The University of Wisconsin Milwaukee has long engaged in efforts focused on creating student success. As an access institution, significant efforts have focused on:

- Recruiting a population that provides diversity in
  - race/ethnicity
  - socio-economic status
  - achievement and academic preparation
  - family background, e.g. first-generation students
  - veteran status
  - nationality, and

- Retaining students once enrolled and providing paths to satisfactory progress through the provision of
  - high impact practices
  - co-curricular activities that increase student engagement
  - innovative practices and diversified education delivery mechanisms
  - innovative financial support

The Chancellor’s Enrollment Management Action Team (CEMAT) is ultimately responsible for this work—developing mechanisms and policies and supporting the work of other campus committees and units. University committees and structures, while mutable over time, remain focused on student success. Under CEMAT’s leadership, committees and offices currently working on this effort include:

- Retention Executive and Steering committees
- Student Success Work Group / Division of Student Affairs
- Shared Governance: Admissions Records and Policy Committee
- Advising units within each school/college and committees including Academic Services and Leadership Committee (assistant deans supporting advising within each school/college), Advisors and Counselors Network, Enhancing Advising Committee, and the Office of Central Advising
- Panther Academic Support Services
- Center for International Education
- Student Success Center
- CCBLLR
- Center for Excellence in Teaching and Learning
- Office of Undergraduate Research
- Registrar, Admissions and Financial Aid
In framing strategic opportunities in the summer of 2017, the Chancellor’s Cabinet highlighted that UWM should:

*Be an outstanding learning environment that prepares all undergraduate and graduate students to live and work in the global 21st century through:*

- A continuum of quality educational experiences within and beyond the classroom that instill deep, critical imaginative thinking and understanding, cultural fluency, leadership skills and an entrepreneurial mindset.
- Utilization of our urban setting, community partnerships and experiential learning opportunities.
- Celebration of and support for our diverse student body.

Following this direction from the Chancellor’s Cabinet, the CEMAT Executive Committee met several times to develop a master blueprint for the work at UWM that is involved in creating and sustaining an Outstanding Learning Environment (OLE) and documenting the numerous campus-wide efforts into a cohesive whole. (See Appendix 1.) The following provides an overview of that work, detailing our efforts to identify the infrastructure, key initiatives, investments, foundational offices and operations that will enable UW-Milwaukee to ensure an OLE from recruitment to post-graduation success.

**Engagement, Infrastructure, Actions and Investments**

An OLE requires engaged participants and developed infrastructure. The committee identified 4 key engagement and infrastructure elements that are linked to specific actions and investment areas (see below.) Each action and investment area is further linked to the quality of the learning experience, some in multiple ways. For example, “academic support services” encompasses academic advising, tutoring and mentoring among other activities. Each of those functions contribute to the greater goals of providing superior academic support services that can be assessed for quality and improvement measures.

Each action and investment area is unique and likely involves a web of support and interrelated activities. Identified key leads for each area were asked to detail the sub-functions that fall within their action and investment areas, leads for each sub-function, the current campus committees supporting infrastructures, how their work contributes to OLE metrics, their self-assessment plans and processes, and future investment opportunities. Please note that each is also subject to continuous review and revision given the dynamic nature in which innovation can and does occur. (Details regarding metric contributions can be found in Appendix 2.)
Supporting and providing a foundation for this work are the campus pillars of pedagogy, information resources, physical and emotional well-being, diversity and analytics. These pillars and associated offices have provided supplemental information that define their primary functions related to the Outstanding Learning Environment, committees on which personnel serve, and identified strategic opportunities. (See Appendix 3.)

Connecting Actions and Investments Areas with Current and Future Opportunities
The underlying documents, drawing upon the expertise of campus personnel, provide an understanding of current priorities across campus within the action and investment areas and how the campus pillars support that work. Subject to revision, they nevertheless provide detail current and future opportunities. A sampling of both current efforts and future opportunities by each action and investment area is detailed below.
### Outcomes and Goals

