University of Wisconsin-Platteville
Building on Tradition

2006 Self-Study Report
Prepared for the Higher Learning Commission
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This self-study report follows the order of the Higher Learning Commission’s five criteria, with the addition of an introductory chapter, a concluding chapter that addresses the Commission’s cross-cutting themes, and appendices covering other pertinent information. The criteria chapters provide evidence on how UW-Platteville is meeting each core component and conclude with corresponding strengths and opportunities for improvement.

For those reviewing the electronic version of the report, evidence cited can be accessed by clicking on the highlighted hyperlinks or by referring to the applicable hard copies of supporting documents available in the Resource Room.

For those reviewing the hardcopy version of the report, Appendix C provides the URLs for evidence documents that can be viewed electronically. A complete electronic version of the report can be accessed at www.uwplatt.edu/hlcaccredit/selfstudy10.doc.

Readers will notice the use of many acronyms to identify the large variety of university colleges, committees, departments, divisions, and programs cited in the report. A removable card with the full names of these has been provided below for easy reference.

*The University of Wisconsin-Platteville is accredited by the Higher Learning Commission (http://www.ncahigherlearningcommission.org; phone: 312.263.0456) and is a member of the North Central Association of Colleges and Schools.
Chapter 1
Introduction
Introduction

Profile

The University of Wisconsin-Platteville is located in scenic southwestern Wisconsin. The greater Platteville area, with a population of approximately 25,000 people, is located 70 miles southwest of Madison, 150 miles west of Milwaukee, and 25 miles northeast of Dubuque, Iowa.

UW-Platteville is one of 13 publicly supported comprehensive universities in the University of Wisconsin (UW) System. Founded in 1866, UW-Platteville is the oldest public institution in the State of Wisconsin. The university is proud of its students’ pursuit of academic excellence and the leadership they continually demonstrate throughout the state, region, and nation. As the campus’ nickname implies, its “Pioneers” have created the very foundation for which it is known. UW-Platteville’s leadership in the Colleges of Business, Industry, Life Science, and Agriculture; Engineering, Mathematics, and Science; and Liberal Arts and Education helps students build on the foundation of strong values, commitment to excellence, leadership for a stronger world, and a knowledge of technology which prepares them for life in the 21st century.

History

UW-Platteville has a long, rich history. It was founded in 1866 as the first state teacher-preparation institution in Wisconsin (then called the Platteville Normal School) and held classes in the former Rountree Hall located at the corner of Main and Elm Streets. Rountree Hall was actually built 13 years earlier in 1853 to accommodate the rapidly increasing enrollment of the Platteville Academy, founded in 1839 (even before Wisconsin's statehood) by the city's Presbyterian Church.

The university also has roots in the Wisconsin Mining Trade School, established in 1907 to train specialized technicians to work in the mining operations surrounding Platteville. When the Normal School vacated Rountree Hall for its new quarters in Main Hall, the mining school moved in. Classes of civil and mining engineering subjects were added to the school’s curriculum, and its name was changed to the Wisconsin Mining School.

One of the university's oldest traditions originated in the year 1936 when the mining school students began work on the “Big M” by placing rocks in a pattern on the southwest slope of the mound located a few miles east of the city. Completed the following year, the “M” measures 214 x 241 feet and consists of some 400 tons of whitewashed stone. The lighting of the “M” is now a tradition at UW-Platteville. The ceremony is held in the fall during Homecoming weekend and in the spring after the engineering students’ annual Miner’s Ball.

The mining school became the Wisconsin Institute of Technology in 1939 and later merged with the Platteville State Teachers College in 1959.
to become the Wisconsin State College and Institute of Technology at Platteville.

During the 1960s, the college experienced a period of rapid growth resulting in the construction of over a dozen new facilities. In 1966, its name was changed again to the Wisconsin State University-Platteville. The university and all other public institutions of higher education in Wisconsin merged in 1971 to form the University of Wisconsin System, governed by a single Board of Regents. As a result of the merger, the university experienced its most recent name change to the University of Wisconsin-Platteville.

From its small beginning in 1839, the university has grown tremendously. Current enrollment is over 6,000, making UW-Platteville large enough to offer diversity, yet small enough to assure its students they are more than just numbers on a computer printout.

**University Symbols and Colors**

The university seal displays two symbols rooted in the school's beginning. The bell is reminiscent of the Platteville Normal School where it woke the students each morning, called them to daily assembly, sounded study hours, and signaled the day's end. The Normal School bell can still be heard on campus today. The “M” originates from the Wisconsin Mining School and symbolizes the engineering programs and their roots in the mining industry of the Platteville area.

The school colors represent the two academic disciplines which were the foundation of the university: orange symbolizes engineering and blue symbolizes education.

**Students**

Students attending UW-Platteville are from all parts of Wisconsin, surrounding states, and other countries. Enrollment in the fall of 2005 was approximately 6,000 students. Nearly half of these students live on campus, 95% are undergraduate, and just over 90% are Wisconsin residents. Students actively participate in the governance process at UW-Platteville, and participate in more than 170 student organizations. All students receive a computer account with full electronic mail capability and free unlimited World Wide Web access. They may access this account from any on-campus lab, by dialing in from remote locations using a modem, or through a residence hall ResNet connection.

**Faculty and Academic Staff**

The first priorities of UW-Platteville's faculty are teaching and advising.
Introduction

Students benefit from direct contact with faculty; all classes are taught by faculty and teaching academic staff members. The student to instructor ratio is approximately 16 to 1. Of the 348 faculty and teaching academic staff, approximately 92% of the faculty hold doctorates or terminal degrees. Additional information on the university’s faculty and staff can be found in the Institutional Snapshot in Appendix A.

Facilities

UW-Platteville is a modern, 820-acre campus with classrooms and laboratories furnished with state-of-the-art equipment and computers. The university operates over 60 Linux, VAX, Alpha, Windows, and Netware servers in its core system to handle electronic mail, Wide Area Network (WAN) and Internet access, student and academic accounts, and administrative computing needs.

UW-Platteville presently has three new major facilities either under construction or in the final planning stages. Open for student occupancy in the fall of 2006 is a new suite-style residence hall. The new residence hall accommodates 380 students. Construction began in the summer of 2006 to renovate Ullsvik Hall. Ullsvik Hall will be transformed from a former student center to a modern classroom and office building. Demolition of more than 50% of the building began in July 2006. The new and renovated facility will be available to the campus in the spring semester of 2008. Initial plans and drawings have been developed for additional engineering facilities. A modern, three-story classroom and lab facility will be under construction in the fall of 2007. This three-story high-tech facility will be ready for occupancy in 2009.

Williams Fieldhouse was expanded to include a 200-meter track, four basketball courts, six volleyball courts, four doubles and two singles tennis courts, four racquetball courts, and 12 badminton courts. A 4,300 square foot strength training facility includes free weights, universal machines, aerobic training bikes, and stair masters. The fieldhouse is also home to Pioneer athletic competitions.

Artificial turf has been installed at Ralph E. Davis Stadium, thus increasing its use from 10 to 12 events per year to more than 100 practice and competitive events. A new track and field facility was completed in the summer of 2006 and a modern baseball facility has been constructed next to the newly lighted softball diamond.

Pioneer Farm is a 430-acre systems research and education farm. It is located six miles southwest of campus and features dairy, swine, and beef herds. Students are offered a variety of learning and work opportunities on the farm. As a key component of the Wisconsin Agricultural Stewardship Initiative, Pioneer Farm is engaged in measuring the real environment and economic impacts of different farming practices and in providing opportunities for youth, students, farmers, and other citizens to learn.
about these impacts. New facilities include the Agriculture Technology Center, the Cooper Living and Learning Center, and the Swine Center. New dairy and feed facilities began construction in the spring of 2006. A major feature of the new Dairy Center is its robotic milking parlors. Initial planning discussions are taking place for updating and modernizing the farm’s beef facilities. Additionally, a new greenhouse lab/classroom facility was recently added to the campus.

Students manage and operate the radio station on campus, providing programming for on-campus students and local communities. UW-Platteville also originates an educational access cable channel which provides a variety of programming to the cable-subscribing households of Southwestern Wisconsin. Programming includes educational, sports, and entertainment features, a student-produced news program, the Classic Arts Showcase on weekends, and a community calendar of events. The Center for the Arts includes a 565-seat concert hall with excellent acoustics, a 210-flexible seat theater, rehearsal halls, faculty studios, and numerous practice rooms. The center is also the home of the Performing Arts Series and the Heartland Festival.

The technologically integrated Pioneer Student Center was opened in April 2002. This state-of-the-art structure provides the student population with expanded food services, meeting rooms, and study areas. The Pioneer Student Center is located between Karrmann Library, Williams Fieldhouse, Boebel Hall, and Ottensman Hall.

UW-Platteville also has facilities which can transmit or receive audio and video signals to or from anywhere in the world. One facility, a permanent distance education classroom in Ottensman Hall, seats up to 40 people and is the primary room for any video courses being taught from a distance, as well as for guest presentations and department meetings. A small conference room in Pioneer Tower can be used for conferences, interviews, and other events. A third large, state-of-the-art facility is at the Pioneer Farm. These rooms are available for use by all campus departments and organizations.

Organizational Overview

There are 13 comprehensive universities in the UW System, two of which (Madison and Milwaukee) offer doctoral degrees. The System also includes 13 two-year campuses. All System institutions are shown on the following map:
The **System** is governed by an 18 member Board of Regents appointed by the Governor. This board sets admission standards, reviews budgets, and establishes the regulatory framework within which individual units operate. The president of the System directs and coordinates the functions of the 13 campus chancellors and those of the chancellor for the extension program.

UW-Platteville is led by Chancellor David Markee. Reporting to him are Provost and Vice-Chancellor for Academic Affairs Carol Sue Butts, Vice Chancellor for Administrative Services Stephen Zielke, Assistant Chancellor for Student Affairs Michael Viney, and the directors shown in the university's organization charts.

The academic programs of the university are located in three colleges: Business, Industry, Life Science, and Agriculture (BILSA); Engineering, Mathematics, and Science (EMS); and Liberal Arts and Education (LAE). Graduate programs are offered through the School of Graduate Studies. The deans report to the Provost, as shown in the organization chart at [www.uwp.edu/university/documents/OrgCharts/2005-2006/charts/vcprova.pdf](http://www.uwp.edu/university/documents/OrgCharts/2005-2006/charts/vcprova.pdf). Each college is headed by a dean and supported by an assistant/associate dean, program directors, and department chairs. The School of Graduate Studies is also headed by a dean.
Chapter 1

Introduction

College of BILSA

The College of BILSA offers majors in:
Accounting
Agribusiness
Agricultural Education
Animal Science
Biology
Business Administration
Communication Technologies
Industrial Technology Management
Ornamental Horticulture
Reclamation, Environment, and Conservation
Soil and Crop Science
Technology Education

The college also provides general education courses in agriculture, communication technologies, business administration, and biology, and serves as a resource center for organizations in the public and private sectors. The School of Agriculture operates the Pioneer Farm, which is discussed later in this report.

College of EMS

The College of EMS offers majors in:

Chemistry
Civil Engineering
Computer Science
Engineering Physics
Electrical Engineering
Environmental Engineering
Industrial Engineering
Mathematics
Mechanical Engineering
Software Engineering

The college provides general education courses in math, chemistry, and physics and also offers majors on the two-year campuses of UW-Fox Valley and UW-Rock County.

College of LAE

The College of LAE offers majors in:

Art
Counselor Education
Criminal Justice
Economics
Elementary Education
Introduction

English
Geography
German
History
International Studies
Music
Philosophy
Physical Education
Political Science
Psychology
Social Science
Spanish
Speech Communication
Theater

Departments within the college also offer general education courses.

School of Graduate Studies

Graduate programs are offered through the School of Graduate Studies. This school is directed by the dean of graduate studies, who reports to the Provost and vice chancellor for academic affairs.

Master’s degree programs are offered on campus in:

Computer Science
Counselor Education
Education

Information on these programs is available at www.uwplatt.edu/gradstudies/index.html.

Online master’s degree programs are offered in:

Criminal Justice
Engineering
Project Management

Administrative Services

Administrative services are directed by the vice chancellor for administrative services, and are organized as shown at www.uwplatt.edu/university/documents/OrgCharts/2005-2006/charts/admin.pdf.

Student Affairs

Student affairs are directed by the assistant chancellor for student affairs, and are organized as shown at www.uwplatt.edu/university/documents/OrgCharts/2005-2006/charts/dsa.pdf.
Major Developments Since 1996

Significant changes and improvements have occurred since the last HLC accreditation visit in 1996. The following summary divides these developments into two broad categories: academic developments and construction/renovation.

Academic Developments

In 1997, UW-Platteville implemented new programs in engineering physics and environmental engineering.

In 1998, the university actively pursued its goal of becoming more diverse. Internationalization of the campus was, and remains, a high priority. Students from Nagasaki, Japan participated in the first English as a Second Language (ESL) program. That same year, UW-Platteville participated in the UW System’s Plan 2008. Among the goals of this plan are to:

- increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.
- 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.
- increase the amount of financial aid available to needy students and reduce their reliance on loans.
- increase the number of faculty, academic staff, classified staff, and administrators of color so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
- foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
- improve accountability of the UW System and its institutions.

The UW System Collaborative Language Program (CLP) was established in January of 1998 to provide critical language instruction on UW campuses otherwise unable to support these offerings. It is a grant-funded program designed to spread the wealth of language instruction to adult learners throughout Wisconsin. Since 2000, UW-Platteville has been able to offer both Chinese and Japanese language courses to students via distance education utilizing instructors at UW-La Crosse and UW-Whitewater.

UW-Platteville also received approval from the Board of Regents to implement an online master’s degree in project management in 1998.

In 1999, the university became the first institution in the state to offer an online bachelor’s degree in business administration. UW-Platteville also received approval from the Board of Regents to offer a new major in software engineering. At the time, the university was one of only six universities in the U.S. with undergraduate degrees in software engineering.
That same year, the School of Education received reaccreditation from NCATE, the National Council for Accreditation of Teacher Education. The NCATE team praised UW-Platteville’s outreach efforts and the resulting high level of community interaction. They praised the university’s distance education collaboration with students and teachers in Milwaukee public schools, as well as the local collaborative efforts with Platteville public schools. In addition, UW-Platteville received approval from the Board of Regents to implement an online masters degree in criminal justice.

In 2000, the goal of internationalizing the campus continued. Affiliations with the following institutions were continued or begun: Nagasaki College of Foreign Languages in Nagasaki, Japan; Jiangxi Normal University in Nanchang, China; Chaoyang University of Technology in Taichung, Taiwan; and Middle East Technical University in Ankara, Turkey. That same year, UW-Platteville signed initial agreements with three institutions in the People’s Republic of China to offer a Master of Science degree in Education with an English education emphasis: Tanjin Foreign Studies University in Tanjin; Xian Eurasia University in Xian; and South Central University for Nationalities in Wuhan. Ultimately, South Central University for Nationalities was chosen as the exclusive site for the program. That same year, the Fox Valley Engineering Initiative was proposed. This program offers a UW-Platteville engineering degree in partnership with UW-Fox Valley. UW-Fox Valley offers the non-engineering courses. UW-Platteville provides the required engineering courses and delivers them using on-site delivery and distance education methodologies. That same year, UW-Platteville received approval from the Board of Regents to offer an undergraduate major in ornamental horticulture and an online master’s degree program in engineering.

In 2001, programs in civil engineering, electrical engineering, engineering physics, environmental engineering, industrial engineering, and mechanical engineering all received favorable reviews and were reaccredited by the Accreditation Board for Engineering & Technology (ABET). That same year, the first online master’s degree was granted to a student in criminal justice.

In 2002, the programs in industrial technology management were reaccredited by the National Association of Industrial Technology (NAIT). The collaborative UW-Platteville/Fox Valley Initiative in mechanical engineering was launched and by 2005 approximately 200 students were enrolled in the program.

In 2003, UW-Platteville continued to internationalize the campus by adding partnerships with the following institutions:

- Australia: University of Newcastle, Callaghan, New South Wales
- England: St Mary’s College
- Germany: Fachhochschule Darmstadt, University of Applied Sciences
That same year, a partnership with Mississippi Valley State University (MSVU) was initiated. The goal of this partnership is to provide opportunities for MVSU students to attend classes on the UW-Platteville campus, for UW-Platteville students to attend classes at MVSU, and for faculty from both campuses to interact. Faculty members are also encouraged to teach on each others’ campuses.

In 2004, the UW System Board of Regents approved the Tri-State Initiative. This initiative allows students from Illinois and Iowa who are majoring in specific areas (engineering, industrial studies, computer science, criminal justice, business administration and accounting, agriculture, communication technologies, mathematics, the sciences, and teacher education) to pay Wisconsin in-state tuition plus an added premium. The goal is to add 200 undergraduate freshmen students in the fall of 2005, followed by 300 in 2006, 350 in 2007, then 400 per year thereafter for a total of 2,000 new students within 10 years.

In 2005, another UW-Platteville collaborative engineering initiative was approved for UW-Rock County in Janesville, Wisconsin. The Wisconsin legislature approved funding for an electrical engineering program to be offered at UW-Rock County and UW-Fox Valley starting in 2006.

Construction/Renovation

In 1997, the new Children’s Center opened. Doudna Hall renovations were completed in July. The Russell Hall renovation process began. The Beaux Arts/Touché/Galleria rooms in the current Ullsvik Hall were renovated in the summer.

In 1998, renovations to Russell Hall and the locker rooms in Williams Fieldhouse began. The Russell Hall project was completed in two phases, with work on the north half of the building finished by January 1999 and work on the south half of the building finished by August 1999. Work on the locker rooms was completed in September, providing much better ventilation, an enlarged laundry facility, new or reconditioned lockers, and new ceilings, floors, and paint.

In 2000, planning of the renovation of Pioneer Farm began. The goal was to develop an infrastructure to support new education, research, and
outreach activities undertaken as UW-Platteville’s contribution to the Wisconsin Agricultural Stewardship Initiative.

In 2001, progress on the Pioneer Farm continued, with designs for the Cooper Living and Learning Center and the Education Technology Center approved. Heating, ventilation, and air conditioning (HVAC) systems in Ottensman Hall and Williams Fieldhouse were renovated.

In 2002, construction of the new Pioneer Student Center was completed. That same year, the new greenhouse was constructed.

In 2004, Ullrich Hall renovations were completed. That same year, the Swine Center and the Cooper Living and Learning Center opened. During the summer, windows and the heating, ventilation, and air conditioning (HVAC) system were replaced in Pioneer Tower.

In 2005, windows in the Art Building were replaced and several classrooms were remodeled. That same year, construction of a 380-bed suite-style residence hall began with a September 2006 opening. In addition, the remaining two facility improvements at Pioneer Farm are in the final phase of construction. The new Dairy Center and Feed Center are scheduled to be completed in fall 2006. Planning began for the new 90,000 square foot engineering building.

Other projects in planning include continued work on the Art Building to modernize its facilities, expansion of the major campus dining facility, increased parking facilities, and a walkway and bridge which will span a portion of the university arboretum to allow better access to university facilities from the west side of campus.

Accreditation History

The Platteville State Normal School, one of the institutes that formed the origins of UW-Platteville, held membership in the North Central Association of Colleges and Schools (NCA) from 1918 to 1922. The university, under a variety of names, has been a member of NCA since 1951. There was an accreditation visit in 1964 with subsequent visits in 1966, 1967, 1979, and 2005 for additional graduate, online, and off-campus programs. The most recent comprehensive visits were in 1976, 1986, and 1996, all of which resulted in accreditation for periods of 10 years.

Overview of the Self-Study Process

UW-Platteville’s Provost, Carol Sue Butts, began the self-study process in the spring semester of 2004 by appointing three co-chairs: Dr. Machelle Schroeder, Dr. Shane Drefcinski, and Dr. Thomas Nelson. The co-chairs represent the three colleges, while Dr. Drefcinski also serves as director of general education and assessment.
A steering committee composed of 15 members representing key campus areas, was appointed in the summer of 2004. At the beginning of the fall semester, criterion committees were also named. Each committee consisted of between eight and fifteen members selected for their knowledge of the university and the specific HLC criterion that they would study. Steering committee members were assigned to each criterion committee. Steering committee members were also assigned other tasks, including publicity of the self-study process, preparation of the site visit resource room and organization of supporting documentation. A website was established to provide information to self-study constituencies and to serve the committee members in preparing the final report.

The Provost and co-chairs began to familiarize themselves with the self-study process by attending the Annual Meeting of the Higher Learning Commission (HLC) in Chicago in March 2004. The co-chairs also attended a regional HLC meeting in Cedar Rapids, Iowa in October 2004. The co-chairs and members of the steering committee attended the spring 2005 and 2006 HLC Annual Meetings.

UW-Platteville’s HLC liaison, Dr. John Taylor, was invited to the campus in September 2004. He met with key administrative personnel, the steering committee, and the co-chairs to share insights and advice on beginning the self-study process.

Work on the self-study report began in fall 2004. Each criterion committee met to discuss the process and what the criteria covered, and began to gather information. Information for the first draft was submitted in May 2005. Dr. Machelle Schroeder worked during the summer to consolidate, revise, and critique the submissions. The draft was made available to the criterion committees in August 2005 and a second draft was submitted by each committee in November 2005. Subsequent drafts were revised and made available to the committees in January, March, May, and June 2006. Throughout the process, the most current draft of the self-study report was available to all constituencies on the university website.

Activities conducted during the self-study process included presentations to campus governance and other internal and external constituency groups. Members of the faculty and staff were also briefed on self-study activities at the September 2004, 2005, and 2006 university convocations.

Progress on Concerns from the Report of the 1996 Site-Visit Team

The last comprehensive evaluation of UW-Platteville by the Commission on Institutions of Higher Education (now the Higher Learning Commission) of the North Central Association occurred in December 1996. In their report, the site-visit team identified eight “areas and efforts requiring continued or additional attention.” The discussion which follows cites
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each of these concerns and summarizes actions which have been taken to address them.

1. Assessment in academic programs needs continued focus and work, as many program areas including general education need to complete the work (with student involvement) of establishing objectives and implementing appropriate measures.

Assessment has been a major focus since the 1996 visit. These efforts are detailed in this self-study report and on the website of UW-Platteville’s Assessment Oversight Committee. Since assessment of graduate programs is considered in item 2, the assessment of undergraduate programs and general education will be summarized here. It should be noted that UW-Platteville has appointed a director of general education and assessment who also serves as chair of the Assessment Oversight Committee. Measurable student learning outcomes and multiple tools/measures for assessing them have been defined for the university’s academic programs. The mission statement, goals, and student learning outcomes for these programs are delineated in the undergraduate catalog, which is available in both print and electronic formats.

Using the measures established by each academic program, data are collected annually by the program and reviewed annually by the appropriate college council and university-wide every three years in order to identify strengths, areas of concern, and any modifications which may be needed. While assessment of academic programs is a direct responsibility of the programs themselves, UW-Platteville has established a process for oversight and review of these assessment activities by university-wide governance bodies. The results of program assessment and any changes emerging from these assessment efforts are reviewed on a three-year cycle, alternating between the Assessment Oversight Committee and the Academic Planning Council.

Assessment of general education has undergone a major transformation on campus. For several years, the Academic Standards Committee (ASC) reviewed course syllabi for courses approved as counting for general education requirements. The courses were organized according to specific general education categories and placed on a five-year cycle for review. The review itself focused on the extent to which courses met the standards for general education established by the University Undergraduate Curriculum Commission (UUCC). The ASC’s findings and recommendations were reported annually to the UUCC. Because of the shift away from assessment based simply on course inputs, this approach was discontinued pending development of new assessment procedures focused on student learning outcomes in general education. Over the course of a year, members of the ASC and the UUCC joined with faculty from the programs responsible for providing general education courses. Working subcommittees focused on specific areas of general education and mea-
surable student learning outcomes were identified for each area of general education requirements. These student learning outcomes are detailed in the general education section of the undergraduate catalog.

Identification of multiple tools/measures to assess student learning outcomes in general education has been varied. Because of the structure of the university’s general education requirements, it has been easier to develop measures for some areas than it has been for others. In the case of competencies such as mathematics, speech, and English composition, where single departments or programs bear primary responsibility for teaching general education courses in that competency area, tools and measures have been established and assessment of student achievement of specific learning outcomes is underway. In the liberal arts areas, however, responsibility for teaching general education courses is shared among several departments and in some instances such as in the natural sciences, it is spread across all three colleges.

Assessment plans for the general education areas are in place, with reviews of each area of general education set up on a three-year cycle alternating between the Academic Standards Committee and the Assessment Oversight Committee. One measure used for all areas of general education is an exit survey administered to graduating seniors. Changes in general education resulting from assessment efforts are ultimately the responsibility of the University Undergraduate Curriculum Commission (UUCC) and are submitted to that body for action. At its May 2006 meeting, the UUCC passed a motion requiring faculty to include information on key competencies in their syllabi, along with an enumeration of the student learning outcomes specific to the competency or liberal arts area in which the course applies.

2. Graduate Education requires attention in such areas as enrollment, assessment, and the oversight of the graduate school policy implementation such as in graduate faculty selection.

Graduate education at UW-Platteville has undergone significant changes since the 1996 site visit. Two master’s degree programs (agricultural industries and industrial technology management) have been placed on inactive status and are no longer admitting graduate students. This decision was based on a continued pattern of declining enrollments to the point that neither program was attracting sustainable numbers of new graduate students.

Three new master’s degree programs have been added to UW-Platteville’s program array, along with new tracks (emphases) within existing programs. In 1998, the Board of Regents approved implementation of an online master’s degree in project management. This was followed by establishment of an online master’s degree program
in criminal justice in 1999 and an online master’s degree in engineering in 2000. Consistent with UW-Platteville’s select mission, the latter two programs build upon our undergraduate emphases in criminal justice and engineering. Currently, UW-Platteville is requesting Regent approval of a master’s degree in global computer science. What makes this program unique is its international component, for which courses were developed jointly between universities in Germany, Australia, and UW-Platteville. In addition, students are required to take a semester of graduate coursework in computer science at one of our partner institutions in Germany or Australia.

Also, new tracks (emphases) have been established within the Master of Science in Education (MSE) program, including an emphasis in English education offered at South Central University for Nationalities in Wuhan, China, and off-campus degree programs offered at sites and at times more accessible to teacher practitioners and human service professionals. Graduate-level certification programs have also been added in educational administration and special education/cross-categorical certification. These certification programs also serve as feeders into the MSE program, since candidates who do not already hold a master’s degree may apply credits from these programs toward UW-Platteville’s MSE degree.

With regard to graduate enrollments, the number of full-time students has increased slightly from what was cited in the report of the 1996 comprehensive visit, but the number of part-time graduate students has nearly tripled. The 1996 report cited 55 full-time and 178 part-time students enrolled in the university’s graduate programs. That contrasts with a headcount of 77 full-time and 643 part-time graduate students today, including special students (8 full-time and 168 part-time). By far the largest increases have been in the three online master’s degree programs.

A wide range of technical and support services are provided to online graduate students through UW-Platteville’s Distance Learning Center. Because these students are studying at a distance, making it difficult for them to direct inquiries to various offices on campus, the Distance Learning Center has adopted a “one-stop shop” approach, whereby students address inquiries to one centralized location where trained staff gather the needed information and respond. In the report of its May 2005 focused visit, the HLC evaluation team specifically commended UW-Platteville “…for its well-staffed and sophisticated Distance Learning Center.” The university’s online graduate programs have been recognized for their excellence. U.S. News and World Report listed UW-Platteville’s master’s degree programs in project management and engineering as among the best online in the category of regionally accredited graduate degrees. Similarly, GetEducated.com, which publishes “The Best Distance Learning Graduate Schools,” has awarded UW-Platteville its Consumer Seal of Approval.
Assessment has become a major focus of the School of Graduate Studies. Each graduate program has established measurable student learning outcomes for students in its program. These student learning outcomes, along with each program’s statement of purpose, are enumerated in the graduate catalog. Graduate programs have defined multiple tools to assess each student learning outcome. Using these measures, data are collected annually on the extent to which students have met the student learning outcomes. Programs are reviewed annually by the Graduate Council and university-wide every three years to identify strengths, areas of concern, and any needed changes.

