussion with UW System indicates that each of these majors would have be approved as a new academic program.
Academic Plan: WTCS Degree – B.S. in Professional Studies	Imp Team #1	Dean Murphy	Follow-Up	CAS: Permission to plan has been granted for this potential program; however, Phase II has been placed on hold. CAS: no update
Academic Plan: Nanotechnology Action Plan Implementation	Imp Team #4	Dean Murphy Dean Meyer	Follow-Up	CAS: The Nanoscience concentration was approved by the APSCI program committee. This will be submitted to CAS in Spring of 2006. Also, a curricular incubation granted was funded for Rajiv Asthana, Steve Nold, and Forrest Schultz to develop the four new nano courses for the concentration. A draft plan for CVTC articulation has been developed and submitted to CVTC for



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
				<p>review.</p> <p>CAS: This is on schedule; see information earlier given in this document. There is a continued partnership with CVTC. A recent NSF grant with CVTC may be funded, which would assist with curriculum development.</p> <p>CTEM: Ad Hoc Nano Committee assisted in writing a regional “white paper” on nanotechnology. Nanotechnology content will be added to Applied Science, Engineering Technology, and Packaging Programs. White paper identified other related program growth areas needed including Polymer Engineering and Computer Engineering. Changes to Applied Science program will be resources through the Curriculum Incubation Center.</p> <p>CTEM: no update</p> <p>CHD: Nanotechnology is</p>



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • Position • Person • Team	Timeline <i>When is it due?</i>	Progress
				integral to the food industry, both in food engineering, and food processing and packaging. The hiring of a new faculty person with a strong background in food engineering will link the Department of Food and Nutrition more closely to this thrust.
IT: TIS/LTS/Library Technology Reporting Structure	Consultants' Report	Chancellor	September, 2006	Chancellor: Completed January 2005 (Library not included at this time).
IT: CIO Position Description and Desired Characteristics	Consultants' Report	Chancellor	September, 2005	Chancellor: Search conducted, failed search announced Chancellor: Interim CIO appointment extended
IT: Information Technology Strategic Plan	Consultants' Report	CIO	May, 2006	TIS: Updated 1/13/06. See IT Plan section of this document. TIS: Updated 5/10/06
IT: Improve Technical Support (Align workload with Academic Calendar)	Imp Team #7, Outcome 3	CIO	Follow-Up	TIS: No progress as of 1/13/06 TIS: Complete. All technical upgrades etc are scheduled around Academic Calendar. Normally off hours and weekends.



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
IT: Improve the Programming Priority Process	Imp Team #7, Outcome 3	CIO	December, 2005	TIS: No progress as of 1/13/06 TIS: CIO Advisory Council discussed process and provided suggestions. Priorities will remain with division leaders. This improvement process will be addressed each year.
IT: Eliminate a Course Management System	Imp Team #7, Outcome 3; Consultant's Report	CIO	January, 2006	TIS: E-scholar course delivery is being phased out to D2L. D2L was selected as the course delivery tool of the future. The courses now presented with e-scholar are being converted with a read only mode starting Fall 2006. TIS: no update
IT: Routine Maintenance Schedule for Desktops/Laptops	Imp Team #7, Outcome 3	CIO	Follow-Up	TIS: No progress as of 1/13/06 TIS: no update
IT: Improve Wireless Connectivity	Imp Team #7, Outcome 3	CIO	Follow-Up	TIS: Completed. Entire wireless network has been replaced with new 802.11g access points that can provide up to 54Mbps speeds. There are still a few areas to improve which are being addressed as reported by faculty, staff and students.



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
IT: Establish Advisory Board/CIO engaged with Provost's Council	Imp Team #7, Outcome 3	CIO	September, 2005	TIS: Completed. Advisory committee has been formed and has met a few times primarily going over the IT Plan as it exists today. A web page is being developed to publish documents and minutes of the meetings.
IT: Review Labs – Convert to Laptop as Appropriate	Imp Team #7, Outcome 3	Provost	May, 2006	Provost: This is reviewed each year by the Space Committee as they make recommendations for laboratory modernization
IT: Conduct an Assessment of Services & Operations	Imp Team #7, Outcome 3	CIO	May, 2006	TIS: No progress as of 1/13/06. TIS: Currently looking at a security audit in conjunction with the campus auditor. Also investigating an assessment of services.
Marketing: To students who have dropped out to come back and finish their degree.	UP: Restructure for E&E	Executive Director of Enrollment Services	December, 2005	Enrollment: It was determined that this would not be an effective use of resources at this time.
Marketing: Increase scholarships	UP: STA	Assistant Chancellor of University Development	Follow-Up	Development: Scholarships have increased and will continue to increase



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
Marketing: Implementation of the Marketing Plan (Consultant's work – Phase 2 & 3)	Imp Team #10 and #11	Executive Director of University Relations	May, 2006	Development: The RFP for phase 2 and 3 are ready to be sent out and the CAC will be asked to consider funding. Development: The RFP has been held and no funding is available.
Marketing: Admissions Genie Software	Imp Team #5	Executive Director of University Relations	September, 2005	Development: Admissions Genie software is installed and is being used. More work continues on the implementation. Enrollment: The Admissions Genie website went LIVE December 2005.
Marketing: Print Media/Need coordinated, integrated plan across campus.	Imp Team #5	Executive Director of University Relations	May, 2006	Development: Media plan has been developed and presented to the Chancellor. Development: More work needs to be done.
Marketing: Alumni Utilization (1) e-mail addresses; (2) alumni profiles; (3) infrastructure to utilize alumni.	Imp Team #5	Assistant Chancellor of University Development	May, 2006	Development: Alumni e-mail addresses are being rolled out and will be completed by May '06. Alumni profiles have not been developed. The infrastructure is in process with some progress. Development: Alumni e-mail addresses have been completed. Alumni profiles are being developed. The



Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to <ul style="list-style-type: none"> • Position • Person • Team 	Timeline <i>When is it due?</i>	Progress
				infrastructure is in process with some progress.
Learning Community: Re-examine general education classes and requirements.	UP: LC	Faculty Senate	May, 2006	FS: The General Education Committee has reviewed the General Education Objectives and is working on the next steps. FS: complete- see attachment 9
Learning Community: Develop a freshmen attendance policy.	UP: LC	Faculty Senate	May, 2006	FS: The Educational Activities Committee has reviewed this. They decided that a freshman attendance policy is not a reasonable or enforceable policy. Instructors should be encouraged, but could not be forced to have an attendance policy.
Learning Community: First Year Experience	Imp Team #8	Provost Vice Chancellor	Follow-Up	Provost: In progress. See Attachment 1 Provost: no update
Learning Community: Predictive Modeling for Retention	Imp Team #10	Dean of Students	Follow-Up	Removed from list
Structure: Assess the academic and administrative structures to see if the current organization aligns with an expanded program array, builds on our unique mission and maximizes our technology advantage.	Imp Team #2	Chancellor	New University Priority contains pilot.	Chancellor: Model presented to Faculty Senate was unacceptable to Senate membership.
Structure: All-University Level Advisory Board	Imp Team #6	Chancellor	May, 2006	Chancellor: External Advisory Council

Six month updates are in blue
 Year end updates are in red

Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
				established. First on-campus meeting held 12/6/05. Chancellor: Ongoing email communication with Council members. Teleconference with members held on 4/10/06.

KEY:

- Development:** Updates from Bob Heuermann
- Provost:** Updates from Julie Furst-Bowe
- CAS:** Updates from John Murphy
- CHD:** Updates from John Wesolek
- CTEM:** Updates from Bob Meyer
- SOE:** Updates from Judy Jax
- SS:** Updates from Pinckney Hall and Joan Thomas
- Enrollment:** Updates from Cindy Gilberts
- TIS:** Updates from Doug Wahl
- EO/AA:** Updates from Donna Weber
- ASLS:** Updates from Diane Moen
- LTS:** Updates from Nicholle Stone
- FS:** Updates from Steve Schlough
- Chancellor:** Updates from the Chancellor
- BPA:** Updates from Meridith Wentz
- OS:** Outreach services



D. 2005-2006 Year-End Report and Implementation Team Reports

Six month updates are in blue

Year end updates are in red

Attachment 1

First Year Experience

Fall 2005

Update as of 1/06

I. Impetus for Change

- o University Focus 2010 Implementation Team 8

Charge: Design a first year experience that creates a freshmen learning community supported by faculty, student services, and residence life.