Certainly, the anticipated outcome from these many efforts combined will be improved recruitment, persistence, graduation and post-graduate success that will feed back into a stronger process for the students and the university. To that end, the CEMAT Executive Committee further reflected upon the metrics that would be critical for assessment, defining the current status and establishing 3, 6 and 10-year goals that are both ambitious and reasonable given our understanding of the context in which we work. Every effort was made to draw upon the Outcomes Based Funding metrics as developed by UW-System. When it was clear that those metrics would not meet our own needs, they were modified to reflect campus goals while staying within the spirit of the Outcomes Based Funding metrics. The metrics were divided into four broad categories: recruitment and enrollment selectivity and yield, retention and gaps, graduation and post-graduation success. Appendix 1 provides both current state as well as goals for each time frame.
Recruitment and Enrollment Selectively and Yield
The focus of these metrics is on both increasing yield where appropriate as well as ensuring diversity of the student population. As such, metrics include yield of Wisconsin high school graduates, international, non-resident, MSEP, transfer, underrepresented minorities, and Pell-eligible students.

Retention and Gaps
The focus of these metrics revolves around increasing credit accumulation, increasing retention rates by year until graduation, increasing engagement in high impact practices, decreasing DFW rates, and eliminating the gap between targeted and non-targeted population retention rates.

Graduation
Metrics chosen for this area focus on increasing the 6 year graduation rate, increasing STEM and health-related graduation rates, increasing Pell-eligible student graduation rates (related to the goal of eliminating performance gaps between targeted and non-targeted populations) and decreasing mean credits to degree. Many of these metrics are aligned with Outcomes Based Funding metrics.

Post-Graduation Success
At this point, given data limitation, the focus on measurement in this area is related to UW-Milwaukee undergraduates pursing a graduate degree. Opportunities to assess post-graduation success are dependent upon developing innovative and effective information collection. For example, while we understand that many students participate in internship experiences that enhance employment opportunities upon graduation, UWM lacks the infrastructure to adequately measure current opportunities. Without a valid and reliable baseline measure, establishing goals is simply not possible. Therefore, further work will involve determining the best path forward in collecting this sort of information.
**Outstanding Learning Environment**

**Engagement and Infrastructure**

- **Student Engagement**
  - Academic Student Support: S/C Advising Offices, SS Center, PASS, OCA
  - Co-Curricular: CPaRC, CCBLR, SS Center, OSI, CIE, Rec Sports, Athletics, Housing, LGBT, WRC, IEC, MVRC

- **Faculty Engagement**
  - Space Development: Classrooms, Labs (instructional and research) and other

- **Learning Infrastructure**
  - Scholarships and Financial Aid: Fin Aid, Admissions, Schools/Colleges, Bursar, Foundation

- **Administrative Infrastructure**
  - Modes of Education Delivery: UWM Online, Schools/Colleges, CETL, SEM

**Actions and Investments**

**Outcomes**

<table>
<thead>
<tr>
<th>Post-Graduation Success</th>
<th>Current</th>
<th>3 Year</th>
<th>6 Year</th>
<th>10 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017 Grad Students with UWM Ugrad Degrees</td>
<td>23.8%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Graduation (2011 Cohort)**

- Ugrad degrees awarded/Rate | 41.2% | 41-43 | 42-45 | 44-50 |
- STEM 6-year grad rate (within STEM field/in any major) * | 33.3%/46.4% | 34/44 | 35/45 | 40/50 |
- Health-related 6-year grad rate (within STEM field/in any major) * | 24.1%/37.3% | 25/38 | 26/39 | 30/50 |
- Pell-eligible 6-year grad rate | 32.2% | 33-35 | 34-36 | 35-40 |

**Retention and Gaps**

- New Freshmen accumulating 30 credits by 2nd Fall | 43.1% | 45% | 48% | 50% |

**Recruitment and Enrollment Selectivity / Yield (Fall 2017)**

- WI HS grads degree seeking ugrads/proportion of population | 79% | 80% | 80% | 80% |
- Pell Eligible enrollment/ proportion of population | 37% | 36% | 36% | 36% |
- Undergrad Underrepresented enrollment/ proportion of population | 25% | 26% | 28% | 30% |
- Overall enrollment Fall 2017 (+ 2,000 with colleges) | 25,412 | 25,500 | 25,750 | 26,000 |
- Ugrad International Enrollment Fall 2017/proportion of population (based on SEM model) | 3.7% | 4.2% | 4.3% | 4.3% |
- Ugrad Non-resident Enrollment Fall 2017/ proportion of population (based on SEM model) | 5.2% | 5.7% | 5.7% | 5.7% |
- Ugrad MSEP Enrollment Fall 2017/ proportion of population (based on reasonable estimate) | 7.2% | 8% | 9% | 10% |

