



**Plan 2008
Phase II Plan
2003-2008**

Table of Contents

Introduction -----	1
Goal 1 -----	2
Initiative 1.1 [1.8 PI] -----	2
Initiative 1.2 [1.11PI] -----	3
Initiative 1.3 [1.12 PI]-----	4
Initiative 1.4 [1.13 PI]-----	4
Initiative 1.5 [1.14 PI]-----	5
Goal 2 -----	6
Initiative 2.1 [5.3 PI] -----	6
Initiative 2.2 [5.7 PI] -----	7
Goal 3 -----	8
Initiative 3.1 [3.4 PI] -----	8
Initiative 3.2 [3.6 PI] -----	9
Initiative 3.3 [3.7 PI] -----	10
Initiative 3.4 [3.9 PI] -----	10
Goal 4 -----	11
Initiative 4.1 [6.2 PI] -----	11
Initiative 4.2 [6.3 PI] -----	11
Goal 5 -----	13
Initiative 5.1 -----	13
Initiative 5.2 -----	14
Initiative 5.3 -----	14
Initiative 5.4 -----	14
Initiative 5.5 -----	15
Goal 6 -----	15
Initiative 6.1 [7.4 PI] -----	15

[]= **Initiative from Phase I**

Introduction

In our Phase I report we identified several issues that needed to be considered as we developed our initiatives and programs for Phase II. Foremost was the discovery that many of the strategies, as a result of campus initiatives, listed under one goal either overlapped with or were more pertinent to other Plan 2008 goals. We have used the experience and knowledge gained over the past five years to guide our development of UW Platteville's Phase II plan. Specifically, our institution is committed to implementing a plan which will be more strategic and focused than Phase I. Given that we exist in times of diminished resources it will become necessary to insure that what resources we do have be used in the most effective and efficient manner possible.

The Plan 2008 Phase II Committee reviewed the results of Phase I and identified the most successful activities in Phase I and then identified continuing and existing issues that were barriers to success. The most significant issue identified was that our phase I plan was too complex and too broad. To address this issue we merged Phase I Goal 2 (*encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age*) and Goal 4 (*increase the amount of financial aid available to needy students and reduce their reliance on loans*) with the original Goal 1 (*increase the number of Wisconsin high school graduates of color who apply, are accepted, and who enroll at UW system institutions*). The committee also examined our activities focused on recruitment and realized that making contact with students of color at an earlier age was a critical component for UW-Platteville to increase the number of students of color that apply, are admitted and eventually enroll at UWP. For example, in phase I a successful implementation of this strategy is the institutional partnership with the Nehemiah Corporation in Madison.

Phase I Goal 6 (*foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity*) had two focus areas, classroom climate and campus climate. Our committee felt that both are critically important to the retention of students of color. A strategic decision to increase focus on these areas was implemented when we split this goal into Phase II Goal 4 and Goal 5. The expected outcome will be to increase the focus and accountability in both areas. Finally we renumbered Phase I Goal 5 (*increase the number of faculty, academic staff, classified staff and administrators of color*) as Phase II Goal 2, Phase I Goal 3 (*close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole*) remained the same in Phase II. Phase I Goal 7 (*improve accountability of the UW system and its institutions*) is now Phase II Goal 6.

The process used in order to make UW-Platteville's Phase II plan more focused was a series of surveys created by the Multicultural Educational Resource Center and the Affirmative Action Office given to students, faculty and staff in order to determine the initiatives we would implement. Along with these surveys we used the results of the NSSE and the EBI given by housing. After analyzing the data from these assessment tools we were able to better determine the needs of our campus and develop the initiatives currently in our Phase II plan.

In order to develop the implementation plan, and the initiatives to accomplish each goal, we created six subcommittees comprised of students, faculty and staff. The chair of each subcommittee also serves on the steering committee for the overall plan. Through the process of having subcommittees and one steering committee we are able to have campus wide input on our plan, along with campus wide commitment to the initiatives. The subcommittees meet on a monthly basis to review progress on activities, expected outcomes, and, to determine how we should continue implementation of the action plan.

The actions under each action plan are designed to accomplish the action plan. The flow of the document is that the expected outcome of the action item, once completed, should lead to the completion of the action plan, which leads to the completion of the initiative, and ultimately to the accomplishment of the goal. Each one of the action plans will be assessed on a yearly basis to insure we are accomplishing that aspect of our Phase II plan. The actions identified may not be done on a yearly basis if we see something else in Phase II that needs attention; we will then focus on that action item in order to ensure success of our Phase II. Assessment tools to be used will include artifacts such as the percentage of growth we see in the number of students, faculty and staff of color and the academic achievement, retention and graduation rates of students. We will continue to administer surveys to gauge the campus and classroom climates; and use the results of these surveys to guide changes students, faculty and staff see as needed. We will also share our progress on Phase II goals and initiatives with the student, faculty and staff governance groups on campus and hold two all campus open forums. These forums will provide an opportunity for the entire campus to provide feedback, share ideas, or gain a better understanding of the role of diversity on our campus and how they can participate in the success of our plan.

The UW-Platteville Plan 2008 Phase II Plan is strategically focused on campus strengths and needs and will allow us to increase our chances for success while providing accountability over the next five years. These changes will allow us to meet UW System goals of educational excellence and diversity through expanded opportunity, as well as our own institutional goals for cultural competency. Our Phase II is designed not only to increase the number and retain students, faculty and staff of color, but it is also designed to make white students, faculty and staff culturally competent. If we can accomplish this goal we believe we will be very successful in our Phase II plan. The cultural competency of white students, faculty and staff will lead to a more comfortable environment for our students, faculty and staff of color, which should lead to an increase of students, faculty and staff of color wanting to come to UW-Platteville.