Outcome: All first year students will live on the south campus and have an academically intensive residence hall experience designed to increase student success and retention.

- o NSSE study

II. Administrative Support

- o Sponsor of Implementation Team
Provost Julie Furst-Bowe and Vice Chancellor Diane Moen

III. Leadership Team that Includes both academic, student affairs, and student life services – Joan Thomas, Chair

IV. Shared vision and comprehensive view

- o Merging of FYE and Living Learning community
- o Program for all freshmen

V. Year one – Fall 2005

Move in Day and New Student Fall Orientation

Faculty/staff involvement – Housing & Residence Life recruited 14 instructional faculty to assist with move-in activities. They met and talked with families in the parking lots while students were waiting to unload their cars.

Your New Reality Workshop, a peer lead discussion on alcohol, healthy relationship and diversity. Campus Violence Prevention Program passed out wristbands.

Communication with parents

Housing & Residence Life sent a summer postcard to parents regarding college transition and an invitation to a parent session on move-in day, including introductions to the hall director & the advisor.

Parent email addresses collected for future communications – two email updates sent from DOS office.

Diversity built in of Your New Reality program. Multicultural students, who have been previously personally contacted upon their acceptance to Stout, will be invited to attend a lunch meeting on registration days.

Residence Hall Activities

All first year students were housed on the south end of campus, by college, and advisors were assigned to specific residence halls.

House Calls program - faculty and staff were invited into the residence halls each month to walk through the buildings, meet and talk with residents, and distribute cookies (provided by University Dining Services). Participation in this event included student organizations, service offices, counseling center staff, and college deans.

Six month updates are in blue

Year end updates are in red

Increased collaboration between Student Services and Housing & Residence Life. Monthly meetings between hall directors and first year advisors were held to discuss student issues and updates.

Community Development Model – this model, developed by Housing & Residence Life in 2004, became a springboard for a collaborative First Year Experience poster series between H&RL and the Advisement Center. The “Responsibility-Ownership-Civility” emphasis of this model fits well within the FYE experience and focuses on self-management, conflict resolution, and respect. The Counseling Center is also planning some initiatives using this model.

Outreach Duty – during the first 8 weeks, the Resident Advisors (RAs) performed intense duty rounds every night where they visibly engaged students in conversation and discussions, hosted group activities, helped residents connect with each other, and assisted student in adjusting to college life.

Hall Events Committees – the residence hall student governance structure was reorganized to better accommodate the millennial generation of first year students. It provided opportunities for students to create their hall constitution with more flexible, less specific roles, to involve more students in the governance process, and focus on developing strong residence hall communities.

Concern Reports – staff wrote reports when they became aware of resident concerns (such as roommate conflicts, death in the family, personal problems, etc.) which were then shared between hall staff and the academic advisor.

RA Dialogs – RAs completed extensive one-on-one interviews with all of the residents on their floor to help them gauge the student’s transition from high school and refer students to appropriate campus resources.

Family contact – each Hall Director sent a letter and a “First Year Adjustment Quiz” (and the answers to the quiz) to the family of each of their residents to help parents talk with their students about their adjustment to UW-Stout.

Advisement

First Year Advisors held regular office hours in the residence halls and have been cross-trained as generalist to better assist all students. First Year Advisors collaborated with residence hall staff to share information relative to student concerns and issues and to coordinate initiatives and events.

- First year advisors are spending afternoons in residence halls
- Excellent attendance on Advisement Day

First Year Mentors (27) have been hired, trained, and supervised by First Year Advisors. There are four mentors per residence hall working 8-10 hours/wk. Primary responsibilities include formation of study groups, serving as campus resource, providing upper-class role modeling for academic/civic excellence, attending campus activities with students, working with residence hall staff and advisors regarding student concerns and issues.

- Supported attendance to career conference
- Formed study groups
- Collaborated with residence hall staff
- Staffed table in price commons prior to Advisement Day
- Time management/study skills
- Cultural events
- Policy and procedure information

Six month updates are in blue

Year end updates are in red

Career Exploration Class taught as a weekend seminar hybrid course using the Student Success Plan online.

- Two weekend seminar courses: Oct 8 & 9 and Nov 11 & 12
 - Using hybrid format – online assessments/tools/quizzes w/classroom instruction
- Two sections for spring 2006 offered two days a week for 4 weeks

Early Alert - All instructors of first year students were asked to participate in the early alert process to assist in identifying students demonstrating behavior incongruent with academic success including attendance and performance concerns.

Faculty/Staff

Art Living/Learning Community

Twenty four art students from the Hanson/Keith residence hall were selected to participate in a living learning community linking three art courses and an English 101 class. Four students from each art concentration make up the community. Student live and learn with other students who are interested in art and will participate in art related activities, visit galleries or other art related events, and benefit from increased interaction with faculty who collaborate across the curriculum to enhance the learning process.

- 25 students - all in HKMC (Hansen, Keith, Milnes, Chinnock Hall)
- ENGL 101, ARTH 223, ART 101, ART 201
- Peer Mentor
- Gallery/Museum trip
- Art Crawls
- Studio hours
- Early a.m. breakfast
- January professional development
- Weekly meetings with staff and department chair
- Faculty stipend

Two students have left the cohort: one changed major and one is transferring. Two other students have submitted requests asking to participate.

Faculty Engagement

Proposals will be encouraged for faculty initiatives in collaboration with the residence halls. Activities will have a stipend incentive for instructor along with materials and other costs supported by residence life.

Service learning projects
Discussion groups and seminars
Experiential learning outside classroom
Field trips
Demonstrations

Into the book

Six month updates are in blue

Year end updates are in red

RA's and Orientation Leaders were given a copy book and a study guide. Student staff was expected to read book and to integrate it into conversation, activities, and events.

Early alert for freshmen courses – increased support from instructors of freshmen block courses to identify attendance, behavior, or performance concerns early in the semester.

Involvement and Leadership

Diversity Resource Center – Opening fall 2005. Catalogued and shelved resources, training materials, study areas, research assistance, reading areas, multimedia materials with preview capability.

Professional Organization Fair – The Stout Student Association and Involvement and Leadership Center held a professional organization fair in the Price Commons to provide information to first year students about club and career opportunities.

Event attendance is encouraged by residence halls staff and peer mentors.

Implementation of in-hall Professional Student Organization recruitment program.

Workshops and programming

- Sexual assault prevention
- Alcohol
- Mental health (relationships, depression, etc – wave)
- Diversity & Issue dialogues

VI. Assessment – 2005/2006

- Learning outcomes
- Student satisfaction
- Engagement
- Retention
- Time to degree
- Involvement in campus and community activities

VII. Budget

- Peer Mentors
- Faculty Stipends
- Advisor technology support for residence hall offices
- Professional Development
 - i. Attend National Summer Institute on Learning Communities in Evergreen State College – Application postmark 11/18/05
 - ii. Video Conference – Housing as a Nexus for First Year Student Success and Retention by Gene Luna, Assoc. VP for Student Affairs and Jimmie Gahagan, Asst. Director of Residential Learning Initiatives, Univ. South Carolina.

