

Plan 2008 Phase II Programs & Initiatives
Outcomes Reporting
Submitted February 26, 2007

Research and Sponsored Programs ---- ORSP Diversity Mentoring Program

Your Institution: University of Wisconsin-Eau Claire

Program/Initiative: **ORSP Diversity Mentoring Program**

Year Established: 2006

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: x
Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: x American Indian: x Latino/Hispanic: x Southeast Asian: x Other Asian: x

European American: x Other: If other, please specify:

Cost of Program/Initiative: 15,000

Funding Sources: Academic Affairs

Description: Special funds set aside to encourage participation by American Ethnic minority and low-income students in faculty/student research collaboration. Office of Research and Sponsored Programs, Office of Multicultural Diversity and Office of Student Support Services collaborate to identify potential students and match them with faculty mentors.

Point Person(s): Karen Havholm

Department/Unit(s): Research and Sponsored Programs

Departments/Units/Groups Involved: Office of Research and Sponsored Programs, Office of Multicultural Diversity, and Office of Student Support Services

Goals & Expected Outcomes: Research indicates that students who develop a relationship with a faculty mentor are more likely to be successful in college. By its nature, the students involved in the program connect with a mentor.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. This is a new program in 2005-2006. It served 8 students in its first year. In 2004-2005, prior to initiation of this program, three ethnic minority students were funded through ORSP programs for research activities. In 2005-2006, 14 ethnic minority students were funded through ORSP, including 7 funded through the Diversity Mentoring program. One of these students received an award for his poster presentation at our Research Day and another student went to Philadelphia to present the results of her work at a national disciplinary meeting. We believe the program has a good chance of making a difference for a small number of students. We anticipate tracking progress of these students to learn whether the program has positive qualitative outcomes as well as the quantitative difference we have seen so far.

Intersections Across Plan 2008 Goals: This program directly addresses intermediate goal 3: Increased engagement. This is an implementation of Strategy 3A: Increased participation on the part of targeted student groups in faculty/student research collaboration.

Assessment Practices and Program Changes in Response to Challenges: We are only in the second year of the program, but one change I believe we need to make is identifying projects and potential students earlier in the academic year. We also need to set up a formal tracking system to learn what participants in the program do after they complete it.

Prepared by: Karen Havholm

Contact Info: havholkg@uwec.edu, 836-3405

Career Services, Partnering with College of Education and Human Services, Office of Multicultural Affairs and the Eau Claire Area School District

Your Institution: UW-Eau Claire

Program/Initiative: Partnering with College of Education and Human Services, Office of Multicultural Affairs and the Eau Claire Area School District to **develop and implement a Hmong Pre-Teacher Initiative designed to encourage more middle and high school Hmong students to choose education as a career** **Year Established:** 2005 to present

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:

Other: x If other, please specify: Eau Claire Area School District and pre-collegiate students in Eau Claire Area School District

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian: X Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative:

Funding Sources:

Description: develop and implement a Hmong Pre-Teacher Initiative designed to encourage more middle and high school Hmong students to choose education as a career

Point Person(s): Jeanne Skoug

Department/Unit(s): Career Services

Departments/Units/Groups Involved: Career Services, Office of Multicultural Affairs, Eau Claire Area School District, College of Education and Human Sciences.

Goals & Expected Outcomes: Increase number of Hmong students who apply and are accepted into UW-Eau Claire's teacher preparation program

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Increase number of Hmong students who apply and are accepted into UW-Eau Claire's teacher preparation program

Prepared by: Jeanne Skoug

Contact Info: skougjm@uwec.edu

College of Arts and Sciences

Your Institution: UW Eau Claire

Program/Initiative: College of Arts and Sciences

Year Established:

Target Audience (check all that apply):

Administration: x Faculty: Academic Staff: x Classified Staff: Students: x

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: x American Indian: Latino/Hispanic: x Southeast Asian:

x Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: faculty and staff time **Funding Sources:** Arts and Sciences budget

Description: We established an Arts and Sciences Diversity Advisory Committee (ASDAC) of faculty and students. This group has been meeting regularly to advance primarily academic initiatives related to diversity. ASDAC has taken the lead in inviting Dr. Joy Mighty to campus on March 5-6 as a Visiting Minority Scholar. Dr. Mighty will speak to the campus community about diversity, and will conduct two workshops on classroom climate. The ASDAC is meeting with each Arts and Sciences to be sure that faculty and staff are aware of ASDAC as a “point group” for diversity issues and opportunities within the College and to discuss its continuing work – which will include a clear focus on addressing classroom climate and pedagogical approaches that foster success and retention of multicultural students.

The Arts and Sciences Chairs and faculty have begun working more closely with the Office of Multicultural Affairs in student recruitment and retention. Through coordinated efforts, a large number of A&S faculty and staff contributed to a very successful “Chili Feed” this fall, one of the OMA’s primary events for student recruitment; those efforts included better coordinating opportunities for classroom visits and meeting and talking with prospective students at the evening “Chili Feed” event itself. Chairs have also begun to write to and call prospective multicultural students to begin establishing personal relationships that are very important in successful recruitment.

Point Person(s):

Department/Unit(s):

Departments/Units/Groups Involved: multiple departments and individuals across the College.

Goals & Expected Outcomes: enhanced student recruitment and retention; improved classroom environments that will contribute to success of all students including multicultural students.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. 1) Visit by Dr. Mighty as a Visiting Minority Scholar, enhanced understanding by faculty and staff of important classroom issues; 2) beginning conversation within the College and its departments of academic aspects of diversity that we need to address

Intersections Across Plan 2008 Goals:

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: Donald P. Christian, Dean **Contact Info:** 836-2542

Athletics 2008 Phase II Plan -- Recruiting and Retention

Scott Kilgallon - preparer

The Athletic Department is and can be a key player to help with the University of Wisconsin-Eau Claire 2008 Phase II Plan with the inherent nature of recruiting and retention. Currently and over the last two years, the Athletic Director is a working member of the Wisconsin Intercollegiate Athletic Conference (WIAC) Ethnic Minority and Gender Equity Task Force which has been compiling a report to be reviewed by the WIAC Chancellors. This task force was established at the direction of the WIAC Council of Chancellors to compile data from each school to recognize challenges to increase gender and/or ethnic minority representation with possible strategies to work toward achieving representation among the aforementioned groups.

Goals to Achieve:

- Collect data and recognize the vast variance of ethnic representation on campus.
- Identify overall race demographics for the community of Eau Claire.
- Recognize that our campus, community and state are overwhelmingly white.
- Identify current resources on campus to recruit and retain students and staff members of color.

Commitment to Diversity:

- Provide opportunities for addressing diversity issues with athletics staff.
- Include representation from intercollegiate athletics in the institution's upper management structure.
- Conduct periodic institutional surveys to identify potential discriminatory practices and or racial tensions. (The athletic department administered a survey developed by an Oshkosh graduate student whom is a member of the aforementioned WIAC Task force). We plan to review results and will proceed accordingly.
- Conduct exit interviews.
- Be involved with the office of multicultural affairs in both support and to take advantage of events and programs on campus.