**DFW rates < 50 students**

- 9.4% | 7 | 6-7 | 5-6 |

**DFW rates 50-100 students**

- 14.2% | 10-13 | 9-12 | 8-11 |

**DFW rates >100 students**

- 18.4% | 15-17 | 14-16 | 13-15 |

**Gap btw Targeted / non-Targeted 1 Year Retention Rates Cohort 2016**

- 7.4pp | 5-6 | 3-5 | 0-3 |

**Recruitment and Enrollment Selectivity / Yield (Fall 2017)**

| Pell Eligible enrollment/ proportion of population | 79% | 80% | 80% | 80% |

**Goals (Ranges)**

**Post-Graduation Success**

- Fall 2017 Grad Students with UWM Ugrad Degrees | 23.8% | 25% | 25% | 25% |

**Internship experiences/employment**

- Better data management needed to assess graduation

- Ugrad degrees awarded/Rate | 41.2% | 41-43 | 42-45 | 44-50 |

**STEM 6-year grad rate (within STEM field/in any major) * | 33.3%/46.4% | 34/44 | 35/45 | 40/50 |

**Health-related 6-year grad rate (within STEM field/in any major) * | 24.1%/37.3% | 25/38 | 26/39 | 30/50 |

**Pell-eligible 6-year grad rate | 32.2% | 33-35 | 34-36 | 35-40 |

**New Freshmen Mean credits to degree**

- 135.4 | 135 | 133 | 130 |

**Retention and Gaps**

- New Freshmen accumulating 30 credits by 2nd Fall | 43.1% | 45% | 48% | 50% |

**Recruitment and Enrollment Selectivity / Yield (Fall 2017)**

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- Ugrad MSEP Enrollment Fall 2017/ proportion of population (based on reasonable estimate) | 7.2% | 8% | 9% | 10% |

**Transfer Enrollment/ proportion of population**

- 6.7% | 7.6% | 7.5% | 7.5% |

* Includes declared and intended.
# Academic Support Services OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising (including credit load “why 30” campaign)</td>
<td>School/College Advising Offices</td>
</tr>
<tr>
<td></td>
<td>Office of Central Advising</td>
</tr>
<tr>
<td></td>
<td>Student Success Collaborative: Academic Affairs and SWAT Team</td>
</tr>
<tr>
<td></td>
<td>Student Success Center</td>
</tr>
<tr>
<td>Tutoring</td>
<td>PASS</td>
</tr>
<tr>
<td></td>
<td>School/College Offices</td>
</tr>
<tr>
<td>Mentoring/first-student success initiatives</td>
<td>Student Success Center</td>
</tr>
<tr>
<td>Curriculum reform and redesign for courses aimed</td>
<td>Letters and Science</td>
</tr>
<tr>
<td>and preparing students for college-level work</td>
<td></td>
</tr>
<tr>
<td>Meta-Major Development</td>
<td>Letters and Science</td>
</tr>
<tr>
<td>Gateway Course Success</td>
<td>CETL</td>
</tr>
<tr>
<td>Summer Bridge Expansion</td>
<td>SS Center, Admissions and Academic Affairs</td>
</tr>
<tr>
<td>Tech Implementation: Courseleaf, College Scheduler,</td>
<td>Registrar</td>
</tr>
<tr>
<td>Degree Progress Codification</td>
<td></td>
</tr>
<tr>
<td>Supplemental Instruction Expansion</td>
<td>PASS</td>
</tr>
</tbody>
</table>

**Current Campus Committee Supporting Infrastructure:**
Retention Steering / Executive Committees
ASALC
ACN
EAC

**Current Focused Investments and Initiatives:**
- UW System Advising Grant
  - OCA
  - Courseleaf
  - College Scheduler
  - SSC Guide
  - SI Expansion
- SSC Collaborative