VIII. Year Two – 2006/2007

Discussions include:

Six month updates are in blue
Year end updates are in red

- First Year Seminar Course
Incorporated in Intro Courses and linked to learning community cluster
- Learning Community infrastructure
Offer a variety of learning communities for student to choose from. Some considerations include: honors, ASPIRE, arts, transition programs, disciplinary programs. Students would choose to participate. Faculty/staff would define the curricular arena to support critical thinking, relationships between disciplinary bodies of knowledge, and enhancement of student engagement and learning in and outside the classroom.
- Online Student Success Plan for Career Development (piloted in 2005 fall with undecided transfer students)
- Senior Capstone Experience in conjunction with FYE
- Collaboration of Service Learning Initiatives
- Professional Development regarding Living/Learning Communities
- Common calendar for academic, professional, social, and cultural and service initiatives

Six month updates are in blue

Year end updates are in red

Attachment 2

**Enrollment Targets for Fall 2006
Including Student Segments and Customized Instruction**

New Freshmen	1,600
Continuing Students	5,135
Transfers/Reentries	751
Graduate Students	575
International Students	120
Non-Residents (excluding Minnesota and International)	200

Customized Instruction Targets for Fall 2006

SOE	
MS Career and Technical Education	25
BS Career and Technical Education	50
MS Education	25
Online Professional Development Graduate Courses	730
Reading Teacher Certification	20
Special Education Certification	20
CTEM	
BS Information and Communications Technology	25
BS Industrial Management	217
MS Training and Development	70
MS Management Technology	55
CHD	
MS Hospitality and Tourism	6
MS Vocational Rehabilitation	22

Curricular Incubation Center Proposals Approved

Bioinformatics (Pickart, Nold, Deckelman, Miller-Rodeberg)

Outcomes: Interdisciplinary collaboration (math, biology chemistry), development of an introductory course, development of a two-semester capstone course, curricular infusion, industrial outreach

Recommended funding: \$25,000

Information and Communications Technology (Schlough, Bogner, Sveum)*

Outcomes: New course development, adapting courses for distance learning, WTCS degree completion initiative

Recommended funding: \$20,000

Nanotechnology (Schultz, Nold, Asthana)*

Outcomes: Interdisciplinary collaboration (biology, chemistry, engineering), development of 4 courses, WTCS degree completion initiative

Recommended funding: \$15,000

Interactive Digital Environments (Barfoot, Johnston)

Outcomes: Interdisciplinary collaboration (art, computer science), development of a new degree program in this area

Recommended funding: \$12,000

Electrical and Computer Engineering (Olson, Heimdahl)

Outcomes: New BS Program Development

Recommended funding: \$15,000

Plastics and Polymer Engineering (Heimdahl)

Outcomes: New BS Program Development

Recommended funding: \$15,000 – Bob Meyer indicates he will provide additional funding

Cognitive Neuroscience (Tafalla, Budd, Donnelly, Parsons, Hopp, Kapus)*

Outcomes: Interdisciplinary collaboration (psychology, biology, physics and philosophy), development of a minor, courses in this area, articulation agreements

Recommended funding: \$15,000

Science and Technology Education (McAlister, McCullough)

Outcomes: new teacher certification program in this area

Recommended funding: \$10,000

Attachment 4

**Criteria for Academic Programs and Sub Programs
Revitalized, Downsized or Discontinued**

The following factors will be considered by the Program Director, Dean and Provost in regard to the revitalization, downsizing and discontinuation of programs.

- Declining student enrollments
- Declining graduate placement rates
- Student and stakeholder (alumni, employer, advisory committee) concerns
- Inability to attract and retain adequate program faculty or program leadership
- Recommendations from the Planning and Review Committee
- Recommendations from external accreditation agencies
- The availability of similar programs in the state
- The availability of resources to adequately fund the program

Approved by the Provost and Deans, April 2006

Appendix 5. E-Business Standards Recommendations

1. **The campus calendar and e-mail software** (currently Microsoft Outlook) be the official standard for communication. E-mail will be the primary method for communicating with students, and staff unless there are legal restrictions; and, Outlook calendaring will be the primary mechanism for employee scheduling. Efficiencies will be improved through the calendaring and e-mail features.
2. **Administrative internal forms** be electronically processed and recognize a **secure electronic signature** (if signatures are required) as an official signature authentication. The exception would be documents that have legal restrictions.
3. **Access Stout be the primary mechanism to provide information to prospective and all enrolled students.** This should include information on academic processes, including admission, registration and records, financial aid, placement, housing, final grades, business and e-commerce services.
4. Enhance communication with constituent groups (primarily applicants and students) by utilizing electronic communications management and Access Stout to provide those constituents an electronic means to check the status of their application/paperwork with a particular campus office.
5. An **e-commerce concept** be created so all university departments can provide a listing of services available for purchase. This should include a mechanism to purchase all services, pay for services, and process any university billings.
6. The university should develop a **coordinated systematic delivery of academic and support services** for instruction to distance education students.
7. The web technology and the new **campus portal (e-scholar)** be the catalyst to bring all these recommendations under one umbrella.

Summary of Actions Steps

1. **Establish a university committee to evaluate software for online forms/e-signature**, recommend a pilot test of online forms/e-signatures, and identify priority list to bring department forms online. This committee will also be responsible for developing an “action plan” for electronic signature implementation.
2. Technology & Networking will **install Outlook application on all faculty and staff workstations and university departments will automate their calendaring function.** Information Operating Systems will provide detailed training and assistance to departments for automating this process.
3. Information Operating Systems will work with Admissions, Financial Aid, Housing, Registration and Records, Placement, Alumni, Business Office, others, to **create or tailor Datatel functions to provide information to students via Access Stout.**
4. **Establish a university committee to develop an online web-based “E-Commerce” concept** so all university departments can provide a listing of services available for purchase. This might include a mechanism to purchase all services, pay for services, process any university billings, link to the students customized bank, ability to transfer funds electronically, and receive university refunds, etc.
5. **Establish a university committee charged with the development and implementation of an electronically-based, integrated system of delivery for distance education students** that ensures quality service and compliance with all applicable policies, rules and regulations, and that offers as much automation as possible for the sake of efficiency and improved service.

Potential Resource Implications

- Purchase software site license if appropriate to implement action step #1-2
- Purchase e-commerce software site license
- Purchase/develop a secure site for electronic signatures

Six month updates are in blue
Year end updates are in red

Market Plan

1. Submit Report to Chancellor for Consideration
2. Review report with Chancellor's Cabinet and Chancellor's Advisory Council
3. Review report with the Senates
4. Review Report with SSA
5. Approval by Chancellor
6. Chancellor's Cabinet identify individual or department responsible to inform and market to campus community
7. Begin implementation of report during fall of 2002 following suggested timelines in report

UW-Stout
Electronic Communications Standard

Electronic Communications Std.	<i>Microsoft Office Outlook Application</i>
<p>Improve efficiencies when communicating on campus by utilizing Microsoft Office's Calendar, E-Mail and other Exchange 2000 applications (i.e. instant messaging, etc.). Reduce or eliminate unnecessary phone calls, time delay resulting from campus mail and manual steps necessary to plan and arrange meetings. This standard applies to all students, staff and faculty on campus.</p> <p>Linkage to:</p> <p><u><i>University of Wisconsin-Stout Strategic Plan</i></u></p> <p>Goal 3: Promote excellence in teaching, research, scholarship and service. Goal 4: Recruit and retain a diverse university population. Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.</p> <p><u><i>Information Technology Strategic Plan</i></u></p> <p>Project D1: Campus Computing. Project E4: e-Commerce. Project D2: System Administration Interfaces. Project D3: ERP systems. Project D4: Data Warehousing system.</p>	

Statement of the Issue:
<p>Microsoft Office's Outlook application allows the standardization of e-mail, calendaring, etc. for campus personnel (students, staff and faculty) to more efficiently communicate, schedule and manage meetings and events. Currently most meetings are scheduled via e-mail and telephone calls, which is extremely inefficient. Outlook e-mail, calendaring and other Exchange 2000 features such as instant messaging can be used to:</p> <ul style="list-style-type: none">• Send and receive e-mail.• Plan and schedule meetings• Respond to meeting requests.• Verify attendee responses.• Reschedule or modify scheduled meetings.• Respond to meeting requests automatically.• Set up events.• Setup Net Meetings.