Financial Resources:

- Identify and apply for grant opportunities available through the NCAA intended to foster the professional recruitment and development of ethnic minorities.
- Provide necessary funding to allow recruiters to expand their recruitment areas.

Mentoring Opportunities:

- Identify staff members to serve as mentors for targeted student-athletes and coaches.
- Place special emphasis on hiring targeted groups. Currently ongoing with Affirmative Action Office.

Timelines: Current - Ongoing - Future

Schedule appropriate programs for fall semester

Invite a member from the Student Development and Diversity Office to speak on issues to educate and train staff.

Collaborate with Multicultural Affairs Office with programs.

Support admissions with recruit target efforts.

Educational Support Services -- Commanding English Program (CEP)

Your Institution: UW-Eau Claire

Program/Initiative: Commanding English Program (CEP) **Year Established:** 1994

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students:

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic:

Southeast Asian: Other Asian:

European American: Other: If other, please specify: Bi-lingual Multi-cultural Students

Cost of Program/Initiative: \$17,600 **Funding Sources:** Student

Development and Diversity & College of Arts and Sciences & Student Support Services. In addition, CEP has been embraced by a broad cross-section of university offices, departments, faculty and staff; many have taken on CEP duties as part of their regular responsibilities.

Description: The CEP is designed to assist U.S. bicultural students in developing academic English and learning strategies and to help them integrate into the University community. In addition to one or two courses chosen with the help of an academic advisor, students take credits as a group with a core of faculty and academic staff working closely together to coordinate the curricula and guide student success. Out-of-class activities, tutoring and mentoring, service-learning opportunities, and individual contact with instructional and support staff enhance student success.

Point Person(s): Patricia Stoffers, CEP Coordinator; Andrea Gapko, Director of Educational Support Services **Department/Unit(s):** Academic Skills Center/ESS

Departments/Units/Groups Involved: Admissions, Academic Advising, Academic Skills Center/Educational Support Services, Career Services, Office of Multicultural Affairs, Student Support Services Grant, Freshman Year Experience Program, and the departments of Developmental Education, English, Library Science, Geography, and Psychology

Goals & Expected Outcomes: The goals and expected outcomes are to assist bilingual multi-cultural students to achieve academic success at the university as evidenced by the following:

- 1) Positive Academic Standing (First Year Grade Point Average)
- 2) Successful completion of the University's English Competency Requirement (English 110)
- 3) Successful Completion of 3 Consecutive Semesters

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Re Cohort 2004-05

- 1) GPA after 1st Year—CEP Students: 2.96 (Non-CEP students also enrolled In Engl 099: 2.40; All First Year Students: 3.01)
- 2) Grade Points for English 110—CEP Students=3.33 (Non-CEP Students also enrolled in Engl 099: 2.91; All Students: 3.08)
- 3) Successful Completion of 3 Consecutive Semesters---CEP Students: 82% with a GPA of 2.61 (Non-CEP Students also enrolled in Engl 099: 73% with a GPA of 2.65; All Students: Not available at this time)

Intersections Across Plan 2008 Goals: The CEP specifically intersects with the following intermediate goals for Phase II of 2008: Goals 1A, 1B, 3F, 3G, and 5A.

Assessment Practices and Program Changes in Response to Challenges: A CEP Committee consisting of faculty, academic staff, and student representatives meets regularly to focus on recruitment, curriculum, advising, and retention issues. In addition, students and staff evaluate the program each year. UW-Eau Claire's CEP was one of twelve transitional programs selected worldwide to be profiled in the 2002 "Mainstreaming" volume from the Case Studies in Teachers of English to Speakers of Other Languages (TESOL) Best Practices series.

Prepared by: Patricia Stoffers

Contact Info: stoffepl@uwec.edu; 715-836-3018

Multicultural Affairs -- Math/Science Institute

Your Institution: University of Wisconsin-Eau Claire

Program/Initiative: Math/Science Institute

Year Established:

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X
Other Asian: X

European American: X Other: If other, please specify:

Compiled by:
Office of Student Development and Diversity

Cost of Program/Initiative: \$20000
systems money

Funding Sources: DPI Scholarships, UW

Description: In keeping with the New Wisconsin Promise initiatives the Math Science Intervention Program at the University of Wisconsin-Eau Claire is committed to ensuring the opportunity for a quality education for every child. To that end, we actively recruit middle school students and high school students on a race neutral basis. While we do not exclude any students from participation, our recruitment focus is on students who are economically disadvantaged.

The Math Science Intervention program is a one week residential program for students in grades 6-12. Students become acquainted with college dormitory living by spending the week living in a university residential hall and taking meals in the university dining facility.

The purpose of the program is to improve the academic skills and knowledge of students in mathematics and science reasoning. Seminars and presentations are given by university faculty thus providing a university learning environment for students. Instructional subjects include Physics and Astronomy, Biology, Mathematics, and African American History. Experiential learning opportunities include field trips to the Science Museum of Minnesota and the Beaver Creek Reserve and Planetary Observatory.

Point Person(s): Jesse Dixon
Affairs

Department/Unit(s): Office of Multicultural

Departments/Units/Groups Involved: Office of Multicultural Affairs, Campus wide participation.

Goals & Expected Outcomes: Our program goal is to close the achievement gap between economically disadvantaged students and their peers. The objectives to achieve this goal consist of hands-on experiences with the sciences of physics and astronomy, biology, entwined with multiculturalism.

Accomplishment of these objectives consists of the field trips to various locations, relating to science and classroom presentations of numerous departments. Exposure to careers in fields of Math and Science disciplines. Also included in this element is the contact with current UW-Eau Claire student mentors.

Program Outcomes:

Students have knowledge of the practical use of mathematics after high school.

Students have knowledge of the contributions of people of color to the country in which we live.

Students have knowledge of science reasoning concepts as it relates to physics and astronomy, and biology in their daily lives.

Assessment Practices and Program Changes in Response to Challenges: Program evaluations will include three student assessments. In the beginning of the academic week the students will be given a pretest in the area of mathematics, biology, and American history with an emphasis on African Americans. At the end of the academic week the students will begin in a post test covering mathematics, biology, and American issue with an emphasis on African Americans. Questionnaires are provided to students at the conclusion of the program. They will evaluate their experience and make suggestions or comments regarding possible points of improvement.

Compiled by:
Office of Student Development and Diversity

DPI will also evaluate participation. Evaluations will be compiled and reviewed to better serve students and ensure effectiveness of the program.