**Future Investment Opportunities:**
- First Year Learning Communities
### Co-Curricular OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships and qualifying work experiences</td>
<td>Career Resource Center</td>
</tr>
<tr>
<td></td>
<td>Center for Community Based Learning, Leadership and Research (CCBLLR),</td>
</tr>
<tr>
<td></td>
<td>Schools and colleges</td>
</tr>
<tr>
<td>Peer mentoring</td>
<td>Student Success Center (SSC)</td>
</tr>
<tr>
<td>Student Leadership Development</td>
<td>Office of Student Involvement and CCBLLR</td>
</tr>
<tr>
<td>Student Employee Development Program</td>
<td>Office of Student Involvement</td>
</tr>
<tr>
<td>Service Learning</td>
<td>CCBLLR</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>Center for International Education (CIE)</td>
</tr>
<tr>
<td>Recreation and Club Sports programs</td>
<td>Department of Recreation Sports</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>Department of Athletics</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>SSC and University Housing</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>CCBLLR</td>
</tr>
<tr>
<td>Diversity and Multicultural programs, trainings and services</td>
<td>LGBT, WRC, IEC Resource Centers, Military and Veterans Resource Center, Socio-cultural Programing</td>
</tr>
<tr>
<td>Student Organizations related to majors and/or schools and colleges</td>
<td>Office of Student Involvement</td>
</tr>
<tr>
<td>Common Read Program</td>
<td>SSC-Academic Affairs</td>
</tr>
<tr>
<td>NSO/TSO Orientations</td>
<td>SSC-Schools and Colleges</td>
</tr>
<tr>
<td>DLS series/film series</td>
<td>Student Union</td>
</tr>
</tbody>
</table>

**Current Campus Committee Supporting Infrastructure:**
- Student Success Work Group
- Retention Steering Committee
- Student Affairs Assessment Team
- Student Employee Work Group
- Community of Engaged Scholars

**Current Focused Investments and Initiatives:**
- Student Affairs Learning Outcomes/Assessment plans
- Student Success Implementation Plan
- Virtual One Stop Shop

**Future Investment Opportunities:**
- Expansion of Learning Communities
- Physical One Stop Shop

18-May-18
Experiential Learning OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Leader Internship Program</td>
<td>Ben Traeger, CCBLLR</td>
</tr>
<tr>
<td>Academic Service Learning</td>
<td>Ben Traeger and Laurie Marks, CCBLLR</td>
</tr>
<tr>
<td>Community Service Opportunities</td>
<td>Laurie Marks and Ben Traeger, CCBLLR</td>
</tr>
<tr>
<td>Student Artist-in-Residence and Time Slips</td>
<td>Kika Meraz and Laurie Marks, CCBLLR</td>
</tr>
<tr>
<td>Internship Development/Co-ops</td>
<td>**Various – individual schools and career centers, CPaRC</td>
</tr>
<tr>
<td>Field Placement/Practicum/Clinicals/Student Teaching/Internships</td>
<td>**Various – individual schools – required for graduation, CPaRC</td>
</tr>
<tr>
<td>Student Affairs On-campus Student Employment</td>
<td>**Various – individual departments – SLOs, CPaRC</td>
</tr>
</tbody>
</table>

Current Campus Committee Supporting Infrastructure:
Retention Steering / Executive Committees
CCBLLR – Faculty Advisory Committee
Internship Working Group – intended
Employer Advisory Council - intended
Required experiential learning – departmental level curricular connection – faculty
Community Engaged Scholars Network

Current Focused Investments and Initiatives:
- Program directed career fairs – Health Professions, Education, Business, Engineering, Campus-wide (all majors)

Future Investment Opportunities:
- Experiential Learning – campus-wide coordination – investment in human resources
- Collaborative Career Services and event planning

**Internship Development/Co-ops – College of Engineering & Applied Science; all other schools and colleges (except Nursing) have internship and experiential learning via faculty.

**Field Placement/Practicum/Clinicals/Student Teaching – College of Nursing – Clinicals required; College of Health Sciences – Clinicals or Internships required; School of Education – Student Teaching for C&I students and post-bacc, internships for multiple other departments, practicum for PhD students in Counseling; School of Social Welfare – field placement for both bachelors and masters level social work students; School of Public Health – internships required; College of Letters and Sciences – Masters in Translation – internship required.