Recommendation:
<p>Microsoft Office's Outlook Application is required whenever possible for e-mail and to arrange meetings between constituent groups. This standard is to be used by all UW-Stout students, staff and faculty. Automatic backup systems, schedules and resources should be clearly defined and followed.</p>

Six month updates are in blue
 Year end updates are in red

Proposed Process /Strategies and Timelines:	Responsible:	Progress
Microsoft Office Outlook Application installed on every staff and faculty workstation and student laptop by 12/30/02.	T&N	Microsoft Outlook is the standard calendar program for the campus. All workstations have Outlook on the desktop. It is the responsibility of each campus departments to implement the use of Outlook.
Regular training on Outlook calendaring and e-mail feature to be conducted campus-wide by 12/30/02	IOS	Outlook Training programs were initiated in 2003. The Outlook training programs were not well attended so future training programs have not been established. It continues to be the departments responsibility to use the Outlook program.
Assessment Reporting on Outlook use by 3/30/03	T&N	Not completed. Recommend this action step be eliminated. Outlook is the standard calendar, email software. In the past three years, offices have adopted this software as the campus standard.
Develop a survey to report on implementation and status of calendaring by 5/30/03.	BPA	Not completed. Recommend this action step be eliminated. Outlook is the standard calendar, email software. In the past three years, offices have adopted this software as the campus standard.
Reporting of regular backup process by 6/1/02.	T&N	T&N backs up the exchange server.
Possible inclusion of Outlook calendaring in e-scholar portal by 6/1/03	IOS	The goal of providing a single, integrated campus calendar remains elusive. However, the next generation of portal tools (AquaLogic – offered by DOA and Sharepoint – provided by Microsoft) may help facilitate the addition of Outlook calendaring to the e-Scholar portal.

Implication for Resources:
<p><i>Documentation on automatic backup procedures.</i> Training for all campus staff, faculty and students on use of Microsoft Outlook.</p>

Key measures of performance:
<ul style="list-style-type: none"> • Percent of meetings by departments and offices scheduled electronically. • Assessment and satisfaction of staff, faculty and students using electronic calendar for planning and arranging meetings.



Six month updates are in blue
 Year end updates are in red

PROGRESS ON RECOMMENDATIONS

The campus application standard is Microsoft Office Suite. Outlook has been installed on all desktop computers. It is the responsibility of each department to implement the functions of Outlook.

**UW-Stout
 Electronic Communications Standard**

Electronic Communications Std.	<i>Internal On Line Forms</i>
---------------------------------------	--------------------------------------

The standard for UW-Stout’s administrative internal forms will be to process these forms electronically and use a secure electronic signature as an official signature authentication. The exception would be documents that have legal restrictions. It is also recommended that when the university collects data from students and stakeholders, all forms data processing should be available online. Implementing this data collection recommendation would be the responsibility of each university department.

Linkage to:

University of Wisconsin-Stout Strategic Plan
 Goal 3: Promote excellence in teaching, research, scholarship and service.
 Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.

Information Technology Strategic Plan
 Project B9: Digital Campus
 Project C4: E-commerce

Statement of the Issue:

Currently UW-Stout uses a variety of paper forms, many which require multiple signatures for approval/authorization. Standardizing electronic forms and adding e-signature capabilities will greatly improve efficiency in form processing.

Recommendation

All UW-Stout administrative internal forms will be produced and processed electronically. All campus departments will use an identified software package to communicate the actual transactions. The administrative internal forms will be audited to meet the accounting standards adopted by the campus. An electronic signature will be used to authorize all transactions.

Proposed Process /Strategies and Timelines:	Responsible:	Progress:
A university committee be appointed to develop and recommend a process for internal forms implementation. Propose criteria, build a database and establish a list of forms that can be used electronically with electronic signatures, and determine departments recognized as official keepers of each form and responsible for future updates.	Chancellor, Provost, Vice Chancellor, Chief Information	The electronic signature market continues to evolve. No single implementation has been adopted as a standard, or even a de facto standard. At this point, ImageNow holds the most



Six month updates are in blue
 Year end updates are in red

Recommend a pilot project to test the forms/e-signatures. Identify a priority list to bring the department forms up to standard, one department at a time. The development of this committee should be high priority and the pilot test should be completed in 2002-2003.	Officer	promise for developing electronic forms (with electronic signatures) workflow/process at Stout.
IT department responsible for assisting in recommending the internal forms software package.	IT Dept	Not started. Recommend that ImageNow Enterprise software be reviewed to implement this action step.
IT department the official office for distributing, and auditing electronic signatures.	IT Dept	Not started. Recommend that ImageNow Enterprise software be reviewed to implement this action step.
Develop a document management system to support the electronic signature recommendation.	IT Dept	Not started. Recommend that ImageNow Enterprise software be reviewed to implement this action step.

Implication for Resources:
<i>Increased efficiency from staff having the opportunity to save electronic media and in collecting necessary approval signatures electronically. Possible cost savings by using Microsoft Outlook, however hundreds of forms currently online in .pdf format would need to be recreated.</i>

Key measures of performance:
Increased number of university administrative internal forms handled electronically from creation to completion.
User satisfaction survey evaluating the on-line forms process, with the assistance of Budget, Planning, and Analysis.
Decrease in number of paper copies.

Additional Resources
Microsoft Outlook is currently the calendaring and e-mail standard available on campus. Use of Adobe Acrobat or another software would require purchase of campus site license for that software.
Purchase a server to administer electronic signature program.

**UW-Stout
 Electronic Communications Standard**

Electronic Communications	<i>Use of Electronic Signature</i>
<p>The standard for UW-Stout electronic signatures will be the recognized official signature authorization for all electronic forms processed through the university. The exception will be documents that have legal restrictions.</p> <p>Linkage to:</p> <p><u><i>University of Wisconsin-Stout Strategic Plan</i></u></p> <p>Goal 3: Promote excellence in teaching, research, scholarship and service. Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.</p> <p><u><i>Information Technology Strategic Plan</i></u></p> <p>Project B9: Digital Campus Project C4: E-commerce</p>	

Statement of the Issue:
<p>Currently, UW-Stout staff does not utilize electronic signature processing. The creation of electronic signatures will result in rapid expedition of forms processing, reduction in paper processing, and reduction in personnel time (ie., mailroom and office personnel).</p>

Recommendation:
<p>All UW-Stout forms will be approvable via a secure, standard electronic signature.</p>

Proposed Process /Strategies and Timelines:	Responsible:	Progress:
<p>Define a software package for an electronic signature at UW-Stout. Possibly using the staff identification number from Datatel system. 2002-2003</p>	<p>IT Dept</p>	<p>The electronic signature market continues to evolve. No single implementation has been adopted as a standard, or even a de facto standard. At this point, ImageNow holds the most promise for developing electronic forms (with electronic signatures) workflow/process at Stout.</p>
<p>Develop forms to be accessed for electronic approval and a secure automated routing system including electronic date submitted/received/forwarded.</p>	<p>Various Depts</p>	<p>The ImageNow project could be the solution for this recommendation.</p>
<p>Individual training on use of electronic signatures must be completed prior to issuance of signature.</p>	<p>IT Dept</p>	<p>The ImageNow project could be the solution for this recommendation.</p>



Six month updates are in blue
 Year end updates are in red

Identify responsible party for issuance of electronic signature.	Chancellor, Provost, Vice Chancellor	. The ImageNow project could be the solution for this recommendation.
--	--	---

Implication for Resources:
Cost saving from reduction in use of paper; mailroom time saved since hard copies will not be routed through campus mail; time efficiency as compared to manually delivering forms for signature.

Key measures of performance:
All forms processed through the university are approvable electronically. Assessment reports measuring the success of this project developed with assistance from Budget, Planning & Analysis.

**UW-Stout
 Electronic Communications Standard**

Electronic Communications Std.	<i>Access Stout</i>
<p>Use Access Stout as the primary mechanism to provide information to prospective and all enrolled students on academic processes, including admission, registration and records, financial aid, placement, housing, grading, business and e-commerce services.</p> <p>Linkage to:</p> <p><u><i>University of Wisconsin-Stout Strategic Plan</i></u></p> <p>Goal 3: Promote excellence in teaching, research, scholarship, and service. Goal 4: Recruit and retain a diverse university population. Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.</p> <p><u><i>Information Technology Strategic Plan</i></u></p> <p>Project B9: Digital Campus. Project C4: E-commerce Project D4: Data Warehousing system.</p>	

Statement of the Issue:
<p>Access Stout has the capability for prospective and all enrolled students to get information, register on-line for classes, process adds/drops on-line, monitor their student accounts for transmittal of financial aid and balances/refunds due, and verify their student records for housing, grades and co-op and placement information.</p> <p>Access Stout will be able to:</p> <ul style="list-style-type: none"> • provide an accurate, up-to-date source of information students can access 24/7. • provide students with 24/7 AR information. • develop access for prospective students to be able to apply to the university (Admissions) and/or housing and to check the status of these applications. • enhance Access Stout’s abilities for students to register, add/drop courses, review semester/quarter grades, final grade reports, and print/review an unofficial transcript.