Prepared by: Jesse Dixon **Contact Info:** 715-836-5503, dixonjl@uwec.edu

Multicultural Affairs -- A Day at Mayo/Retention

Your Institution: University of Wisconsin-Eau Claire

Program/Initiative: A Day at Mayo/Retention **Year Established:**

Target Audience (check all that apply):

Administration: 0 Faculty: 0 Academic Staff: 0 Classified Staff: 0 Students: X

Campus Community: 0

Other: 0 If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X

Other Asian: 0

European American: 0 Other: 0 If other, please specify:

Cost of Program/Initiative: \$300 **Funding Sources:** Retention Account

Description:

“A Day at Mayo” is a retention tool for OMA students. 15 students with majors in health-related sciences with GPA’s of 3.00 and above are selected to spend a day at Mayo School of Medicine and Health Sciences. They visit the Mayo facilities and meet with multicultural faculty and students.

Point Person(s): Stephanie Zigelboim Department/Unit(s):

Departments/Units/Groups Involved: Office of Multicultural Affairs, Student Development and Diversity, Foreign languages

Goals & Expected Outcomes: The goal of the program is for students to understand the options that they have after they graduate from UW-Eau Claire. Students will be able to apply for summertime research positions, understand their options for financial aid if they choose Mayo, and choose which path in the health sciences is best for them. Students will set goals and follow through.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof.

Intersections Across Plan 2008 Goals:

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: Stephanie Zigelboim **Contact Info:** 715-836-3033, zighelsd@uwec.edu

Multicultural Affairs -- UW-Eau Claire Project Teach

Your Institution: UW-Eau Claire

Program/Initiative: UW-Eau Claire Project Teach
1999

Year Established:

Target Audience (check all that apply):

Administration: X Faculty: X Academic Staff: X Classified Staff: Students: X
Campus Community: X

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:
X Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$16,000 - \$30,000

Funding Sources: Federal educational grant

Description: UW-Eau Claire partners with UW-La Crosse in its Project Teach to assist paraprofessionals, high school graduates and non-traditional students of Hmong descent in overcoming barriers so they may become certified teachers within the State of Wisconsin. UW-La Crosse applied and received a 1998 U.S. Department of Education Bilingual grant to provide funding for students of Hmong descent to complete their education at three state universities: Stout, La Crosse, and Eau Claire. Specifically, the program provides students with tuition assistance and professional development opportunities through annual Educational Leadership Conferences. These conferences provide several opportunities for participants to further their professional development and network with other teachers of color in Wisconsin.

Point Person(s): Charles C. Vue and Dr. Katherine Rhoades Department/Unit(s): Office of Multicultural Affairs and College of Education and Human Sciences

Departments/Units/Groups Involved: Office of Multicultural Affairs and College of Education and Human Sciences, and Financial Aid Office

Goals & Expected Outcomes:

A major goal of the Project Teach program is to develop innovative and holistic strategies for recruiting and retaining Hmong students within the School of Education.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Financial support from the Refugee Teacher Training Grant has been a very helpful tool in recruiting students for college and keeping students focused in school. With the help from the teacher training grant students have been able to attend classes with little or no concern about taking additional student loans or working part time jobs to pay for their tuition and fees.

Since 1999 to 2006 40 (31 undergraduate and 9 graduate) of the total 110 participants in the Project Teach Program have graduated. Currently 54 (38 undergraduate and 16 graduate) are still working toward their education degrees.

Of the above information eight graduates of the 16 total participants were from UW-Eau Claire. Two dropped out of the program and six are still enrolled. Five of these graduates are working as teachers, one is in graduate school, two in private non education related areas, and one person is an elementary school principal. All these educators contribute to their communities and schools as role models for younger refugee children. In addition they impact the lives of the students they work with each day.

Intersections Across Plan 2008 Goals:

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: Charles Chou Vue **Contact Info:** 715-836-3017, Vuecc@uwec.edu

Multicultural Affairs -- Opening Doors Pre-college Camp/ Recruitment

Your Institution: University of Wisconsin – Eau Claire

Program/Initiative: Opening Doors Pre-college Camp/ Recruitment **Year Established:**

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X

Other Asian: X

European American: X Other: If other, please specify:

Cost of Program/Initiative: \$15,000

Funding Sources: DPI Scholarships, system

money

Description:

III. Program summary:

The purpose of Opening Doors is to address both the educational needs of students in grades 9 and 10, and to prepare them for entry and successful participation in college.

The program engages students in a specialized weeklong immersion on UW-Eau Claire’s campus during which they become more academically attuned, more personally motivated, and more informed about the necessary steps for pursuing a college degree. Participants will exit the program with a vision of college as a highly attractive and attainable goal.

The program offers a strong and highly structured academic component, where students improve their capabilities in math, Science, and Spanish language and culture. They spend a total of 23 academic contact hours in a classroom setting, both learning and interacting with university faculty and student counselors.

Every day consists in 1.5 hours each of Science, English, and Spanish classes, with a 45 minute break for lunch. The afternoons consist of roundtable meetings with administrative staff, who educate students on admissions, career options, and financial aid processes for post secondary education. Evenings are for cultural enrichment and social interaction with peers and counselors.

Point Person(s): Stephanie Zigelboim
Affairs

Department/Unit(s): Office of Multicultural

Departments/Units/Groups Involved: Office of Multicultural Affairs, Student Development and Diversity, Foreign languages,

Goals & Expected Outcomes:

- 1) Participants will be better prepared in Science, English and Spanish reading, writing, and speaking, for college preparatory curriculum in high school.
- 2) Because many of our participants lack the knowledge about the college application process, they will come out of the program understanding the process of college application and the variety of tools to access scholarships, awards, and the forms of financial aid.
- 3) Participants will understand the economic value of a college degree and the range of careers for which college is a requirement.
- 4) Participants will have the tools to create strategies for college entry including understanding high school preparatory curricula, the co-and extra curricular activities that reinforce this goal, and the various paths towards a baccalaureate degree.
- 5) Participants will understand the value of extracurricular and social dimensions of college life that reinforce and deepen the quality of academic performance and promote familiarity with career options.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. The UW-Eau Claire Office of Multicultural Affairs sponsors the following program that give student of color and socio-economically disadvantaged youths the opportunity to visit the UW-Eau Claire campus while developing communication and leadership skills necessary for higher education.

Intersections Across Plan 2008 Goals: A program combining the resources of parents, middle schools, Department of Public Instruction, University of Wisconsin System and UW-Eau Claire personnel to increase students of color curricular competency enabling students to meet college eligibility requirements.

Assessment Practices and Program Changes in Response to Challenges: Student Evaluations will be provided to students at the conclusion of the program. Students will evaluate their experiences during the one week. The summative evaluation results will be compiled and reviewed to better serve students and ensure effectiveness of the program. We will return the results, including the pre-test and post test to the DPI in a summary format.