In order to assist in planning efforts and in the formulation and oversight of graduate school policy, the graduate dean has established a graduate steering committee which consists of the coordinator/director of each of UW-Platteville’s graduate programs. Working with the graduate dean, the graduate steering committee developed a strategic plan for the School of Graduate Studies, which was approved by the Graduate Council.

Among policy and policy implementation changes, the bylaws of the Graduate Council have been amended and now provide for three levels of graduate faculty status, based on distinctions in the candidate’s academic credentials and affiliation with the university. Graduate faculty with full membership status perform the full range of graduate teaching, research supervision, and graduate student oversight functions while those faculty/teaching academic staff in the associate and provisional membership categories are limited in the graduate education functions they may perform.

3. Additional measures of institutional, office, and function effectiveness are needed in many areas to provide a sounder basis for institutional planning and decision-making.

A number of additional measures of institutional, office, and function effectiveness have been developed since the 1996 visit and are currently in use. In 2002, UW-Platteville updated and revised its select mission to reflect the addition of its online graduate degree programs and its commitment to providing agricultural systems research programs. The revised mission was approved by the UW System Board of Regents.

In 2005, the university’s strategic plan was revised and updated, and all three colleges and the Graduate School have updated their strategic plans within the past two years. Flowing from these strategic plans, the university and colleges identify goals for the coming year which support and emphasize the strategic direction of the university.
Introduction

Similar to the assessment practices summarized in item 1 for the academic programs, the Division of Student Affairs, the Office of Information Technology, Karrmann Library, Distance Learning Center, and a variety of academic-support offices have developed assessment plans which are incorporated into institutional planning and decision-making. The Division of Student Affairs, for example, focuses on service and learning outcomes to assess the effectiveness of its programs and services and to determine needed changes. Twenty-seven of the offices and program areas within Student Affairs have developed learning/service outcomes specific to their area and have identified multiple tools/measures to assess these outcomes. These assessment plans, along with the mission/purpose statement for each area, can be accessed at www.uwplatt.edu/stuaffairs/assessment.html. In addition, each program area publishes an annual report.

The Office of Information Technology (OIT) has adopted a similar approach to assess its effectiveness and provide feedback for strategic planning. Assessment tools used by OIT include a number of independent measures and instruments, such as graduating senior exit surveys, alumni and employee surveys, feedback from campus professional advisory groups, and the UW System IT user survey.

Other academic support areas, such as Karrmann Library, the Learning Technology Center, and the department of Television Services also have assessment plans in place. They can be accessed electronically on the website of the Assessment Oversight Committee. For each of these support areas, the mission and expected outcomes are identified, along with a variety of assessment tools and measures.

At the institutional level, UW-Platteville publishes an accountability report each year, entitled Achieving Excellence at UW-Platteville. The accountability report provides a variety of measures related to each of four goals: (1) access and enrollment; (2) retention and academic support services; (3) campus learning environment; and (4) efficiency and effectiveness of resource utilization. For each goal, there are one or more common measures on which the UW System requires all campuses to report. Beyond the mandated, system-wide measures, however, additional measures and indicators are included which reflect UW-Platteville’s specific mission and values, and provide a context for interpreting the university’s performance relative to the system-wide, common measures.

4. Academic advising as perceived by many students and in its apparent campus design needs attention.

Considerable attention has been focused on improving academic advising on campus. In fall 2000, UW-Platteville opened its Advising and Career Exploration Services (ACES) office. ACES provides
career advising and planning to all interested students, but its special focus is on academic advising and career exploration for deciding students, especially students in their first two years of college.

Also, in 2000, UW-Platteville instituted the College Outstanding Advisor Award as a way of rewarding excellence in advising and recognizing the critically important role high quality academic advising plays in the lives of our students. One advisor from each of the three colleges is recognized at the university convocation each fall semester. In addition, several faculty have also received national recognition for outstanding advising.

The ACES coordinator chairs the University Advising Team, which reviews academic advising practices, identifies strengths and areas of concern, and recommends ways of improving the quality of academic advising on campus. Each March and October, ACES and the University Advising Team publish a newsletter, Be Advised, in both paper and electronic format. This newsletter features information on issues relevant to academic advising at UW-Platteville. The University Advising Team periodically offers workshops on academic advising, especially in the area of general education advising. Academic advising of students with declared majors is done by faculty advisors assigned within each major so it is especially important for faculty to stay abreast of general education requirements and best practices in advising. The workshops offered by the University Advising Team build on the orientation program offered to new faculty and staff throughout the year, which includes sessions on academic advising and general university requirements.

In spring 2005, the University Advising Team administered a survey of academic advising to UW-Platteville undergraduates. The findings were analyzed to identify strengths and challenges in academic advising overall as well as by college. Using these findings, the University Advising Team is now working with each college, reviewing the results specific to that college and assisting them in developing strategies to address these challenges.

5. The considerable and impressive campus achievement in technological resources will require good planning and additional resources to maintain and achieve maximum benefits, including sufficient qualified staff.

The campus has undertaken several initiatives since the last visit to strengthen information technology (IT) support, both in personnel and capital. In addition to the Office of Information Technology (OIT) helpdesk, all areas now have a designated IT support person. For example, the College of Engineering, Mathematics, and Science (EMS) now has three IT support staff assigned to its college by OIT.
Introduction

Annually, the campus now designates $1,200,000 to OIT for software, maintenance, and supplies; $272,000 for lab modernization and general computer access lab upgrades; $73,000 for OIT capital purchases; and $100,000 for IT consulting. In addition, the UW System now directly allocates 2% of tuition to each campus as part of a student technology fee. This allocation is directly used for IT support, hardware, software, and supplies. The fee grows with the annual rise in tuition and amounted to nearly $500,000 in 2004-05 and $636,000 in 2005-06.

6. Salary levels in beginning ranks may constitute a barrier to the institution’s ability to replace retiring faculty with new hires and with the needed quality and qualifications.

Budgetary reductions by the State legislature continue to present challenges in hiring new faculty and teaching academic staff. As senior faculty have retired, new faculty and teaching academic staff have been hired as replacements and the salary savings have been applied to a variety of areas, including addressing salary compression. Due to economic constraints, however, UW-Platteville has found it necessary to increase the proportion of teaching academic staff positions to faculty positions. Because teaching academic staff positions have a teaching load of 15 credits compared to 12 credits for faculty, the increase in proportion of teaching academic staff has provided greater flexibility in dealing with position allocations from the UW-System as well as the instructional budget.

The increase in teaching academic staff positions is a concern and is an issue that will be addressed in the next several years. During the first few years of the Tri-State Initiative (TSI), which is discussed in more detail in item 7, it will be necessary to continue to increase the hiring of teaching academic staff. Once a pattern of steady growth in TSI enrollments is achieved, more tenure-track lines will be established and the percentage of academic staff positions will be reduced. The additional revenues generated by TSI will provide funds to pay the higher costs of tenure-track positions.

7. While state funding levels are not yet a major problem, continuation of the trend to decrease state support will require a broad range of institutional, state, and system responses to ensure the maintenance of institutional quality and vitality and services to the state.

The trend of decreasing financial support from the state has continued. In order to maintain the high level of quality in its programs and services, UW-Platteville has become more innovative and, in many ways, more entrepreneurial. The single, most important development related to funding has been the university’s Tri-State Initiative
TSI was approved by the Board of Regents in February 2004 and allows the university to recruit students from Iowa and Illinois in high workforce needs areas at a tuition rate that is substantially lower than non-resident tuition. TSI students pay resident tuition, plus $4,000 a year, and UW-Platteville is allowed to retain the entire amount (no portion is returned to UW System). Even with the $4,000 premium, TSI tuition is competitive with state university tuition rates in Illinois and Iowa, and it offers a substantial reduction when compared to non-resident tuition in Wisconsin. With the array of programs at UW-Platteville, the Tri-State Initiative is very attractive to Illinois and Iowa students, and will facilitate increased enrollments by 2,000 new students over the next decade. The first TSI students were admitted in fall 2005.

UW-Platteville has also developed a number of academic programs which are now offered on a cost-recovery basis. Off-campus graduate programs, for example, and all online degree programs are offered on a cost-recovery basis. Rather than using state revenues to cover program costs, including the costs of instruction and the fringe benefits of instructors, these programs are funded through tuition. The campus is allowed to keep the “variance” (difference between program revenues and program costs) in its budget and use it for other programs and campus initiatives.

Other examples of ways UW-Platteville has developed programs to expand its funding base include a more entrepreneurial approach by the Pioneer Student Center and Dining Services in offering catering and special event services to off-campus groups, the establishment of winterim as a special academic term each January, and the efforts of the Institute for Study Abroad Programs to market the programs administered to students from universities throughout the U.S. With regard to winterim, students have an opportunity to earn additional credits toward their degree at a time when residence halls and classrooms would otherwise be vacant. Because it is separate from the spring semester, the campus is allowed to keep the variance generated by winterim to address other campus needs.

Campus administrative services are particularly thin following reorganization.

Improvements in information technology have increased the university’s efficiency in the area of administrative services, and administrative staff remains thin. At the time of the last comprehensive visit, many senior administrators were serving in an interim capacity or were relatively new to their positions. There is now a greater level of stability in administration, which has helped in managing administrative responsibilities more effectively. Faced with budget reductions from the state legislature and very limited allocation of positions, adding administrative positions has been a lower priority for the campus.
Introduction

Since UW System allocates positions as well as financial resources from the state, UW-Platteville prefers to put most additional, but limited, resources into the classroom, faculty, and teaching academic staff positions, and improvements in direct services to students at the operational level.

At the time it was developing the last biennial budget, the Wisconsin legislature explicitly targeted the UW System and UW campuses for budget and staff reductions in the area of “administration,” which they defined as any area not directly responsible for teaching. Fortunately, the Governor vetoed part of that provision, but the reduction in university administration proposed by the legislature provides a context for understanding some of the current attitudes and political pressures within the state.

With the additional revenue expected to be generated through the Tri-State Initiative, UW-Platteville remains optimistic that it will be able to address administrative staffing needs in the future. However, no additional resources for administrative services are expected to be forthcoming from the state in the near future.
Chapter 2

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

“The journey of a thousand miles must begin with a single step.”
—Chinese Proverb

UW-Platteville has a select mission statement that guides the university in serving the region. This mission statement and the supporting strategic plans and annual goals are updated with input from the constituents, and are disseminated widely for review. University governance bodies perform their work in accordance with these plans, and add input on a continuing basis.
Chapter 2

Criterion One:  
Mission and Integrity

Core Component 1a:

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

UW-Platteville’s mission documents express a strong commitment to students, academic excellence, leadership, diversity, and service to the community, state, and nation. Pursuit of the university’s mission by faculty, administrators, staff, and students has enabled UW-Platteville to continuously improve its teaching, learning, scholarship, and service.

Mission Statements

As one of 13 publicly supported comprehensive universities in the UW System, UW-Platteville’s hierarchy of mission documents is: the UW System Mission Statement, the Core Mission of the University Cluster, and the Select Mission of the University of Wisconsin-Platteville. Each institution in the UW System shares the following mission:

*The University of Wisconsin System Mission Statement*

The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

The University Cluster, which includes all four-year, non Ph.D. granting institutions has the following core mission:

*The Core Mission of the University Cluster*

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior, and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the Cluster shall:

a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
b. Offer an environment that emphasizes teaching excellence and meets the educational and personal development needs of students through effective teaching,
academic advising, counseling, and through university-sponsored cultural, recreational and extracurricular programs.

c. Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

d. Offer a program of pre-professional curricular offerings consistent with the university’s mission.

e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.

f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

h. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

i. Support activities designed to promote the economic development of the state.

In addition to the system and core missions, UW-Platteville has a select mission which was approved by the Board of Regents in 1988 and revised in 2002:

The Select Mission of the University of Wisconsin-Platteville

a. The University enables each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen.

b. The University provides baccalaureate degree programs which meet primarily regional needs in arts and sciences, teacher education, business, and information technology.

c. The University provides baccalaureate degree programs and specialized programs in middle school education, engineering, technology management, agriculture, and criminal justice which have been identified as institutional areas of emphasis.

d. The University provides graduate programs in areas clearly associated with its undergraduate emphases in education, agriculture, technology management, engineering and criminal justice.

e. The University provides undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice, and engineering.

f. The University provides agricultural systems research programs utilizing the Pioneer Farm in partnership with businesses, universities and agencies.

g. The University expects scholarly activity, including applied research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission.

h. The University seeks to serve the needs of all students and in particular the needs of women, minority, disadvantaged and nontraditional students.
Chapter 2

Criterion One:
Mission and Integrity

more, the University seeks diversification of the student body, faculty and staff.

i. The University serves as an educational, cultural and economic development resource to southwestern Wisconsin.

All three mission statements have been evaluated and affirmed by the Board of Regents through public hearings. All are publicized and readily accessible to the university community and the public. They are included in the UW-Platteville employee handbook and on the UW-Platteville website.

The select mission of UW-Platteville is also highlighted both in the undergraduate and graduate catalogs, which are available in print and online. This mission is directed at the correct audience, as evidenced by the fact that 77% of the university’s students are enrolled in the programs cited in it.

Strategic Plan

UW-Platteville further identifies its priorities through the development and dissemination of its strategic plan. This plan is developed under the guidance of the Chancellor, with input from the Faculty Senate, Academic Staff Senate, and Student Senate and presents the vision, basic values, and themes for the university. The strategic plan was revised in 2005. The plan is used by each of the university’s three colleges and the School of Graduate Studies to develop their specific strategic plans.

Annual Goals

On an annual basis, the Chancellor, with input from the Chancellor's Cabinet, the Faculty Senate, Academic Staff Senate, and Student Senate, develops a set of goals based on the university’s mission and strategic plan. These goals provide specific actions for the upcoming year to help guide the university toward achieving its mission. Goals for the current year and several recent years are posted online to assure their availability to all the university’s constituencies.

Annual Report

The Chancellor prepares and disseminates an annual report in both hard copy and electronic format. This report highlights what the university has accomplished during the past year in serving its constituents, and what it plans to accomplish in the next year. Hard copies of the report are provided to anyone who has made a donation or has expressed interest in serving the university during the previous twelve month reporting period. This includes alumni, businesses, community members, parents or students, and members of each colleges’ advisory committees. Over 9,000 copies of the annual report were
mailed in 2005. An electronic version of the report is highlighted in the Chancellor’s welcome section of the university’s website.

Core Component 1b:

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The State of Wisconsin has a diverse population, many of whom reside in the southeastern and central parts of the state. The university recognizes this diversity, and has addressed diversity needs in its mission statement.

Mission Statement

The fundamental mission of UW-Platteville and the entire UW System is to serve the people of Wisconsin. This basic goal is expressed in detail in the university’s mission statement as discussed in the core component 1a section of this report. In its mission statement, UW-Platteville pledges itself to:

• enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen.

• serve the needs of all students and in particular the needs of women, minority, disadvantaged and nontraditional students. Furthermore, the University seeks diversification of the student body, faculty and staff.

• be an educational, cultural and economic development resource to southwestern Wisconsin.

Strategic Plan

The university’s strategic plan, also discussed in the core component 1a section of this report, has as a key component that the programs of the university provide graduates with a solid foundation for lifelong learning and responsible global citizenship. For a graduate of UW-Platteville to be a responsible global citizen, cultural competence skills are necessary to understand people different from oneself and to interact effectively with people of other races, genders, sexual orientations, ethnicities, cultures, religions, politics, customs, and traditions.

Of the ten themes contained in the university’s strategic plan, five include a total of ten specific initiatives that serve as clear expressions by UW-Platteville to include diversity within its community values and common purposes. These themes and the initiatives that support them are:
Chapter 2

Criterion One: Mission and Integrity

Theme: High Quality Education

• Actively develop the curriculum to prepare students to live and work in a global, diverse, and technological society.

Theme: Human Resources

• Recruit, employ, and retain a diverse faculty and staff ensuring equal opportunity employment and educational opportunity for all qualified persons.

Theme: Student Development

• Recruit, admit, and retain a diverse student body ensuring equal employment and educational opportunity for all qualified persons.
• Provide students with intercultural opportunities to become global citizens.

Theme: Culture

• Increase the number of international students, women, and students of color attending the university.
• Provide increased international educational experiences for students.
• Promote increased awareness of ethnic and cultural diversity through the curriculum, study abroad opportunities, and domestic and international exchange programs.
• Promote the understanding and expression of various viewpoints, beliefs, and cultures.
• Serve as a resource for southwest Wisconsin in promoting greater international awareness.

Theme: Outreach

• Recognize and encourage imaginative and innovative outreach programs to encourage women, minorities, and nontraditional students to pursue careers in programs in which they are under-represented.

Annual Report

The Chancellor issues a publication each year to highlight a number of the key accomplishments of the institution’s students, faculty, and staff. In each of the past three years, one or more articles in this annual report have focused on the initiatives of diversity, international, and those to enhance the intercultural experiences of students. This report provides documentation of campus accomplishments related to the following component of the university’s mission statement:

• The University seeks to serve the needs of all students and in particular the needs of women, minority, disadvantaged, and nontraditional students. Furthermore, the University seeks diversification of the student body, faculty, and staff.
Chapter 2

Criterion One: Mission and Integrity

Ethnic and Gender Studies Course Requirements

All students must complete coursework in ethnic and gender studies topics to meet the university’s graduation requirements. Three credits must be taken in approved courses to satisfy this requirement. Students can either take one three-credit course that counts for both ethnic and gender studies, or one three-credit course that counts for ethnic studies and one three-credit course that counts for gender studies (for a total of six credits). This requirement is described in more detail in the undergraduate catalog.

Ethnic Studies Program

UW-Platteville’s ethnic studies program is dedicated to awakening the minds and spirits of students and others to the issues of race and ethnicity in the United States and the social realities and moral challenges of racism in U.S. culture. It strives to help students fulfill their intellectual, moral, and social potential, and encourages them to remove barriers which can prevent others from achieving their potential. It promotes the study of race and ethnicity in historical, social, and political structures, and supports and encourages the integration of the vast new scholarship which questions, analyzes, and narrates the role of race and ethnicity in the United States.

The ethnic studies program oversees the university’s design for diversity curriculum requirement that every student must complete the course(s) described in the previous section of this report in order to graduate. A description of this requirement and a listing of approved courses that can be used to meet it are available in the undergraduate catalog.

Multicultural Educational Resource Center

The mission of the Multicultural Educational Resource Center (MERC) is to enhance the visibility and awareness of diversity at UW-Platteville while attracting high school students and to serve as a resource center for students experiencing diversity-related transitional issues. Though the emphasis of the office is on students of color, MERC services are available to the entire university and tri-state community. MERC staff members demonstrate leadership, creativity, and vision in supporting the continuing development of cross-cultural competencies.

Human Resources and Affirmative Action

University administrators and faculty are held accountable for the recruitment, retention, promotion, and tenuring of minorities and women. In addition, internal searches actively pursue women and minority candidates for middle management positions.

Faculty review policies monitor related decisions by the Affirmative Action Office and protect academic freedom in research related to women, minorities, and persons with disabilities.
Chapter 2

Criterion One:
Mission and Integrity

Deans, department chairs, and supervisors use open recruitment processes and procedures that yield quality and diversity in the applicant pool, provide information and feedback to departments to assure that women and minorities are recruited in proportion to their availability, and provide qualified women and minorities as resource persons for departments without women/minority faculty.

Women in Engineering Program

The mission of the Women in Engineering program is to inform students, parents, and educators on the value of gender diversity as it relates to the Science, Mathematics, Engineering, and Technology (SMET) workplace. The program promotes a supportive community for these individuals through activities such as advising, mentoring, and networking.

University Women’s Council

The University Women’s Council was established to: identify and advocate for university-wide issues that are of particular interest to women on campus; forward these issues to the appropriate committees for consideration and possible action; recognize and promote the accomplishments and contributions of women to UW-Platteville and higher education; and advise the Provost and Chancellor regarding women's issues on campus.

The council meets monthly during the academic year to address these goals. Minutes and agendas are available at www.uwplatt.edu/committees/wc/agend_min.html.

In addition, the council administers two UW-Platteville Woman of the Year Awards, one for university employees and the other for students. The purpose of the awards is to recognize female employees and students who have an outstanding record of making a difference to the lives of women by supporting the well-being and interests of females. The acknowledgment of women's contributions enhances the quality of our educational community. The criteria are designed to be as inclusive as possible, and to recognize any outstanding individual, regardless of her position or job title. Nominees must provide documentation that they meet one or more of the following criteria:

- Active support of women through administrative, personal, scholarly, or communal efforts;
- Demonstrated leadership regarding women’s issues at UW-Platteville;
- Success in making a difference in any area of life that leads to the empowerment of females;
- Distinguished service at UW-Platteville supporting the well-being and interests of females;
- Exceptional assistance in the form of energy, time, outcomes, and other resources or any combination thereof to UW-Platteville women.
Industrial Studies Women’s Advancement Center

The industrial studies Women’s Advancement Center was created to provide an area for women in industrial studies to network with students, professors, and industrial professionals. The center provides access to resources, serves as a location to hold student organizational meetings, and promotes its mentoring and advising services.

Women’s Studies Program

The women’s studies program creates new dimensions in the educational curriculum by expanding students’ knowledge and awareness of women’s experiences in as many areas as possible.

Women’s studies emphasizes the contributions of women to society and investigates the ways in which societal misconceptions of both sexes have been reflected in the traditional curriculum. This interdisciplinary academic field examines from a feminist perspective the challenges women in particular face. Thus, women’s studies ultimately provides new insights for individuals seeking to improve the quality of their own lives and of the society in which they live.

Plan 2008

In May 1998, the UW System Board of Regents adopted Plan 2008: Educational Quality Through Racial/Ethnic Diversity. Plan 2008 provides a ten-year framework for system-wide institutional efforts aimed at removing barriers associated with race, ethnicity, and economic disadvantage in order to expand educational opportunities statewide. UW institutions were asked to divide the ten-year planning horizon into two five-year phases. Phase I encompassed years 1999-2003 and Phase II encompassed years 2004-08. UW System institutions submitted their Plan 2008 Phase II plans on December 15, 2004. Each plan contains goals and initiatives that continue or build upon goals and initiatives developed under Phase I.

The UW-Platteville Plan 2008 Phase II plan was created by seven ad hoc committees consisting of representatives from students, faculty, and staff. The plan developed by these groups was recommended by the Faculty Senate, Student Senate, and Academic Staff Senate to the Chancellor for submission to UW System.

The UW-Platteville Plan 2008 contains six goal statements that are required by the Board of Regents:

- **Goal 1:** Recruitment - increase the number of Wisconsin high school graduates of color who apply, are accepted, and who enroll at UW-Platteville.
- **Goal 2:** Recruitment - increase the number of faculty, academic staff, classified staff and administrators of color.
Criterion One:
Mission and Integrity

- **Goal 3:** Retention - bring retention and graduation rates of students of color in line with those of the student body as a whole.
- **Goal 4:** Foster institutional climates that enhance learning through a respect for racial and ethnic diversity.
- **Goal 5:** Foster classroom climates and course development that enhance learning and a respect for racial and ethnic diversity.
- **Goal 6:** Institutional Accountability and Reporting - make Plan 2008 a focus for the campus community through yearly reports on progress, quarterly committee meetings, and annual presentations to all campus governance groups on the plan and the annual report.

For each of the goal statements, specific objectives of the goal are listed and initiatives are defined to realize the goal. For each of the initiatives, action plans are listed to include the actions needed, the person or persons responsible for each action, the resources that the action requires, the expected outcome of the action, the start date for the action, and the expected completion date for the action.

For several years, UW-Platteville has been working on Plan 2008 to enhance campus diversity. However, according to the data from the 2004 National Survey of Student Engagement (NSSE), students believe that their experience has not contributed very effectively to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds. Similarly, when recent graduates (2001-03) participated in the ACT study assessing the quality of their college experience, they indicated a weakness in understanding and appreciating cultural differences among people.

**Minority Affairs Council**

Currently, UW-Platteville has a Minority Affairs Council that operates under the authority of the Faculty Senate. This council is composed of three faculty appointed by the Faculty Senate, two representatives of the academic staff appointed by the Academic Staff Senate, and two student representatives appointed by the Student Senate. There are three ex-officio members of the council: the coordinator of the Multicultural Educational Resource Center, the director of ethnic studies, and the director of women’s studies.

Changes in program structures at UW System and UW-Platteville have diminished the responsibilities and duties of the Minority Affairs Council. During the spring 2006 semester, steps were initiated to reformulate the duties and responsibilities of the council. Plans are in place to create a Race/Ethnicity Affairs Council which would mirror the responsibilities of the University Women’s Council. The Race/Ethnicity Affairs Council will, on an annual basis: identify and advocate for university-wide issues that are of interest to people of color on campus; forward identified issues to appropriate committees for consideration and action; recognize and promote accomplishments and contributions of people of color to UW-Platteville and higher education; and advise the Chancellor and Provost regarding issues related to people of color on campus.
Student Bill of Rights and Responsibilities

UW-Platteville has a policy statement on student rights and responsibilities that affirms an institutional commitment to honor the dignity and worth of individuals. This document states that students have the right to be treated with respect and dignity. The document further states that students have the responsibility to behave in a mature manner and to respect the status, rights, values, opinions, and beliefs of others. The statement of student rights and responsibilities is in congruence with the first item of the campus mission statement, which is to: “enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen.”

Policies Governing Student Life

The disciplinary code for students regarding nonacademic misconduct at UW-Platteville contains clear conduct expectations that assist the university in achieving its mission statement.

The preface to the disciplinary code states:

The Board of Regents, administration, faculty, academic staff and students of the University of Wisconsin System believe that the teaching, learning, research and service activities of the university can flourish only in an environment that is safe from violence and free of harassment, fraud, theft, disruption and intimidation. The university has a responsibility to identify basic standards of nonacademic conduct necessary to protect the community, and to develop procedures to deal effectively with instances of misconduct while observing the procedural and substantive rights of students. Any person who violates state or federal laws on university property may face prosecution in the appropriate courts. In addition, students, faculty or staff who violate university standards are subject to university disciplinary action. This chapter describes the standards and procedures for addressing nonacademic misconduct by students.

According to its nonacademic misconduct code, UW-Platteville may discipline a student for:

• conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
• stalking or harassment;
• conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
• conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities; and
• for unauthorized possession of university property or property of another member of the university community or guest.
Criterion One:
Mission and Integrity

To support its mission, UW-Platteville has publicized specific expectations for students regarding academic honesty and integrity. The preface to the university’s academic disciplinary code contains the following statement:

The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion or representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

Under its academic misconduct code, UW-Platteville may discipline a student for:

• seeking to claim credit for the work or efforts of another without authorization or citation;
• using unauthorized materials or fabricated data in any academic exercise;
• forging or falsifying academic documents or records;
• intentionally impeding or damaging the academic work of others;
• engaging in conduct aimed at making false representation of a student’s academic performance; or
• assisting other students in any of these acts.

Core Component 1c:
Understanding and support for the mission pervade the organization.

As previously stated, UW-Platteville’s mission is published and distributed widely. The mission statement is presented in the UW-Platteville employee handbook, which is available online. Mission documents are also available in the undergraduate catalog and graduate catalog. The mission statement is communicated throughout the recruitment process used to attract new students, faculty, and staff to the university. The university’s mission is also a dominant theme featured in presentations made to students during orientation events such as new student registration days.

Every fall at the university convocation, the mission of UW-Platteville is shared with new and existing staff as part of the presentation and the university goals are reviewed. These goals are published in the university’s annual report.

In every organizational area of the university, at every level, mission and goal statements originate from the institutional mission, thereby ensuring that key goals and core values are consistent. Examples of unit goals and
values which correspond to the university’s mission can be viewed at the websites of the College of Business, Industry, Life Science, and Agriculture (BILSA); College of Engineering, Mathematics, and Science (EMS); College of Liberal Arts and Education (LAE); Division of Student Affairs; and Graduate School. Each college’s goals statement begins with the unit’s individual mission/purpose with sections that follow for student learning outcomes and assessment tools.

The university’s planning and budgeting priorities flow from and support the mission. An excellent example of this is the Tri-State Initiative. This initiative focuses on the academic programs that are identified in the mission statement. It also fulfills the university’s mission by serving as an economic development resource to Wisconsin.