**Student Affairs – Select Learning Outcomes for Student Employment have been developed; additional experiential learning also occurring at Graduate Assistant level through partnership with School of Education – Masters of Administrative Leadership and Counseling departments.
## Undergraduate Research OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>UR@UWM Summer Research Program for Incoming</td>
<td></td>
</tr>
<tr>
<td>First-Year Students</td>
<td>Office of Undergraduate Research</td>
</tr>
<tr>
<td>Undergraduate Research Opportunity Program</td>
<td></td>
</tr>
<tr>
<td>(UROP) – First and Second-Year Students</td>
<td></td>
</tr>
<tr>
<td>Support for Undergraduate Research Fellows</td>
<td></td>
</tr>
<tr>
<td>(SURF) Program (Students of All Years)</td>
<td></td>
</tr>
<tr>
<td>Senior Excellence in Research Awards</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Research Conference Travel Awards</td>
<td></td>
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<tr>
<td>(Students of All Years)</td>
<td></td>
</tr>
<tr>
<td>International Research Travel Awards (Students</td>
<td></td>
</tr>
<tr>
<td>of All Years)</td>
<td></td>
</tr>
<tr>
<td>National Conference on Undergraduate Research</td>
<td></td>
</tr>
<tr>
<td>Annual Conference (Students of All Years)</td>
<td></td>
</tr>
<tr>
<td>UW System Symposium for Undergraduate Research</td>
<td></td>
</tr>
<tr>
<td>and Creative Activity (Students of All Years)</td>
<td></td>
</tr>
<tr>
<td>UWM Undergraduate Research Symposium (Students</td>
<td></td>
</tr>
<tr>
<td>of All Years)</td>
<td></td>
</tr>
<tr>
<td>Course-Based Research Projects for First and</td>
<td></td>
</tr>
<tr>
<td>Second-Year Students</td>
<td>CEMAT/SEM/Office of Undergraduate Research</td>
</tr>
<tr>
<td>Ronald E. McNair Postbaccalaureate Achievement</td>
<td></td>
</tr>
<tr>
<td>Program (Upper Division)</td>
<td>The Graduate School</td>
</tr>
<tr>
<td>Research Requirements for Degrees</td>
<td></td>
</tr>
<tr>
<td>Opportunities for Undergraduates to work</td>
<td></td>
</tr>
<tr>
<td>Faculty in Research</td>
<td></td>
</tr>
<tr>
<td>Current Campus Committee Supporting Infrastructure:</td>
<td></td>
</tr>
<tr>
<td>SURF Review Committee</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Research Abroad Committee</td>
<td></td>
</tr>
<tr>
<td>Retention Steering Committee</td>
<td></td>
</tr>
<tr>
<td>SEM/CEMAT</td>
<td></td>
</tr>
<tr>
<td>Summer Bridge Steering Committee</td>
<td></td>
</tr>
<tr>
<td>Current Focused Investments and Initiatives:</td>
<td></td>
</tr>
<tr>
<td>Increasing Percentage of URM Students</td>
<td></td>
</tr>
<tr>
<td>Participating in Research</td>
<td></td>
</tr>
<tr>
<td>Increasing Publications and Other Scholarly</td>
<td></td>
</tr>
<tr>
<td>Outputs of Undergraduates</td>
<td></td>
</tr>
<tr>
<td>Increasing the Number of Research Opportunities</td>
<td></td>
</tr>
<tr>
<td>for UWM Undergraduates</td>
<td></td>
</tr>
<tr>
<td>Increasing the Number of UWM Students Directed</td>
<td></td>
</tr>
<tr>
<td>Engaged in Faculty Research</td>
<td></td>
</tr>
<tr>
<td>Future Investment Opportunities: In order to</td>
<td></td>
</tr>
<tr>
<td>meet the immediate demand for research</td>
<td></td>
</tr>
<tr>
<td>opportunities at UWM, the Office of Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Research will need an additional investment of</td>
<td></td>
</tr>
<tr>
<td>$100,000 for student salaries.</td>
<td></td>
</tr>
</tbody>
</table>
Space OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, Management, Operations Oversight</td>
<td>Geoff Hurtado</td>
</tr>
<tr>
<td>Academic Space Planning</td>
<td>Kristene Surerus</td>
</tr>
<tr>
<td>Long-Range Planning and Major Projects</td>
<td>Karen Wolfert</td>
</tr>
<tr>
<td>Classroom Planning</td>
<td>Mike Priem</td>
</tr>
<tr>
<td>Classroom Support</td>
<td>Kevin Jahnke</td>
</tr>
<tr>
<td>Classroom Scheduling</td>
<td>Emily Bilicki, Sarah Rothmann-Mandl</td>
</tr>
</tbody>
</table>