Prepared by: Stephanie Zigelboim **Contact Info:** 715-836-3033, zighelsd@uwec.edu

Multicultural Affairs -- Strengthening Our Nations Pre-College Program/ Recruitment

Your Institution: University of Wisconsin – Eau Claire

Program/Initiative: Strengthening Our Nations Pre-College Program/ Recruitment Year

Established:

Target Audience (check all that apply):

Compiled by:
Office of Student Development and Diversity

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X
Other Asian: X
European American: X Other: If other, please specify:

Cost of Program/Initiative: \$22,000
System money

Funding Sources: DPI Scholarships, UW

Description:

The intent of Strengthening Our Nations (SON) two-week residential pre-college program is to help prepare 7th-12th grade students for academic success and to build on skills necessary for entry into post-secondary education. This program is race neutral and open to all 7th-12th grade students in the state of Wisconsin who have a Grade Point Average (GPA) of 2.0 or higher and/or are eligible for free or reduced lunch.

Participants are divided into two tracks, one track for 7-8th grade students and another track for 9th-12th grade students. Each track of students will participate in pre-college courses designed specific for their grade level that enhance academic skills in mathematics, science, reading comprehension and writing. Also, students will have courses and programs designed to help build their competencies in time-management, test-taking strategies, metacognition and higher education leadership development. Each student will be engaged in a total of 138 contact hours that incorporates course lectures, course relevant field trips, higher education leadership development, and interaction with professional staff and program counselors.

Point Person(s): Odawa L.A. White
Affairs

Department/Unit(s): Office of Multicultural

Departments/Units/Groups Involved: Office of Multicultural Affairs, Curriculum & Instruction, Beaver Creek Reserve Fall Creek, WI.

Goals & Expected Outcomes:

The student participants attending Strengthening Our Nations Pre-college Program lack skills in the identified four critical areas. The objective of this program is to build their level of skills in Mathematics, Scientific Reasoning, Learning Strategies, and Higher Education Leadership.

A. Course Aims: Reading Comprehension, Writing, Time Management, Study Skills
And Test Taking Strategies

Course Title: Reading, Writing, and Learning Skills for the College Bound

Instructor: Sue McIntyre, Professor Curriculum & Instruction, Ph.D. in
Language Education (Reading), k-12 English Teacher (NH
certified).

Objectives: By the end of this course, student participants will develop competencies in the following areas:

1. Time Management

2. Writing
3. Metacognition
4. Reading comprehension
5. Test Taking Strategies

B. Course Aim: Mathematics
 Course Title: Hustle and Flow Mathematics
 Instructor: RunningHorse Livingston, B.A., M.Ed.

Objectives: By the end of this course, student participants will:

1. Create, read, and examine statistics
2. Construct bar, line and pie graphs
3. Develop pictograph, flow, and organizational charts
4. Discuss analytically cultural, social, and environmental topics
5. Use algebra, geometry, and data analysis to support individual or group claims

(See Course Syllabus Sample B-blue form)

C. Course Aim: Science
 Course Title: Environmental Ecology
 Instructor: Beaver Creek Reserve Citizen Science Center, Fall Creek, WI

Objectives: By the end of this course, student participants will:

1. Demonstrate scientific investigation by learning how to monitor streams
2. Learn to collect samples from a stream
3. Analyze scientific data to help make predictions
4. Demonstrate how to report their findings using tables and diagrams

D. Course Aim: Higher Education Leadership Development
 Course Title: Higher Education Leadership
 Instructor: Odawa White, B.A., M.E.P.D.

Objectives: By the end of this course, student participants will:

1. Know how to search for careers using on-line resources
2. Construct a resume
3. Demonstrate how to interview for a job
4. Develop an awareness of college admissions requirements
5. Construct a thorough college entrance essay
6. Increase their awareness about the type of financial aids available in higher

education

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. The UW-Eau Claire Office of Multicultural Affairs sponsors the following program that give student of color and socio-economically disadvantaged youths the opportunity to visit the UW-Eau Claire campus while developing communication and leadership skills necessary for higher education.

Intersections Across Plan 2008 Goals: A program combining the resources of parents, middle schools, Department of Public Instruction, University of Wisconsin System and UW-Eau Claire personnel to increase students of color curricular competency enabling students to meet college eligibility requirements.

Assessment Practices and Program Changes in Response to Challenges: Student Evaluations will be provided to students at the conclusion of the program. Students will evaluate

Compiled by:
 Office of Student Development and Diversity

their experiences during the one week. The summative evaluation results will be compiled and reviewed to better serve students and ensure effectiveness of the program. We will return the results, including the pre-test and post test to the DPI in a summary format.

Prepared by: Odawa White **Contact Info:** 715-836-5840, whiteol@uwec.edu

Multicultural Affairs -- Youth Leadership Pre-college Camp/ Recruitment

Your Institution: University of Wisconsin – Eau Claire

Program/Initiative: Youth Leadership Pre-college Camp/ Recruitment **Year**

Established: 2000

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: Southeast Asian: X
Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$35,300 **Funding Sources:** DPI Scholarships, system money

Description:

The office of Multicultural Affairs will collaborate with the state DPI's local Early Identification Program (EIP) and local Eau Claire Area Public School District to implement a two-week camp. The goals of this program are: (1) increase students' academic achievement in English, Math, science, and Hmong language (2) expose students to college environment (3) motivate students to be successful in middle and high school and to prepare them for entry and successful participation in college (4) develop students' social and leadership skills. Increasing these skills will enhance students' academic success, help to meet college eligibility requirements, prepare them for responsible citizenship and foster a greater chance of gaining economic self-sufficiency. This program is designed to be inclusive, serving diverse, disadvantaged, and low-income (eligible free or reduced lunch at school) all students in Wisconsin at no cost to students.

Participants are divided into two sessions. One session is for 7th- 8th graders and the other is for 9th – 11th graders. The instructional methods will involve students in the learning process through class lectures, hands-on activities in laboratory, outdoor settings, and group and individual discussions, including assignments and field trips outside of the classroom. Community leaders and educators will serve as guest speakers for students. Each student will have a total of 154 contact hours in a classroom and out side of the classroom setting (both learning and interacting) with professional educators, camp counselors and office staff. On a daily basis the students will have one hour and 15 minutes each of math, reading, writing, science, language, and leadership classes with a 45 minute break for lunch. Daily, before dinner time, all students will participate in a general session with guest speakers and the Youth

Compiled by:
Office of Student Development and Diversity

Leadership Coordinator to learn and discuss career options, college admission requirements, and financial aid resources for post secondary education. Evening times are set aside for recreational activities, home work, and social interaction with peers and counselors. From 8:00 p.m to 9:30 p.m students complete homework assignments and remain in their dorm s.