Six month updates are in blue
 Year end updates are in red

- develop the ability through Access Stout for current students to up-date their local address and phone number with the university.
- develop a mechanism for students to accurately access their financial aid information, such as status of application, awarded and pending financial aid, and accept and modify financial aid awards.
- develop access for prospective and current students, and alumni to use and up-date information for Co-op and Placement Services.

Recommendation:

Access Stout will facilitate the process flow for new applicants, such that Datatel ID numbers and pins will be made available to all students, including applicants, to provide admission, registration, financial aid, housing, business office, and grading information. Also, Access Stout's capability to provide e-commerce options should be maximized.

Proposed Process /Strategies and Timelines:	Responsible:	Progress:
Work with Datatel to enhance and tailor Web Advisor to meet the needs of the various offices on UW-Stout's campus. Develop processes for users to update address information. Implement electronic forms processing using Datatel and Access Stout for all areas that have forms for applicants, students and alumni.	Business Office, Financial Aid, Admissions, Registration and Records, Residence Life, Placement and Co-op, Foundation and Alumni Office, and IOS	Not complete. The ongoing maintenance of customized WebAdvisor workflows, IT resources, and other university priorities have inhibited progress. We have partnered with TouchNet to provide enhanced electronic payment options for students, while defraying associated credit card charges.
Develop a set of procedures for assigning and notifying prospective students of their Datatel ID numbers and their PIN and information about Access Stout early in the admission process by 07/02.	Admissions Office, IOS	Complete. Students are notified upon application. At that time they have an email account and a Datatel #. The admission office provides Access Stout information.
Develop a brochure and web site with information on how to use Access Stout once the student has begun the admission process by 07/02.	Admissions, IOS, University Publications	In an effort to attract more students, Stout has partnered with James Tower to develop a new admissions web presence.
Develop training modules for students to complete in learning how to use Access Stout by 08/03	Business Office, Financial Aid, Admissions, Registration and Records, Residence Life, Placement and Co-op, Foundation and Alumni Office, and IOS	The laptop initiative has provided a mechanism for training students on Access Stout. During Orientation and the laptop rollout students are trained in the use of Access Stout.
Develop an electronic financial aid application and process flow by 01/03	Financial Aid Office and IOS	. The Financial Aid Office remains committed to this project but at this



Six month updates are in blue

Year end updates are in red

		time the project is in the IOS priority list to complete. FAO would like to have this project implemented as soon as possible as they see a huge advantage to this process improvement for the financial aid applicants.
Implement a campus debit card that would incorporate the Financial Aid refund processing by 08/03	Business Office, Campus Card Office, Financial Aid Office, IOS	The StoutOne Card has accomplished this recommendation. The program has been in operation since 01/03 and has disbursed all university student refunds.
Work with the instructional faculty and staff to develop a module and process for inputting grades for semester/quarter courses on-line by 08/02	Registration and Records, IOS	Complete. This was accomplished in Feb 02. This provides the faculty the ability to input grades on line and provides students the ability to access grades online also.
Develop grading reports on the Web replacing grade mailers. This process will start on 05/02 and be implemented completely by 05/03	Registration and Records, IOS	Complete. This was accomplished in Feb 02. This provides the faculty the ability to input grades on line and provides students the ability to access grades online also.
Implement Web credit card payment by 07/02	Business Office and IOS	Complete. TouchNet is the program that accomplished this goal. Implemented in Aug 04.
Incorporate Access Stout into the e-scholar portal by 08/02	IOS	Complete. This was completed in Aug 02.
Develop an area for continuous improvement (suggestions and difficulties) in Access Stout for users by 08/03.	IOS	Not complete. With the implementation and refinement of Access Stout, this action step is an ongoing process.
Integrate the Timetable Publication on the Web, while discontinuing mass producing the publication by 05/03 Follow-up with Datatel on the special programs being written for UW-Stout as part of the My Documents application. Deadline: 7/1/2	Registration and Records, Publications Office IOS	Complete. This was accomplished in 05/03. My Documents module was completed in Aug 02.

Implication for Resources:

- *Web ID and PIN management by Admissions and Information and Operating Systems*
- Continuous Training for faculty and staff as appropriate on the different modules available in Access Stout. Training to be done by a designee of the appropriate office.
- Maintenance and backup procedures needed.
- Continuous training for students.
- Continuous support from Datatel and IOS to enhance and maintain Web Advisor.
- Continuous support from Datatel to develop campus debit card and ongoing needs.

Key measures of performance:

- Prospective and current student use satisfaction survey (developed with the assistance of Budget Policy and Analysis).
- Percent of emails received, % of registration on line, % of hits on the Web.
- Assessment of the faculty and staff who use Access Stout to determine satisfaction in terms of ease of use and information provided (survey developed with the assistance of Budget Policy and Analysis).

**UW-Stout
Electronic Communications Standard**

Electronic Communications Std.	Communications Management
<p>Enhance communication with constituent groups (primarily applicants and students) by utilizing electronic communications management and Access Stout to provide those constituents an electronic means to check the status of their application/paperwork with a particular campus office.</p> <p>Linkage to:</p> <p><u><i>University of Wisconsin-Stout Strategic Plan</i></u></p> <p>Goal 3: Promote excellence in teaching, research, scholarship and service. Goal 4: Recruit and retain a diverse university population. Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.</p> <p><u><i>Teacher Education Technology Plan</i></u></p> <p>Goal 1: Establish the technological infrastructure required to model and teach the appropriate use of information and instructional technologies across teacher education programs.</p> <p><u><i>Information Technology Strategic Plan</i></u></p> <p>Project B9: Digital Campus Project C4: E-commerce</p>	

Statement of the Issue:

Six month updates are in blue

Year end updates are in red

Electronic communications management allows the institution to track correspondence with individuals or organizations electronically. It can be used to:

- Manage and coordinate mailings from any office on campus
- Maintain a complete history of correspondence and other contacts with prospects, students, employees and vendors
- Automatically alert students enrolled in a specific program when the degree requirements for that program are changed or updated
- Develop customized correspondence tracks, identifying specified mailing dates, expected return correspondence, and subsequent mailings
- Monitor the success of mailing campaigns
- Process large batches of correspondence quickly and easily, with personalized salutations and other variables within letters
- Track all incoming correspondence, noting received documentation and generating reminders for missing information
- Provide tracking information to individuals or organizations via the web
- Organize and control printing on host or PC-based word processors
- Interface with word processors and list processors
- Generate mass mailing lists based on data contained in Stout's student information system or from outside sources
- Maximize department postal budgets

Utilizing electronic communications management allows an office to electronically process, track, and manage correspondence with an individual or organization and make that information available via the web.

For example, applicants can check the status of their application paperwork online rather than calling the Admissions Office. Applicants and students can check the status of their financial aid paperwork via the web, without calling the Financial Aid Office. And students can check their housing application/information online instead of calling the Residence Life Office.

Recommendation:

Electronic communications management should be used whenever possible to track document correspondence between an office and its constituents. And that tracking information made available via the web through Access Stout.

Proposed Process or Strategies:	Responsible:	Progress:
Use electronic communications management and implement Access Stout's My Documents in the Admissions Office.	Admissions Office, IOS	Complete. 08/03 This module is being used in Admissions, Financial Aid office, and Residence Life.
Use electronic communications management and implement Access Stout's My Documents in the Financial Aids Office.	Financial Aids Office, IOS	Complete. 08/03 This module is being used in Admissions, Financial Aid office, and Residence Life.
Use electronic communications management and implement Access Stout's My Documents in the Residence Life Office.	Residence Life Office, IOS	Complete. 08/03 This module is being used in Admissions, Financial Aid office, and Residence Life.
Provide information and training on electronic communications management module.	IOS	Not complete. The training resources within IOS have been reallocated to other tasks.