The university’s resources are allocated to areas congruent with its mission. Seventy-four percent of general purpose revenue is spent on instruction and academic support. Eighty-four percent of faculty and academic staff salaries are spent in either instruction or academic support. Of the supply dollars available, 71% is spent in the areas of instruction and academic support. A more detailed budget presentation can be viewed at www.uwplatt.edu/fsenate/BUDGET05-06.PPT. This information has been presented to key governance groups on campus, including the Faculty, Academic Staff, and Student Senates. In addition, the presentation was made available to deans of the three colleges for communication to all employees.

Core Component 1d:

*The organization’s governance and administrative structures promote effective leadership and collaborative processes that enable the organization to fulfill its mission.*

UW-Platteville’s governance and administrative structures are based on shared governance and academic policy formulation by faculty, staff, and students, as established by Wisconsin Statute 36. This statute provides that “faculty shall have the primary responsibility for academic and educational activities” at the institution. Each institution is represented by senates that are the highest level forums for policy issues. UW-Platteville’s faculty and academic leaders also share responsibility for curriculum and academic programs, with input from students. Meetings of all governance groups are announced in advance, are open to the public, and have documented minutes that are made available electronically to the university and its constituencies.

The structure of these bodies ensures that chief administrative personnel are involved in and direct the actions related to the university’s mission. It also ensures that all constituencies are aware of and are involved in the governance process. Any action that could affect the university's mission requires input from all constituencies.
Criterion One: 
Mission and Integrity

Governance Structures

The Faculty Senate provides the means by which the faculty exercises its broad responsibility for the immediate governance of the university, and assumes primary responsibility for academic and educational activities and faculty personnel matters. This body consists of three members elected from each of the three colleges, one from the library, and six at-large. Each member serves a three year term. The Chancellor and Provost serve as the administrative liaisons to the Senate. The senate meets twice per month during the academic year. Agendas and minutes are posted on the university website for review by all faculty, staff, and students.

The Academic Staff Senate ensures that academic staff actively participate in the formulation and implementation of university policy, including the review of policies concerning academic staff members. The body consists of nine members, five of whom are elected from service areas and four at-large. No more than two members can be from any one service area. The Provost serves as the administrative liaison to this body. The senate meets twice per month. Agendas and minutes are posted on the university website for review by interested parties.

The Student Senate provides the means by which students actively participate in university policy formulation and exercise responsibility for formulation and review of policies concerning student life, services, and interests. The assistant to the assistant chancellor for student affairs serves as the administrative liaison to the senate. The Student Senate meets weekly. Members are elected from each college by the student body for a one year term, with a campus-wide election of the president and vice-president. Agendas and minutes are posted online. Student Senate meetings are also televised on cable TV station 5.

The governance structure of UW-Platteville ensures that all constituencies are involved in the governance process. This also ensures that each major group (faculty, staff, and students) develops policies and recommendations related to their specific areas of involvement.

Academic Policy Structures

Faculty, staff, and students exercise responsibility for academic policy at the program, course, and assessment levels. Each oversight body listed below requires a liaison member to the other bodies in order to coordinate changes and decisions recommended. Guidelines for the operating procedures for each body are published on the university’s website, as are agendas and minutes. All meetings are open to the public.

The review of academic programs is the responsibility of the Academic Planning Council (APC). This body is composed of representatives elected from the three colleges, and library, staff, and student representation. Members are elected for three year terms. The Provost is the administrative liaison to this body. The APC meets twice per month to review
all academic programs. A rotating schedule is established that requires each program to be reviewed every six years. A report of the findings is forwarded to the UW System each year.

At the undergraduate course level, the review and approval of changes is the responsibility of the University Undergraduate Curriculum Commission (UUCC). Representatives are elected from each college, academic staff, and the student body. The UUCC meets twice per month. The purpose of the first monthly meeting is to hear requests for course changes, and the second meeting is dedicated to discussing general education issues.

The Graduate Council performs a similar function for graduate programs on campus. All new courses and curricular changes at the graduate level are submitted to the Graduate Council for review and approval. Each active graduate program has two representatives: the coordinator of the program and one elected faculty representative. Programs which are no longer actively admitting students are represented by the program coordinator. The Graduate Council meets once per month.

Assessments of learning activities are monitored by the Assessment Oversight Committee (AOC). This body consists of two faculty from each college and one representative from Faculty Senate, APC, UUCC, Student Senate, and Student Services. The director of general education and assessment and the Provost serve as administrative liaisons to the AOC. The body meets twice a month.

The actions of the APC, UUCC, and AOC are coordinated/communicated via liaison members from each body meeting with the other bodies. Meetings of the APC, UUCC, AOC, and the Graduate Council are held on different days to allow attendance at any or all of the four.

In addition to these major governance bodies, faculty and staff serve on numerous committees which address specific topics including: affirmative action and equal opportunity; alcohol and drug issues; commencement; hazardous waste and materials; human subject research; intercollegiate athletics; and campus planning.

The organization and membership of these bodies help to ensure that responsibility for the coherence of the curriculum is shared by faculty and academic leaders. The liaisons among bodies also ensure that a system of checks and balances is in place to coordinate all actions that could affect the university’s mission.

Chancellor’s Cabinet

The Chancellor is briefed on evolving university issues, and resulting actions are disseminated to the staff and faculty through a cabinet structure consisting of leaders of key administrative areas and the deans/assistant
deans of the three colleges. This structure ensures coordination among the various administrative areas. It also ensures that all areas affected by an action are aware of the action, and are thus able to provide input. Deans and directors disseminate information from these bi-weekly meetings to the staff/faculty in their respective areas. The cabinet also meets for a two-day retreat prior to the start of the academic year in order to plan actions and discuss issues that impact the university.

Core Component 1e:

*The organization upholds and protects its integrity.*

UW-Platteville strives to ensure that no gaps exist between its written policies and procedures and how its activities are conducted as an educational and business organization. The university adheres to the civil laws and the code of ethics commonly accepted by the academic community as evidenced by UW System and institutional policies and procedures. UW-Platteville personnel policies and procedures for faculty and academic staff are contained in the *employee handbook*. UW-Platteville operates in a manner that is consistent with these stated policies and procedures, as the evidence in this section demonstrates.

Activities Tied to Mission

The mission of UW-Platteville is published and distributed widely as previously stated.

The university has programs which address every point in its select mission, including undergraduate programs, graduate programs, pre-professional programs, and special programs. These are grouped under the organization’s three colleges. Links to these programs can be reviewed at [www.uwplatt.edu/academics/](http://www.uwplatt.edu/academics/). For example, a component of the UW-Platteville mission statement states that the university will: “Provide undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice, and engineering.” These programs are delivered through the *Distance Learning Center*.

Legal, Responsible, and Fiscal Honesty

To ensure that research conducted by faculty, staff, and students complies with federal regulations, UW-Platteville maintains an *Institutional Review Board (IRB) manual* and has an *Institutional Review Board for human subject research*.

An Information Security Officer is responsible for assisting university divisions and departments with the adherence of their systems to various regulations regarding privacy. For example, academic records are protected by the Family Educational Records and Privacy Act (FERPA);
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Criterion One:
Mission and Integrity

health records are protected under the Health Insurance Portability and Accountability Act of 1966 (HIPAA); and financial records are protected by the Gramm-Leach-Bliley Act of 1999 (GLBA). The associate vice chancellor for information services is the university's identified Information Security Officer.

All UW-Platteville students and employees are provided with information on campus safety. This information includes crime statistics provided in accordance with the Federal Student Right-to-Know and Campus Security Act. Topics include crime statistics and rates, how to use the emergency call box locations, and safety and security programs.

The university also employs an internal auditor who is responsible for developing an annual audit plan that is reviewed and approved by the vice chancellor for administrative affairs. This plan schedules and assigns internal audits in the areas of cash handling activities, property control, auxiliary operations, tuition and segregated fee revenues to name a few. The internal auditor is also the liaison to the university's external auditors.

The Legislative Audit Bureau conducts an annual audit of UW System to assure compliance with OMB Circular A-133 (“Audits of States, Local Governments, and Non-Profit Organizations”) to ensure it complies with federal requirements regarding the expenditure of federal financial awards. The internal auditor assists with this process.

Legal Compliance

An independent auditor’s report on the financial statements of the UW System was released on December 21, 2004 by the State auditor. The report describes the purpose and the procedures used in conducting the audit and states that “no one should read into the report or draw conclusions beyond those stated.” A key statement from the report reads:

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University of Wisconsin System as of June 30, 2004, and the changes in its financial position and its cash flows for the year ended in conformity with accounting principles generally accepted in the United States of America.

Implementation of Clear and Fair Policies on the Rights and Responsibilities of Internal Constituencies

UW-Platteville’s students are its largest group of internal constituents. Student rights and responsibilities are clearly spelled out in the student handbook. Rights and services provided to students cover everything from affirmative action/equal opportunity to textbook policies. Similar policies exist for employees. Faculty and academic staff rights and responsibilities cover topics such as leave of absence and the Wisconsin Retirement System. Other faculty and academic staff rights and respon-


sibilities addressing such topics as office hours and attendance at commencement are also available in the employee handbook.

Dealing Fairly with External Constituencies

The university’s main external constituents can loosely be separated into four groups – prospective students, employers, alumni, and donors.

Prospective students constitute the largest constituent group. The campus entity coordinating recruitment activities for this group is the Office of Student Recruitment. This office provides information directly targeted to high school students, parents of prospective students, transfer students, guidance counselors, graduate students, international students, and Tri-State Initiative students.

The university actively seeks inquiries from all potential students. In addition to returning to areas and locations that have traditionally yielded many new students, the university spends significant time and effort to attract students from other locations and areas. All students who inquire receive the same information, the same UW-System application materials, and the same invitation to visit campus. In its recruitment process, the university does not treat those with higher ACT scores, athletic talent, or socio-economic level differently than those with other characteristics. If a student has the required 17 core units from high school and an ACT score of at least 22, the student is accepted for admission. The federal Office of Civil Rights (OCR) has visited the campus and reviewed the admission’s procedure for the past five years and has not required UW-Platteville to take any corrective actions.

UW-Platteville clearly spells out its admission requirements in a uniform application procedure so that all seeking admission are aware of the requirements. Most students are Category I “standard” admits who meet requirements of college preparatory units, placement in graduating class, or ACT composite score. Such efforts ensure that the university deals fairly with its constituents. The second group of admitted students (Category II – discretionary and exceptional) are reviewed in a more holistic manner.

Employers are another constituency group. To acknowledge this, one section of the Career Center webpage is devoted to employer services. Some of the services provided to employers include the posting of their positions online and the ability to search the Career Center’s student database file.

Employers who hire UW-Platteville students also may make their employment opportunities known through a career fair held on-campus each semester and through on- and off-campus interviews coordinated through the Career Link software platform. The Career Center helps students prepare for the employment process by working with them in the areas of resume writing and interviewing techniques by providing an online resource center.
Chapter 2

Criterion One: Mission and Integrity

The Career Center is objective in its dealings with current students, alumni, and employers. The process of bringing students and/or alumni together with prospective employers begins electronically. The Career Center works with all students who request help in the preparation of resumes and cover letters, or who want help with interviewing techniques. This help is not limited to those students with higher GPAs or those in “hot” career areas.

Students and alumni may post their resumes online, and employers view materials electronically. Students also view employer materials electronically. The Career Center staff does not play any role in selecting students for employers to interview.

Because alumni are also valuable constituents of UW-Platteville, the Alumni Services office is devoted to working with and providing services to them. Some of the services and activities directed toward alumni include an online form for alumni to update their information for university records, the university’s quarterly alumni campus activities report, and a regular alumni calendar and events update.

The Alumni Services office works with all alumni who request information or assistance. Some common inquiries include requests for information about members of a specific fraternity, major, or year of graduation. The requested information, when available, is provided to all alumni who inquire. Consideration of requests for information or help is not dependent on whether the graduate is a financial contributor to the university.

The UW-Platteville Career Center recognizes that the career-related needs of alumni are different than those of current students and has therefore established the Alumni Career Services program. An introduction to this program states:

To assist in conducting your personal career search, the Career Center (formally known as University Placement Services), has designed a service to accommodate a hectic work schedule and busy lifestyle. Dues paying members of the Alumni Association have privileged access for a reduced fee to the following services and resources.

The fee structure for this service is provided on the Career Center website.

The last constituent group consists of university supporters and donors, which may include alumni. This group may serve as class guest speakers, members of advisory committees, donors of equipment, and/or financial supporters of the university. Examples of such activities are available at www.uwplatt.edu/chancellor/annual_report/files/2005_annual_report.pdf.

Maintaining good relationships with the external constituents of UW-Platteville is an essential component of the success of the university. Many
relationships are developed and fostered by the university Foundation. The Foundation is a member of the Association of Fundraising Professionals (AFP), which provides ethical guidelines for its operations. The UW-Platteville Foundation evaluates its work using the AFP’s Donor Bill of Rights.

When an individual or organization establishes an endowed scholarship or enters into an agreement with the university for another type of gift, the contract is subject to an oversight system. The Foundation first acknowledges donations with letters that reaffirm the terms of the agreement between the donor and the university. The Foundation then monitors the department that administers the gift to ensure the original agreement is followed. The Financial Aid office also monitors the disbursement of money. All of these activities are completed in accordance with IRS regulations. In addition, donors can audit the use of their gifts at any time.

Accurate and Honest Public Relations

The Chancellor is a focal point in the interactions between UW-Platteville and the public at large. One of the communication methods used by the Chancellor is a monthly commentary. Each commentary statement addresses a current topic that has local or statewide implications.

A second communication approach used by the Chancellor is the Chancellor letter, which typically focuses on special campus projects.

A third communication technique is the Chancellor’s webpage, which is more of an open letter to readers and provides an overview of the university.

Additionally, the Chancellor is a frequent guest columnist in The Platteville Journal newspaper in a column entitled “The Community Corner.”

Another public relations tool used by the university is the UW System Annual Financial Report. This report provides an overview of the financial health of the UW System and was referenced earlier in this section. The report states:

_The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities)._

A similar document, UW System 2005 Financial Statements by Campus, reviews the campus’ financial activities. By providing this financial information on a public website, the university honestly and openly communicates that its financial transactions are accurate and true representations of its activities.

Other measures assure that the university presents itself accurately to the public. For example, the Office of Public Relations is responsible for the
majority of UW-Platteville’s public communications. Its staff coordinates the development and release of reliable public information designed to promote better understanding of and support for the university and its programs.

Finally, as mentioned previously, the university Annual Report provides a means to communicate honestly and accurately with alumni, employers, friends, and donors about the financial health of UW-Platteville.

**Responses to Complaints and Grievances**

There are a number of policies governing student life at UW-Platteville. One such policy covers student conduct and grievances. Another policy exists to cover discrimination and harassment. An example of a student complaint processed using these policies is available at www.uwplatt.edu/hlcaccredit/StuComp.doc.

The Office of Student Affairs is the contact point for students with complaints or grievances. During the 2005-06 academic year, the office processed over 20 student complaints and grievances. None of these were appealed to a higher level or resulted in litigation.

Employees are also covered by policies that address grievances. A complaints and grievances commission has been established to oversee the process. Terms used in the grievance process are clearly defined so that all parties understand the nature of the actions taken.

Classified university staff are covered by labor contracts between the State of Wisconsin and the following unions:

- AFSCME Council 24, Wisconsin State Employees Union, Local 1622
- Wisconsin Professional Employees Council, Local 4848
- Wisconsin State Building Trades Negotiating Committee

These contracts are renegotiated biennially in compliance with state law.

All classified staff concerns are handled in accordance with the grievance procedures enumerated in Article IV of the Wisconsin State Building Trades Contract, which is available in the human resource office or online for two unions at:

- AFSCME Council 24
- Wisconsin Professional Employees Council

An example grievance form for WPEC can be viewed at www.wpec.org/pdf/GrievanceForm_WPEC.pdf.

All employees have the opportunity to file a formal grievance at any time. Grievances are handled at the lowest appropriate organizational level.
While some have proceeded to formal hearings, all have been resolved.

Criterion One – Conclusions

UW-Platteville recognizes the following strengths and opportunities for improvement in relation to Criterion One – Mission and Integrity:

Strengths:

1. The university has a clear mission, unique to the university, which stresses the major areas of engineering, agriculture, education, criminal justice, and technology.

2. The university’s governance structure provides the opportunity for participation by administration, faculty, staff, and students to implement policies and actions that support the mission.

3. The university respects the diversity of its faculty, staff, and students, including non-traditional and place-bound students, and promotes opportunities for multi-cultural activities.

Opportunities for Improvement:

1. UW-Platteville is located in an area with little ethnic diversity, and efforts need to continue to promote a more diverse faculty, staff, and student body.

   **Action:** Plan 2008 should continue to be followed and supported. Students should continue to be encouraged to participate in study abroad programs, which introduce them to other more diverse cultures. Additionally, the Tri-State Initiative, which targets more diverse geographical areas, should continue to be pursued.

2. Although governance structures are in place to support its mission, university faculty, staff, and students currently involved in governance groups need to encourage more participation by other faculty, staff, and students in these bodies.

   **Action:** Participation in university governance activities has been made a part of the faculty performance evaluation system. Plans should be developed to provide similar encouragement to staff and students.
Chapter 3

Criterion 2: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

“The more you prepare, the luckier you appear.”
—Terry Josephson
Chapter 3

Criterion Two: Preparing for the Future

UW-Platteville has a rich history of strategically responding to the future needs of Wisconsin and the tri-state area. As stated earlier in this report, the fundamental mission of UW-Platteville and the entire UW System is to serve the people of Wisconsin. This basic goal is expressed in detail in the university’s mission statement and strategic objectives. UW-Platteville began as the first land-grant Normal School in the state in 1865, when the need for teachers in this region of the country was identified. The Wisconsin Mining School was established in 1907 because of the need for technically trained engineers for the tri-state mining industry. These two schools were merged in 1955 and have continued to evolve, adding critical majors and minors that prepare graduates for future challenges and opportunities. The Tri-State Initiative, new international programs, and the surging growth in distance education are just a few examples of the commitment to quality education, forward-thinking, and progressive planning that is inherent to our campus.

Core Component 2a:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

UW-Platteville is a comprehensive institution, offering a significant number of technical degrees in fields related to manufacturing, construction, technology education, computing, and communications – all areas that directly impact the economic growth of the upper Midwest. Preparing graduates in the fields of engineering and computer science, business, criminal justice, agriculture, industrial studies, and education has been a strength of this institution for many years. These programs must be responsive to societal and economic trends both to provide successful placement and advancement for graduates and to support the workforce needs of Wisconsin and midwestern businesses and companies. This involves significant strategic planning at all levels of the institution.

Strategic Planning

Strategic planning is essential in the day-to-day operation of the university, the efficient use of state resources, and to prepare for and respond to future societal needs. The campus mission and strategic plan are reviewed and updated regularly. Recent changes include an increased emphasis on international programs, the Tri-State Initiative, and distance education. These new initiatives have resulted directly from the university’s commitment to economic development, internationalization of the curriculum, lifelong learning, and technology.

Annually, the Chancellor highlights campus goals for the coming year that support and emphasize the strategic direction of the university. Goals for the 2005-06 academic year centered on the themes of high quality education, academic advising, human resources, student development, interna-
Chapter 3

Criterion Two: Preparing for the Future

tional culture, statewide outreach, distance education, fiscal management, and external support. Specific initiatives under each theme, directly tied to the university mission, are targeted for action during the upcoming year.

Each college, the School of Graduate Studies, the Karrmann Library, the Distance Learning Center, and the Office of Information Technology have developed strategic plans that align with the campus strategic plan and highlight the goals and objectives of their specific areas. These plans are regularly updated with considerable input from faculty, staff, students, and alumni. For example, the College of Business, Industry, Life Sciences, and Agriculture (BILSA) plan was revised and approved in the spring 2006 semester. The College of Engineering, Mathematics and Science (EMS) strategic plan was updated in the 2004-05 academic year. The College of Liberal Arts and Education (LAE) plan was reviewed and updated during the 2005-06 academic year. The School of Graduate Studies also reviewed and updated its strategic plan in 2005-06.

The planning process at all levels drives the development of goals and initiatives that the campus and individual units and departments use to measure their effectiveness and to continuously improve. For example, the Division of Student Affairs just completed a review and update of its vision and mission statement. During this process, the staff ensured that these statements aligned with the university’s mission and goals statements. Individual divisional departments annually review and refine their goals and activities to support the university strategic plan. The renewed focus of the university is demanding that the Division of Student Affairs provide progressive and technologically advanced programs and services that elicit and encourage interdepartmental, interdisciplinary, and cross disciplinary relationships that are harmonious and effective, and that are an integral part of the university’s mission.

Affirmative Action Plan

The campus affirmative action plan is updated annually and reflects a commitment to diversity by the Chancellor and the university community. This comprehensive plan reviews demographics of the university’s personnel and the available workforce on the national, regional, and local levels.

According to “Doctorate Recipients from United States Universities,” there were 27,150 Ph.D.s conferred during 1994 to U.S. citizens and permanent residents. During 2004 there were 26,431 Ph.D.s conferred to U.S. citizens and permanent residents. Women comprised 45.7%, and persons of color comprised 11.3% of the Ph.D. recipients in 1994. During 2004, 50.9% of the Ph.D. recipients were women and 17.5% were persons of color. During the 2005 hiring time period, UW-Platteville women faculty increased from 21% to 29.4%, and faculty of color increased from 10% to 18%. UW-Platteville faculty composition trend reflects the societal trend of women and minorities in the available workforce, as is shown in Figure 2a-1. A ten-year UW-Platteville workforce analysis is available online.
University recruitment policies are designed to attract a qualified and diverse pool of candidates for each position through public awareness, open processes, and national advertising and recruiting. Both the University Women's Council and the Race/Ethnicity Affairs Council annually identify and advocate for university-wide issues that are of particular interest to women and persons of color on campus.

Plan 2008

The university’s diversity plan, Plan 2008 (previously discussed in section 1b of this report) was developed in conjunction with UW System goals and strives to modify the demographics and environment on campus. It includes strategies to increase the diversity of the faculty, staff, and student bodies. The Plan 2008 Committee specifically identifies and advocates for programs and policies that promote recruitment, promotion, and retention of persons of color and promotes university support of programs to integrate persons of color into local communities. Each initiative identified by the plan is regularly reviewed and updated by subcommittees of faculty, staff, and students, most recently in 2005. New freshman student of color enrollment increased from 44 in 1998-99 to 55 in 2005-06. Retention rates for majority students went from 77.24% in 1999 to 77.00% in 2004. Retention rates decreased from 57.58% to 42.50% for students of color during the same time period.

Tri-State Initiative (TSI)

As discussed in the introduction to this report, the TSI plan was adopted based on the institution’s evaluation of its capacity and plans for controlled growth. TSI was proposed and implemented to support the Gov-
error’s Grow Wisconsin Initiative and to further economic development for the State of Wisconsin. Recognizing that the most critical component of the state’s economic development plan is a quality professional workforce, TSI capitalizes on the technology-based majors traditional to this campus and specially cited by the Grow Wisconsin Initiative as key careers needed to grow and foster businesses and industries in the state. TSI was designed to address Wisconsin’s workforce shortfalls in these key areas and yet provide the university with revenue to grow and prosper in a time of budget reductions.

The TSI plan empowers UW-Platteville to recruit, retain, and graduate qualified students from Illinois and Iowa to supplement the majority of Wisconsin students on campus. TSI will increase enrollment by 2,000 students over the next decade. These out-of-state students will pay reduced tuition (in-state tuition plus a $4,000 per year premium) which is midway between current in-state and out-of-state tuition costs. Every associated direct cost for the program will be covered by this tuition differential.

As outlined in the campus development plan, a number of new facilities will be funded by the program and the associated program revenue from auxiliaries, including a new residence hall, a second engineering building, and an addition to Ullsvik Hall. Faculty and staff will be added to support the additional students. Initially, teaching academic staff will be hired, and as enrollment continues, these positions will be decreased and tenure-track positions added.

TSI has drawn significant support from the local community, particularly local businesses and K-12 school districts, as it is viewed as potentially having a significant positive impact on the local economy. Using a conservative multiplier, preliminary estimates expect spending in the Platteville area by additional students, faculty, and staff will bring an influx of $25 million a year into this economically deprived area of the state. The plan also provides an opportunity to significantly increase student body diversity on campus, particularly through recruitment in the Rockford and Chicago areas.

Development of the TSI plan offers an exemplary example of proactive planning by the university. Recognizing the strengths of the campus and Wisconsin’s economic need, the Chancellor formed a working Strategic Directions Committee in the summer of 2003. This committee, consisting of faculty, staff, students, and administrators, developed specific recommendations for TSI, including a budget analysis, to take to campus governance groups for their input and endorsement. After review and approval by those groups, the proposal was presented to the Board of Regents for approval in the spring of 2004. After approval was received, a number of campus working groups analyzed recruiting, admission, registration, and business needs and clarified procedures in preparation for new incoming students. Colleges and academic units forwarded plans for increasing class offerings. Other academic units met and planned for additional auxiliary services, classrooms, and facilities.
The first TSI students were then admitted and entered in the fall of 2005. Current TSI enrollment projections are available online. Corresponding budget projections are also available online.

**Collaborative Engineering Programs**

The development of two off-campus engineering programs further illustrates the university’s commitment to building on its historic strengths and is a planned response to the state’s economic needs. The collaborative UW-Platteville/UW-Fox Valley mechanical engineering program allows students at the two-year campus in Menasha (Fox River Valley) to obtain an accredited collaborative degree in mechanical engineering. Students, largely non-traditional and employed, take UW-Fox Valley non-engineering courses and then take UW-Platteville mechanical engineering courses to complete their program. The UW-Platteville courses are instructed by UW-Platteville faculty on-site at UW-Fox Valley. This unique program was launched in 2002, and was requested and supported by numerous regional businesses and industries in need of engineering graduates. The program was made possible through strong legislative and gubernatorial action and support which included the allocation of “new” monies and positions. An engineering laboratory facility, funded by local businesses and industry, was built in 2004.

A similar program in electrical engineering has been approved for UW-Rock County in Janesville, Wisconsin, with a start date of fall 2006. This program is also strongly supported by local businesses. The Wisconsin legislature also approved funding for an electrical engineering program at UW-Fox Valley starting in fall 2006.

**International Initiatives**

The UW System Board of Regents, in its goals for 2000-01, reinforced the importance of an international study component in a university education. In the goal of “providing a learning environment that fosters the ability to function in a dynamic world community” the Board’s stated target is to increase the proportion of bachelor’s degree recipients who have an international experience to 25%.

UW-Platteville embraced this goal and developed a set of programs designed to encourage more students to participate in international study experiences. UW-Platteville has a well-established reputation in designing and delivering high quality international study programs. The Institute for Study Abroad Programs (ISAP) has been a mainstay of the campus for over 20 years. The university’s ISAP serves not only students from UW-Platteville but also students from throughout the United States. It provides high quality programs at locations in Seville, Spain; Rome, Italy; London, England; and Nagasaki, Japan. Over the past 2 years, the Institute has developed programs in Suva, Fiji (biology); Wuhan, China (ethnic minorities of China); and New Castle, Australia (engineering).
Since the late 1990s, the university has worked to establish exchange partnerships with specific academic articulations with a number of universities throughout the world. The goal of these partnerships is to provide faculty and students with the opportunity to study and complete research projects within an academic major. There are partner institutions in Turkey, Sweden, Norway, Germany, the Netherlands, Ireland, and Australia.

The university has also supported the development of short-term international study opportunities. These include student teaching placements; coursework that involves a one- to two-week international travel component; university athletic team travel; and coursework during winterim.

The university has placed increased emphasis on encouraging international students to study at UW-Platteville. In addition to full-time, degree-seeking international students, the university hosts exchange students who complete one to two semesters of study on the campus. The great majority of those students come to UW-Platteville from exchange partner institutions. Additionally, the university hosts graduate students who are studying in the master’s degree program for computer science (partner institutions are in Germany and Australia) and in the Master of Science in Education/English Education program (partner institution is South Central University for Nationalities in Wuhan, China).

The number of UW-Platteville students studying abroad has doubled since 2000-01. Additionally, the number of international students studying at UW-Platteville has doubled during the same time period.

Distance Education Planning and Growth

The university’s online programs are linked to three different elements of UW-Platteville’s mission:

- “Provide graduate programs in areas clearly associated with its undergraduate emphasis areas…”
  
  All three graduate programs (criminal justice, engineering, and project management) are closely related to the highly successful undergraduate majors of criminal justice and engineering. The inter-disciplinary project management program combines components of many programs, namely business and engineering.