Point Person(s): Charles C. Vue Department/Unit(s): Office of Multicultural Affairs

Departments/Units/Groups Involved: Office of Multicultural Affairs, Student Development and Diversity, Eau Claire School Area School District

Multicultural Affairs -- Reach for the Stars Precollege Program

Your Institution: University of Wisconsin-Eau Claire

Program/Initiative: Reach for the Stars Precollege Program

Year Established:

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply): African

American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other

Asian: X European American: X Other: If other, please specify: **Cost of**

Program/Initiative: \$25000

Funding Sources: DPI

Scholarships, UW systems money

Description: In keeping with the New Wisconsin Promise initiatives the Reach for the Stars Science Program at the University of Wisconsin-Eau Claire is committed to ensuring the opportunity for a quality education for every child. To that end, we actively recruit middle school students and high school students on a race neutral basis. While we do not exclude any students from participation, our recruitment focus is on students who are economically disadvantaged. The Reach for the Stars program is a one week residential program for students in grades 9-10. Students become acquainted with college dormitory living by spending the week living in a university residential hall and taking meals in the university dining facility.

The purpose of the program is to improve the academic skills and knowledge of students in mathematics and science reasoning. Seminars and presentation are given by university faculty thus providing a university learning environment for students. Instructional subjects include Physics and Astronomy, Biology, Mathematics (Finance), and African American History and Multiculturalism. Experiential learning opportunities include field trips to the Science Museum of Minnesota and the Beaver Creek Reserve and Planetary Observatory.

The purpose of the program is to improve the academic skills and knowledge of students in mathematics and science reasoning. Seminars and presentation are given by university faculty thus providing a university learning environment for students. Instructional subjects include Physics and Astronomy, Biology, Mathematics (Finance), and African American History and Multiculturalism. Experiential learning opportunities include field trips to the Science Museum of Minnesota and the Beaver Creek Reserve and Planetary Observatory.

Point Person(s): Jesse Dixon
Affairs

Department/Unit(s): Office of Multicultural Affairs

Departments/Units/Groups Involved: Office of Multicultural Affairs, Campus wide participation.

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Office of Student Development and Diversity

Goals & Expected Outcomes: Our program goal is to close the achievement gap between economically disadvantaged students and their peers. The objectives to achieve this goal consist of hands-on experiences with the sciences of physics and astronomy, biology, and finance entwined with multiculturalism.

Accomplishment of these objectives consists of the field trips to various locations (e.g. Minnesota Science Museum, Lake Wissota Dam, and Beaver Creek Observatory) relating to science. In addition, classroom presentations are conducted by PhD university faculty, thus providing students exposure to careers in fields of Math and Science disciplines. Also included in this element is the contact with current UW-Eau Claire student mentors.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. The UW-Eau Claire Office of Multicultural Affairs sponsors the following program that gives student of color and socio-economically disadvantaged youths the opportunity to visit the UW-Eau Claire campus while developing communication and leadership skills necessary for higher education.

Intersections Across Plan 2008 Goals: A program combining the resources of parents, middle schools, Department of Public Instruction, University of Wisconsin System and UW-Eau Claire personnel to increase students of color curricular competency enabling students to meet college eligibility requirements.

Assessment Practices and Program Changes in Response to Challenges: Program evaluations will include three student assessments. In the beginning of the academic week the students will be given a pretest in the area of physics and astronomy, biology, and finance entwined with multiculturalism which will include American History with an emphasis on African Americans. At the end of the academic week the students will begin in a post test covering physics and astronomy, biology, and finance entwined with multiculturalism which will include American History with an emphasis on African Americans.

Questionnaires are provided to students at the conclusion of the program. They will evaluate their experience and make suggestions or comments regarding possible points of improvement. DPI will also evaluate participation. Evaluations will be compiled and reviewed to better serve students and ensure effectiveness of the program.

Copies of the Pretest and Posttest will be provided to the Department of Public Instruction in conjunction with an evaluative summary of survey results.

Prepared by: Jesse Dixon Contact Info: 715-836-5503, dixonjl@uwec.edu

Career Services -- Career Development units for minority pre-collegiate students

Your Institution: UW-Eau Claire

Program/Initiative: Career Development units for minority pre-collegiate students

Year Established: 1998 to present

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:

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Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X
Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$400 **Funding Sources:** Career Services Budget

Description: Coordinated career development units for Office of Multicultural Affairs Pre-College camps workshops.

Point Person(s): Erin Leifker

Department/Unit(s): Career Services

Departments/Units/Groups Involved: Career Services and Office of Multicultural Affairs

Coordinated career development units for OMA's Pre-College camp workshops.

Goals & Expected Outcomes: Teach career development to pre-collegiate to introduce them to UW-Eau Claire, and to Increase retention and time to degree

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Increase in minority applications to UW-Eau Claire; increase in retention and time to degree for minority students

Intersections Across Plan 2008 Goals:

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: Jeanne Skoug

Contact Info: skougjm@uwec.edu

Career Services -- Cargill field trip for UW-Eau Claire minority students

Your Institution: UW-Eau Claire

Program/Initiative: Cargill field trip for UW-Eau Claire minority students **Year**

Established: 2001 to present

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X
Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$200 **Funding Sources:**

Description: Coordinated Cargill field trip for UW-Eau Claire minority students

Point Person(s): Robin Johengen

Department/Unit(s): Career Services

Departments/Units/Groups Involved: Career Services, Office of Multicultural Affairs and Cargill.

Goals & Expected Outcomes: Assist minority students in connecting with Cargill to learn about internship and career opportunities.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Increase in internship and job opportunities for minority students

Intersections Across Plan 2008 Goals:

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: Jeanne Skoug

Contact Info: skougjm@uwec.edu

Career Services -- Johnson Diversity Scholarship and Internship

Your Institution: UW-Eau Claire

Program/Initiative: Johnson Diversity scholarship and Internship program Year

Established: 2001 to present

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X

Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$500

Funding Sources: Career Services Budget

Description: Coordinated state-wide Johnson Diversity scholarship/internship application.

Point Person(s): Robin Johengen

Department/Unit(s): Career Services

Departments/Units/Groups Involved: Career Services and Office of Multicultural Affairs.

Goals & Expected Outcomes: Assist minority students in scholarship and internship application process

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Increase in internship and scholarship opportunities for minority students

Intersections Across Plan 2008 Goals:

Compiled by:
Office of Student Development and Diversity

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: Jeanne Skoug

Contact Info: skougjm@uwec.edu

Learning & Technology

Craig Mey – Presenter

Intersections Across Plan 2008 Goals: LTS provides tangential support in many areas:

- Photography for bulletins and other publications demonstrate a diverse campus.
- NET coordinated a diversity leaning community the last 2 years.
- Help Desk student employment has students of color employed.
- Support for visiting faculty occurs. Examples are deployment of Chinese keyboards and D2L assistance. LTS provided computers and computer training for NYSP program last summer.

LTS supports 3rd party softwares like Bridge and Upward Bound.