Six month updates are in blue
 Year end updates are in red

Provide consulting to offices interested in using electronic communications management and Access Stout.	IOS	The expertise on Datatel's communications management module lies with those end-user offices utilizing the functionality (Admissions, Financial Aid, and Residence Life).
--	-----	---

Implication for Resources:

Electronic communications management training, setup and maintenance for each implementing office.
 Customizations/enhancements by IOS to Access Stout's My Documents workflow.
 Web ID and PIN management by Admissions and IOS for applicants.

Key measures of performance:

- The number of documents maintained in electronic communications management
- The number of hits to Access Stout's My Documents page
- The number of calls to a particular office
- Applicant/student use/satisfaction survey

**W-Stout
 Electronic Communications Standard**

Electronic Communications Std.	E-Commerce
<p>Electronic Commerce at UW-Stout is planned to be an integrative process, designed to draw together a wide range of electronic business support services, including inter-organizational e-mail, web-based payment and electronic cash, internet-enabled card applications, ordering and logistic support systems and management information and statistical reporting systems. All these functions need to be conducted over a secure socket layer.</p> <p>Linkage to:</p> <p><u><i>University of Wisconsin-Stout Strategic Plan</i></u> Goal 6: Provide safe, accessible, effective, efficient and inviting physical facilities. Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.</p> <p><u><i>Information Technology Strategic Plan</i></u> Project A1: Networking Project A7: IAA/Directory Service Project B3: Portals Project C1: Web Support for the Financial Division Project C2: Portals. Project C4: E-Commerce Project D2: System Administration Interfaces Project D4: Data Warehousing Project D5: Digital Integrity</p>	



Statement of the Issue:

The past few years has witnessed the emergence and expansion of a new phenomenon in business transactions called electronic commerce. As defined in our definitions, e-commerce means doing business online, specifically the consumer/customer interface to purchase goods and services and securing those transactions. In today's economy, an e-commerce site has become a commodity.

E-commerce activity is currently taking place at a fast pace in the industrial marketplace albeit less frequently in education. Further study of the technology is necessary. Hence in order to possibly expand UW-Stout's presence in the e-commerce marketplace a university committee should be assigned to research, study and objectively analyze the latest e-commerce technologies for possible applications on campus.

Recommendation:

An online Web based "E-Commerce" concept should be developed so all university departments can provide a listing of services available for purchase. This should include a mechanism to purchase all services, pay for services, and process any university billings. Some of these components could include ability to pay for tuition, purchasing UW-Stout products and services, a link to the students customized bank, ability to transfer funds electronically, receive university refunds, payroll direct deposit, etc. A secure site should be purchased and maintained to provide this type of function.

This standard needs to be developed into a formal systematic approach so all departments are similar in their marketing approach. This standard will allow the university to formalize a process for developing and managing an e-commerce website and provide additional retail access points for students, staff and stakeholders. It is very likely this site will be part of the e-scholar functionality.

Proposed Process or Strategies:	Responsible:	Progress:
A committee be developed to study and implement a specific website for UW-Stout e-commerce. By 10/02	Chancellor, Provost, Vice Chancellor, Chief Information Officer	In Progress. The implementation committee is currently in the process of recommending and completing the marketplace module for e-commerce.
The e-commerce committee develop a list of recommended applications by priority and identify resources required. By 3/03	E-Commerce Committee, TIS, IOS	In Progress. The implementation committee is currently in the process of recommending and completing the marketplace module for e-commerce.

Implication for Resources:

Increases productivity, efficiency and provides another access point for students, staff, and stakeholders to purchase and pay for university services. Also provides significant reduction in time to process e-commerce transactions.

Key measures of performance:

- Number of applications (transactions) processed directly with customers, stakeholders and staff compared to previous years.
- Customer, stakeholder and staff feedback, with assistance from Budget, Planning and Analysis.

**UW-Stout
Electronic Communications Standard**

Electronic Communications Std.

Distance Education Support Services

The university will develop a coordinated delivery system streamlining the provision of support services to distance education instruction students.

Linkage to:

University of Wisconsin-Stout Strategic Plan

Goal 1: Offer high quality, challenging academic programs that influence and respond to a changing society.

Goal 2: Preserve and enhance our educational processes through the application of active learning principles.

Goal 3: Promote excellence in teaching, research, scholarship and service.

Goal 4: Recruit and retain a diverse university population.

Goal 7: Provide responsive, efficient and cost-effective educational support programs and services.

Information Technology Strategic Plan

Project A1: Networking

Project A5: Automated Network Connectivity

Project A6: Disaster Recovery/Backup

Project A7: IAA/Directory Service

Project B9: Digital Campus

Project C2: Portals

Project C4: e-Commerce

Project E1: Access to Web for students with disabilities

Project E2: Web-Based Learning

Teacher Education Technology Plan

Goal 1: Establish the technological infrastructure required to model and teach the appropriate use of information and instructional technologies across teacher education programs.

Goal 2: Provide the in-service needed to ensure all the teacher education faculty are comfortable and competent with the hardware and software commonly used in their primary discipline.

Goal 3: Integrate the appropriate use of instructional and information technologies into professional courses across teacher education programs.

Goal 4: Introduce the use of professional portfolios across the teacher education programs that utilize appropriate electronic media.

Goal 5: Utilize distance education technology to enhance student learning and improve supervision during student teaching.

UW-Stout's Academic Plan (2002-2007)

Provide support for all of the University's "Distance Education and Off-Campus Initiatives"

Statement of the Issue: *Distance Education Standard*

A fundamental requirement for distance education is that the quality and standards of such courses and programs be comparable to other instructional programs of the university. This is true also for support services. Support services for distance education programs must be of equal rigor and breadth as those support services provided for on-campus programs. A mechanism for the development, planning, delivery, and evaluation of distance education support services should be put in place to assure the high quality standard of delivery we value, and that assures that we are in compliance with university, state, and federal policies and regulations.

Recommendation *Distance Education Standard*

Ensure that regardless of the type of instruction, on-campus or distance education, the student will have access to a complete set of quality support services that will include, but not be limited to:

- A centralized admission process
- A centralized registration process
- A centralized billing and payment process
- A centralized financial aid process
- An electronically-based service delivery system
- A system that identifies the students receiving distance education
- A campus id card received following registration
- A Stout e-mail account
- A system to verify attendance in compliance with standards
- The opportunity to use a university debit card
- A means to obtain Library and other Instructional Resources
- The ability to obtain the university's standard suite of communication, authoring and presentation tools
- Training in the use of the university's required or preferred communication, authoring and presentation tools

Proposed Process /Strategies and Timelines: *Distance Education Standard*

Responsible:

Progress:

Create a university-wide committee charged with the development and implementation of an electronically-based, integrated system of delivery that ensures quality service and compliance with all applicable policies, rules and regulations, and that offers as much automation as possible for the sake of efficiency and improved service. Membership should include, but not be limited to, representation from each of the following key areas:

- Registration and Records
- Admissions
- Graduate College
- Financial Aid
- Library and Instructional Resources
- Student Business Services
- Instructor who delivers distance education instruction
- Distance Education Ombudsman
- Stout Solutions ☐ Credit Outreach Services
- Stout Solutions ☐ Learning Technology Services
- Information & Operating Systems
- Advisement and New Student Orientation Center
- Campus Card Office
- Student/customer

Chancellor,
Provost

Based on the improvements of web based communication and reorganization of Stout Solutions and other distance education functions, this action step might want to be reviewed for validity.

10/02



Six month updates are in blue

Year end updates are in red

Integrated with the activities of the above committee is the need for the campus to focus on defining the institution's distance learning mission, marketing strategies and evaluating the use of instructional content and technology.

Provost

The campus might want to review this action step for validity.