- “Seek to serve the needs of all students and in particular the needs of women, minority, disadvantaged, and nontraditional students.”
  
  As mentioned earlier, the online programs were specifically designed to address the education needs of nontraditional students.

- “Provide undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice, and engineering”.

The Distance Learning Center (DLC) serves as a centralized entity to support the needs of students, faculty, and staff involved with distance education. Employees of the DLC also serve a liaison role between students,
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program coordinators, campus offices, faculty, academic departments, UW-Learning Innovations, and external agencies. The executive director of alternative delivery systems works with employees in the DLC and academic coordinators to develop and implement annual enrollment plans and new student services. Actual enrollments have come within 1% of enrollment projections each year since the inception of the online programs. As shown in Figure 2a-4, enrollment has increased from 209 students in 2001-02 to 1,633 students in 2005-06. The projection for 2006-07 is 1,800 enrollments. Plans are in place to increase online course admissions to 2,000 students over the next five years.

The online programs were established with grant funding and operate on a cost recovery basis. New hires (both academic and administrative) are made after sufficient revenue has been generated to accommodate the salary and benefits associated with the positions. This is reviewed on an annual basis, in conjunction with enrollment growth.

Core Component 2b:

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Like most academic institutions, UW-Platteville uses an annual budget request and allocation process to support its operation. Academic departments and auxiliary areas propose annual budgets for approval, based both on past experience and anticipated new revenue and future needs.
These budget requests are channeled through the University Academic Budget Commission, the vice chancellor for administrative services, and ultimately the Chancellor, who has the final budget authority to allocate resources.

**Base Budget – GDP Allocation and Growth**

In 2005 the university had a total budget of $82 million, with $50 million coming from general purpose revenue (GPR) or tuition and state tax dollars and $25 million from program revenue funds. According to the UW System 2004-05 operating budget and fee schedules, the 2004-05 annual budget included the second year of GPR reductions for the 2004-05 biennium. These cuts, partially offset by tuition increases, represented the largest GPR reductions ever in the history of the UW System. UW-Platteville absorbed $2.7 million of the total UW System cuts in GPR support for the 2003-05 biennium. This represented approximately 2.96% of the total UW System cuts.

Overall, the UW System’s funding sources have had to become more diverse, as is shown in Figure 2a-5. According to the 2004-05 UW System Achieving Excellence Report, between 1974 and 2005 GPR appropriations declined from 52% to 26% of the total UW budget. Conversely, tuition and fees rose from 13% to 21% of the total System budget. Reliance on gifts and grants rose from 20% to 35% of the total System budget. Finally, program revenue increased from 15% to 18% of the total System budget.

![UW System Funding Sources](image-url)
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To counter a decrease in state support, the university plans and seeks funding from program revenue, cost recovery operations, special state allocations resources (decision item narratives or DINs), and voluntary student-imposed increases to segregated fees and grants. The UW-Platteville Foundation also plays a critical role in the present and future funding of the university’s scholarship, development, physical plant, and capital needs.

UW-Platteville currently has the following viability, reserve, income, debt burden, and net asset relationships:

1. Viability Ratio = Expendable Net Assets / Debt + Unrestricted Net Assets + Temporary Restricted Net Assets - Fixed Assets + Outstanding Debt / Long-Term Debt. The Viability Ratio for UW-Platteville is 0.77.

2. Primary Reserve Ratio = Expendable Net Assets / Total Expenses. The Primary Reserve Ratio for UW-Platteville is 0.179.

3. Net Income Ratio = Change in Unrestricted Net Assets / Unrestricted Revenues. The Net Income Ratio for UW-Platteville is 0.007.


5. Return on Net Assets Ratio = Change in Net Assets / Total Net Assets. The Return on Net Assets Ratio for UW-Platteville is 0.006.

Overview of Internal Budget Process

The internal budget process for UW-Platteville begins in mid to late October. Budget forms and internal instructions are mailed to the campus division heads during this time. The completed division budget request forms are returned to the Budget Office by mid January.

Each division works with its departmental fiscal agents to compile the initial requests in accordance with the university/college/departmental strategic plans. The requests are submitted to the college dean or division head. Each college within the university has established a budget committee which reviews the individual departmental requests and recommends a final college request to be submitted to the Budget Office. Administrative departments submit their budget requests through the appropriate division head. Each college and/or administrative division prepares its final requests prior to submission to the Budget Office.

After all the budget requests are returned, each request is reviewed by the Budget Office staff and compiled on a spreadsheet form. Appropriate requests are forwarded to members of the University Academic Budget Committee (UABC) for their review and comment.

University Academic Budget Commission (UABC)

The UABC is the primary coordinating body for campus academic budgets. This committee apportions available budgetary resources in
support of academic programs in accordance with Academic Planning Council (APC) priorities approved by the Chancellor and the Faculty and Academic Staff Senates. Annually, the UABC analyzes and evaluates proposals from college budget committees and fiscal agents and formulates and recommends to the Chancellor an apportionment plan for the funds designated for supplies, capital, travel, and student employment. As a duly constituted body of the Faculty Senate, this group also advises the APC as appropriate concerning budgetary policies and priorities relating to supplies, capital, travel, and the physical plant.

Administrative officers of the university may meet with the deans of each college and other department fiscal agents to discuss and develop the budget. A proposed budget is then prepared by the vice chancellor for administrative services, in consultation with cabinet officers, and presented to the UABC for their input and recommendation for change. The UABC has the option to discuss or not discuss with the fiscal agents their budget requests. All UABC recommendations are submitted to the Chancellor for his review, and/or changes, and eventual final approval. The final campus budget is submitted to UW System between March 15 and April 1 as shown at www.uwplatt.edu/budget/budgettimeline.html.

**Auxiliary Services Financial Planning**

The Division of Student Affairs administers the majority of the auxiliary services of the campus. Due to the number of these services, the auxiliary services financial planning section uses the terms “primary,” “secondary,” and “minor” to classify these services. Student Affairs also includes numerous activities which are not normally classified as auxiliary services.

Primary programs are large and diverse operations, which include large staffs and a multi-layered organization chart. They also involve substantial investment in capital equipment and inventories and often carry long-term debt obligations. Primary programs provide students with core services such as room and board (residence halls and dining services), the operation of the student center, and athletics. To accommodate such programs, Student Affairs utilizes a “rollup” budgeting and reporting methodology. A rollup reporting methodology is commonly used in complex organizations and provides reporting to each level of the organization. Rollup reporting also provides a high level of flexibility in the generation of financial reporting.

Auxiliary services also includes a range of substantive services that are not represented by a multi-layer organization, referred to as secondary programs. These share many of the characteristics of primary programs, carry a large budget involving multiple accounts, often include both student fees and revenue streams, and require long-term planning. Secondary programs may also carry long-term debt obligations. This includes programs such as textbook rental, childcare, student health, Pioneer Activity Center, and management of the student segregated fee programs. The campus is required by UW System to prepare and submit annual bud-
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gets for all auxiliary services activities including reserve planning, which refers to long-term resource management. This submission is reviewed by UW System, consolidated, and submitted to the Board of Regents for approval.

In addition to this annual planning, the campus also maintains and updates a long-term reserve plan for all programs with a special emphasis on primary and secondary programs. Currently, this involves ten-year plans/budgets. These plans are not submitted to UW System. Reserve planning is done to assess a number of important factors, including:

- the longevity of the programs;
- the size of the programs;
- the relative importance of these programs to the operations of the campus;
- the need to build and maintain large capital assets (buildings, equipment, grounds, etc.);
- the need to fund long term bonding;
- the need to carry large inventories which are amortized over a number of years;
- the integrated nature of the programs (residence halls and dining services, for example, must operate and plan in unison); and
- the need to manage student fees and rates with a long-term perspective and to maintain a relative “level” application of student fees for long-term investments.

As the annual budget is prepared, each organization level's ten-year plan is updated. By doing this, greater flexibility is provided in reporting and analysis. Specific planning may include replacement of equipment, building of inventories, bonding, maintenance, repairs on buildings and infrastructure, and personnel planning. Factoring plays an important role in the process, allowing Student Affairs to model such items as inflation, FTE changes, and fixed and variable revenue and costs. This process allows Student Affairs to correlate long-range programming to the fiscal and budget process.

Even longer range modeling often takes place, driven by programming and change management. This type of modeling is initially based on the ten-year plan created during the budget process. This forms a baseline, upon which modeling is overlaid. Critical to this process is strategy development. The Tri-State Initiative (TSI), for example, will impact nearly all auxiliary programs, especially those primary and secondary programs requiring inventories, buildings, infrastructure, staffing, bonding, and revenue flows. TSI growth will also require an evaluation of services provided by auxiliary services and strategies for streamlining programming. This will be accomplished through the modeling process.

Campus Physical Development Plan

UW-Platteville has been characterized by a planned, moderately increasing
enrollment growth over the past several years, having a fall 2005 enrollment of approximately 6,000 students. The Tri-State Initiative (TSI), will increase the enrollment in technical and professional majors at the university by 2,000 students within 10 years. Of the planned 2,000 student increase, 1,000 will be engineering majors. The number of engineering majors is anticipated to increase from 1,600 in the fall of 2004, to a sustained number of 2,600 by 2011. The campus six-year physical development plan, updated every two years, is the result of a comprehensive program space needs and facility condition assessment. The 2005-11 six-year plan was carefully crafted to address the most critical needs, but also is structured to accommodate interrelated building activities. Addressing the space needs to support TSI was a critical first step. The plan identifies maintenance and infrastructure issues and plans to address them through the use of campus, state agency funds, and other funding sources.

The major projects articulated in the physical development plan are the 2005-07 Ullsvik Hall remodeling and addition, funded at $25.5 million; the new engineering building, funded at $27.5 million; and a new residence hall. The Ullsvik project will demolish the 1959 portion of the building containing 47,170 gross square feet (GSF), and will build an 85,000 GSF addition. The remaining portion of the building (53,056 GSF) will also undergo some degree of renovation. The final building (138,056 GSF) will provide space for the university’s administration staff, support offices, and the academic programs of business and accounting, criminal justice, and the Distance Learning Center. The new engineering building project will plan and construct a 114,000 GSF academic building containing state-of-the-art classrooms and laboratories, plus offices to support growth in engineering and technology-based programs through the Tri-State Initiative. The new residence hall project will construct a 120,000 GSF suite-style residence hall for 380 freshman and sophomore students. In addition, the Glenview atrium renovation, costing $2.9 million, makes significant improvements to Glenview Commons dining hall. Improvements include a new west entrance, convenience store expansion, and the remodeling of the lower level and patio into a multi-functional programming area.

In 2007-09, development plans include the renovation of the traditional engineering and science building, Ottensman Hall. The $10 to $12 million dollar project will renovate the entire building with the exception of the recently upgraded HVAC system in the chemistry laboratories. In addition, four general lecture classrooms will be built in the lower level of Karrmann Library. A $3.6 million addition and remodeling project of Williams Fieldhouse is also planned. The addition will add space to accommodate the needs of a larger student enrollment.

In the next biennium, 2009-11, a capital renewal project for Boebel Hall will be requested. The project will upgrade classrooms and modernize and add life sciences laboratories. This remodeling will improve the functionality, efficiency, and aging infrastructure of the building. Brigham Hall is also scheduled to be renovated during this biennium. A $1.5 million project will renovate the existing space into more functional, efficient areas.
and address aging building infrastructure. Plans also include the construction of a new indoor pool adjacent to the existing fieldhouse. Planning will begin to upgrade the present TV services area and radio station facilities within Russell Hall. Program revenue projects include a $10 million residence hall plumbing and electrical infrastructure renovation project as well as the construction of a $1 million public relations storage facility.

Funding to support building renovation and new construction of academic and administrative space will come from general purpose revenue (GPR), general fund support borrowing, gifts and grants, and Tri-State Initiative tuition premiums. Funding to support program revenue operations such as residence hall maintenance and construction and dining facility projects will be from program revenue funds, program revenue supported borrowing, and gifts and grants.

**Technology Resource Investment**

Over the past ten years, the university has made substantial investments in technology. Several million dollars have been invested in campus network infrastructure, hardware and server upgrades, lab and classroom modernization, software implementation and UW System common systems. Recognizing the need to upgrade and maintain the information technology infrastructure, an additional 2.5% of student tuition is now allocated annually, with advisory input from the student technology advisory committee for technology improvements. The student body now has access to nearly 2,500 general and specialized access computers in nearly 50 campus labs. In addition, over 50 campus classrooms are now technology enhanced with computer projection systems.

Significant campus-wide technology enhancements over the past five years include the implementation of the PeopleSoft student administration system, rollout of the campus wireless network, completion of the remodeling of Ullrich Hall, the construction of the Pioneer Farm agriculture technology center, and implementation of an enterprise course management system (Learn@UW). In the last year alone, over 40 major information technology projects have been completed or are underway.

Prioritization of these campus projects is determined with input from the student technology advisory committee (STAC), the academic information technology committee (AITC), the PeopleSoft administrative team, the academic affairs council (AAC), the PeopleSoft steering committee, and the Chancellor’s Cabinet. The information technology support group, the campus network group, and the web technology advisory group also provide expert counsel to these technology committees.

**Campus Computer Purchasing Plan**

UW-Platteville is committed to providing quality technology resources to all students and staff. With tightening budgets, this is a challenge. In 2003, the Office of Information Technology (OIT) began a campus-
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wide review of computer replacement purchases for faculty and staff. With considerable input from faculty, staff, and administrative committees and groups, and the approval of the Academic Affairs Council and the Chancellor’s Cabinet, OIT developed the first campus-wide computer purchase plan in the fall of 2003. This plan required the participation of all campus units and departments in a consolidated computer purchase three times each year.

After the annual budget request process is completed and budgets are approved, OIT solicits a group bid on two to three base systems during each purchase window. The configurations of these systems are standardized to ensure the best purchase price and are based on the needs and requests of the departments and units, rather than on a budgeted price per system. Nearly $50,000 per year was saved by standardizing the purchase models and through volume discounts offered below even state-negotiated contract prices. The program has been so successful that it was extended to campus-wide printer purchases in the fall of 2004.

PeopleSoft Student Administration System

The implementation of the university’s enterprise student administration system is an excellent example of the campus strategically analyzing and deploying computer resources. After extensive analysis and a system-wide procurement process, the PeopleSoft student administration system was selected for purchase in 1996-97. The system replaced an antiquated legacy system and strategically positioned the university for state-of-the-art academic records management and student and faculty self-service, including web-based registration. This process has been constantly monitored by the PeopleSoft steering committee with frontline user input from the PeopleSoft student administration team and the three academic colleges.

Led by Office of Information Technology (OIT) staff, learning technology staff, the Registrar’s Office, and UW System and private consultants, the entire campus community was trained and now utilizes the new system. Students register for classes, print their schedules and unofficial transcripts, check their bills, and identify their advisors online. Faculty can view their class rosters, see advisees’ transcripts and schedules, check classes and prerequisites for advisees, and post grades online.

Committees continue to meet regularly to prepare for future system upgrades, make local and enterprise level recommendations for improvement, and prioritize future functionality enhancements for the campus.

Human Resource Planning

Whenever a position opens on campus, the opening is subject to a four-level review process to verify the need for the position, determine its salary range, and develop an advertising plan. This process includes the applicable department chair/director, college dean, and the human re-
Sources director, Provost, and Chancellor. This ensures the university has a coordinated approach to all recruitment. Newly created positions must undergo the same thorough review as continuing positions. This process includes a determination of whether resources are available to attract and retain faculty in high demand disciplines and if money will be available to support research, professional development, and training for all employees.

University funds are made available annually for recruitment costs incurred for advertising in national and professional journals and newspapers. Advertisements are placed in: Diverse Issues in Higher Education; Women in Higher Education; The Chronicle of Higher Education; www.HigherEdJobs.com; the UW-Platteville website; and selected other newspapers, journals, and websites. Advertising information for reaching women and persons of color nationally is available on the UW-Platteville Human Resources website. The search and screen chair for each faculty position sends a personal announcement and invitation to apply to each recipient listed in the national “Minority and Women Doctoral Directory,” according to academic discipline. In the last four years, 466 out of 3,702 returned self-identification forms indicated that this form of recruitment was effective. Approximately one-third of these 466 applicants indicated that they were personally contacted by the department. Funds are also available for recruitment at national conferences.

The campus also conducts an annual internal equity review of all employee salaries to assess the fairness of the distribution of monies across campus. The annual budget planning process also reviews human resource financial distributions.

Support of Faculty and Staff

The support of professional development for faculty and staff on campus is coordinated by the Improvement of Learning Committee (ILC). The ILC serves as the campus faculty review body for proposals involving teacher improvement grants, sabbaticals, faculty development and retraining, Faculty College, and other appropriate teaching improvement conferences. This proactive committee also assists faculty in preparing teacher improvement grant, sabbatical, and training proposals.

In addition, the ILC serves as a forum for the discussion of emergent educational ideas and issues and communicates suggestions for enhanced learning procedures to faculty and students. This committee also reviews nominations for local, state, and national teaching awards and serves as a source of information on improvement of learning for all instructors.

Internal grants/support programs also provide funds that encourage innovation and change and come from a wide variety of sources including curricular improvement funds (CIF), scholarly activity improvement funds (SAIF), the assessment activity fund, institutional research funds, Chancellor’s opportunity grants, and others. These internal grants/funds
may support the travel of faculty and academic staff to regional and national conferences in order to make presentations.

There is continuing dedication of resources for sabbaticals and faculty development by the Board of Regents, the UW System Office of Professional and Institutional Development (OPID), and UW-Platteville. Despite recent budget challenges, the Regents have held fast to their support of sabbaticals, OPID has continued to dedicate funds to faculty development, and UW-Platteville’s Provost has provided funding for the Teaching Excellence Center (TEC). The TEC director’s position continues to be funded at 0.5 FTE with 0.25 support from UW-Platteville and 0.25 funding through grant sources. This level of activity for the TEC is important for faculty support and development. For example, the university had 23 faculty involved in the scholarship of teaching and learning this year. That number is a result of a $20,000 grant and $5,000 in matching funds from university CIF funds.

Office of Sponsored Programs

The Office of Sponsored Programs’ mission is to support faculty, staff, and students in seeking, securing, and administering public and private grants and sponsored project agreements. These grants contribute to professional development and strengthen UW-Platteville’s academic/support programs. The goal of the Office of Sponsored Programs is to increase the quantity and quality of grants and contracts that support the mission of UW-Platteville.

UW-Platteville’s mission includes an expectation of “scholarly activity, including applied research, scholarship, and creative endeavor” from its employees that supports its degree programs and special mission. Grant writing provides a means through which faculty and staff may pursue external resources to assist them in pursuing scholarly activity. Grant writing activity at UW-Platteville has increased significantly since 1999-2000 when the total request from external grants was slightly more than $1.1 million with only $470,688 being funded. There have been consistent increases in the total amounts requested in subsequent years and the level of funding has more than doubled since 1999-2000. UW-Platteville’s goal for 2006-07 is to achieve a 10% annual increase in the number of proposals submitted and an annual increase of 5% in funds generated through grants. Additional details are available at www.uwsa.edu/opar/accountability/achieve05/inst05.pdf.

Office of University Relations and the UW-Platteville Foundation

The Office of University Relations is made up of the offices of Alumni Services, Mail and Duplicating, Public Relations, Publications, and the UW-Platteville Foundation.

The Alumni Association/Alumni Services area was formed to provide a bond between the university and its alumni by sustaining, maintaining,
renewing, and creating friendships and relationships to promote and support the mission of UW-Platteville.

The mission of the information and communications area is to provide UW-Platteville’s on- and off-campus constituencies with the university’s public messages and images consistent with the university’s mission statement. These materials, whether printed or electronic in nature, are designed to support and enhance at least one of the university’s annual campus goals.

The Foundation’s mission statement states:

The UW-Platteville Foundation, Inc. exists exclusively for educational purposes for the benefit of the University of Wisconsin-Platteville. Its specific role is to provide supplemental funds to aid UW-Platteville in fulfilling its mission successfully. The foundation is involved in fund raising, fund management and fund disbursement.

One example of the Foundation’s fund-raising activities is the Platteville 1866/2016 Fund. This major fund raising effort is outcome-based supporting the following measurable activities:

- Infrastructural Improvements – An example of this would be the building of the new engineering complex. This is the first building project in UW-Platteville’s history that required approximately 25% ($7.5 million) private funding for approval. More than $17 million is expected to be raised by 2016 for facility improvements.
- Student Scholarships – Of the total of nearly $40 million expected to be raised during this effort, nearly $10 million is earmarked for bolstering scholarship funding. Other educational enrichment fund-raising efforts include:
  - Student Cultural Enrichment - includes cultural speakers and performances.
  - Student Entrepreneurial Activities - includes business-related experiences such as marketing products produced at the Pioneer Farm.
  - Student Extra-Curricular Activities - athletics and recreation-based activities, which are key to a healthy lifestyle.
  - Student Museum-Related Activities - assist students in understanding the rich history of Southwest Wisconsin.
  - Student Research - includes students working with engineering faculty on aerospace research and farm testing labs.
  - Student Success Center - includes tutoring and writing skills programs to help maintain and enhance student retention efforts.

In the UW-Platteville Foundation and Alumni Services areas, the measurement of outcomes is determined by using a cost-per-dollar raised formula. This makes it relatively easy to see whether development officers are reaching their goals. New software, implemented in July 2005, provides the Foundation with the ability to chart trends and monitor prospect development.
Core Component 2c:

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Over the past five years, UW-Platteville has made assessment and continuous improvement two of its highest priorities. All academic programs, functional units, and operational areas have committed themselves to the development of measurable goals that support the university’s mission and the strategic plans of their respective areas. These plans were developed with considerable input from faculty, staff, and students under the direction of the Assessment Oversight Committee (AOC) and in conjunction with many other campus committees and working groups.

Assessment Oversight Committee (AOC)

The broad duties of the AOC are to work closely with the Provost, Academic Planning Council (APC), Academic Standards Committee (ASC), Graduate Council, and Student Affairs leadership team in assisting, coordinating, evaluating, and overseeing the various efforts to assess student learning coordinated by majors, programs, general education, and Student Services. Specifically, the AOC disseminates assessment information and serves as a resource to academic and administrative units regarding assessment issues; monitors on a continuing basis the assessment of general education; and reviews assessment updates from each major and program. Alternating between the AOC and APC, the assessment reports of majors are reviewed every three years. Alternating between the AOC and ASC, all 13 general education components are also reviewed on a three-year schedule. Assessment reports from other support areas and Student Affairs are reviewed by the AOC every six years. This is described in detail at www.uwplatt.edu/hlacakcredit/AssessmentOverview.doc and www.uwplatt.edu/hlacakcredit/AssessmentFlowchart.doc. The AOC also makes recommendations for funding assessment activities and submits an annual report to the Faculty Senate, Academic Staff Senate, Student Affairs, and Chancellor’s Cabinet. The AOC is described in more detail under core component 3a of this report.

Campus Assessment Methods

All campus academic units and operational units have clearly defined goals and/or measurable outcomes. A variety of methods are used to assess the success of meeting each goal and the results of these assessments are used to continuously improve programs or services and refine their goals and outcomes if necessary. Assessment tools such as surveys, graduation rates, grade point analysis, student evaluations, and professional exam results are commonly used. A variety of surveys are used including alumni surveys, employer surveys, advising surveys, freshman registration and orientation surveys, graduating senior exit surveys, employee exit surveys, and department and college advisory committee surveys.
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For example, the Division of Student Affairs requires that each department director submit a year-end report. All reports are placed on the Division’s website. Major reporting areas are: organizational structure, mission and accomplishment of goals; employee reporting, and engagement in professional, university, community, and diversity activities; outcomes, statistics, new initiatives, and reduced or changed services and programs; funding for the past four years; and an assessment summary and plans for the coming year. Each report addresses issues of accountability, improves communication, heightens awareness, and broadens the breadth and scope of each department and the division.

Assessment plans for the academic majors are reviewed annually by individual college councils and/or the Graduate Council and every three years on an alternating schedule by the Assessment Oversight Committee (AOC) and the Academic Planning Council (APC). APC reviews are forwarded to UW System. The AOC and the Academic Standards Committee review all 13 general education components on a three-year alternating schedule as shown at www.uwplatt.edu/hlcaccredit/AssessmentOverview.doc and www.uwplatt.edu/hlcaccredit/AssessmentFlowchart.doc.

In addition, a number of accreditation reviews, in addition to that of the Higher Learning Commission, occur regularly. UW-Platteville is reviewed by the Accreditation Board for Engineering and Engineering Technology, the American Chemical Society, the National Association of Industrial Technology, the National Association of Schools of Music, the National Council for the Accreditation of Teacher Education, and the Wisconsin Department of Public Instruction.

UW System Accountability Reports

The UW System and the Board of Regents require that UW-Platteville provides annual information on a variety of system-wide and institution-specific accountability measures. This is part of an overall effort by the UW System to express a commitment to self-assessment. The goals and measures are intended to provide a description of the many ways in which UW-Platteville is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Platteville has selected several supplementary measures that are reflective of its specific institutional mission and values. These unique campus-specific measures are useful as means of providing context to the performance on the system-wide measures.

Highlights from the 2005-06 report include UW-Platteville’s growth in enrollment (965 students in ten years); a 44% growth in students of color; over 500% growth in distance education course enrollments over the past five years; and a 59.7% six-year graduation rate. In addition, academic advising contacts have risen by 24% in two years; student athletes continue to have an overall GPA higher than that of the general student body; participation in study abroad and international programs students
has increased by nearly 33\% over the past three years; and the pass rate of students on the national Fundamentals of Engineering Exam consistently exceeds the national average.

**Annual Faculty and Staff Reviews**

UW-Platteville has a tradition of employee-developed annual evaluation of faculty and staff. These annual reviews provide the opportunity to identify areas where professional development for continuous improvement is needed and give employees the opportunity for feedback.

In the case of faculty, the rank, salary, and tenure (RST) process, established and monitored by faculty governance, provides an annual review for faculty. The university rank, salary, and tenure policy commission (URSTPC) annually reviews and approves all procedures and sets the calendar for faculty review each year. The URSTPC monitors and coordinates the work of the college RST committees in a manner consistent with Board of Regents policies and procedures. The URSTPC also reviews questions of rank, salary, and tenure and sets general policies and procedures for the college RST committees. The commission monitors the standards and guidelines by which the college RST committees make salary adjustments and recommendations and assures that the committees are informed of and carry out those policies and procedures. Finally, the URSTPC provides the instrument for evaluation of academic deans, the Provost, and associate vice chancellor for information services. During the 2005-06 academic year, the commission examined the campus policy on post-tenure review.

The URSTPC has a webpage that describes its purpose and duties. Agendas and minutes are linked from this page, as are the annual RST policies adopted by Faculty Senate. After Faculty Senate adoption, faculty members are referred to the URSTPC webpage to review these policies.

Academic staff reviews are guided by the Academic Staff Personnel Commission. The primary purpose of the Personnel Commission is to review UW-Platteville academic staff personnel policies and procedures and make recommendations to the Academic Staff Senate concerning interpretations or revisions. This body also serves as the first hearing body, following appropriate administrative review, on any academic staff personnel complaint or grievance and as the Academic Staff Affirmative Action Committee. UW-Platteville offers academic staff employees access to all policies and procedures related to job classification and performance evaluations online. Due to the goal-setting and performance evaluation process that is in place at the university, academic staff employees play an active role in identifying realistic goals, reviewing these goals with their supervisors, and recognizing that the accomplishment of these mutually agreed upon goals will be a basis from which their performance will be evaluated.
Classified Employee Performance Evaluation

The Human Resources Office has established an employee performance evaluation program to provide a continual process of identifying, measuring, and developing job related classified employee performance. The primary purposes of the employee performance evaluation program are to communicate performance standards to employees, to provide observations on performance, and to identify training and development needed to improve the quality and quantity of job performance and thereby increase or maintain expected levels of productivity.

Annually, the human resources director notifies each supervisor of classified employees that a performance evaluation must be conducted with each employee. In addition, a goal-setting conference must be held for the upcoming year. Employees and supervisors must both sign completed performance evaluations.

Details of the state classified employee performance evaluation system can be found at 230.37 Wisconsin Statutes - State Employment Relations or the ER 45 Wisconsin Administrative Code.