Financial Aid

To: Kimberly Barrett
Associate Vice Chancellor for Student Development and Diversity

From: Kathy Sahlhoff, Director of Financial Aid

Date: February 14, 2007

Re: Phase II Plans

The Financial Aid Office has supported Plan 2008, Phase II through the following efforts:

Phase II Goal: Create a Critical Mass

The plan recognizes that low-income students face a variety of challenges that adversely affect their retention rate. The Financial Aid Office (FAO) supports the efforts and goals of Plan 2008, Phase II directly through our active management and stewardship of financial aid

Compiled by:
Office of Student Development and Diversity

programs targeted for low-income students and students of color. These programs represent close to \$8.5 million in grants and scholarships and include such programs as the Pell Grant, Supplemental Educational Opportunity Grant, Bureau of Indian Affairs, Scholarship for Disadvantaged Students, Project Teach, Refugee Teaching, Student Support Services Grant, Indian Health Services Scholarship, GEAR Up, Wisconsin Higher Education Grant, Wisconsin Indian Assistance Grant, Talent Incentive Grant, Lawton Minority Retention Grant, Advanced Opportunity Program, Diversity Scholarships, and Diversity Waiver.

Our director has served as a member of the UW System financial aid advisory group that recommended a series of initiatives designed to enhance access and retention of low-income students within the UW System. Recommendations included a program that would target low-income middle school students and families and give them the message that – if they do their part to meet the academic requirements – the UW System will ensure that there is funding available to allow them to go to college.

Financial Aid counselors at UW – Eau Claire continue to provide financial aid and scholarship workshops for Upward Bound, Student Support Services, and any other programs upon request, in an effort to enhance access and retention.

The Financial Aid Office (FAO) has an active collaborative relationship with the Office of Multicultural Affairs (OMA). Every spring the FAO proactively reminds all current financial aid recipients, who have not yet applied for graduation, that it is time to re-apply for financial aid. We work with OMA to allow OMA to do further follow up with individuals in the targeted populations that OMA serves. Specifically, we provide OMA advisors with the information they need to identify students who still owe a balance to the University for the current semester and who have not applied for financial aid for the next year. We also contact OMA when we are aware of a student of color who is experiencing financial or academic difficulties and often work together to provide support or develop a solution.

Phase II Goal: Increased Engagement

- 3D. Increase student employment opportunities in areas related to their academic interests on the part of low-income students and targeted minority students.

Our office is responsible for the coordination of the student employment program and collaborates with the Office of Multicultural Affairs (OMA) wherever appropriate to support the implementation of the student employment initiatives in the plan.

Centralized postings of available student employment opportunities is a crucial element in ensuring access for all students to employment opportunities that are related to their academic or career interests. Campus employers are asked to consistently post all open positions on the centralized job board. The student employment coordinator will continue to work with departments to implement this policy consistently.

The FAO will work with the OMA to request referrals for students of color to fill our student employment positions in the office.

3E. Increase participation in activities related to enhancing intergroup relations on campus.

One of our staff members, Becky Lasure, is a facilitator for the diversity workshops offered to the campus community.

Our director collaborated with the Dean of Education and Human Sciences and the Associate Vice Chancellor for Student Development and Diversity to bring a lecture/discussion to campus introducing the concept of “privilege, power, and difference.”

McIntyre Library

Kimberly,

Here is a list of everything McIntyre Library did last year, and in some cases do annually, to promote and celebrate diversity at UW-Eau Claire.

Recruitment:

- When recruiting for new librarian positions, we regularly advertise with a variety of organizations which address the needs of minority groups including the Black Caucus of the American Library Association and the Asian/Pacific America Librarians Association.
- The library makes a concerted effort to recruit students of varying ethnicities throughout the library, particularly at the Reference Desk, in an effort to visually represent our commitment to diversity by placing an approachable person at the desk. Students we employ also receive education in library and information-seeking skills. In the past we have hired students of a variety of ethnicities, including Hmong, Tibetan, Arab, Kazakh, and Russian.
- In an effort to improve the number of student assistants from minority groups who apply for library positions, the library will begin notifying the Office of Multicultural Affairs as openings occur in any library departments.
- The Council of University of Wisconsin Libraries appointed a Diversity Task Force, of which former Director of Libraries Robert Rose was a member, to “investigate and recommend ways in which to recruit and retain racial and minority librarians, classified staff, and student employees in the UW System Libraries.” The committee recommended that all libraries participate in a diversity/inclusion assessment, work to increase the number of diversity students who enroll in library science programs in the state, partner with professional library organizations that support underrepresented groups, and increase awareness through the establishment of a CUWL diversity web site (<http://uwlib.uwsa.edu/documents/df/index.html>). Many of these initiatives are ongoing.

Exhibits/Displays:

- We are currently partnering with the Office of Multicultural Affairs to offer access to exhibits and other materials used as part of their recent Black History Month Reception

on February 1. Materials will be displayed in the Grand Corridor exhibit cases and in the library's second floor breezeway for the month of February.

- We often offer materials displays to celebrate various ethnicities and genders. We currently have a Black History Month exhibit in place next to the New Book Shelf. Government Publications traditionally mounts displays on the designated months like Black History Month, Women's History Month, etc. Exhibits of children's books have also previously been mounted in the IMC.
- Offered photography exhibits in the Grand Corridor for the past two years which celebrate National Hispanic Awareness Month in October: In 2005, "Faces from Honduras, Guatemala and Mexico, 1971" by alumnus Nile Ostenso, and in 2006, "Costa Rica: Inside and Out" by senior Aaron Schasse.

Collections:

- We offer collections that reflect a variety of viewpoints. Recent larger acquisitions include:
 - Eyes on the Prize, DVD (\$375.00) purchased in Nov 06
 - Encyclopedia Judicia , 22 volume set, \$1695.75, purchased January 07
 - Secrets of the Little Big Horn: Native American View, \$189.00 (vhs)
 - Good wife of Tokyo , vhs, \$295.00
 - Letter to America: How Arabs View the United States, DVD \$129.95
 - Marie Curie, the Woman Behind the Mind, DVD \$295.00
- We receive WI and U.S. documents in languages such as Hmong and Spanish.
- We purchase journals and newspapers which serve a diverse population and which support multicultural studies, including the Journal of Learning Disabilities, Feminist Studies, Journal of Women's History, Black Professional, American Indian Law Review, Jen Min Jih Pao (People's Daily), Mazina'igan and Hmong Times.
- Our Special Collections and Archives collections include the Jack O'Connell Hmong collection and the UWEC -- Grambling State University exchange program records, among others.

Accessibility:

- The library prides itself on having its collections and services accessible to all users. We recently rearranged our stacks on fourth and fifth floor so they would be more easily navigable and accessible. Our web site is Bobby approved and accessible by screen readers. We offer a variety of software and hardware applications which assist the visually and hearing impaired. We also work closely with the Office of Disabilities to address student needs. For a complete list of our services, equipment and software, see <http://www.uwec.edu/library/services/ada.htm>.