Implication for Resources: *Distance Education Standard*

Costs associated with delivering services remotely, such as mailing University ID Cards

IOS staff time to modify/create systems to execute remote delivery of service

Staff time from all service and academic offices to develop a coordinated educational support system for all distance education offerings.

Key measures of performance: *Distance Education Standard*

- Prospective and current student use satisfaction survey, with assistance from Budget, Planning and Analysis.
- Assessment by distance education instructors and student services offices, with assistance from Budget, Planning and Analysis.

Attachment 6

Statement of the UW-Stout Culture of Learning and Affirmation

May 2006

We at Stout—faculty, staff, administrators, students--are proud of the culture of learning and affirmation that pervades our community. This culture rests on this norm: We help each other learn and grow.

UW-Stout is an environment where people wrestle with the new and the different, and where people evaluate one another's work. The sense of helping each other learn and grow guides all of us in the important work of the university. As we help each other, we affirm these values:

1. Engaged learners
 - a. Are curious
 - b. Develop relationships inside and outside the classroom that allow them to see themselves as peers, colleagues, apprentices and friends
 - c. Respect opposing viewpoints
 - d. Appreciate a diverse learning environment
 - e. Are willing and able to apply critical thinking, including applying content and skills to new situations
 - f. Analyze and synthesize diverse ideas
 - g. Clearly formulate problems and apply problem solving skills
 - h. Understand their own practice of learning
 - i. Integrate theory and practice and recognize the value in so doing

2. The learning environment
 - a. Is led by people who are passionate and positive about their and others' learning
 - b. Is a safe environment for inquiry and expression
 - c. Is animated by respect for all participants
 - d. Encourages questioning and curiosity
 - e. Is animated by responsibility to learn
 - f. Promotes active engagement
 - g. Has high, fair and clear expectations
 - h. Provides praise often and genuinely
 - i. Encourages the development of learning relationships

Allows choices

Attachment 7

EXECUTIVE SUMMARY OF THE NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005

EAC Charge:

Process:

1. Quality and quantity of writings [See survey items: 3c, 3d, 3e]
2. Exposure to and interaction with students of different races, ethnicity, religions, genders, political belief [1e, 1u, 1v]
3. Amount of time studying and on academic work [9, 10a]
 1. Making classroom presentations [1b]
 2. Working effectively with other students during class [1g]
 3. Acquiring job or work-related knowledge and skills [11b]
 4. Using computing and information technology [11g]

Analysis:

Other areas we need to monitor based on Performance Indicators as found in Stout's Strategic Plan are **#6: Student Engagement**: Level of Academic Challenge; Active and Collaborative Learning; Student-Faculty Interactions; Enriching Educational Experiences; and Supportive Campus Environment

5. Just Freshman area of note/celebration: Quality of academic advising [12]

Results Summary:

Executive Summary of the National Survey of Student Engagement 2005

• **Four areas of note / celebration** were identified based on statistically higher ratings for Freshmen and Seniors when compared with peer institutions.

Review NSSE 2005 results to identify areas of focus for improvement and for celebration.

Survey items were reviewed to determine areas that were deemed pertinent to UW-Stout's mission or had results in a form that were usable. About one-half of the survey items were identified as pertinent. For each question identified as pertinent, comments were added to better interpret the data.

The attached Appendix shows the survey items selected. Each question was identified as an area where Stout was doing well, an opportunity for improvement, or an area where Stout was performing at levels comparable to the peer group. (see Appendix for detailed information)

• **Three primary areas of concern** were identified based on largest negative difference between Stout and peer institutions AND on supporting data from other surveys.

a * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed).

b Selected peers: Bradley State U, Iowa State U, Southern IL U, Edwardsville, U of Massachusetts Amherst, U of Massachusetts Dartmouth 1

Attachment 8

To: Education Activities Committee

From: Mingshen Wu (Chair), Joan Thomas, Norm Zhou

Subcommittee-Mandatory Declaration of Major by the End of the Students' Third Term

Current status

We do not have a policy on that matter.

At UW-Stout students are able to enroll in the Seminar in Career Exploration course for one credit which provides college transition support, career assessments, interest inventories, and information and resources related to Stout programs. Undecided freshmen and transfer students are automatically enrolled in the online "career exploration program" which provides resources, tools, and information to assist in the career exploration process through college major selection. Beginning in fall 2005, the Advisement Center asks undecided freshmen to complete the "Career Clusters" form in which they can select an interest area to correspond with advisement and intro courses. This is to expose students to programs within a "cluster" and in the third semester to provide faculty advisement in their area of interest.

Concern

If a student does not declare a major by the end of the third semester, s/he may delay her/his graduation.

Undecided students are not retained at the same level as students who have selected a major.

Statistics

1. Year 2000 to 2004 at Stout (from Meridith Wentz, see attachment 1):
8.6% of students did not claim a major by the end of their third semester.
15.6% of students changed major during the third semester.
19.8% of students changed major after completing their third semester.
2. Year 2005 at Stout (from Joan Thomas):
8.7% of freshmen remained undecided towards the end of the first year.

Recommendation

We recommend UW-Stout adopt a policy of Mandatory Declaration of a Major by the End of a Students' Third Term. We believe that it is a logical step following 1998 EAC's discussion on this matter (attachment 2) and the policy will benefit both students and the university. The rationale is detailed as follows:

1. Ideally students should declare a major as early as possible, so that students may take major courses and the general education courses concurrently. The general education courses (42 credits) should be arranged properly via their program plan at UW-Stout.
2. Stout offers Undecided student: a) a Seminar in Career Exploration; b) an On-line career exploration program; c) the Career Clusters option. All three programs are designed to help prepare students to select majors. By the third term, students should be ready to declare a major.
3. The statistics from 2000 to present showed 8.6% of students are undecided; and 35.4% of students are changing their major during or after the third term. The above data indicates that the resolution of 1998 EAC on the matter of undecided students did not work very well, and the three initiatives in Item 2 are not working effectively. Without a

Six month updates are in blue

Year end updates are in red

policy, students may not be as inclined to participate in activities designed to assist them in choosing a major.

4. UND status does not mean that the students with the UND flag are really undecided; they may have simply delayed filling out the Change of Major form. The policy will eliminate this possibility.

5. The policy is beneficial to both students and the school in the following two counts: a) students who declare majors by the third term can graduate on time without delay; b) retention will be increased by encouraging earlier investment in an area study.

6. Students still be able to switch majors if they so desire. However, such a policy will enforce the need to determine a major as a serious matter to be considered by their sophomore year.

7. We don't see any negative impacts of implementing such a policy.

We suggest that UW-Stout should evaluate the policy the statistics after two years to determine the success.

Attachment 1: UW-Stout campus statistics:

Undecided Students after 3 Terms

Fall Cohort	Cohort Size	Beginning	# Undecided	% Undecided
		Term 4 # Enrolled		
2000	1,318	909	83	9.1%
2001	1,288	856	82	9.6%
2002	1,308	868	72	8.3%
2003	1,275	842	69	8.2%
2004	1,281	897	70	7.8%
5 Year Average	1,294	874	75	8.6%

Note: 2004 undecided number/percentage is preliminary

Source: UW System CDR and UW Stout Data Warehouse

Changed Majors at Beginning of 3rd Term

Fall Cohort	Cohort Size	Beginning who Declared a Major	#	Changed Majors	% Changed Majors
			Term 3 # Enrolled		
2000	1,318	1,020	777	122	15.7%
2001	1,288	978	754	111	14.7%
2002	1,308	997	730	117	16.0%
2003	1,275	1,009	754	125	16.6%
2004	1,281	1,020	769	116	15.1%
5 Year Average	1,294	1,005	757	118	15.6%

Source: UW System CDR and UW Stout Data Warehouse

Changed Majors at Beginning of 4th Term

Fall Cohort	Cohort Size	Beginning who Declared a Major	#	Changed Majors	% Changed Majors
			Term 4 # Enrolled		
2000	1,318	1,020	733	141	19.2%
2001	1,288	978	686	126	18.4%
2002	1,308	997	682	144	21.1%



Six month updates are in blue

Year end updates are in red

2003	1,275	1,009	690	142	20.6%
2004*		1,281		1,020	
5 Year Average	1,294	1,005	698	138	19.8%

*CDR data for spring 2006 not yet available

Source: UW System CDR and UW Stout Data Warehouse

Attachment 2: In the fall of 1998, EAC was given the following charge:

"Study the following issues related to undecided students: should they be required to declare a major by the time they earn a specific number of credits, and, should they be required to take a career exploration course in their first year."