Environmental Scanning

The Human Resources (HR) Office closely monitors the campus work environment and regularly provides feedback to supervisors. For example, exit surveys are conducted with every terminating employee. The results are reviewed by the HR director and the Chancellor and a summary of all reviews is included in the annual affirmative action plan. HR also conducts an all-encompassing climate survey every five years. The affirmative action committee reviews and monitors the survey's results and makes recommendations for improvements to the Chancellor. The survey results are posted on the HR website (www.uwplatt.edu/pers/climate1.htm).

Similarly, a ten-year workforce analysis regarding hires, promotions, and terminations is done annually. Review of this analysis reveals trends of minority and women hires, terminations, and promotions. Reviewing this information and comparing it to the exit interviews provides valuable information regarding the campus environment. The affirmative action plan documents the career progress of current faculty. The analysis reveals that persons of color receive tenure in about 5.2 years, while majority faculty receive tenure in 5.5 years. Women take an average of 5.6 years to receive tenure, while men take an average of 5.4 years. Among the faculty, women average 5.6 years to promotion while men average 6.2 years. Minority faculty average 6.0 years to promotion and non-minority faculty average 6.1 years.

Curriculum Review

Tenure-track and tenured professors in individual departments set their area’s curriculum in coordination with Wisconsin state mandates and pro-
professional guidelines. Changes to curriculum at the syllabus level are made directly by each professor and are not subject to review by others unless there is a significant change in course content.

Each academic department sets the criteria for courses to be taught in its discipline. Individual professors can shape the curriculum of their respective departments by establishing certain curricula or course content as required courses for a major or a minor. Based on academic freedom, particular class content is subject to the professor’s expertise and preferences, but all professors adhere to the established course descriptions in the university catalogs. In addition, departments as well as individual programs within departments set their own curricula for general education courses within their field subject to approval by the University Undergraduate Curriculum Commission.

Each department sets its own procedures for internal curricular review. If it becomes necessary to change general education course requirements, descriptions, or contents, individual departments must be consulted first. In fact, any changes of curricula, course content or descriptions, or title changes are initially reviewed at the department level. The department considers how changes in curricula will impact other areas or programs and seeks feedback before making substantive changes. Quite often, feedback directly received via the assessment process or an accreditation process is the basis for curricular changes.

After curriculum changes have been forwarded from the departmental curriculum committees to the entire department for review and there is approval at a department meeting, the changes are forwarded to the respective college curriculum committee. Each department appoints or elects a representative to its college curriculum committee.

Each college curriculum committee reviews how curricular changes affect other departments and their curricula and analyzes the effects of dropping or adding courses at the college level. Once the curricular change or addition is reviewed and approved by the college curriculum committee, it is forwarded to the University Undergraduate Curriculum Commission.

It is the function of the University Undergraduate Curriculum Commission (UUCC) to monitor the undergraduate curriculum of the university in order to maintain high standards of academic excellence and Faculty Senate-established academic priorities and policies. The membership criteria, goals, and functions of the UUCC can be viewed at its website. The UUCC sets procedural standards and then evaluates and acts upon any curricular changes proposed by the college curriculum committees. The UUCC also determines general course requirements for all majors on campus. In addition, the UUCC consults with the Academic Planning Council in preparing recommendations concerning academic policies and priorities for Faculty Senate consideration.

The curricular review process at the graduate level is similar to that of the
undergraduate level. A new course or a change to an existing course is first reviewed at the department level. Departmental committees review curricular changes and forward their recommendations to the department as a whole. After department approvals, requests go directly to the Graduate Council for final approval. The responsibilities, goals, and duties of the Graduate Council are available at its website.

Core Component 2d:

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As detailed earlier, faculty, staff, students, and alumni are key players in the development and continuous review of the university mission and strategic plan. This process is centered on faculty, academic staff, and student governance with key leadership from the campus administration and critical input from major constituents such as alumni, employers, and community members. UW-Platteville has a long history of spirited and committed faculty, staff, and student involvement in the development of new programs, improvements to education quality, and responsible fiscal management. While overall governance is directed by the Faculty Senate, Academic Staff Senate, and Student Senate, key university committees and working groups support and direct planning and the prioritizing of resource allocations.

Academic Planning Council (APC)

The APC is the key faculty committee that participates with university administration in the continuous development and review of both short-range and long-range academic plans and participates in the continuous review of the implementation of those plans by the departments, colleges, and the university overall. The APC conducts six year reviews of each academic department, validating that each program or area supports the mission of the university. These program self-studies also review budget and faculty allocations, faculty loads, number of majors, goals of the department, student learning outcomes, program assessment, and continuous improvement.

Strategic Access to General Education (SAGE) Committee

The SAGE committee was formed in 2004 to assist with planning of the appropriate number of general education courses offered to freshmen, assure the effective utilization of campus academic resources, and support the campus strategic plan theme to “plan and assign physical facilities for efficient operation and optimal learning.” This committee’s primary charge was to examine existing data relating to freshman access to general education courses. Their analysis resulted in a number of recommendations and procedures that improved access to general education courses for new freshmen. The committee evaluated underutilized rooms and
recommended improved utilization; created a list of additional sections of general education courses that should be offered by the university to accommodate additional students; communicated with all colleges and received feedback regarding these additional courses; suggested spreading out course times at the beginning and end of the class day; and developed a course contingency plan which only opened course sections as they were needed. The committee created a summer advisory body to meet after each summer registration date to analyze daily registrations and make recommendations on course offerings for the next registration session.

The SAGE committee chair meets regularly with the Provost to discuss the committee’s recommendations. The Provost disseminates the information to department chairs who then communicate it to their academic deans.

Future semester space utilization reports and registration analysis are used to make recommendations on course offerings during subsequent semesters. Results of the summer advisory committee’s work have been well received, as freshman students have been able to complete their fall schedules quite easily during the summer registration sessions.

**Development of New Programs/Majors**

The development of new programs on campus may begin at one of several possible levels. Through the assessment process, it is common for advisory committees of colleges/programs to offer feedback and advice on the changing needs of their fields. Individual academic areas also commonly recommend the development of new programs based on their ongoing analysis and professional expertise. These new programs must clearly fit within the framework of the university’s mission and the mission of a specific college.

It is also common to establish a college or interdisciplinary committee to explore a potential new major/program. When this occurs, a formal proposal proceeds through the campus governance process. This process includes reviews by the Academic Planning Commission (APC), University Academic Budget Commission (UABC), University Undergraduate Curriculum Commission (UUCC) or Graduate Council, Faculty Senate, and Chancellor. The proposal must eventually be approved by the UW System Board of Regents prior to the initiation of the new major/program. Recent new programs that have been approved through this process include software engineering and ornamental horticulture. At present, a committee is exploring the development of a MEMS/nanotechnology program. All of these initiatives support the university’s strategic plan theme to “evaluate the program mix to make appropriate changes that are educationally sound.”
Criterion Two – Conclusions

UW-Platteville recognizes the following strengths and opportunities for improvement in relation to Criterion Two – Preparing for the Future:

**Strengths:**

1. The university has a rich history of strategically responding to the future needs of Wisconsin and the tri-state area.

2. The university’s programs are responsive to societal and economic trends both to provide successful placement and advancement for its graduates and to support the workforce needs of Wisconsin and midwestern businesses and companies.

3. The university has made assessment and continuous improvement two of its highest priorities.

4. UW-Platteville has an established track record of committed faculty, staff, and student involvement in the development of new programs, improvements to education quality, and responsible fiscal management.

**Opportunities for Improvement:**

1. Budget challenges within the State of Wisconsin and UW System make it difficult to respond to future challenges and opportunities.

   **Action:** While the university and UW System will continue to appeal to the Wisconsin legislature and Governor for adequate funding, UW-Platteville should continue to seek other sources of revenue, such as the Tri-State Initiative to meet educational needs.

2. Bureaucratic processes sometimes make it challenging to respond quickly to technological advancements.

   **Action:** The university and UW System should continue to explore changes to businesses practices and operations that improve efficiency in this area.
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The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

“Education isn’t what some people declare it to be, namely, putting knowledge into souls that lack it, like putting sight into blind eyes. . . [Rather], the power to learn is present in everyone’s soul.”

–Plato

Assessment activities at UW-Platteville have existed for more than two decades. These efforts have been directed by the faculty rather than imposed by university administration. This long-standing commitment to the principle of faculty-based assessment continues to drive institutional efforts.
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This assessment tradition includes a variety of activities at different institutional levels. For example, academic majors are reviewed every three years on an alternating schedule between the Assessment Oversight Committee (AOC) and the Academic Planning Council (APC). This is in addition to the yearly review of assessment results and any changes which are reviewed by individual college councils and the Graduate Council. Each of the 13 components of the general education program is reviewed once every three years on a schedule that alternates between the AOC and the Academic Standards Committee (ASC). Student Affairs and other support areas review their assessment results on an annual basis. Every six years, these assessment reports and changes are reviewed by the AOC. Detailed information on this process is available at www.uwplatt.edu/hlcaccredit/AssessmentOverview.doc and www.uwplatt.edu/hlcaccredit/AssessmentFlowchart.doc. Furthermore, eight academic programs are assessed by their respective national accrediting agencies as identified in the following table.

<table>
<thead>
<tr>
<th>Program:</th>
<th>Accrediting Agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Accreditation Board for Engineering &amp; Technology (ABET)</td>
</tr>
<tr>
<td>Education</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>National Association of Schools of Music (NASM)</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>ABET</td>
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<tr>
<td>Industrial Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Industrial Technology Management</td>
<td>National Association of Industrial Technology (NAIT)</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>ABET</td>
</tr>
<tr>
<td>Music</td>
<td>National Association of Schools of Music (NASM)</td>
</tr>
</tbody>
</table>

The university as a whole is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA).

UW-Platteville uses a model that identifies three phases in the assessment process:

1. **Mission/Goals/Student Learning Outcomes** – Identify and articulate operational goals and objectives implicit in the university mission statement.
2. **Tools** – Develop and implement techniques and instruments by which achievement of these goals and objectives can be measured.
3. **“Close the Loop”** – Use the observed results of the implemented assessment techniques to improve program quality, quantity, and/or effectiveness.
Core Component 3a:

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

Assessment of student learning has been a priority at UW-Platteville since the 1980s, but a great deal has been accomplished since the last HLC visit. In 2003, a revised university assessment plan was approved by the Faculty Senate. That plan includes a summary of the history of assessment at UW-Platteville. In December 2005, the Faculty Senate approved an updated revision of the university assessment plan which highlights changes made since 2003. Following are some of the major steps that UW-Platteville has taken to assess student learning, and information on the committees involved in assessment.

Assessment Plans for Majors

During 2003-04, the Academic Planning Council (APC) suspended its regular review schedule in order to assist each undergraduate academic major in the development of an assessment plan (see the minutes of the Academic Planning Council at www.uwplatt.edu/committees/apc/agend_min.html). Each of these assessment plans includes:

- a statement that connects the major to the mission of the university;
- a set of goals and/or a set of specific student learning outcomes;
- a list of tools that are or will be used to measure student achievement of the student learning outcomes; and
- a matrix that indicates which tools are being used to measure specific student learning outcomes.

The APC provided feedback on the plans. During 2004-05, the Assessment Oversight Committee (AOC) also reviewed the academic major assessment plans and offered additional feedback. Those few academic majors that had not previously developed assessment plans submitted them at this time. The complete set of academic major assessment plans is available online. Goals and student learning outcomes for the university’s undergraduate majors are published in the undergraduate catalog. Goals and student learning outcomes for the graduate programs are published in the graduate catalog.

In order to ensure that all academic programs employ their assessment plans and utilize the results, every three years the assessment reports for every major are reviewed on an alternating schedule between the APC and AOC. Reports indicate what student learning outcomes were assessed, what was learned as a result, and what, if any, changes were made to address shortcomings in student learning.

Furthermore, beginning in 2006-07, a faculty member in each program must compile a brief report on the assessment tools used and the results of the assessment. The report will be submitted to the department chair,
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who will review the report and present it during a meeting of the college council.

Some academic majors have already made changes to their curricula based on these assessment results. For example, a recent ABET review indicated that graduates in electrical engineering were weak in their communication skills and knowledge of ethical issues. As a result, the electrical engineering department now requires that all senior-level courses include significant writing projects and a classroom presentation. In addition, the department worked with the philosophy program to develop a new course required of all majors in electrical engineering—PHIL 2540: Science, Technology, and Ethics.

Assessment Plans for General Education

During 2004-05, UW-Platteville began to develop assessment plans for the 13 components of the general education program. Subcommittees composed of members from the University Undergraduate Curriculum Commission (UUCC), Academic Standards Committee, AOC, and faculty who teach general education courses developed assessment plans for each of the five competencies and eight liberal studies areas. The subcommittee’s minutes were posted online to inform the rest of the university community of their progress.

The assessment plans for general education are modeled after the structure of the assessment plans for the academic majors. Each plan lists a set of goals and student learning outcomes, a set of tools to measure student achievement, and a chart which indicates which specific tools are being used to measure each student learning outcome such as exams, rubrics for assessing student work, formal general education assessment meetings, and surveys. These mission statements, goals, and student learning outcomes are published in the undergraduate catalog. In order to ensure that these assessment plans are implemented, annual assessment reports and any changes for three to four of the thirteen general education components are reviewed on an alternating schedule between the AOC and ASC as described previously in this section and as detailed at www.uwplatt.edu/hlcaccredit/AssessmentOverview.doc and www.uwplatt.edu/hlcaccredit/AssessmentFlowchart.doc.

Among the assessment tools already in place is a general education survey completed by graduating seniors. Beginning in fall 2005, graduating seniors were asked to complete an online survey that measures their opinions about general education. The survey lists each of the student learning outcomes for each of the competencies and liberal studies areas within general education and asks the participants whether or not they believe those outcomes were met in their general education courses. The results of the surveys are available online. Overall these surveys seem to indicate that UW-Platteville students don’t understand or appreciate the concept of general education. In addition, the results of the 2004 National Survey of Student Engagement (NSSE) found that the university’s students fail
to appreciate the importance of the general education program compared to students from other UW System schools. Based on this disconnect between the benefits of and appreciation for the general education program, the University Undergraduate Curriculum Commission passed a motion at its May, 2006 meeting requiring faculty teaching general education courses to include information on the general education competencies in their syllabi along with an enumeration of corresponding student learning outcomes.

Since the last HLC visit, several general education areas have developed assessment tools. For example, faculty members developed assessment instruments and/or processes in the social sciences (1999), humanities (2001), fine arts (2001), natural sciences (2001), and historical perspectives (2001) areas. These activities followed the three-phase model identified earlier: clarifying goals, selecting appropriate assessment techniques, and providing useful feedback to relevant departments to enhance educational quality. In part, these efforts were supported through the Assessment Activity Fund grant program. This program began the informal funding of assessment activities in 1995, and was formally established in 1998.

Aided by an Assessment Activity Fund (AAF) grant, the English composition competency is one of the components of general education that has already been assessed. A faculty member in the English program led a team of faculty, most of whom were not English teachers, in reviewing a cross-section of English 123 final research papers. The team used a rubric designed to rate papers in six areas (content, organization, style, audience considerations, mechanics, and documentation). The results of the assessment were discussed at the February 13, 2006 meeting of the Academic Oversight Committee (AOC). Minutes of that meeting are available at www.uwplatt.edu/committees/aoc/journals/2005/files/basicskillassess.pdf.

Assessment Plans for the Division of Student Affairs

During spring 2005, the Assessment Oversight Committee (AOC) reviewed the assessment plans from the Division of Student Affairs and made suggestions for improvement. Each of these assessment plans specifies student learning outcomes and a set of tools used to measure these outcomes. On an annual basis, individual units of Student Affairs review their assessment results and any changes which might have occurred. Every six years, their assessment reports and any changes are reviewed on an alternating schedule by the AOC.

Assessment Oversight Committee

In the fall of 2004, the structure of the Assessment Oversight Committee (AOC) was changed in order to give the committee (and the role of assessment) greater prominence. In the past, AOC representatives were appointed from Faculty Senate, Academic Planning Council (APC), Univer-
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The University Academic Budget Commission (UABC), Division of Student Affairs, and the University Undergraduate Curriculum Commission (UUCC). Now, in addition to representatives from Faculty Senate, APC, UUCC, Student Affairs, and Student Senate, each college elects two representatives. It is believed that by electing the faculty membership, the committee will have greater visibility on campus.

The mission of the AOC has also changed. Beginning in 2005-06, the AOC took on a greater role in monitoring the assessment of academic majors, general education, Student Affairs, and other support areas. As previously discussed, every three years, the assessment reports of academic majors and any changes are reviewed on an alternating schedule between the AOC and APC as shown at www.uwplatt.edu/hlaccredit/AssessmentOverview.doc and www.uwplatt.edu/hlaccredit/AssessmentFlowchart.doc. Programs must submit a report which addresses the following questions:

- What evidence do you have that students achieve your stated learning outcomes?
- What have you learned as a result?
- What, if any, changes will you make in order to improve student learning?

Furthermore, as noted above, each component of general education is assessed by faculty members in the respective areas and is subsequently reviewed every three years on an alternating schedule between the AOC and ASC. Finally, Student Affairs and other academic support areas are reviewed by the AOC on a six-year alternating schedule.

Each year, the AOC reviews proposals for funding from the Assessment Activity Fund. These funds are used to support the development and use of assessment tools at the program, department, college, and university levels. Recipients of these funds present follow-up reports to the AOC, and often their work is the basis for subsequent assessment of student learning.

Academic Standards Committee

An important feature of the recent assessment efforts at UW-Platteville has been the shift from assessing instructor inputs to assessing student outcomes. One consequence of that shift was the re-evaluation of the role of the Academic Standards Committee (ASC). In 2001, when the focus was still on instructor inputs, the Faculty Senate directed an existing committee, the ASC, to take over the University Undergraduate Curriculum Committee’s (UUCC) historical role of reviewing courses already approved for general education credit. The ASC developed a process of portfolio assessment for all general education courses. Each course was compared to existing standards to determine how successfully the university was meeting its general education mission. During 2002-03 and 2003-04, the ASC reviewed syllabi, exams, and assignments from a number of
courses having the general education designation. Based on the criteria listed in the 2003-05 undergraduate catalog, each of these courses was expected to demonstrate:

- a significant writing component;
- a challenge to critical thinking;
- the gathering and analysis of information;
- consideration of ethnic, gender, and international issues when germane; and
- a variety of ways of evaluating student learning, so that such evaluation does not rely alone on objective tests.

The review process was difficult, tedious, and frequently frustrating. There was disagreement among members of the committee over how these criteria were to be interpreted. In cases where it was clear that the criteria were not being met, the ASC lacked the power to effect changes. Minutes detailing the ASC's struggles are available online.

As UW-Platteville moved away from the assessment of inputs and toward the assessment of student learning outcomes, it was decided to no longer require the ASC to review general education courses in this way. Instead, during 2004-05, ASC committee members assisted members of the AOC, UUCC, and other faculty in developing assessment plans for general education. The AOC and ASC now share responsibility for the assessment of general education, with reviews of each area set up on a three-year cycle, alternating between the two committees. Changes in general education requirements resulting from assessment procedures are submitted to the UUCC for final action.

Core Component 3b:

The organization values and supports effective teaching.

As a comprehensive university of the UW System, UW-Platteville values teaching as a primary responsibility of its faculty. Excellent teaching is a critical element in facilitating a link between the university and the people of Wisconsin. The university recognizes that the transfer and application of knowledge and skills depends in large part on effective learning that results from effective pedagogy. Creating an effective learning environment including appropriate classrooms, state-of-the-art laboratories, the infusion of technology into classrooms, and student support structures is critical in this endeavor.

UW-Platteville’s commitment to quality education is clearly stated in the first theme of its strategic plan:

The University of Wisconsin-Platteville recognizes that students learn in different ways and that education is a dynamic process. Faculty and staff will take a leadership role in developing a creative, exciting, and effective learning environment.
Resources will be dedicated to support the innovation and risk-taking necessary to achieve this goal. Teaching designed to enhance learning by all students and to meet their continuing and changing needs will be expected, supported, and rewarded. The university will create and maintain a community of colleagues who share the process of establishing high quality teaching practices and a culture of continuous examination and improvement of such practices.

The most recent strategic plans for each of the three colleges and the Graduate School also state the importance of quality teaching and learning and emphasize each college’s commitment to establishing an environment where learning flourishes. For example, on the quality education theme, the College of BILSA strategic plan states:

**BILSA will be recognized for the quality of our undergraduate programs in Agriculture, Biology, Business and Accounting, Communication Technologies, and Industrial Studies, and our graduate program in Project Management. We will use the best curricula, methods, and resources we can for the education of students.**

The College of EMS strategic plan states:

**Employ the best techniques to preserve and advance the quality of education.**

The College of LAE strategic plan states that it will:

**The Faculty of the College of Liberal Arts and Education will take a leadership role in developing a creative, exciting, and effective learning environment. Resources will be solicited to support the innovation and risk-taking necessary to achieve this goal.**

Emphasizing quality education in the strategic plan of a university, its colleges, and graduate school does not guarantee that quality education is taking place, but is only the first step in achieving quality education. There must be evidence that the university and its institutions take the necessary steps to create an environment which assures that effective teaching and learning takes place. These steps include hiring appropriate faculty, having faculty develop and monitor challenging and engaging curricula in each program, providing the necessary funds to create effective learning environments, providing the necessary support structures for students and faculty, and recognizing and rewarding those faculty and staff who achieve excellence in quality instruction. There are many indicators that UW-Platteville values and supports quality education by implementing these actions. Examples are provided next.

**Hiring Faculty with a Focus on Quality Teaching**

UW-Platteville believes that hiring appropriate faculty is critical in establishing a quality teaching/learning environment. From the start, the university seeks faculty who understand that quality teaching takes precedence when it comes to hiring, promotion, and tenure decisions.
Announcements for faculty and teaching staff positions clearly state the importance of quality teaching.

Faculty Control in Developing and Monitoring Curriculum

As discussed under core component 2d, faculty members control the curriculum development process at UW-Platteville. Recommendations for curricular changes come primarily from faculty with input from staff, other university programs, students, advisory committee members, and/or employers. The process begins at the program level and follows the steps described below.

The formal process for curriculum changes such as developing a new course, modifying the content/title of a course, or changing credits generally begins with a faculty member approaching the department chair with the idea. It is then usually referred to the department curriculum committee/faculty for discussion. Upon the approval of the department faculty, the recommendation is sent to the college curriculum committee, then to the University Undergraduate Curriculum Committee (UUCC). At each level, the recommended change’s impact at that level is discussed. For example, if the recommended change is the development of a new course in a program, the course’s impact on the program’s goals and objectives is discussed at the department level. Its impact on the college is discussed at the college curriculum committee level. The course’s impact on the university is discussed by the UUCC. At the UUCC level, course content, faculty resources, library resources, and how the course may satisfy university general education requirements are discussed and debated. The forms used for this process as well as examples of curriculum changes can be found at the UUCC’s website. If the proposed course is related to a graduate program, after the approval by the college curriculum committee, the recommendation is forwarded to the Graduate Council.

Evaluation of Teaching Effectiveness

UW-Platteville values and rewards effective teaching. An important factor in assuring this is the evaluation process for faculty and staff. To facilitate this process, the university rank, salary, and tenure policy commission (URSTPC) develops guidelines and procedures to evaluate faculty performance. These procedures require that, “In faculty evaluations, teaching effectiveness shall have top priority, followed by scholarly and professional activities, university and community service…” In fact, in nearly all programs at least 50% of faculty evaluations are based on teaching effectiveness. For teaching academic staff, this percentage is generally 80%-100%. Current evaluation criteria provide significant incentives for faculty to update their courses regularly, use current technology, and incorporate state-of-the-art teaching techniques in classes.

Current URSTPC procedures are available online. These procedures require that assessment of faculty teaching effectiveness must include students as well as peers and that “… formal student evaluations must be
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"independent of peer evaluations." In accordance with the URSTPC guidelines, each department prepares detailed procedures regarding how to conduct faculty evaluations and how student evaluation of faculty teaching is incorporated into the assessment process. Students are given regular opportunities to evaluate their instructors’ effectiveness using evaluation instruments at semesters’ end. Examples of these forms are available in the Resource Room.

Assigning a high percentage weight to teaching effectiveness and using student as well as peer evaluations provides significant motivation for faculty and staff to continually update their courses and to use a variety of teaching techniques. In addition, faculty are encouraged to design learning environments that facilitate different learning styles.

Recognition and Reward Programs for Effective Teaching

In addition to emphasizing the importance of quality teaching in the faculty evaluation process, UW-Platteville believes that faculty who excel in teaching should be recognized and rewarded. Following are examples of UW System, university, and college level recognition and awards programs for outstanding educators:

- Alliant Energy Underkofler Excellence in Teaching Award
- UW-Platteville Faculty Award for Teaching Excellence
- The College of BILSA Thomas and Lee Ann Lindahl Teaching Excellence Award
- The College of EMS Excellence in Teaching Award
- The College of LAE Excellence in Teaching Award

In addition to these, there are a number of other awards provided by professional organizations, students, or schools to recognize outstanding teaching at UW-Platteville. Some of these awards are:

- Outstanding teacher selected by School of Agriculture Students
- Phi Kappa Phi Teaching Excellence Award
- Tau Beta Pi Teaching Excellence Award

The Teaching Excellence Center website describes and chronicles the awards listed above.

Support for Effective Teaching and Improved Pedagogies

Student transfer and application of the knowledge and skills taught in the classroom depends, in large part, on faculty use of effective pedagogies. Many programs support the development of these pedagogies, including:

- Teaching Excellence Center (TEC)
  The mission of the TEC is to provide shared leadership in the pursuit of effective and innovative teaching to enhance student learning. The TEC is more a concept than a place. Its website provides a guide to a
“center” where faculty, focused on student learning, can find human, technological, and other resources to meet their needs. Faculty development is the key to the TEC’s work. Through the work of its staff, funded projects, the Improvement of Learning Committee, and partnerships with other offices (e.g. Learning Technology, Community University Partnership), the TEC provides services to help faculty develop as teachers and scholars. Faculty development website links available through the TEC are grouped to reflect new university initiatives as well as services to meet the continuing needs of faculty. The website also contains information on other TEC resources, an online journal, and an activities calendar.

TEC services which directly support faculty development include:

• organizing semiannual professional development workshops, which offer faculty the opportunity to learn about innovations in teaching methods as well as technology useful for the classroom.
• offering grants to faculty to learn how to conduct action research.
• arranging and debriefing classroom videotaping for faculty interested in improving their instruction techniques.
• supporting the mentor program for new faculty. Each new faculty member is assigned to an experienced peer faculty member to provide support in their first years.
• helping faculty develop assessment techniques.

• Wisconsin Faculty College, Teaching Fellows, and Teaching Scholars Programs

In cooperation with the UW System Office of Professional and Instructional Development (OPID), UW-Platteville faculty participate in the Faculty College, Teaching Fellows, and Teaching Scholars programs.

Faculty College sessions are held at varying UW System locations and include representatives from all System institutions. Each summer five to six UW-Platteville faculty members attend a three-day conference of intensive seminars that give them an opportunity to reflect on and evaluate the challenges of undergraduate teaching. Examples of recent seminar topics are: strategies for using technology effectively to improve learning; improving teaching through scholarly inquiry into student learning; ideas for designing significant learning in the classroom; and what every college teacher should know about teaching and learning. Upon returning to campus, participants meet as a support group to implement projects resulting from the summer seminars.

The Teaching Fellows program targets early-career teachers with an interest in examining teaching and learning issues in greater depth. This program uses the principles of the scholarship of teaching and learning to structure intensive discussion and inquiry on projects designed to increase the understanding of student learning and prac-
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tices that are most likely to enhance it. Participants also examine career and classroom-related issues of interest to new faculty.

The Teaching Scholars program supports outstanding teachers with experience in teaching and learning issues in focusing on the scholarship of teaching and learning. Participants undertake significant projects of scholarly inquiry designed to advance the practice of teaching.

Both Teaching Fellows and Teaching Scholars attend the Faculty College, meet for a one-week summer institute, and participate in additional meetings during the year. Fellows and Scholars are encouraged to work with other faculty through the Teaching Excellence Center.