Teaching and Mentoring:

- Jill Markgraf regularly teaches LMED 110 which is offered as part of the Commanding English Program (CEP). The CEP program is designed to attract and retain minority students for whom English is a second language.
- Reference librarians often conduct orientation sessions for campus International students.
- Karen Pope is currently the Hmong Student Association faculty advisor.
- Janice Bogstad is a member of the Women's Studies faculty, teaching at least one course each year such as last year's History of Second Wave Feminism. She also supervises Women's Studies independent studies. She has taught courses such as Post Colonial Theory and the Novels of Women in India and China for the English Department. Janice

frequently writes about and presents on feminism and Chinese history and literature at national and international conferences. She is a faculty mentor to the Women of Color Student Group.

- Have frequently applied for and hosted faculty from other countries through the Junior Faculty Development Program.

Please let me know if you would prefer I submit this on the forms. I wasn't sure how to express any of these initiatives as "projects."

Sincerely,

Christopher Cox
Interim Director of Libraries

Educational Support Services --- Targeted Tutoring

Your Institution: University of Wisconsin-Eau Claire

Program/Initiative: Targeted Tutoring

Year Established:

1989

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students:

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:

Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative:

Funding Sources: \$5,000 from WCWC and

more than \$5,000

additional funding from ASC federal and non-federal student help dollars plus SSS grant funds

Description: The Targeted Tutoring Program in the Academic Skills Center provides employment opportunities and tutoring services for American multicultural students. About 20% of the students tutored in the ASC are multicultural students and several multicultural students are employed as tutors, clerical assistants, and intake staff.

Point Person(s): Patti See
Services

Department/Unit(s): Educational Support

Departments/Units/Groups Involved: The Academic Skills Center oversees the hiring of multicultural student employees in its office and the provision of tutorial programs for American multicultural students. The Office of Multicultural Affairs refers students for both employment and tutoring opportunities. Staff from both offices meet regularly to monitor the program and student outcomes.

Services for Students with Disabilities

Your Institution: Select

Program/Initiative: Services for Students with Disabilities

Year Established:

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students:

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:

Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: 120,000 in 2005-06 **Funding Sources:** GPR, work study funds,

Description: Services for Students with Disabilities provides mandated services under the Americans with Disabilities Act, Sec. 504 of the Rehabilitation Act, and UWS policy to qualified students with disabilities regardless of race or ethnicity to ensure accessibility in programs or activities of the university.

Point Person(s): Kathlee Hurley **Department/Unit(s):** Educational Support Services/Services for Students with Disabilities

Departments/Units/Groups Involved: All academic, student services, housing, facilities, and food service units of the university.

Goals & Expected Outcomes: Students with disabilities regardless of race or ethnicity are ensured accessibility to programs and services.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Na

Intersections Across Plan 2008 Goals: na

Assessment Practices and Program Changes in Response to Challenges: na

Prepared by: Kathleen Hurley
4542

Contact Info: hurleyks@uwec.edu 715 836-

FMHN --- Student Experience

Program/Initiative: Student Experience

Year Established: 2004

Target Audience (check all that apply):

Administration: Faculty: x Academic Staff: Classified Staff: Students:
Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian: Other
Asian:

European American: Other: If other, please specify: Bi-lingual Multi-cultural
Students

Cost of Program/Initiative:

Funding Sources: Differential

Description: Student and faculty have experiences in learning at Alaska Native Medical Center.

Point Person(s): Susan D. Moch **Department/Unit(s):** FMHN

Departments/Units/Groups Involved: FMHN

Goals & Expected Outcomes: Develop Course in Alaska Goal 6

FMHN --- Student Experience Interpretation

Program/Initiative: Student Experience

Year Established: 2005

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian: X Other
Asian:

European American: Other: If other, please specify: Bi-lingual Multi-cultural
Students

Cost of Program/Initiative: I personally pay for interpretation because I have written grant
funds for too many years. I already write enough grants **Funding Sources:** donation from
Susan Moch

Description:

Point Person(s): Susan D. Moch

Department/Unit(s): FMHN

Departments/Units/Groups Involved: FMHN

Goals & Expected Outcomes: Goal 2

FMHN --- Collect articles and share on Asian Nursing Students

Program/Initiative: Collect articles and share on Asian Nursing Students **Year Established:** 2007

Target Audience (check all that apply):

Administration: Faculty: X Academic Staff: Classified Staff: Students:
Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian: X Other Asian:

European American: Other: If other, please specify: Bi-lingual Multi-cultural Students

Cost of Program/Initiative: None

Funding Sources: None

Description: Articles are being put in D2L for reading by faculty

Point Person(s): Susan D. Moch

Department/Unit(s): FMHN

Departments/Units/Groups Involved: Nursing. Idea emerged from a research presentation by Kang Yang, Blea Yand and Susan Moch

Goals & Expected Outcomes: Goal 6

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Decrease drop out of Asian students through increasing faculty awareness.

FMHN --- Research Teams of Various Backgrounds

Program/Initiative: Research Teams of Various Backgrounds **Year Established:** 2006

Target Audience (check all that apply):

Administration: Faculty: Academic Staff: Classified Staff: Students: X
Campus Community:
Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian: X Other Asian: X

European American: Other: X If other, please specify: Bi-lingual Multi-cultural Students

Cost of Program/Initiative: \$2,800

Funding Sources: Differential Tuition

Description: Diverse teams (age, levels, cultural background) work together on research.

Point Person(s): Susan D. Moch

Department/Unit(s): FMHN

Departments/Units/Groups Involved: FMHN, other

Goals & Expected Outcomes: Goal 3

Compiled by:
Office of Student Development and Diversity

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. Mentor students through teams and 1:1 at university.

Human Development Center --- Lac du Flambeau Service Learning Project

Your Institution: UW-Eau Claire

Program/Initiative: Lac du Flambeau Service Learning Project

Year

Established: 1997

Target Audience (check all that apply):

Administration: Faculty: x Academic Staff: Classified Staff: Students: x

Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

African American/Black: American Indian: Latino/Hispanic: Southeast Asian:

Other Asian:

European American: Other: If other, please specify:

Cost of Program/Initiative: \$8425

Funding Sources: Differential Tuition

Description: Each semester 30 to 35 undergraduate students from UW-Eau Claire participate in this Service Learning Project. The students participate in two components of the project, each two days in length. The first component is an Orientation Seminar where students learn about the Ojibwa culture along with the unique needs currently facing the community's children and families. The second component of the project involves placing students in classrooms where they get direct experience working with children. The Nursing Education Component represents the second major purpose of the project. Each semester, 10 nursing students also participate in the Orientation Seminar and then complete health education and screening activities for students at the Lac du Flambeau school. Finally, all graduate School Psychology Students complete part of their practicum work at the Lac du Flambeau School.