Current Campus Committee Supporting Infrastructure:
Campus Planning and Management, [http://uwm.edu/campus-planning/](http://uwm.edu/campus-planning/)
Physical Environment Committee, [http://uwm.edu/secu/faculty/standing/pec/](http://uwm.edu/secu/faculty/standing/pec/)

Current Focused Investments and Initiatives:
- NWQ Selective Facility Renewal, UWM Student Health Services, UWM Center for Healthcare Transformation and Simulation, $63,246,000 awaiting architect hiring [http://uwm.edu/campus-planning/](http://uwm.edu/campus-planning/)
- Lubar Entrepreneurship Center and Welcome Center $7,768,000 pre-design complete [http://uwm.edu/campus-planning/projects/](http://uwm.edu/campus-planning/projects/)
- Connected Systems Institute funding from Rockwell and WEDC design development
- Kenilworth 6th floor, $800,000 design development [http://uwm.edu/campus-planning/projects/](http://uwm.edu/campus-planning/projects/)
- EMS classrooms $850,000 design development [http://uwm.edu/campus-planning/projects/](http://uwm.edu/campus-planning/projects/)

Future Investment Opportunities:
There are requests for over $31M in all-agency projects this biennium including Chemistry Building Mechanical Upgrades $2.991M, IT Infrastructure Renewal $2.958M, EMS Building Upgrades $2.971 M

There are requests for instructional support this biennium for Chemistry Instructional Labs Renovation, $1.900M and converting Holton G86 to an active learning classroom, $0.372M

Major projects to be requested in future biennium include SWQ1, $112.000M, SWQ1 Steam and Chilled Water, $8.300M, Klotsche-Pavilion Annex, $8.000M, Renovation of Chemistry Building for new use, $60.000M, SWQ1 phase2, $33.000M, GLRF dock wall, $4.900M
## Scholarships/Financial Aid/Graduate Student Funding OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase number and amount of available scholarships (Made in Milwaukee campaign)</td>
<td>UWM Foundation Chancellor School/Colleges Development Offices</td>
</tr>
<tr>
<td>Provide additional financial planning and support (SEM #6)</td>
<td>Financial Aid Office Bursar’s Office</td>
</tr>
<tr>
<td>Expand Flexible Option programs and online professional degrees (SEM #16)</td>
<td>Financial Aid Office UWM Online</td>
</tr>
<tr>
<td>Make TA pay competitive with peer institutions (SEM #18)</td>
<td>Graduate College</td>
</tr>
<tr>
<td>Expand scholarships for high-achieving students (SEM #23)</td>
<td>Honors College</td>
</tr>
<tr>
<td>Retention Grant Program (Retention Plan Initiative)</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>One Stop Student Services (Retention Plan Initiative)</td>
<td>Financial Aid Office Bursar’s Office</td>
</tr>
<tr>
<td>Coordination of University Scholarships (Retention Plan Initiative)</td>
<td>Financial Aid Office Undergraduate Admission Office School/Colleges Scholarship Offices</td>
</tr>
</tbody>
</table>

### Current Campus Committee Supporting Infrastructure:
- Made in Milwaukee Committee
- SEM
- Retention Committee

### Current Focused Investments and Initiatives:
Funds provided via SEM plan for the following:
- Provide additional financial planning and support;
- Expand Flexible Option programs and online professional degrees; and
- Coordination of University Scholarships, purchase of AcademicWorks Software

Funds provided via UW-System for the following:
- Retention Grant Program

### Future Investment Opportunities:
Funds have currently not been made available for the following items, which are listed above:
- Make TA pay competitive with peer institutions;
- Expand scholarships for high-achieving students; and
- One Stop Student Services