• Scholarship of Teaching and Learning (SoTL)

During the 2005-06 school year, the university was involved in its third year of funding from the UW System to promote the scholarship of teaching and learning (SoTL). The Teaching Excellence Center received a grant to help faculty develop a cadre approach to promoting SoTL. A summary narrative taken from the grant application follows:

We endorse the definition of the Scholarship of Teaching and Learning (SoTL) as a systematic, scholarly inquiry into student learning which advances the practice of teaching (Ciccone, 2004). We are currently involved in a three-year UW-System funded project to promote the scholarship of teaching and learning. Our work focuses on developing a cadre of faculty to work with their peers in the development of a culture of teaching scholarship.

A cadre is a group that is qualified to form, train, and lead others (Webster’s Dictionary, 1991). Members of our cadres are developing SoTL case studies and performing tasks similar to teaching Scholars on other Wisconsin campuses. However, cadre members’ projects are less ambitious and result in a stipend of $500. The cadre concept is being used because we are expecting members to develop SoTL case studies that may be used to train other faculty. We also expect that members of a cadre will be willing and able to work with others on campus, with special attention to the cadre member’s department or program. The “cadre study” terms, as well as the model of training follows a University of Massachusetts-Lowell model detailed in an AAHE supported project and document: Beaudry, M.L. and A.S. Bruce. (2003) A campus wide mission: The scholarship of teaching. Lowell MA: University of Massachusetts-Lowell.

Information on the progress of this project is available online.

• Curriculum Improvement Fund (CIF)

The purpose of the CIF program is twofold: to provide faculty resources for course and content development and improved teaching methods, and for the scholarship of teaching and learning. Informa-
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Information on recently funded projects is available through the Improvement Committee website.

- **Scholarly Activity Improvement Fund (SAIF)**
  The purpose of the SAIF program is to promote scholarly activity among faculty, librarians, and instructional academic staff. The funds support research, scholarship, and creative endeavors. Information about the SAIF program and recently funded proposals is available at www.uwplatt.edu/sponprog/InterGrnts.html. These funds are also used to support the writing and submission of grant proposals to extramural agencies. Revisions of existing grant proposals may also be funded.

- **Distance Learning Center**
  The Distance Learning Center provides support for faculty who are involved in teaching online courses through the following methods:
  - Group training for faculty in the areas of course management software, instructional design, and course facilitation (teaching) is offered to all faculty prior to their working with an online class for the first time. Refresher classes are offered at the beginning of each semester.
  - An online training guide (which supports the training mentioned above) has been developed for off-campus and on-campus faculty to use as a reference during the semester.
  - One-on-one consultation is provided for faculty who are experiencing problems with an online course or who would like to experiment with new features or design in a course. This is done on an as-needed basis. There is also a course support e-mail account to which faculty members can post concerns for resolution.
  - Intermittent training opportunities are provided based on the needs of faculty. The format for these may be brown bag discussions, specialized training sessions, monthly newsletters, or individual projects.

**Effective Learning Environments**

A campus that values and supports effective teaching needs to provide resources that allow for the use of different teaching styles to address different learner needs. In an effort to support different styles of teaching, UW-Platteville has worked to increase instructor access to various types of technology. The quantity and types of computer access for students is discussed under core component 3d. Currently, 70% of classrooms are rated at technology level 2 and higher. Level 2 classrooms include a teaching station computer with web access that can be displayed to the students on a screen.

All faculty are encouraged to use the Desire2Learn (D2L) course management software platform in their classes. D2L includes a gradebook,
discussion forum, homework drop box, and online quiz tools. This course management system promotes greater interaction between faculty and students, which leads to greater opportunities for more effective teaching. To help faculty become more adept at using the features of D2L effectively, the Learning Technology Center (LTC) has offered several classes.

When faculty need assistance in using technology in the classroom, the LTC is available for guidance. For example, the LTC staff coordinates:

- Discussions on lab/classroom modernization activities to facilitate different pedagogies in teaching.
- Workshops/seminars provided by the Office of Information Technology (OIT) to help faculty include new information technologies into their teaching activities.

Both traditional lecture methods and methods supplemented with technology are used at UW-Platteville’s campus. This variety of teaching methods makes teaching more effective, especially when a teacher is guided by the LTC.

Core Component 3c:

_The organization creates effective learning environments._

According to results of the 2004 National Survey of Student Engagement (NSSE), UW-Platteville provides a good learning environment for its students. Compared to other UW System schools, UW-Platteville’s students believe that they are more engaged (e.g., in preparing for class and participating in extra-curricular activities) and are better at collaborative learning, applying theories and concepts to practical problems, providing in-depth analyses of ideas, using technologies, and integrating ideas or information from various sources into papers and projects. Furthermore, both the results of the ACT survey of recent graduates (2001-03) and the NSSE survey found that students believe they work effectively and cooperatively with others and are good at critical thinking, analysis, and problem solving.

The entire campus community is responsible for these strengths, because all are involved in student learning. Among the components of UW-Platteville that make learning more effective are:

- Academic faculty and staff work diligently to make the campus student-centered and conducive to learning inside and outside the classroom.
- Staff in Student Affairs works to complement in-class activities and provide appropriate and professional learning environments that assist in creating a well-rounded graduate.
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- Distance education staff assists approximately 1,600 distance learners enrolled in undergraduate or graduate print-based or online courses.
- Academic departments and Student Affairs areas work collaboratively to create an advising system that meets the needs of the ever-changing student population.

All of these components concentrate on providing learning environments that assure support and respect for diverse ways of learning.

The following information describes a variety of components that contribute to an effective learning environment at UW-Platteville.

Advising Systems

UW-Platteville strives to provide excellent advising. The university advising team, in conjunction with individual faculty advisors, Student Affairs personnel, and administration leads the advising initiatives for the campus. The advising team meets bi-weekly throughout the academic year to address advising issues and questions. The team conducts advising surveys and provides campus and individual workshops to educate faculty advisors. The focus of faculty advising training is not only on degree requirements but also on the “softer” aspects of advising. Examples of such non-prescriptive advising assistance include the provision of information on career development and referrals to applicable campus support offices.

Another important component of the advising system is the Advising and Career Exploration Services (ACES) office. ACES was created in the fall of 2000 to provide academic and personal assistance to students who had not yet decided on an academic major. ACES houses a career resource center which consists of a variety of materials to assist students with career exploration. ACES also provides workshops throughout the semester on career-related topics and acts as a campus-wide resource for academic advising. In addition, the ACES office hosts a “majors fair” each year for students to explore the various majors on campus. The office has many books, interest inventories, and other resources to assist students in career exploration. The office is open to all students enrolled at UW-Platteville.

Each student on campus is assigned a faculty advisor. The advisor communicates with and mentors each advisee with regard to course selection, career development, and general college issues. Students are required to visit their academic advisor at least once per semester to discuss course selections for the upcoming semester and any other issues of concern. Students are not allowed to register for courses until they have met with their advisors. According to the results of the most recent advising survey, which included 1,249 students campus-wide (a 26% response rate), 95% of students surveyed saw their advisor one or more times a semester. Results are shown in Figure 3c-1.
Although 65% of respondents were “very satisfied” with the advising process, the advising survey did reveal some problems. Concerning the availability of their advisors, 94% viewed this as important, but only 68% were satisfied with the availability of their advisor. Regarding knowledge of general education requirements, 95% viewed this as important, but only 68% were satisfied that their advisors understood the requirements. Concerning knowledge of majors requirements, 84% viewed this as important, but only 65% were satisfied that their advisors understood the requirements. This level of satisfaction drops from 78% to 55% between freshmen and seniors. As a result of these “hot-button” issues, the academic advising team held a series of workshops in March, 2006 for faculty in each of the colleges. The workshops raised awareness of these concerns, and gave concrete suggestions for addressing them.

Another advising component is the Student Experience Committee. This committee meets regularly to plan, promote, and teach a course aimed at providing students with success skills for college. The First Year Experience course for new freshmen was developed in the fall of 2002. The course is team taught by one member from the faculty and the other from Student Affairs. The goals of the course are to help new freshmen successfully transition to college life.

The university webpage for student advising contains a host of resources including: frequently asked questions; career development links where students can explore career options; tips for meeting with an advisor; links to general education checklists; links to major-specific checklists; and links to campus resources such as tutoring, student support services, and services for students with disabilities.

The university’s three colleges also actively support and promote excellent advising. Each college awards $500 and a plaque annually to an outstanding academic advisor. The Outstanding Advisor program was established in 2000 and to date over 15 advisors have been recognized. Seventy-four nominations for 52 advisors have been submitted since the program was initiated (11 have been nominated more than once) and 4 of 5 national award submissions to the National Academic Advising Association (NACADA) have received recognition.
Support and Respect for Learner Diversity

UW-Platteville’s environment encourages respect for the diversity that each student brings to the campus community. In the classroom, instructors are encouraged to develop and utilize pedagogies that reach out to different types of learners, thus fostering more effective learning environments. For example:

- The Teaching Excellence Center (TEC) hosts voluntary training sessions on a variety of topics associated with good teaching.

- New faculty hired in engineering, science, and math are encouraged to participate in UW System Women and Science Program workshops that support the exchange of ideas with respect to pedagogy.

- A mix of both laboratory and lecture style environments are employed in engineering, technology, and science courses to promote both a theoretical and hands-on approach to learning. Laboratories create an environment in which students and faculty interact informally as the student to faculty ratio is small. Sample curricula for these programs are available online for review.

- In history courses, students participate in lecture and discussion sessions. This format allows for different learning styles to be addressed and also creates a peer-to-peer learning environment. The history curriculum is available online for review.

- Several courses are design- or practicum-based, allowing for real-life applications of knowledge learned in the classroom. For example, in the College of EMS, students are required to participate in a senior design course. Sample curricula can be found at www.uwplatt.edu/ems/programs.html. In addition, students in the College of EMS are encouraged to participate in a co-operative educational experience in which they take one semester and a summer off to participate in a real world work experience. In the teacher education programs, students are required to participate in pre-student teaching and student teaching experiences.

As presented under core component 1b, diversity awareness at UW-Platteville is facilitated through a variety of support services, organizations, and the curriculum itself to assure effective learning environments. Examples of diversity awareness support initiatives include:

- Multicultural Educational Resource Center (MERC). As described under core component 1b, the MERC office provides support and educational services for students, faculty, and staff on diversity issues. MERC promotes peer-to-peer and faculty-to-student interaction.
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- **Women in Engineering Program (WEP).** WEP provides services in the recruitment and retention of women in the university’s engineering programs. The program supports women across the campus and serves as a strong reinforcement mechanism for both students and faculty.

- **University general education requirements** require that students complete both an ethnic and gender studies course in order to graduate. Both the women’s studies and ethnic studies programs provide such courses, as do several other programs on campus. A checklist of general education courses is available online.

- **The Patricia A. Doyle Women’s Center** provides support for women and non-traditional students across the campus. The coordinator also serves as a resource for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) students. The center provides information on gender issues, including publication lists, local and national information on women’s services, books, videos, magazines, and journals. In addition, there are resources for students, faculty, and staff on gender-related issues that can be used in teaching and learning. The center also hosts events on general women’s issues and interests, including the topics of breast cancer awareness, healthy relationships, resume building, career choices, self defense, community programs, and women’s history month.

- **The University Women’s Council** was established to identify and advocate for university-wide issues that are of particular interest to women on campus; forward these issues to the appropriate committees for consideration and possible action; recognize and promote the accomplishments and contributions of women to UW-Platteville and higher education; and advise the Provost and Chancellor regarding women’s issues on campus.

- **The Services for Students with Disabilities** office was established to create an accessible university community where students with disabilities can realize their full potential. Its staff works with students, faculty, and staff to promote students’ independence and to ensure assessment of their abilities, not disabilities. Services for Students with Disabilities insures that students with disabilities receive reasonable academic accommodations and/or auxiliary aids and obtain access to academic services, programs, activities, and facilities.

- **Student Support Services** provides assistance to students who are first generation college students, low income, or disabled and may need extra help or have not had the appropriate preparation necessary to succeed at the university. Learning skills sessions, study skill groups, counseling/advising, and tutoring are available at no charge. Students develop their own program with the assistance of a staff member.
Plan 2008. As discussed previously in core component 1b, Plan 2008 is a UW System plan for promoting racial and ethnic diversity. Adopted in 1998, it articulates a ten-year framework for System-wide institutional efforts aimed at removing barriers associated with race, ethnicity, and economic disadvantage in order to expand educational opportunities statewide.

All of these support programs facilitate a learning environment rich in learning opportunities, respect, and responsibility among students and staff.

Student Development Programs Serving Distant Students

Because UW-Platteville’s distance learning programs were established on a cost recovery basis (and students do not pay segregated fees), on-campus student support services are typically not available for use by these students. Dedicated student services for individuals taking classes through one of the distance formats have been established as part of the mission of the Distance Learning Center. Students who are involved in the programs/courses offered at a distance are typically non-traditional and therefore do not need some of the support services that are available to on-campus students.

The following support services are made available to distance students through the Distance Learning Center or affiliated partners:

- A personal online advising site for all degree-seeking students.
- Online advisor service for prospective students.
- Services for students with disabilities.
- Access to Karrmann Library resources.
- Access to technical support is available 24/7 through UW-Learning Innovations.
- Orientation.
- Alumni services.
- Educational resources (software, online resources, etc).
- Distance education scholarships (most of the students who are taking classes at a distance are not enrolled full-time, so they are not eligible for on-campus scholarships). Two scholarships specifically identified for distance learners were developed in 2005.
- Financial aid assistance.

Work has begun to develop and evaluate a variety of tutoring mechanisms for classes that are offered at a distance. These tools are being tested in 2006 and a recommendation will subsequently be made on their further development. One of these tutoring mechanisms is to allow online students to use the math/science learning center.

Student Development Programs Serving On-campus Students

A wide array of student support services supplement and support stu-
students and professors in the classroom. Many of these services are available online and therefore are accessible to students wherever they are located physically. Some of the support services available are:

- **Math/Science Learning Center.**
  This office provides tutoring for students enrolled in math courses numbered 2740 and below. In addition, some tutors can assist with problems in chemistry and physics courses.

- **Student Success Center.**
  This office provides a variety of support services to enhance student learning and academic achievement and promote the completion of educational goals. The center consists of five different areas:

  - **Advising and Career Exploration Services (ACES).** As previously discussed, this office offers assistance, support, and resources to those students who are exploring their academic major. The advisors in ACES help deciding students link their interests, skills, abilities, values, and personality styles to potential careers. ACES houses a career resource center which consists of a variety of materials to assist students with career exploration including handouts, books, magazines, computerized career search software, and videos. ACES also provides workshops throughout the semester on career-related topics and acts as a campus-wide resource for academic advising. Distance students can access the ACES office by phone. Many of the ACES services are available via the Internet.

  - **Counseling Services.** Professional counselors provide support and assistance to UW-Platteville students through personal counseling, their website, group activities, and individual testing. Services are free (except for minimal fees for tests/inventories) and strict confidentiality is maintained. Students seek counseling for a wide variety of reasons, including help with academic problems, relationship concerns, stress, anxiety, and depression.

  - **Services for Students with Disabilities.** This office provides information about disability services to students and university personnel, coordinates academic accommodations and auxiliary aids, refers students to appropriate sources for non-academic accommodations or auxiliary services, and provides advocacy for students with disabilities. The services are provided to assist students with disabilities in receiving the academic accommodations needed to ensure equal access to the educational environment and in obtaining access to university programs and activities.

  - **Student Support Services.** This area provides support to students who need extra help or who have not had the high school preparation necessary to succeed in college. Learning skill sessions, study skill groups, counseling, and tutoring are free to
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all qualified students. Students qualify by being in one of the following groups: first-generation college student, income eligible student, or student with a disability.

- **University Tutoring Services.** This office offers up to six hours per week of tutoring to any UW-Platteville student in a wide variety of courses. Tutoring fees are minimal, and tutoring is available to any student regardless of class standing or GPA.

- **The Patricia A. Doyle Women’s Center.** The Patricia A. Doyle Women’s Center serves as UW-Platteville’s central contact for resources and support for women on campus. All students, faculty, and staff are encouraged to drop in for educational resources or just a friendly place to relax and study.

- **Writing Center.** Free tutoring is available for students who want to improve their writing. Students may drop in or make appointments for assistance.

**Scholarships**

Each year the UW-Platteville Scholarship Program awards over $200,000 in scholarships. The goal of the scholarship program is to provide awards to as many students as possible. The program is divided into two distinct parts: one for incoming first year students and one for continuing students. The application process is different for each program.

Most scholarships are awarded on the basis of several factors which may include academic achievement, community involvement, extracurricular activities, an autobiographical essay, a letter of recommendation, and care in completing the application. Some scholarships require that a student prove financial need. Specific eligibility criteria are listed for each scholarship.

**Karrmann Library**

The Karrmann Library is physically and academically the center of the campus and serves all faculty and students regardless of their location. The library’s resources are described in detail under core component 3d.

**Office of Information Technology**

The Office of Information Technology (OIT) provides computer-related support to faculty, staff, and students. The OIT help desk provides instant access for solving computer problems.

Students have electronic access in a variety of ways across campus. There are many computer labs located in various locations across campus as well as the Bear’s Den which is located in the Pioneer Student Center (PSC).
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The Bear’s Den and the Hempel Collaboratory are state-of-the-art computer labs for general use.

Students may check out laptop computers, and the entire PSC is equipped with wireless access, as are other locations on campus such as Doudna Hall, Brigham Hall, and Russell Hall.

Pioneer Involvement Center

As discussed previously, the mission of the Pioneer Involvement Center (PIC) is to create collaborative co-curricular programs, events, and processes supporting student leadership and involvement opportunities contributing to student retention and encouraging diversity. The functional areas providing these services include:

- **Student Support.** The PIC staff connects students with student organizations; provides times and locations of various campus events; provides materials on involvement opportunities, upcoming workshops, and programs; and finds answers to students’ questions. Services available to registered student organizations include a mailbox, a file drawer reserved on a yearly basis, copies, and faxes.

- **Design Services.** assists with the promotion of student organizations and campus events. Student designers create layouts for posters, flyers, buttons, banners, brochures, and newsletters. In addition to their design skills, designers’ knowledge of campus requirements and posting policies help ensure successful promotional campaigns.

- **Student Organizational Development (SOD).** provides guidance in starting new organizations and helps students discover ways to raise funds for their organizations. SOD also offers ideas for recruiting new members and assists new organization officers in becoming more effective leaders. In addition, support is provided in developing budgets and navigating the student segregated fees allocation process.

- **Co-Curricular Programming.** Campus programing and relations (CPR) offers diverse educational, cultural, social, and recreational entertainment programs as a part of the broad curriculum at UW-Platteville. Program needs are assessed, planned, promoted, implemented, and evaluated to support the campus curriculum. Student staff members facilitate these objectives by recruiting volunteer committee members to create programs in community service, music features, current issues, homecoming, movies, and special events. These events offer a rich variety of activities for students, staff, faculty, alumni, and guests.

- **Greek Life.** The Greek life staff is dedicated to assisting in creating a positive living, learning, and governing environment for students interested in Greek life.

- **Leadership Development.** Many leadership opportunities are provided by the PIC. Opportunities for employment, internships/practicums, classes, and volunteer services give students opportunities for the development of leadership skills. For example:
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- UW-Platteville hosts a fall leadership conference open to all students and to students from other regional campuses.
- PIC staff members are available to design workshops for strengthening leadership skills.
- The emerging leader class provides students with an opportunity to explore topics such as communication, teamwork, diversity, and values.
- A leadership resource library is available to all students. Books, journals, magazines, and videos are just a few resources student organizations, living groups, residence halls, or individual students may access to strengthen their skills.
- The group challenge experience, a mobile team-building program, works with groups to strengthen interaction between members. Groups develop strategies for building a successful team capable of implementing goals for the organization. The group challenge experience program is a complement to the high ropes course available through the Pioneer Activity Center for student organizations.

Student Health Services

The mission of Student Health Services is to provide primary health care for UW-Platteville students in collaboration with community resources and the student’s primary health care provider. Additionally, Student Health Services maintains a focus on the enhancement of the total educational experience for all students and provides outreach and education with regard to health and wellness. These activities are described at www.uwplatt.edu/stuhlthsvcs/.

Student Recreation and Entertainment

As previously discussed, the Pioneer Student Center (PSC) is a community center for the campus and was built to serve the needs of UW-Platteville students, faculty, and staff as well as residents of the surrounding tri-state area. Incorporating the concepts of a technologically rich environment with both formal and informal events for students, faculty, staff, and visitors, and the traditional, social aspects of a student center, the PSC encourages the convergence of academic and social lives to promote learning that goes beyond the classroom. The mission of the PSC is to provide students, faculty, staff, alumni, and guests of the university with facilities and services for the enhancement of campus life.

Core Component 3d:

The organization’s learning resources support student learning and effective teaching.

UW-Platteville has an abundance of resources devoted to the support
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of student learning and effective teaching. These resources include the library, partnerships/internships/co-ops, technology, and other facilities and programs.

Karrmann Library

The Karrmann Library is a modern learning resource center that provides a diversity of information accessible through computerized indices to the library’s collections and provides personal service through a staffed reference desk for almost 100 hours a week. Its collections include 267,750 books; about 120 subscription databases, many of which offer full text of journal articles; 101,700 government publications; 12,100 audiovisual materials; 19,240 maps; 996,400 microforms; and subscriptions to more than 1,280 periodicals, 70 newspapers, and 1,500 other serial titles. Many more journal and newspaper titles are offered full text online. A statewide network among UW System libraries supplements these materials, providing students and faculty with over 12 million volumes. The library is also a member of Online Computer Library Center (OCLC) and Wisconsin Library Services (WILS) that provide national and statewide service through inter-library loan arrangements. A smaller branch library, the instructional materials laboratory (IML), is located in Doudna Hall and focuses on pre-K through grade 12 classroom materials.

The mission of the library is to provide basic academic library resources, services, and facilities that support the curricular and general information needs of students, staff, and faculty. In order to accomplish this mission, the library provides many online resources so that students and faculty will have constant access. These resources can be reached via the library’s webpage from anywhere in the world. The library is fortunate to be part of the UW System, since the majority of these resources are purchased at the System level, thus providing this campus with many more resources than most campuses of similar size would be able to afford. Along with these online resources the library is open almost 100 hours a week (82 hours for the IML) and provides in-house reference service and telephone and email reference services as well. The library supports students on campus and those taking classes through distance education. It also has purchased hardware and software to make these services more accessible to students with disabilities.

In the spring of 2004 the library participated in the LibQual survey, an international survey designed by the Association of College and Research Libraries as a tool for assessing libraries. While UW-Platteville scored high on its resources, gaps in the service and facility areas were indicated. Figure 3d-1 shows a summary of the three areas examined and how UW-Platteville was rated in relation to perceived and desired results. Ideally, each orange bar would be as high as the corresponding grey bar for each variable.
Library staff are currently addressing these issues and hope to repeat the survey in the next one to two years. Renovation of the Karrmann Library has been scheduled for 2007-09.

The associate vice chancellor for information services serves as the library director. Staff librarians have absorbed some administrative duties to make this an empowering, but workable, experience for them. However, with continued campus growth, the addition of a full-time library director may need to be explored.

**Internships, Co-ops, and Partnerships**

*I hear and I forget, I see and I remember, I do and I understand.*

—Confucius

This section describes the numerous opportunities UW-Platteville provides for students by connecting them to real-life situations. These range
from a class project in which students helped to build bookcases for a local school, to students from multiple programs coming together to assist in a project supporting the village of Potosi, to regularly planned experiences such as student teaching or semesters spent studying abroad. These examples of outreach and service to the community are featured in UW-Platteville’s strategic plan and are presented in more detail under Criterion 5 of this report.

Internships, co-ops, and partnerships are popular learning experiences at UW-Platteville and have been available to students for nearly 50 years. They provide real-life links to a profession and are major recruitment tools used by many employers. Internships and co-ops allow students to gain insight into a particular occupation and to work closely with professionals in their field of study, as well as to develop competence as they apply classroom theory to real-world situations. Through these experiences, students develop more professional attitudes and learn to deal with unpredictable situations. Most departments offer credit to students for these valuable experiences.

Partnerships offer students and faculty the opportunity to experience the world outside of UW-Platteville. In some partnerships, formal arrangements made with other universities provide students with opportunities for travel along with academic learning. Faculty may also have the opportunity to teach abroad, or in another part of the country as part of these arrangements. These opportunities may be as short as a two-week faculty exchange, such as the School of Education sponsors with Mississippi Valley State University or for a semester or longer in some other programs, such as engineering in Darmstadt, Germany. Students may student teach in Jamaica, or in some other location arranged by the Office of Clinical Experiences.

Campus Laboratories

The university maintains a variety of over 45 well-equipped laboratories that are used in numerous subjects. There are also over 70 high-technology classrooms available on campus. UW-Platteville is committed to providing students and faculty with the resources necessary for learning and teaching. The following are just a few examples of the many resources available on campus.

The newly remodeled Ullrich Hall features seven high-tech classrooms and four state-of-the-art computer laboratories for computer science, software engineering, and business classes. Through a partnership with two technology companies (CompuNET International, Inc. and Enterasys Networks) Ullrich labs are equipped with networking hardware valued at $120,000. The equipment allows UW-Platteville students to learn network set-up and maintenance through hands-on applications while working with industry-standard hardware.
In a fast-paced, competitive world, well-trained workers are essential for business growth. The plastics processing technology minor combines coursework in plastics processing with courses in management. The program involves a dynamic and conceptually based curriculum requiring students to have a strong understanding of science (chemistry and physics), mathematics, management, materials science, and industrial production techniques. The plastics program is supported by a newly-equipped plastics processing research laboratory (PPRL) located in Russell Hall. This laboratory is equipped with state-of-the-art industrial grade equipment complemented with the most up-to-date accessories including monitoring and controlling devices.

A second engineering facility is to begin construction in spring 2007 and will help the university continue its tradition of excellence in technology-based programs as well as prepare for future growth. The new academic building will house a number of existing programs of the College of EMS, and a new program in micro-electromechanical systems (MEMS) and nanotechnology. The new engineering building has not been fully defined in terms of content or structure, but the latest data indicates that there will be 14 classrooms and 25 labs in the building. Four labs will support engineering physics and physics, one will support MEMS/nanotechnology, seven will be devoted to electrical engineering, six will serve general engineering, and one will be a project laboratory. A generous gift from the 3M Foundation will help the university continue to attract, retain, and graduate more students in technology-based programs. The $100,000 contribution will establish a state-of-the-art engineering classroom bearing the 3M name.

The Pioneer Farm is a member of the Wisconsin Agricultural Stewardship Initiative (WASI), a statewide collaboration between producers, government, and the UW System, to evaluate best management practices in Wisconsin and form policies based on practices that will enhance the environment and produce a profit for the producer. The Pioneer Farm provides agricultural and environmental research in a production setting representative of southwestern Wisconsin and the Upper Mississippi Basin Loess Hills. It is envisioned that the data collected by Pioneer Farm and other WASI research sites will be used to improve conservation practices, produce scientific data that can be used to develop reasonable and effective environmental legislation, and serve as the basis for profitable and expanding agriculture in the upper Midwest.

The recently opened swine facility is the first of its kind in the state and offers an ideal teaching and applied research facility. It features a walk-in demonstration area, as well as views into various production rooms to show firsthand how facility design, technology, and management practices work to solve key issues in the industry.

The popularity of television shows such as “CSI” has increased interest in the field of forensic investigation. In the Introduction to Criminal Scene Investigation and Investigative Photography courses, students participate
in laboratory sessions that simulate real-life crime situations. The FBI has donated textbooks and fingerprint identification supplies and The Phoenix Group, Inc. (makers of AFIX Tracker automated fingerprint identification system) provided $30,000 worth of equipment. UW-Platteville is one of only twelve institutions of higher learning in the country, and the only one in the state, to have access to the AFIX Tracker fingerprint network used in these labs.

Another example is the social studies resource lab that includes 16 computers, a scanner, a document camera, a projector, and a color printer. The lab includes software useful to psychology majors, such as SSPS, Sigma Plot, and Harvard Graphics. Many departments have similar specialized labs that feature software uniquely useful to their students.

**Performance and Practice Spaces**

Performance and practice spaces are also provided in several locations on campus. UW-Platteville is proud of our unique concert hall, renowned for its excellent acoustics, in the Center for the Arts. The concert hall seats 600, and houses a 40-rank pipe organ. The theatre wing of the building consists of a unique 318-seat flex-room theatre with two stacked balconies, stage shop, costume shop, rehearsal hall, and dressing room complex. The theatre features a computer-based lighting system and a contemporary sound system. In addition, there are choral and instrumental rehearsal halls. Music majors also have access to music classrooms, faculty studios, practice studios, a piano lab, a MIDI/computer lab, and a recording studio housed in Doudna Hall.