Point Person(s): William Frankenberger

Department/Unit(s): HDC

Departments/Units/Groups Involved: Psychology, Social Work, Education, Special Education, Communication Sciences and Disorders, Nursing

Goals & Expected Outcomes: The purpose of the proposed project is to provide interdisciplinary service-learning experiences to undergraduate students while also providing culturally sensitive health and educational services to children and youth in an American Indian community.

The objectives of the project are:

1. To provide a significant number of UW- Eau Claire students in education and health related majors with the opportunity to learn more about the American Indian culture via participation in culturally relevant experiences in the Lac du Flambeau community.

2. To provide UW-Eau Claire undergraduate students with the opportunity to participate in curriculum related (literacy/language) lessons, social skills training, tutoring, social experiences, and health screening and wellness activities with children from a Native American community.
3. To provide students with an opportunity to interact with children, families, and professionals who live and work in a reservation community. A significant goal of the project is to help UW-Eau Claire students understand the particular social, health, and educational needs of children living within a Native American culture.
4. To measure the change in UW-Eau Claire students' attitudes about Native American children, families, and communities as a result of their experiences in the proposed project.
5. To increase the interaction between university students and students at Lac du Flambeau in an effort to promote the Lac du Flambeau students' interests in pursuing higher education goals.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. several components of the current project were assessed. Approximately sixty students from UW-Eau Claire attended either a fall or spring two-day orientation seminar held in the Lac du Flambeau community. Student attitudes were assessed by comparing UW-Eau Claire students' pre and post experience attitudes toward American Indian children, families and culture. Students were required to complete a multidimensional questionnaire that measured their attitudes, perceptions, and ideas about life in a reservation community. After students participated in the orientation session and the classroom/GEARUP experiences, they were administered a post test. These results indicated that the experience in the Lac du Flambeau community had a significant impact on UWEC students' attitudes about the Native American culture. It should be noted that all significant changes were in the direction of students being more sensitive and knowledgeable about cultural issues. In addition, all responses indicated that the orientation had been a positive educational experience for the students. The students' responses in their reflection papers all highly praised the opportunity they had to interact with children and community members, and indicated a profound positive attitude towards their experiences at Lac du Flambeau.

Previously, students from Lac du Flambeau did not consider UW-Eau Claire as an option for university education, but since the initiation of our project, students from Lac du Flambeau have indicated an interest in attending our university. This increase in Lac du Flambeau students' interest in university education in general and UW-Eau Claire in particular is an indication of the effectiveness of HDC's students and faculty involvement in the Lac du Flambeau community.

Another positive outcome of the project has been the participation of undergraduate nursing students enrolled at UW-Eau Claire. The students are participating in all aspects of the project with undergraduate students from the other disciplines. Additionally, the nursing

students also assist Lac du Flambeau staff in health screenings, such as vision/hearing. The students have reported that as a result of the interdisciplinary Lac du Flambeau project, they feel they are more closely connected with peers at UW-Eau Claire.

Flambeau have indicated an interest in attending our university. This increase in Lac du Flambeau students' interest in university education in general and UW-Eau Claire in particular is an indication of the effectiveness of HDC's students and faculty involvement in the Lac du Flambeau community.

Another positive outcome of the project has been the participation of undergraduate nursing students enrolled at UW-Eau Claire. The students are participating in all aspects of the project with undergraduate students from the other disciplines. Additionally, the nursing students also assist Lac du Flambeau staff in health screenings, such as vision/hearing. The students have reported that as a result of the interdisciplinary Lac du Flambeau project, they feel they are more closely connected with peers at UW-Eau Claire.

Finally, effectiveness of the program and suggested modifications to the program will be discussed at the end of each semester during an Evaluation Conference that will be held at the Human Development Center. The purpose of this meeting is to garner feedback from students, faculty, community members, and site staff. This fall's conference is scheduled for the middle of December.

We hope that we have been able to convey the significance of the experiences students have already had as a result of this project. Past groups of students have stated that spending time working on the reservation was the key to the success of the project. On the way home from one of the past trips to the reservation, we asked students what they thought of the experience. One student summed up the feelings of the entire group when she stated, "This was the best educational experience I have ever had."

Intersections Across Plan 2008 Goals:

Assessment Practices and Program Changes in Response to Challenges:

Prepared by: William Frankenberger

Contact Info: HDC

Communication Sciences and Disorders/Curriculum and Instruction/Foundations of Education/Kinesiology/Social Work/Special Education --- Promote social justice and equity in an atmosphere where diversity is valued

Your Institution: UW-Eau Claire

Program/Initiative: Strategic Plan Goal #4 of 4: Promote social justice and equity in an atmosphere where diversity is valued

Year Established:

2006

Target Audience (check all that apply):

Administration: X Faculty: X Academic Staff: X Classified Staff: X Students: X Campus Community:

Other: If other, please specify:

Race/Ethnic Groups Affected by this Program/Initiative (check all that apply):

Compiled by:
Office of Student Development and Diversity

African American/Black: X American Indian: X Latino/Hispanic: X Southeast Asian: X Other Asian: X
European American: X Other: If other, please specify:

Cost of Program/Initiative: \$10,000 **Funding Sources:** College Foundation
Accounts Intramural grant funding

Description: A number of initiatives are taking place in support of this goal including establishing two new endowed Foundation funds (one @ \$25,000 and the other @ \$30,000) to support student and faculty who engage in inter-cultural research and/or experiences, sponsoring an all-day Diversity Retreat for all faculty and staff in the college at the beginning of the 2007 spring semester, and bringing a well-known speaker on “white privilege” to campus in February 2007.

Point Person(s): Katherine A. Rhoades, Dean and Larry C. Solberg, Associate Dean
Department/Unit(s): College of Education and Human Sciences

Departments/Units/Groups Involved: Communication Sciences and Disorders, Curriculum and Instruction, Foundations of Education, Kinesiology, Social Work, and Special Education

Goals & Expected Outcomes: a) Address the issues of classroom pedagogy and the curriculum to enhance inclusiveness and cultural sensitivity; b) provide supplemental support to students and faculty to engage in inter-cultural research and experiences.

Actual Measurable Outcomes for Plan 2008 Goals, Including Impact on Enrollment, Retention, and/or Graduation, and/or long term potential thereof. We are in the process of creating a plan to increase the recruitment and retention of students of color, especially in the Teacher Education Program. We are working collaboratively with the Center for Cultural Diversity and Community Renewal at UW-La Crosse on a federal grant that will increase recruiting and retaining Hmong students in teacher education and are working with the Eau Claire Area School District on a Hmong Pre-Education Initiative to recruit more Hmong students in middle and high school into teaching professions.

Intersections Across Plan 2008 Goals: a) systematically and deliberately expand formal and informal experiences dealing with diversity for faculty, staff, and students a) examine policies and practices to improve recruiting and retaining a more diverse faculty, staff, and student body.

Assessment Practices and Program Changes in Response to Challenges: Survey of faculty to plan the Diversity Retreat; ongoing assessment of activities

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