The following recommendation was made by the Undecided Students Subcommittee on May 4, 1999:

"The University of Wisconsin-Stout should implement a policy that checks the completed coursework of undecided students once they have a combination of 40 in progress and earned credits. If by that credit status the Career Exploration course or an introductory course to a major have not been completed the student would be required to take one. We do not recommend setting a time or credit limit on how long a student may be undecided. The enrollment figures indicate the majority of undecided students are making decisions on majors by the junior year."

The following was the discussion that took place at the EAC meeting on May 6, 1999:

"A copy of the recommendation from the Undecided Major Subcommittee was distributed. The following are the highlights from the discussion which took place:

The intent of the subcommittee was to make sure students do some exploration into majors or careers while still earning their general education credits. Rationale: Typically students take approximately 14 credits a semester. At the end of the third semester they will "hopefully" have earned 42 credits. However, students are enrolling for the next semester during their third semester. Consequently, with the original wording, intervention would not take place until students were in their fourth semester planning for their fifth semester.

The Registration and Records Office can check to see who is undecided at the end of their freshman year. This would allow the third semester to advise these students.

The Advisement Assistance Center would be the office to clear the "hold" on students who haven't taken a career or intro course by the time they have earned 42 credits.

The Registration and Records Office could place a "flag" on those students who haven't declared a major by their junior or senior year.

A suggestion was made to have a form which undecided students would need to sign which explains that they have been made aware of the fact that taking only General Education courses is not beneficial since all majors do not require the same general education courses."

Provided by Rose Mclean

Attachment 9

April 19, 2006

**Gen Ed Committee Accomplishments
Fall 2005- spring 2006**

1. Ken Parejko was re-elected as Chair, Harris as Vice-Chair.
2. Steve Schlough brought to the committee a charge to review all aspects of the g.e. curriculum – courses, objectives, requirements, etc. The committee spent much of the year doing just that.
3. Issues discussed over the year included:
The **effect of accreditation and licensing** on programs, which nibble away at g.e., e.g. via programs putting g.e. courses into program requirements. At the least, this takes choice away from students.
One meeting was focused especially on **ways to integrate the g.e. curriculum** throughout the students' academic career. Issues raised included discussion of the creation of a matrix for all programs, showing how g.e. skills/objectives are being addressed in program courses; the need to create a common vocabulary with program directors re the g.e. curriculum, wrt its goals; that the g.e. curriculum is a nexus of courses focusing on skills (writing, math, critical-thinking) and higher-order processes (insight learning, creating connections, personal development); that the skills inherent in g.e. courses are foundational, and necessary before students experience their program courses, and as such the university should do all it can to be sure students take g.e. courses early in their careers (e.g. blocking.)
4. The **g.e. assessment protocol** has gone into its second year. Last year's results were evaluated during the summer. It is difficult to make inferences about the curriculum from this first iteration of assessments, which varied widely in quality.
This year a web-based response form for faculty was instituted, standardizing and clarifying expectations and responses.
5. Discussed infusion of **global studies and information literacy** into the GE objectives. As a result of this discussion, we are bringing changed wording of several of the objectives to the full senate for approval, early fall 2006 (see below.)
6. We met with Joan Thomas to discuss ways **learning communities** can advance g.e. goals, and concerns that linked courses not lose their g.e. nature.
7. **We met with Program Directors** in January, 2006 to exchange ideas about how the g.e. curriculum can be improved to better meet their needs, and how they can help the g.e. committee meet our goals. Several topics were raised:
 - Problems due to the reduction in credits to graduation—the fewer credits students

have to graduate with, the less likely their g.e. AND their program curriculum will successfully prepare them for their lives and careers.

- Problems with the per-credit tuition model – g.e. AND/OR program requirements may require students to take an additional course or two beyond the 12-credit level, and they balk at that.
 - There was some discussion about some courses, in some programs, which are g.e. courses, but because they are required by the program, do not count towards g.e. This needs to be clarified.
 - While program directors stated that program courses also foster skills within the g.e. curriculum. Some discussion occurred about ascertaining within program courses which g.e. objectives are addressed, but reached no conclusion.
 - While we (the g.e. committee) consider it desirable for students to have flexibility in their curriculum, program directors asked for more flexibility in the g.e. requirements. Some possible ways of reaching this were suggested --
 - Though not directly within our charge, we can perhaps have considerable leverage regarding the ethnic and global studies requirements. Program directors complained that the multi-part ethnic studies requirement was clumsy and made it difficult to advise students.
 - Would it be possible to simplify e.g. the social sciences and/or the humanities requirements? Is depth as good as breadth? The suggestion was made that students do not take upper level g.e. classes because these classes do not help them meet the breadth requirements.
 - Using the model of the *Biology 210: Issues in Biotechnology* class, would some flexibility be gained by allowing other classes, such as certain technology, or social sciences classes, to meet either one category requirement OR (not AND) another requirement?
 - Should the physical education/health requirement be repealed? Should the technology requirement be repealed?
 - In both of these cases, what would be the result? Fewer g.e. credits required?
8. Discussed issues of concern to be dealt with in the fall 2006- spring 2007 semester:
- Taking a close look at the category criteria, visavis our mission statement, and the category definitions.
 - Highlighting to students during student orientation what Gen Ed is, and how it contributes to their success as students and people.
 - Instituting an intro course for all students which connects the g.e. curriculum parts to one another, and makes it meaningful. (Penn State model) This works very well with the first-year seminars/learning communities/dorm experiences. One model would be to require students to take part in a learning community, or firstyear seminar, and offer them a suite they can choose from.
 - The committee should put a tool together so GE and program directors can speak a common language, especially when advising. This comes directly out of our mission statement.
 - Should we allow any programs to require g.e. courses – i.e. double – counting. This is not treated equally across programs. E.g. art students are required to take art history but it doesn't count as GE. Discuss this.
 - Student Choice – is it inherently valuable?

Six month updates are in blue

Year end updates are in red

- Creating a short paragraph for course proposals/revisions which is inserted by the proposer that contains adequate and simplified wording re the g.e. assessment requirement.

We also:

- Approved a request to add MSL-202 Leadership and Teamwork to the list of HPE courses.
- Approved the GE revision to the B.S. in Industrial Management, B.S. in Information and Communication Technologies, and B.S. in Packaging.
- Approved continued GE status for revised courses: ART-100 Drawing I, Art 101 Fundamentals of Design, English 247 Critical Writing, and TCS-103 Communication and Information Technology.
- Received senate approval for a change in the g.e. requirements, which now allows a student to take H/PE courses as g.e. electives so long as the elective credits are in a department different from that used to meet requirements.
- Held a workshop in January Professional Development for Department Chairs wrt to g.e. assessment.

- Will bring to the full senate, early fall 2006, the following proposed changes to general education:

A. Changes in General Education Objectives (to be brought to senate for approval, fall 2006):

1. Develop effective reading, writing, speaking and listening skills **and be able to utilize contemporary information and communications systems.**

12. Value learning as a lifelong process. Recognize the ongoing and connected nature of human experience over the course of a lifetime.

B. The committee approved the following **Mission Statement** for the General Education Committee. It is intended that this mission statement, after appropriate approval, appear on all appropriate documents regarding the structure, goals and objectives of the general education program. The statement will be brought for approval to the senate, fall 2006.

UW-Stout General Education Mission Statement

The General Education Program provides the common core of what it means to be a well educated university graduate. The goal is to promote human excellence through a broad foundation of skills and knowledge required to realize a meaningful personal, professional, and civic life. The General Education Program is intended to enable students to contribute to and live responsibly in a diverse, interconnected, and technologically sophisticated global community.

Ken Parejko, Chair General Education April 25, 2006