**Art Spaces**

All art classes are taught in the Art Building, located between Ullrich Hall and Doudna Hall on the main walkway on campus. The Art Building consists of two lecture classrooms, faculty studios, and art studios which include studios for: painting, drawing, printmaking, ceramics, jewelry and crafts, sculpture, graphics and design, and art education.

The Harry and Laura Nohr Art Gallery in Ullsvik Hall is the primary art gallery space on campus. It features ten to twelve new exhibitions per year.

The university art collection encompasses more than 700 two- and three-dimensional pieces with several hundred on display in nearly every building across campus. Part of the university collection on display in the Pioneer Student Center is the Wisconsin Sesquicentennial Portfolio which is a limited edition print collection commemorating Wisconsin history.

Last summer, UW-Platteville helped to host “Butterflyville 2005,” a public art project similar to Chicago’s “Cows on Parade.” The university purchased several butterflies for permanent display on campus from the project.
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Criterion Three: Student Learning and Effective Teaching

In addition, many state-funded art projects dominate campus, including the most recent entitled “Stratagem” which was installed in spring 2006 between the Pioneer Student Center and Boebel Hall.

Office of Information Technology

The Office of Information Technology (OIT) is integrated into every aspect of university life. OIT is committed to applying advanced technologies for the acquisition, use, and dissemination of information across campus. Technology has become a foundation in the campus’ delivery and enrichment of instruction. All faculty and staff have access to networked computers. There are over 2,500 computers available to students through general and specialized computer labs. Through ResNET, all residence halls are connected and include labs and support for students living on campus. There are over 70 high-tech classrooms on campus and faculty members are increasingly using technology in the classroom and via the Desire2Learn (D2L) course management software platform. The general access labs provide students and staff with help nearly 100 hours a week. OIT also has initiated a laptop program that allows 56 computers to be checked out for 48 hours from either Karrmann Library or the Bear’s Den, the two main general access labs on campus. OIT is responsible for computer support and troubleshooting for all of these computers. The help desk is available to faculty and staff and attempts to answer questions over the phone, or provide in-person assistance.

OIT is also responsible for the campus’ wiring infrastructure and wireless network. They maintain all campus-wide servers and provide Internet access on all these computers in addition to those on the Pioneer Farm, and offer off-campus access through a dial-up feature. They set up accounts for all students, faculty, and staff, and maintain the electronic mail system. Recent OIT accomplishments have been moves to web-based systems such as email, and to the PeopleSoft student administration system. Changes and updates will continue in order to support the institution’s educational mission.

Learning Technology Center

The Learning Technology Center (LTC) is located in the Pioneer Student Center and provides a myriad of training and support services ranging from productivity training to assistance with online delivery of course and departmental information. Working closely with the Karrmann Library, the Office of Information Technology, and Television Services, the LTC offers high quality instruction in areas of professional and technical development. Services of the LTC are available at no cost to faculty, staff, and students of UW-Platteville. Some specific services provided by the LTC are:

• Faculty/Staff/Student Training – The LTC offers training and instruction throughout the year. Training is free and covers a full range of classes, including electronic mail, word processing, spreadsheets,
information resources, World Wide Web, operating systems, and multimedia. Training schedules are revised regularly to meet the information resource and technology needs of the campus community. In addition, orientations for newcomers to campus are coordinated with campus-wide orientation programs.

• Instructional Technology – The LTC promotes and supports the use of web utilities for the enhancement of on-campus course content delivery. LTC staff work directly with faculty to provide technical and instructional support for those teaching staff and faculty interested in utilizing the web or other technologies in teaching.

• Computer Training Labs – The LTC has three computer labs available for training: Karrmann B6, the testing and assessment lab in the Pioneer Student Center, and the Hempel Collaboratory in the Pioneer Student Center. Training courses include productivity software training (spreadsheets, word processing, multimedia presentations, databases, and desktop publishing) as well as training for use of network and operating systems, library resources, scheduling software, and email. Instruction is typically provided for campus data warehousing use (creating reports and custom queries), instructional design, and course management software (Desire2Learn).

School of Graduate Studies

The purpose of the School of Graduate Studies is to coordinate and oversee high quality, practitioner-oriented graduate programs whose goal is to provide degree-seeking and non-degree-seeking students with advanced educational preparation for careers in criminal justice, computer science, counseling, education, engineering, and project management. This purpose reflects UW-Platteville’s mission to “provide graduate programs in areas clearly associated with its undergraduate emphases…” along with other selected graduate programs.

The Distance Learning Center

The concept of offering a degree at a distance (or an extended degree) was first initiated by UW System administration in the early 1970s, in an effort to extend educational opportunities to adult students throughout the state of Wisconsin. In May 1976, UW System Regents approved the establishment of three different extended degree programs, each to be offered at a different campus in the System. The UW-Platteville extended degree program in business administration first enrolled students residing in Wisconsin in 1979. In 1996, the UW-Platteville extended degree program extended its reach to adults throughout the United States.

As new delivery techniques such as audio-conferencing, audio-graphics, compressed video, full-motion video, and the Internet became available, the university began to develop several distance learning projects to serve the new groups of students who were not able to attend class on
a traditional campus. In 1999, both print-based and online courses for the Bachelor of Science degree in business administration were offered, and later three 100% online master’s degrees were developed in criminal justice, project management, and engineering. The programs are available worldwide. The resources and staff for the various programs involved in distance education were brought together in one location to form the Distance Learning Center.

In 2003-04, UW-Platteville celebrated 25 years of offering accredited degrees at a distance. Details of the anniversary celebration can be viewed online.

Television Services

Television Services is located in Pioneer Tower and provides a variety of services to faculty and students to support academic programs and projects. The areas of service provided include the following:

- Video and Audio Production – Television Services offers a variety of production services such as lecture taping, videotape editing, mirror learning taping, audio and video tape duplication, and audio recording.
- Equipment Checkout – The department provides a variety of audio-visual equipment that may be checked out by faculty, staff, and students for educational purposes. Equipment includes computer projection systems, digital cameras, video cameras, cassette decks, and slide projectors.
- Cable Television – Television Services provides cable service to the residence halls, oversees the operation and programming of campus Cable 14, and provides maintenance support for the cable system.
- Equipment Maintenance – Many maintenance services, including equipment repair, equipment recommendations, and maintenance of WSUP radio, are provided by the Television Services staff.
- Distance Education – The university has six facilities with the capability to transmit or receive video from a variety of sources using various technologies. These technologies include cable television (TV-5, and Cable 14) and ITFS (Instructional Television Fixed Service), using full motion video and compressed video.
- Satellite Feeds – Downlinks from C- or KU-band satellites may be recorded onto videotape and/or routed to a conference room on campus.

The Teaching Excellence Center (TEC)

As discussed under core component 3b, the TEC’s mission is to provide shared leadership in the pursuit of effective and innovative teaching to enhance student learning. Through its website, the center provides a repository where faculty, focused on student learning, can find human, technological, and other resources to meet their needs.
Faculty development is the key to the TEC’s work. Through its staff, the Improvement of Learning Committee, and university partnerships, the TEC places special emphasis on instructional development; namely programs that have as their focus course content, instructional delivery, and assessment. A key function of the TEC is to provide consultative services to faculty in the areas of teaching improvement, scholarship, and instructional development.

Services include the following:
• Establishing student management teams
• Planning classroom improvement
• Conducting action research
• Arranging and debriefing classroom videotaping
• Assisting research and writing productivity
• Supporting mentor relationships
• Helping faculty develop assessment techniques
• Supporting collegial relationships

The TEC responds to suggestions from the Improvement of Learning Committee and works with the committee on funding for faculty research and teaching improvement, especially through the Curriculum Improvement Fund (CIF). Examples of CIF funds being used for matching funds for TEC grant applications are available online.

Criterion Three – Conclusions

UW-Platteville recognizes the following strengths and opportunities for improvement in relation to Criterion Three – Student Learning and Effective Teaching:

Strengths:

1. UW-Platteville’s goals for student learning are clearly stated. The university has developed and is using assessment plans for its academic majors, graduate programs, general education areas, student affairs areas, and ancillary areas. The 2005 university assessment plan ensures that assessment of student learning will remain an institutional priority.

2. UW-Platteville values effective teaching. The university demonstrates its commitment to excellent instruction in a number of ways, including the emphasis that good teaching plays into the hiring and evaluation of faculty, support for programs such as the Teaching Excellence Center, and recognition and rewards programs such as the university and college awards for teaching excellence.

3. UW-Platteville creates effective learning environments in several ways. The faculty works diligently to make classrooms student-
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Criterion Three: Student Learning and Effective Teaching

centered. Student Affairs staff complement classroom activities with valuable extra-curricular learning environments such as programs that support diversity. Furthermore, faculty and staff collaborate to meet the advising needs of the students.

4. UW-Platteville’s resources provide strong support for student learning and effective teaching. The Karrmann Library is a modern learning resource center that includes hundreds of thousands of books, periodicals, and electronic resources. The university maintains dozens of well-equipped laboratories and high-tech classrooms, and future construction promises to add to that number. The Pioneer Farm includes an innovative swine facility and a new state-of-the-art dairy facility.

Opportunities for Improvement:

1. There is concern among the faculty that an increasing number of new teaching positions are being filled by teaching academic staff rather than tenure track faculty. The percentage of teaching academic staff (full time equivalent) has increased from 28% in 2001 to 36% in 2005. The faculty recognizes that part of this increase is due to the TSI initiative and that the new positions created for this program are initially teaching academic staff. It is understood that within two years, as TSI enrollment is established, the number of teaching academic staff is planned to be reduced and tenure-track positions added. The faculty also realizes that recent budget and position cuts by the State make it difficult to hire tenure-track faculty. However, there is concern that this trend, if continued, threatens the quality of education at UW-Platteville.

**Action:** The Faculty Senate and Academic Planning Council should monitor this situation to assure that temporary teaching academic staff positions created due to the TSI initiative are reduced and tenure track positions are increased starting in fall 2007.

2. There is concern about the effects of budget constraints on library resources. Funding for technology is adequate, but funding for traditional resources such as books and journal subscriptions is not, in part because the costs of these resources have increased at a faster rate than the library budget.

**Action:** Whenever possible, funding for traditional library resources should be increased.
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Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

“The real voyage of discovery consists not in seeing new landscapes, but in having new eyes”—Marcel Proust

A significant aspect of the university’s mission is to “...enable each student to...participate wisely in society as a competent professional and knowledgeable citizen.” In a world where knowledge is expanded exponentially and shared within fractions of seconds, the ability to participate wisely is dependent on a life of learning. From the university’s strategic plan to individual courses and from undergraduate research funds to student organizations, UW-Platteville seeks to promote lifelong learning for students, faculty, staff, administration, and the community.

The university’s mission also includes an expectation of “...scholarly activity, applied research, scholarship and creative endeavor....” At each level of UW-Platteville, multiple resources exist to encourage and enhance the learning process. Such resources include research funds, development opportunities, workgroups and organizations, seminars and workshops, international opportunities, and access to current technology. This section explores how UW-Platteville uses and evaluates such resources for the acquisition, discovery, and application of knowledge.
Core Component 4a:

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

To nurture a life of learning, UW-Platteville faculty and staff use, share, and disseminate their acquired knowledge in varied ways. For a liberal arts professor, the application might be a published monograph, while for a civil engineering professor, it might be the assessment of a local watershed. No matter what the application, UW-Platteville faculty, staff, and administrators continually demonstrate that learning is neither discrete nor terminal. It is a lifelong endeavor.

Internal Funding Opportunities

UW-Platteville provides numerous avenues for students, faculty, and staff to advance their understanding and skills via internally and externally funded grants. Three internal grants offered to faculty and staff on an annual basis are the Assessment Activity Fund (AAF), Curricular Improvement Fund (CIF), and Scholarly Activity Improvement Fund (SAIF).

The purpose of the AAF is to promote the improvement of assessment through grants to faculty and staff at UW-Platteville. AAF grants are not limited to academic programs. Proposals from all areas are welcomed, including non-academic departments, with preferences given to a specified theme or campus need. In the year 2005-06 preference was given to proposals evaluating interdisciplinary and/or multi-course assessment processes within the liberal studies curricula. A maximum of $3,000 in salary may be awarded in any particular AAF grant proposal. A maximum of $1,000 in supply support may also be granted. AAF proposals are typically funded in the range of $500 to $3,000.

Upon completion of AAF projects, funded faculty and staff share the results of their research with the Assessment Oversight Committee and with other university colleagues in the form of a workshop, seminar, or similar presentation. Examples of recent AAF funded faculty and staff projects can be reviewed at www.uwplatt.edu/hlaccredit/AAF.doc.

The purpose of the Curricular Improvement Fund (CIF) is to focus on course development and instruction and the systematic study of teaching and learning. Curricular development may include developing courses outside of one’s normal duties and responsibilities, developing a new course or revising one that hasn’t been taught for a number of years, developing a totally different teaching approach, or incorporating new teaching methods into an existing course. The scholarship of teaching and learning may involve research and development of new pedagogical techniques, or a new project to improve pedagogy, and the assessment of these new methods. Preference is given to projects that clearly relate to the fund’s purpose, have university-wide impact, relate to identified university or college goals, and are interdisciplinary in nature.
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Criterion Four: Acquisition, Discovery, and Application of Knowledge

The amount of funding available is $12,000 university-wide. $7,000 is available for curricular development and $5,000 for scholarship of teaching and learning. Individual grant awards range from $1,000 to $3,000. Descriptions of CIF activities that faculty and staff have pursued in the past three fiscal years are available at www.uwplatt.edu/hlaccredit/CIF.doc.

The purpose of the Scholarly Activity Improvement Fund (SAIF) is to promote scholarly activity among faculty, librarians, and instructional academic staff. These funds are used to support research activities, scholarship, or creative endeavors that may form the basis of more extensive scholarly activities. Proposals are reviewed by the academic and institutional research committee. Research is categorized as discipline-based, applied, or pedagogical. Discipline-based scholarship refers to updating and extending an area of study within the professional life of a faculty member. Creative endeavor refers to the production of creative work. These activities are defined as category A. Category B grants differ slightly in that the requested funds help support the writing and submission of grant proposals to extramural agencies.

The amount of money available for SAIF grants is $60,000. Descriptions of SAIF activities for the past three fiscal years is available at www.uwplatt.edu/hlaccredit/SAIF.doc.

UW-Platteville Foundation Opportunity Fund

The UW-Platteville Foundation Opportunity Fund allows the university to proceed with innovative projects. Proposals for these funds are submitted for events or materials that are one-time in nature, thus demonstrating that the university supports forward-thinking and an environment of lifelong learning. Examples of the types of activities and materials supported by this fund include a summer camp for potential female students sponsored by industrial studies, the purchase of 36 Yamaha keyboards for music students, and the expansion of recruitment efforts for student athletes.

Faculty Professional Development Fund

UW-Platteville Faculty Professional Development funds are provided to give faculty a variety of opportunities and experiences leading to active participation in scholarship, increased awareness of and ability to respond to the numerous changes in higher education, improved academic program quality, enhanced use of technology in academic programs, and creative approaches to current UW System issues including diversity and improvement of the multicultural environment on campus. Examples of such funded opportunities can be reviewed at www.uwplatt.edu/hlaccredit/FAPD.doc.
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Criterion Four: Acquisition, Discovery, and Application of Knowledge

Tuition Reimbursement Program

UW-Platteville strives to promote the continuing education of its employees. Employees may be reimbursed for authorized education and training expenses per UW System Policy GAPP 25 and within budgetary allowances. A formal application form must be completed by the employee requesting these funds and approved at each level of supervision before being forwarded to the Provost for final approval. A portion of tuition and fees is reimbursed after successful completion of the course. Information on this process is available at www.uwplatt.edu/university/documents/emp_handbook/2005-2006/Part2/privileges/reimbursement.html.

Sharing Knowledge

The sharing of knowledge takes many forms at UW-Platteville. For example, the faculty forum series was introduced in October 2004 by the dean of the College of Liberal Arts and Education. Subtitled “Ideas for a New Century,” the forum seeks to introduce the individual research projects and academic interests of LAE faculty to a university-wide audience. Held each month in the spacious Nohr Gallery of Ullsvik Hall, the series has covered diverse topics. One faculty member shared her work on Wisconsin native literature in a political perspective; another lectured to an overflow crowd on the gendered nature of public space. Many of these projects grew out of institutionally-supported research, thus showing the connections between acquisition and application. For example, a faculty member’s presentation on how Washington, D.C. prepared for nuclear war during the Cold War was made possible by a Scholarly Activity Improvement Fund award.

Faculty also share their scholarship with peers by speaking at state, national, and international conferences. For example, during the 2004-05 academic year, the Faculty Professional Development Fund supported the presentation of 17 papers by UW-Platteville faculty. The conferences or events where these presentations were made included the Summer School in International Human Rights Law held in Oxford, U.K. in July 2004; the Third American Society for Engineering Education meeting in Beijing, China in September 2004; the 40th International Congress of Medieval Studies meeting in Kalamazoo, Michigan in May 2005; and the 38th Annual Midwest Instructional Computer Symposium held in Eau Claire, Wisconsin in April 2005.

As integral as professional and scholarly conferences are to a life of learning, UW-Platteville regularly seeks additional ways to share knowledge, both within the United States and in other nations. For example, in 2004 a professor of chemistry served as the external examiner for two masters thesis committees at European universities. In 2004 and 2005, the director of clinical experiences and education placement for the School of Education traveled to Mandeville, Jamaica to tutor elementary students.
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Arts and Lifelong Learning

UW-Platteville promotes a life of learning through the performing arts. The Center for the Arts (CFA) offers the university and community a vibrant schedule of musical and theatrical productions, many of which feature UW-Platteville faculty, staff, and students. The department of fine arts offers a theater major with various minors and emphases and opportunities for all students on campus to participate in play production.

UW-Platteville’s music program serves the student body and the region as a cultural resource by providing general courses for all students, and specialized courses leading to those occupations requiring musical expertise. Recognizing that cultural-aesthetic enrichment is a vital part of university life, the program’s goal is to provide high quality instructional experiences through performances by faculty, guest artists, and student performing organizations. The objectives of the music program are to provide students the opportunity to develop their talent and ability as musicians, develop a thorough understanding of the elements of music and its historic considerations, and participate in performing.

The November 2004 production of James Baldwin’s play, Blues for Mr. Charlie, was directed by a faculty member and starred numerous university students and staff. This production exemplifies the tradition of the fine arts department to use the CFA to learn, master, and practice the performing arts. The production ultimately received two Kennedy Center awards.

The Center for the Arts Performing Arts Series (PAS) provides the university, community, and Southwest Wisconsin area the opportunity to experience high quality performing arts events and to enhance an appreciation and understanding of the performing arts. This is accomplished by presenting a series of high quality performing arts events at an affordable cost. To further enhance these goals, the PAS engages the campus and community in complementary educational programs featuring guest artists. For example, over 1,200 people (including adults, college students, and school children) participated in educational activities during the 2005-06 series. These educational activities included pre-show conversations, master classes, lecture-demonstrations, and matinee performances.

In the summer, UW-Platteville presents the Heartland Festival. This summer festival of arts seeks to create an environment in which artists, educators, students, audience members, lifelong learners, and the greater community may gather to celebrate the personal and professional growth inspired by the tradition of artistic creation. The festival produces three theatrical performances each summer with high production values using a mix of guest artists and regional/local actors and talent. The festival also offers a children’s theater camp and a visual arts exhibition. The Heartland Festival involves over 100 community members on stage and behind the scenes and brings in nearly 5,000 people to see the performances.
Despite the variety of ways UW-Platteville encourages and emphasizes learning through the performing and visual arts, results of the 2004 National Survey of Student Engagement (NSSE) suggests that students do not visit art exhibits or galleries or attend fine art performances as much as the university would prefer. To address this concern, the Improvement of Learning Committee is currently working with several faculty and staff groups to help broaden students’ exposure to culture and the arts as part of their well-rounded liberal arts education.

Campus Events

UW-Platteville supports a life of learning by providing numerous activities on campus that supplement the academic mission of the university. These activities, ranging from the distinguished lecturer series to diversity week, target a variety of audiences including students, faculty, staff, and local community members. Sponsoring a wide variety of campus events is indicative of the recognition that learning takes place outside as well as inside the classroom. The university community is able to participate in activities that supplement and foster an environment of lifelong learning at no or low cost. The calendar showing campus events that occurred between 2003 and the present is available at http://we.ad.uwplatt.edu/webin3/webevent.pl?cmp=open&cal=.

Sabbaticals

Sabbaticals are a venerable means of nurturing a life of learning. At UW-Platteville, sabbaticals have enabled faculty to produce new, important scholarship in their fields. For example, sabbatical recipients have used leave time of one or two semesters to revise a textbook on internal combustion engines, print piano reductions of scores for trombone and orchestra, and write a textbook on gender, race, and ethnicity in the workplace. Descriptions of recent sabbatical reports are available online and in the office of the Provost.

Other Scholarly Activity

Sabbatical supported projects comprise a small part of the scholarship produced by UW-Platteville faculty. In the past three years, faculty have published articles and books in a wide range of fields and have exhibited many artistic works. This scholarship and creative output reaches local, state, national, and international audiences. For example, an assistant professor of chemistry co-authored an article on human lymphoid cells published in Genes & Immunity, while a professor of general engineering co-authored a study on the fracture strength of polysilicon. In January 2003, a department of communications technology assistant professor had a solo exhibition of her large-scale photographs at Gallery Katz in Boston. A Canadian journal recently published an article on stream ecosystems co-authored by an assistant professor of biology. Prentice Hall has just published an associate professor of history’s two volume textbook, Exploring Russia’s Past: Narrative, Sources, Images.
In addition to considering internal granting sources at UW-Platteville, many faculty and staff search for and obtain external grants of hundreds of thousands of research dollars. The Office of Sponsored Programs keeps a listing of these external requests, which shows the breadth of research and learning being performed at the university.

**Academic Staff Development Funding**

UW-Platteville also offers professional development opportunities for academic staff. Opportunities enable staff to increase their effectiveness by expanding knowledge in their areas of expertise, by refining and developing skills, and by enhancing morale.

In addition, the academic staff professional development program has been established to facilitate individual professional development that contributes to the institution's needs for quality teaching, service, and flexibility. Proposals that address issues of gender, race, ethnicity, or the improvement of the multicultural environment on campus are especially encouraged. The program has the following main objectives:

- **Individual Professional Development.** The program provides opportunities for academic staff to enhance their effectiveness in meeting the changing needs and roles of higher education. Meeting such needs is a concern for UW-Platteville as well as for individual academic staff members in their career development pursuits.
- **Improved Program Quality.** Staff professional development opportunities contribute to improving vitality during a period of anticipated resource constraints and rapidly changing administrative, community, and educational needs.
- **Improved Institutional Effectiveness.** A staff professional development program specifically enhances and refines those abilities most directly related to the mission and goals of UW-Platteville.

Examples of opportunities funded under this program can be reviewed at www.uwplatt.edu/hlcaccred/ASPD.doc.

**Funding for Student Research**

The purpose of the Pioneer Undergraduate Research Fellowship (PURF) program is to encourage undergraduate student participation in research and/or creative projects under the direction of a faculty research advisor. The goal of this program is to stimulate student interest in pursuing graduate work. Awards average $500 and are given to up to ten students on an annual basis. Fellowship recipients, their families, and faculty advisors are guests at a luncheon hosted by the Provost. Each recipient makes a presentation and is encouraged to present at the annual UW-Platteville research poster day and at state, regional, and national meetings. Examples of PURF awardees are listed at the following sites. Student recipient names are linked to the corresponding research reports at each site:
Acknowledgment of Lifelong Learning Activities

UW-Platteville celebrates the lifelong learning accomplishments of its faculty, staff, and students in a variety of ways. Listed below are examples of how the university rewards achievements in this area:

• **Abughalous Award.** The Abughalous award for excellence in scholarly research is named in honor of the late Mansour Abughalous, a professor of mathematics at UW-Platteville. Its recipients must demonstrate outstanding career achievement in scholarly research. Recent winners include a professor of chemistry, whose leading research in nonlinear optics and laser spectroscopy led the Smithsonian Institute to ask him to clean the Hope Diamond and a professor of horticulture, who authored dozens of articles and papers. Abughalous Award winners receive acknowledgment at the annual university convocation and at the research poster day event, where they are honored as featured researchers. Additional detail on this award and on recent awardees is available at www.uwplatt.edu/sponprog/ Abughalousaward06.doc.

• **Faculty Award for Teaching Excellence.** This award is given each year to a tenure-track faculty member for exceptional teaching. In addition to having outstanding student and peer evaluations of their teaching effectiveness, recipients must also share their classroom methods, activities, and materials with colleagues in order to be considered for the award. Winners receive an honorarium of $1,000 and a plaque. The award is granted each fall at the university convocation.

• **Posters in the Rotunda.** This event showcases the work of more than 100 undergraduate researchers and their faculty advisors from the UW System. They share their work with System administrators, university faculty and administrators, legislators, and members of the public in the state capital rotunda. A short program acknowledges the researchers and faculty advisors.

• **UW-Platteville Research Poster Day.** This annual event celebrates the research of university faculty, students, and staff. Each year 25 to 50 displays detail the scholarship undertaken on campus. Poster day is also one avenue whereby grant recipients present the results of their study and inquiry projects.

• **UW System Undergraduate Research Symposium.** Each year, UW System undergraduate students are invited to present their scholarly work to a statewide audience at the UW System symposium for undergraduate research and creative activity. The annual symposium allows two- and four-year students, faculty, and other System
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Criterion Four: Acquisition, Discovery, and Application of Knowledge

staff an opportunity to share research projects from across academic disciplines. Students present on a wide variety of topics from artistic expressions to scientific research.

• Online Journal for Undergraduate Research and Creative Endeavors – The Big M. UW-Platteville’s online journal for undergraduate research and creative endeavors, The Big M, was initiated to showcase the finest academic and creative achievements of university undergraduate students from all disciplines. The submission of original research manuscripts in the sciences and papers and other creative works in arts and humanities is encouraged. The electronic format of the journal facilitates the publication of works in a variety of media including video, audio, and graphic files. The Big M is published annually in the fall. The first issue was released in fall 2005.

Core Component 4b:

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

UW-Platteville’s philosophy of providing a liberal arts education is illustrated in its select mission, which states:

...the University enables each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and a knowledgeable citizen.

This philosophy is rooted in four ideas: first, that students are capable of and responsible for making choices; second, that the quality of choice is largely dependent upon the nature and extent of their experience; third, that experience becomes more meaningful and constructive when it is informed by knowledge; and fourth, that while students need certain kinds of knowledge to practice their professions, there are other kinds of knowledge required to become well-rounded and fulfilled.

The development of these latter kinds of knowledge is the essential purpose of a liberal arts education. Such an education empowers people to live thoughtful lives, frees them from ignorance, and awakens them to a universe much larger than their immediate environment and to a public realm that reaches far beyond their professional circle, local community, or nation. This type of education promotes the ability to think and communicate coherently, critically, and creatively about:

• the thoughts and actions of people from one’s own culture, as well as from different cultures;
Criterion Four: Acquisition, Discovery, and Application of Knowledge

- the processes of nature, both animate and inanimate;
- the interrelations among people and between nature and humankind; and
- the possibilities for each person to enhance or detract from the goodness and beauty of life.

General Education Program

Providing students with a well-rounded, liberal arts education and fostering a passion for lifelong learning are at the core of the UW-Platteville's general education program. Among other things, the university believes that an educated person:

- is sensitive to the social realities and moral challenges of our time;
- understands his or her culture in a global context;
- comprehends the forces and influences of the past – the judgments, visions, and actions of those who have gone before us and have helped shape the present;
- understands human behavior and social existence;
- is able to think creatively and understand experience in imaginative ways; and
- understands the character, structure, and dynamics of the universe in which we live.

Accordingly, the liberal arts areas challenge students to explore the diverse range of disciplines necessary for acquiring the qualities of an educated person. Each area plays a significant role in enabling students’ thought processes to mature and promoting their development of clear, coherent, critical, and creative thinking. All UW-Platteville liberal arts courses include:

- the use of writing to learn course material;
- a challenge to think critically;
- the gathering and analysis of information;
- consideration of ethnic, gender, and international issues when applicable to the specific course; and
- a variety of ways of evaluating student learning which does not rely solely on objective tests.