Without funds being dedicated for each initiative, implementation is limited. It should be noted that many of the other initiatives the funding is short-term, thus without continued funding the initiatives will likely not be able to continue.
Modes of Delivery OLE Initiatives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Leads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing, regulatory compliance, new program approval requests to UW-System, DE fee authorization, UWM Online budget oversight, survey responses/data requests, advocacy</td>
<td>UWM Online</td>
</tr>
<tr>
<td></td>
<td>UWM Online Summer Initiative Working group</td>
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<tr>
<td></td>
<td>University Relations &amp; Communication</td>
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<td></td>
<td>Office of Assessment &amp; Institutional Research</td>
</tr>
<tr>
<td>Student recruitment</td>
<td>OUA; Graduate School; Schools/colleges; UWM Online</td>
</tr>
<tr>
<td>Community of practice</td>
<td>Online Program Council</td>
</tr>
<tr>
<td>Flexible Option</td>
<td>Laura Pedrick; School/Colleges; Registrar; CETL: UWM Libraries</td>
</tr>
<tr>
<td>New online program development</td>
<td>UWM Online; School/College faculty &amp; leadership</td>
</tr>
<tr>
<td></td>
<td>Online Seed Funding Review Committee; CETL Burning Glass Work Team</td>
</tr>
<tr>
<td>Research on best practices in online education</td>
<td>National Research Center for Distance Education &amp; Technological Advancement (DETA)</td>
</tr>
<tr>
<td>Student support services &amp; retention</td>
<td>Schools/colleges; tutoring &amp; software virtualization; One Stop; UWM Libraries Distance Education Services; PASS; Writing Center; CETL; UWM Online</td>
</tr>
</tbody>
</table>

Current Campus Committee Supporting Infrastructure:
Online Program Council
UWM Online Summer Initiative Working Group
Flex Academic Program Lead Committee
Burning Glass Work Team

Current Focused Investments and Initiatives:
- Online Seed Funding Program
- Burning Glass adoption
- UWM Online Summer Initiative
- Strategic Enrollment Management Plan
- UW Flexible Option
- Incorporation of DETA-validated best practices into online programs

Future Investment Opportunities:
- Microcredentials ➔ Micromasters initiative to meet demand for smaller ‘chunks’ of credentialing (badges) that could (through a PLA mechanism) provide a fast start into online master’s programs
- Scale up of Burning Glass across all academic units
- Online and blended opportunities related to the restructuring of UW Colleges
- UW Flexible Option—focus on launching the new BS in Biomedical Sciences, Health Sciences concentration and 2) developing employer partnerships for all of UWM’s Flex Option programs
Appendix 3
**Foundational Pillar: Analytics and Assessment**

Primary University Office: Assessment and Institutional Research

Supplemental University Office(s): None

Primary Functions re OLE: Data Analytics
Data Visualization
Strategic Planning
Initiative Assessment
Big Data/Predictive Analytic Tool Implementation/Assessment

Committee Representation: Retention Executive/Steering Committee
CEMAT Executive/Steering Committee

Additional Notes:
Foundational Pillar: Pedagogy

Primary University Office: CETL

Supplemental University Office(s): None

Committee Representation: Retention Steering Committee
Leading Retention/OLE Initiative: Gateway Course Success Retention Workgroup: Advising/the Role of Faculty in Advising
Learning Communities Council
Co-leading Common Reading Experience Committee
Leading Active Learning Classroom Steering Committee
Co-leading Online Program Council
ADAAAC

Primary Functions re OLE:
- Advance Best Practices for Teaching & Learning; Quality in Online & F2F Programs
- Assist in Development of Curriculum Aligned with Course, Program, & School/College Learning Outcomes
- Cultivate a Safe, Inclusive, & Engaging Learning Environment
- Innovate to Increase Student Success; Research to Improve Teaching/Learning
- Administrate and Support Learning Technologies, including, but not limited to:
- Lead Strategic Planning for & Execution of the Transition to Canvas
- Lead the following Additional Major Initiatives Well Aligned with an OLE

Additional Notes - Fueling Participation in HIPs; Achieving Effective LC Implementation; Business-UWM Internship Partnerships, Increasing Retention & Graduation

Strategic Opportunities:
- Create targeted message campaign to increase student and instructor acceptance of and engagement in HIPs
- Disseminate case models of HIP incorporation in coursework, particularly in regard to co-curricular engagement and service/community-engaged learning;
- Designate academic department representatives as HIP Fellows and charge them with increasing student and instructor engagement in HIPs
- Create training, integrating F2F and online components, and a manual to guide OLE learning community implementation so all involved not only complete training, but also fully and effectively execute implementation (and our students realize the benefits)
- Provide summer 1/9s or overloads to faculty to establish and supervise company-UWM partnerships where students are paid by the company 20 hours per week (up to 40 hours in the summer) as interns to work preferably on campus under the supervision of the faculty.
- Reward departments upon achievement of % gains in retention (and graduation) rates by sharing the monetary return to the institution
Foundational Pillar: Information Resources/Information Technology

Primary University Office: Office of CIO/UIITS

Supplemental University Office(s): ISS-IT (beginning April 2018); “distributed” IT professionals

Primary Functions re OLE: Classroom/Lab Support

- Systems, data, and/or Help Desk support of
  - LMS/DLE (D2L/Canvas)
  - CourseLeaf
  - EAB SSC/SSC Guide
  - EAB APS
- Procurement and licensing for teaching and learning software
- Provision of instructional content and training
  - Lynda.com
  - Learning TECHniques “short courses”
  - Research Computing workshops

Committee Representation: IT Policy Committee
                        Academic Leadership Council

Additional Notes:

UITS also provides these learning-implicated infrastructure services: Identity Management (user accounts); Networking; and UWM’s Student Information System, PAWS.
Foundational Pillar: Information Resources/Information Technology

Primary University Office: Libraries

Supplemental University Office(s):

Primary Functions re OLE:

- Information experts
- Information resources
- Research consultation
- Course integrated, information literacy instruction
- Technology access (largest computer lab on campus, equipment checkout)
- Content provision for D2L
- Course reserves
- Open Textbooks and OERs
- Dynamic, 24/5 access to Learning Commons with co-curricular programming to support student success
- Library based internships

Committee Representation:

- CEMAT
- Retention Steering Committee
- Graduate Student Enrollment Task Force
- Living Learning Communities Working Group
- Student Success Collaborative
- CETL
- Online Programs Council
- M-cubed

Additional Notes: Learning Commons activities such as pet therapy, Chancellor's study break, etc. contribute to Physical and Emotional Well-Being Pillar
Foundational Pillar: Physical/Emotional Well-Being

Primary University Office: Campus Health System - Norris Health Center, University Counseling and Health Promotion and Wellness

Supplemental University Office(s)*: University Recreation, Dean of Students, Student Success Center, University Housing, Advising Office, Academic Primary Partners – Health, Mental Health and Wellbeing, Accessibility Resource Center, Student Association

Primary Functions re OLE: Service Development, Operations, and Continuous Quality Improvement, Program and Training Development, Delivery and Assessment Coordination and Case Management, National College Health Assessment Management, Strategic Prioritization and Planning, Education, Communication, and Building Community Partnerships

Committee Representation*: Chancellor’s Advisory Committee on Mental Health Chancellor’s Student Success Workgroup Retention Executive/Steering Committee Student Support Team Campus Assessment, Response, and Education Team (CARE) Student Affairs Leadership Team (SALT) Advising Committees Graduate School Enrollment Task Force

* Numerous additional offices and committees serve specific populations and are a primary support of a student’s well-being.

Additional Notes:
- 2017 NSSE data shows that students rate our institution’s emphases on providing support for overall wellbeing (health and counseling) below peer institutions with 67% of freshmen and 57% of seniors rating this as very good or excellent.
- The top 5 issues reported by our students in 2015 were stress (32%), anxiety (27%), sleep difficulty (23%), work (22%), depression (20%), and cold or flu (15%). These issues are above the rates for other UW-System schools and the national averages.
- Campus Health and Student Wellbeing Priorities were updated in 2016 informed by this data and are prevention initiatives and service enhancements that address sexual violence, alcohol and other drug misuse, crisis management and safety, health access issues, and mental health and emotional wellbeing.
- UWM’s focus on this foundational aspect of well-being is important to the overall outstanding learning environment, our students’ success, and to the entire community.