2004 National Survey of Student Engagement (NSSE) results indicate that UW-Platteville excels in enabling students to work with computers and technology, function in group/team activities, and use critical thinking to apply theory and concepts in practical situations.

Students in all majors are required to complete the university’s general education program which is divided into five competencies and eight liberal arts areas. The competencies are comprised of English composition, foreign language, mathematics, speech, and wellness/physical activity. For each competency, the University Undergraduate Curriculum Commission (UUCC) has established criteria which must be met for a course to be
counted toward fulfillment of that competency. In order to meet competency requirements in English composition, for example, a course must be designed to enable students to:

- understand written language, including various stylistic devices;
- recognize the importance context has for meaning;
- conceptualize a topic in order to establish a purpose for writing, while keeping in mind the intended reader;
- arrange ideas logically and present them coherently;
- create contents that reflect the analysis and synthesis of ideas; and
- shape their writing imaginatively.

Students are required to complete 13-21 credits in competencies, depending on their previous academic preparation.

The liberal arts areas consists of ethnic studies, fine arts, gender studies, historical perspective, humanities, international education, natural sciences, and social sciences. For each liberal arts area, the UUCC has established criteria which must be met for a course to be counted toward fulfillment of the particular liberal arts area. Courses meeting liberal arts requirements in the natural sciences, for example, must be designed to enable students to:

- discover the patterns, principles, and dynamics of natural phenomena and relate them to issues in their lives as citizens;
- comprehend scientific methodology and its limitations; and
- engage in the analysis of natural phenomena.

In order to insure exposure to a variety of disciplines and the various perspectives and methodologies linked to those disciplines, students may not use more than six credits from one discipline in fulfillment of the liberal arts portion of general education. With the exception of the ethnic studies, gender studies, and international education requirements, a course may not be counted toward fulfillment of more than one liberal arts requirement. Students are required to take a second course in the same discipline from the social sciences area and a second course in the same discipline from the humanities, fine arts, or historical perspective area. This coursework is intended to provide greater depth in at least two disciplines from the liberal arts clusters.

The liberal arts portion of general education requirements is 30-39 credits, depending on the number of classes from the ethnic studies, gender studies, and international education areas that a student applies to other liberal arts areas.

**College Statements on General Education**

Providing students with a breadth of skills and knowledge through the general education requirements of the university is the responsibility of all three colleges. While the College of LAE has an obvious role in pro-
Providing a liberal arts education, the Colleges of BILSA and EMS are also committed to ensuring that students receive a broad general education. This commitment is documented in the undergraduate catalog and at the homepage of each college as follows:

- **College of BILSA:**

  Our faculty believe in assisting students to become lifelong learners, develop clear thinking, and possess a healthy curiosity. Students are encouraged to diligently pursue intellectually stimulating activities beyond those typically taught in the academic classroom. Courses in humanities, communications, sciences and mathematics are required of all majors, to help prepare them to enter a rapidly changing and increasingly international workforce.

- **College of EMS:**

  Curricular requirements provide a strong foundation in the student’s major field of study, supplemented by a broad background in the social sciences and humanities. In this way, the college enables its graduates to be adaptable to change, to be productive citizens, and to practice their professions with proficiency and integrity.

- **College of LAE:**

  The mission of the College of Liberal Arts and Education is to provide a broad foundation of knowledge for all students, fostering an appreciation of the complexity of human nature and the diversity of human experience. The college accomplishes this in two ways: by providing liberal studies courses that form the foundation of general education, and by offering a variety of major and minor programs which may be used as a basis for career development. Liberal education courses foster development of flexible, critical, reflective, and divergent thinking. They form the foundation for life-long learning and global citizenship. Liberal studies courses also develop skills in oral and written communication.

**General Education Requirements in Specific Academic Programs**

At the departmental level, many programs have established liberal arts requirements that go beyond the general education requirements of the university. In differentiating the Bachelor of Arts (B.A.) from the Bachelor of Science (B.S.) degree, for instance, several programs require more advanced coursework in foreign language. For example, majors in art, geography, music, speech communication, and theater must achieve a fourth-semester proficiency in foreign language for the B.A. degree. Students pursuing a B.A. in criminal justice (as opposed to B.S. degree) are required to complete an intermediate-level foreign language class or undertake additional coursework in English literature, history, or philosophy. Computer science students who wish to obtain a B.A. degree must take nine additional credits of upper-division coursework in humanities, fine arts, or social sciences.
Some departments, especially those in professional-oriented fields, require additional coursework in liberal arts areas as a complement to their own disciplines. For example, many engineering fields require advanced coursework in mathematics and the natural sciences, especially chemistry and physics. Similarly, accounting and business administration majors must take additional classes in economics. Students in several of the emphasis areas in ornamental horticulture are required to complete advanced coursework in biology and chemistry. In addition to the university’s social science requirements, criminal justice majors must take six credits each of political science, psychology, and sociology, or complete a minor or second major.

Following are examples of department learning outcome statements that further illustrate a commitment to general education ideals:

Animal science students will:

- value and enhance their communication skills with liberal arts and science based knowledge.
- demonstrate ability to independently investigate, analyze, and conclude decisions clearly and concisely.
- generate interest and increased participation in cross-cultural experiences.
- expand their comfort zone for global pursuits.
- benefit from external professional inputs of diverse backgrounds.

Mechanical engineering will:

- graduate engineers with a well-rounded education to become quality citizens.
- provide solid liberal arts and social science background to develop connections between engineering and social and humanistic issues.
- support a variety of activities to enhance and broaden the students’ opportunities technically and socially.

Humanities students will:

- understand the human condition through the contemplation and practice of the Liberal Arts.
- explore the diversity of human thought and experience.
- contemplate and confront fundamental questions about reality, knowledge, justice, and beauty.

**Relationship Between University’s Mission and Its General Education Program**

Reviews of the relationship between the university’s mission and values and the effectiveness of its general education program exist at the department/program, college, university, and post-graduate levels. At the university level, the link between UW-Platteville’s mission and the
effectiveness of its general education program is illustrated in a variety of ways. The university’s strategic plan is regularly updated and reviewed. The university’s guiding values, as stated in the plan, are grounded in the ideals of general education and include:

- excellence in undergraduate education and in targeted graduate programs;
- liberal education as a basis for lifelong learning, growth, and professional development;
- ethical behavior;
- students as the primary focus of university activities;
- respect for individual differences and support for the development of all students, faculty, and staff;
- the pursuit of knowledge and its practical application, and applied research;
- learning and development which occur inside and outside the classroom; and
- service to the community and society.

The strategic plan goes beyond these guiding values by outlining nine major themes and the initiatives taken to address them. Many of these initiatives are directly tied to improving the effectiveness of the university’s general education program.

The effectiveness of general education at the university level is also regularly reviewed by three faculty committees: the University Undergraduate Curriculum Commission (UUCC), the Academic Standards Committee (ASC), and the Assessment Oversight Committee (AOC). For example, every other meeting of the UUCC is dedicated to the issue of general education at UW-Platteville. UUCC meeting minutes are available at www.uwplatt.edu/committees/uucc/agend_min.html. Alternating between the ASC and AOC, all 13 general education components are reviewed on a three-year schedule. Meeting minutes are available at www.uwplatt.edu/committees/asc/agend_min.html for the ASC and at www.uwplatt.edu/committees/aoc/agend_min.html for the AOC.

All three colleges and the Graduate School at UW-Platteville have developed and are guided by their own strategic plans. Each college plan addresses college-specific goals as well as goals and initiatives for achieving the broader themes and general education goals outlined in the university’s strategic plan. These plans are reviewed and evaluated on a regular basis. In spring 2005, the strategic plan for the College of EMS was reviewed and updated. The strategic plans for the Colleges of LAE, BILSA, and the Graduate School were reviewed and updated in 2006.

Following are examples of statements from college’s strategic plan which demonstrate their commitment to general education.
The College of BILSA will:

- Explain to all BILSA majors the importance and relevance of UW-Platteville’s general education curriculum and co-curricular activities.
- Support and appropriately contribute to UW-Platteville’s general education curriculum and co-curricular activities.

The College of EMS will:

- Promote collegiality among students and increase opportunities for interdisciplinary activities.
- Develop information access skills to better equip students for continued independent learning.

The College of LAE will:

- Sustain the excellence embodied in the traditional curriculum, while acknowledging that changing needs of students and new discoveries will require continuous evaluation of curriculum and changes in teaching practice for its programs to improve and grow.
- Support teaching that results in documented student success in attaining a breadth of knowledge, high levels of competencies and sound critical thinking skills.

Following are examples of statements indicating commitment to general education from select departments/programs.

The department of criminal justice pledges to promote:

- each student’s capacity for self-directed, lifelong learning.
- a sense of curiosity, inquiry, and the ability to assess information in a thoughtful and logical manner.
- problem solving skills and the capacity for critical thinking.
- a sensitivity toward and an appreciation for cultural diversity.

The department of business and accounting will:

- develop students’ critical thinking skills through experiential learning activities, including internships.
- enhance in students a sense of ethics, a global perspective to business, an entrepreneurial spirit, and a sensitivity to workplace and societal diversity.
- offer a variety of opportunities for participation in student organizations.

Software engineering program graduates will:

- be effective team members, aware of cultural diversity, who conduct themselves ethically and professionally.
- build upon and adapt knowledge of science, mathematics, and engineering to take on more expansive tasks that require an increased level of self-reliance, technical expertise, and leadership.
Beyond the program reviews conducted by the university, several programs undergo extensive reviews from external accreditation bodies. These reviews are partially based on many criteria which are directly linked to general education. As discussed in the introduction to Criterion 3, some of the UW-Platteville academic programs that are regularly reviewed for accreditation include: engineering (reviewed by ABET); education (reviewed by NCATE); and industrial studies (reviewed by NAIT). Examples of accreditation criteria which are tied to general education follow.

Engineering programs accredited by ABET must demonstrate that their students attain:

• an ability to apply knowledge of mathematics, science, and engineering.
• an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
• an ability to function on multidisciplinary teams.
• an understanding of professional and ethical responsibility.
• an ability to communicate effectively.
• the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
• a recognition of the need for, and an ability to engage in lifelong learning.

Education programs accredited by NCATE must design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in K–12 schools. “All students” includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins.

Industrial technology management programs accredited by NAIT must have programs that meet the following minimum/maximum foundation credit requirements:

• General Education (must include oral and written communications) .................................................................18-36
• Mathematics .............................................................................6-18
• Physical Sciences .................................................................6-18
• Management ...........................................................................12-24
• Technical ..........................................................................................24-36
• Electives ............................................................................................6-18
Linkages Between Curricular and Co-Curricular Activities
Supporting Inquiry, Practice, Creativity, and Social Responsibility

The quality of a college education is enhanced by students’ participation in both curricular and co-curricular activities. Activities that do not result in academic credit often provide venues for the application of skills and knowledge gained from academic programs. The number of opportunities available to UW-Platteville students demonstrates the university’s commitment to providing environments both within and outside the classroom that foster intellectual growth. The following are examples of such activities.

- Some activities for which academic credit may be received include practicums, student teaching, internships, co-ops, field experiences, and some types of volunteer work (e.g., tutoring in the public schools). Many courses also incorporate elements of service learning for course credit, as is illustrated in the listing of opportunities pursued through the Community-University Partnership (CUP) program.

- Qualified students may also receive academic credit through participation in the Honors Program. This program is designed to provide students with superior academic credentials with opportunities to study the problems, ideas, and methods of the liberal arts with an intensity, depth, and multidisciplinary perspective that cannot usually be achieved in regular courses.

- Students are able to earn academic credit through writing for publications such as the campus newspaper, the Exponent. They may also earn credit by participating in activities involving campus radio or television productions. Applied practice in these areas of learning is critical for development of the skills needed for employment in these fields.

- As discussed under core component 3d, seniors in engineering fields complete a senior design project during their last semester in residence that is the application of creativity and synthesis. This is the culmination of all of their learning, both on-campus and off-campus, into a project that demonstrates their knowledge in a practical manner. Similarly, senior art exhibitions, theatrical productions, and music recitals demonstrate creativity at its highest level by fine arts students. Students receive credit for participation in forensics, including local, regional, and national competitions. Students taking part in mock trial competitions also may receive departmental credit.

Non-Credit Activities

Out-of-class learning opportunities that do not result in academic credit are available to students in the form of clubs and organizations, student governance groups, performance ensembles, publications, expositions,
and camps. Clubs and organizations may be closely tied to the curriculum of an academic program, such as the Institute of Industrial Engineers, or the Society for Human Resource Management. Other clubs and organizations offer opportunities to develop interests in service (e.g., Pioneer Service Club) or leadership (e.g., Student Senate), or to learn from other students (e.g., International Student Club, Hmong Club, Intertribal Council).

Performance groups and ensembles enhance the development of creativity in students. Over 700 students on campus participate in music-related activities each year, with the majority of these students in majors other than music performance or music education. Special groups, such as the grant-funded Liberace Foundation String Quartet, raise the cultural awareness of UW-Platteville students by bringing outstanding international student performers to campus.

**Faculty and Student Collaborations in Research**

All departments and degree programs provide opportunities for undergraduates to engage in research under the supervision of a faculty member. Whether elective or required or identified as senior design, behavioral research, senior seminars, directed studies, independent study, special problems, undergraduate research, or honors research, opportunities for supervised research abound throughout the curriculum. In the criminal justice department, for example, all senior majors are required to enroll in a criminal justice seminar in which students research, write, and present a senior thesis. In the department of psychology, majors are required to take a sequence of courses, including Introduction to Experimental Psychology, Elementary Statistics, Behavioral Research I, and Behavioral Research II. Behavioral Research II is the culmination of the sequence and involves students collecting and analyzing their research data, preparing a manuscript, and presenting their findings.

Similarly, all students majoring in the engineering disciplines must take a senior design course, typically in their last semester. Students work in small groups to solve real-world engineering problems with real clients. A senior design project is intended to be a capstone experience which allows students to integrate much of what they have learned in their previous years of study. Clients include industries in the region, consulting companies, municipalities, non-profit organizations, and individuals. The team of students consults with the client, analyzes problems and needs, and develops a design solution appropriate to those needs. Written reports are prepared for the client, along with oral presentations. In some disciplines such as civil and environmental engineering, the projects often have a service-learning component.

On a more formal level, UW-Platteville also sponsors mentored research through its Pioneer Undergraduate Research Fellowship (PURF) grants, which were discussed earlier in this section. Juniors and seniors may apply for PURF grants through the Office of Sponsored Programs. Research
proposals undergo a juried review, and recipients work with a faculty mentor for up to a year to complete their research. Each year, the Provost sponsors the PURF luncheon at which recipients present their findings and discuss the implications of their research.

In addition to the PURF luncheon, there are several occasions at which research and creative endeavors by undergraduate students are recognized. As discussed previously, each spring the Office of Sponsored Programs organizes a research poster day, at which the research of faculty, undergraduate, and graduate students is showcased. For the past three years, the UW System has also sponsored posters in the rotunda, an event at which selected undergraduates are invited to display and discuss their research in the rotunda of the state capital. The event typically attracts the Governor, members of the legislature, and senior UW System and campus administrators. In 2005, the student speaker at posters in the rotunda was a student from UW-Platteville’s biology department. The student was selected to represent all undergraduate student researchers throughout the UW System.

The UW System also sponsors the UW Symposium of Undergraduate Research and Creative Endeavor, which is held at a different campus each spring. UW-Platteville students have actively participated in this program for many years, giving presentations of their research and making poster presentations.

**International Experiences**

As discussed under core component 2a, UW-Platteville has dedicated itself to expanding the opportunities for its students to experience living and studying abroad. Efforts have also been made to internationalize the campus by increasing the number of international students at UW-Platteville and faculty and student exchanges with partner institutions abroad. Such international experiences are intended to address students’ perceptions that they are not exposed to as much racial and ethnic diversity as they would like, as was reported in results of the 2004 National Survey of Student Engagement (NSSE). More detailed information can be obtained at the Institute for Study Abroad website.

Students in the university’s professional fields have often found it difficult to participate in international study abroad programs because of the need to pursue a strict sequence of coursework in their major field. While study abroad programs do an excellent job of providing liberal arts courses within the cultural context of their international settings, coursework needed in many professional fields is not typically available. Therefore, students in fields such as agriculture, engineering, business administration, and education have sometimes been faced with the difficult choice of delaying their graduation by one or two semesters if they wished to participate in a study abroad program. In order to provide equal opportunities for students in its professional fields, UW-Platteville has made a concerted effort over the past six years to develop a number of one-for-one student
exchange programs with international partner universities that parallel our own programs. To date, one-for-one student exchanges have been established with nine universities in six countries. Such exchanges allow students to continue coursework in their major while pursuing all the advantages of international study.

At the graduate level, UW-Platteville has established two programs with international elements. The master’s degree in computer science requires its students to study at an international partner institution for one semester, and students from the international partner institutions come to UW-Platteville to study for a semester. Also, the Master of Science in Education (MSE) with an emphasis in English education is offered at South Central University for Nationalities in Wuhan, China. UW-Platteville faculty travel to China to teach on-site for two weeks, and remaining course requirements are completed online upon the professors’ return to the United States. During the final semester of the two-year program, students in good academic standing are invited to UW-Platteville to complete their remaining coursework and to research and write their final capstone seminar papers.

School of Graduate Studies and Graduate Council

The acquisition of a breadth of knowledge and skills, the exercise of intellectual inquiry, and commitment to lifelong learning, especially in one’s chosen field, are characteristic of UW-Platteville’s graduate programs. The School of Graduate Studies offers master’s degrees in computer science, counselor education, teaching, criminal justice, engineering, and project management. The latter three programs are offered entirely online.

While there are no general education requirements in UW-Platteville’s graduate programs, they share a common commitment to education that is research-based and enhances students’ communication skills, their ability to think critically and solve problems analytically, and their dedication to meeting the ethical standards of their profession. This commitment is demonstrated in the student learning outcomes of various programs. For example, graduates of the MSE program in counselor education are required to:

• exhibit a working knowledge of the ethical standards of the ACA and ASCA (professional associations in counseling and school counseling);
• demonstrate competence in the use of research methodology applied to the fields of counselor education and counseling; and
• exhibit respect for the dignity and worth of the individual and appreciation of human diversity.

Similarly, the M.S. program in criminal justice requires its graduates to:

• apply research and statistical methodology to policy issues in the criminal justice agency setting;
Graduate programs at UW-Platteville foster a research orientation among their students. While students in some programs may elect to complete additional approved coursework, most programs require students to complete a master’s thesis, seminar paper, or capstone project. Coursework in research methods and procedures is offered to help prepare students to research and write their theses or seminar papers. In the M.S. program in project management, students are required to complete the project management capstone course, which challenges them to integrate the concepts, theories, and techniques of earlier coursework and to apply these ideas in a real-world project in a company or business setting.

Core Component 4c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

This section presents the processes UW-Platteville uses to regularly assess the quality and currency of its curricula. It also provides information which shows that the university’s curriculum effectively prepares students for their future careers in a diverse, global, and technological society.

Academic Program Reviews

Information on UW-Platteville’s program review process was discussed previously under core component 1c. This comprehensive procedure assures that the university’s program areas continuously review their effectiveness and appropriateness and take necessary actions to improve their operations.

One objective indicator of the currency of the university’s programs is job placement rates for graduates. All departments in the Colleges of BILSA and EMS, with the exception of mathematics, compile job placement data for their graduates and make the information available in their department offices. In addition, the Career Center compiles its annual employment report which provides placement data for each department. Recent data for the three colleges is shown in Figure 4c-1. The consistently high placement rates for the Colleges of BILSA and EMS are one indicator of the currency of their programs.
Advisory committees also provide information to departments and the colleges concerning curricula, trends, and current issues associated with specific fields of study in order to assure currency. These advisory committees are most common in the professional programs. For example, all departments in the College of EMS utilize the EMS advisory committee, a very active body that meets each semester. The computer science department also has its own advisory committee in addition to the college committee. Similar advisory committees exist elsewhere on campus as well, including in the department of business and accounting, the department of industrial studies, and the department of criminal justice.

Assurance of Graduates’ Skills, Knowledge, and Professional Competence

As discussed under core component 4b, UW-Platteville has developed a comprehensive assessment process which includes the documentation of learning outcomes for all general education courses. These learning outcomes assure that the university’s graduates have gained the skills, knowledge, and professional competence they need to function in diverse local, national, and global societies. For example:

- All students must meet a general competency requirement equivalent to the second semester of an elementary-level language course. The university offers courses in Spanish, French, and German and distance education courses in Japanese and Chinese. Students may take additional courses to obtain a certificate or minor in French, or a certificate, minor, or major in Spanish or German. Students are encouraged to participate in study abroad programs and one-to-one exchange programs.
• All students must successfully complete at least one three-credit international education course. Students may take additional courses to earn a minor or major in international studies.

• All students must successfully complete at least one three-credit ethnic and gender studies course. Students may complete additional coursework to earn a certificate or minor in ethnic studies, or a certificate or minor in women’s studies.

Additionally, many faculty members have incorporated service learning into their courses, offering students the opportunity to work with diverse populations off-campus. Examples of these activities are discussed in detail in the Criterion 5 section of this report.

Evaluation of Curriculum by External Constituents

Curriculum evaluation at UW-Platteville includes conducting alumni surveys on a periodical basis. For example:

• In the College of EMS, all departments administer alumni surveys at two- and five-year intervals. Information from the surveys is used in an annual assessment review undertaken by each department. Survey results are considered as changes are made to improve the departments.

• In the College of LAE, the School of Education is required to survey its graduates and employers at three- and five-year intervals. The humanities department conducts a periodic survey of graduates of its professional writing program. The latest survey was completed in 2004. The psychology department conducts graduating senior exit surveys. Information from the surveys is considered as improvements to college operations are reviewed.

• In the College of BILSA, the business administration and industrial studies departments conduct periodic surveys of their alumni. The communications technologies department will conduct alumni surveys as part of their assessment plan. Survey results in BILSA are also used to identify areas for improvement.

Support of Creation and Use of Scholarship by Students

Evidence of the university’s support of student scholarship activities can be found across disciplines. While some programs such as biology and psychology require the completion of a sequence of research courses, the use of research-based assignments is prevalent in upper level courses across the curriculum.

The Pioneer Undergraduate Research Fellowship (PURF) program is an example of UW-Platteville’s formal support of student research projects. The program was described in detail under core component 4a.
Another example is *The Big M* student research and creative journal. This journal was also discussed under core component 4a.

Additionally, some faculty members hire and mentor undergraduates in research assistant positions. Other situations in which scholarship is required of students include a creative writing competition for English majors and research/poster presentations by upper level psychology majors.

**Mastery of Independent Learning Skills in Programs of Applied Practice**

UW-Platteville’s mission and culture promote independent learning, which involves educational experiences that take place outside the conventional classroom setting. As discussed under core component 3d, co-ops and internships provide opportunities for independent learning for the university’s students and are required or strongly recommended in all disciplines. For example, in the College of BILSA, internships are required for majors in agricultural business, reclamation, business administration, communications technologies, and industrial technology management. Internships are strongly encouraged for majors in animal science, ornamental horticulture, soil and crop science, and accounting. In addition, student teaching is required for agricultural education and technology education majors.

In the College of EMS, the only program that requires an internship is the criminalistics emphasis in chemistry. All other programs strongly encourage both internships and co-ops. In most of the engineering programs, all students do one or more internships during their undergraduate years.

In the College of LAE, the School of Education requires that all students complete a one semester clinical placement in a school setting. The English professional writing program requires a semester-long internship. The psychology department strongly encourages internships and makes them available to students with high GPAs and strong recommendations from faculty.

Every degree-granting department on campus offers an independent study course as part of their curriculum. Each faculty member is assigned a course section number that is regularly utilized for this purpose. Also, discipline-specific research courses are offered on an as-needed basis. Enrollments in these independent study courses are shown for seven recent semesters in Figure 4c-2.
Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

UW-Platteville clearly articulates its commitment to the responsible acquisition, discovery, and application of knowledge by faculty, students, and staff in its select mission statement:

The university enables each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen.

In addition, the university follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. For example, each campus department has a peer-driven departmental review body which reviews the research and instructional activities of its faculty. Any kudos or concerns are noted in each faculty member's review file.

The UW-Platteville employee handbook includes several policy statements on ethical conduct in research. These have been presented previously in several sections of this report. Specific sections that address ethical behavior include:

- Institutional Review Board for Human Subject Research
- Policies and Procedures of Misconduct in Scholarly Research
UW-Platteville also encourages ethical and responsible actions by its graduates. For example, every semester the senior design class in civil and mechanical engineering is given a presentation asking the future graduates to conduct themselves responsibly as alumni and representatives of the university. The presentation is usually conducted by an alumnus of the College of EMS and a Foundation representative. It establishes what future alumni may expect from the university in the future (e.g., access to the department, alumni events, etc.) and what is expected in return (e.g., time, talent, treasure, or simply helping a fellow classmate). Plans to extend such presentations to departments university-wide are currently in process.

**Criterion Four – Conclusions**

UW-Platteville recognizes the following strengths and opportunities for improvement in relation to Criterion Four – Acquisition, Discovery, and Application of Knowledge:

**Strengths:**

1. The university provides numerous opportunities for students, faculty, and staff to acquire, discover, and apply knowledge both in and out of the classroom. The various opportunities include internal research funds, professional development activities, student organizations, and campus events.

2. The university provides students with a broad spectrum of knowledge and skills through its general education and study abroad programs. In particular, UW-Platteville students work well with computers and technology, function well in group/team activities, and are able to apply theories and concepts to practical situations, as was reported in results from the 2004 National Survey of Student Engagement (NSSE).

3. The university supports and recognizes the importance of diverse and responsible scholarship from its students, faculty, and staff.

**Opportunities for Improvement:**

1. Although students and faculty are actively engaged in various types of research, publications, and co-ops, recognition of such efforts is not always consistent or apparent.
Chapter 5
Criterion Four: Acquisition, Discovery, and Application of Knowledge

Action: While there are programs and projects in place that recognize scholarly activity, the Improvement of Learning Committee should consider expanding the scope of *The Big M* online journal to include faculty and staff materials. This could provide a campus-wide venue for sharing and displaying the various forms of scholarly activity conducted.

2. While there is currently no requirement that every course syllabus list the learning outcomes that pertain to the preparation of students to function in diverse societies, most faculty members place a high priority on such preparation and seek to foster the development of the skills necessary to allow our graduates to succeed in a diverse global workforce. The addition of learning outcomes related to this goal to every course syllabus would more strongly demonstrate the university’s educational mission of preparing graduates to be part of a culturally diverse workforce.

Action: The University Undergraduate Curriculum Commission should consider the development of guidelines to assist all faculty members in documenting these learning outcomes.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

“The world is a great book; he who never stirs from home, reads only one page”  —Saint Augustine

Even before the concept of engagement was endorsed by the Higher Learning Commission, UW-Platteville had for years embraced the notion of interacting with its various constituencies in Southwest Wisconsin (Grant, Iowa, Lafayette, Richland, and Crawford Counties). Many of the characteristics identified in the Kellogg Commission’s report on “The Engaged Institution” have long been traits associated with UW-Platteville and its interaction with its community and larger base of constituencies. The university demonstrates what the Kellogg Commission advocates when it refers to universities “making the community’s agenda part of their own.” UW-Platteville recognizes that the university and the communities it serves are interconnected on many levels – social, economic, cultural, educational, and geographic. The campus and larger community work side-by-side to address shared needs and act on shared interests.
Even though engagement has been a part of UW-Platteville’s mission for some time, the Higher Learning Commission reaccreditation self-study process initiated the university’s first evaluation of this important function. Robust discussions took place regarding documenting the university’s constituencies and how their needs are identified, what engagement and service mean for this institution and its constituencies, and how the university can demonstrate that it functions as an engaged institution.

The image that comes to mind when most people think of UW-Platteville is the huge letter “M” on a hillside outside of town. The “M” was built in 1936 to represent the Mining School, a part of UW-Platteville’s institutional foundation. During its discussions, the Criterion 5 subcommittee felt it was also an appropriate symbol for campus and regional community engagement. As shown in Figure 5-1a, the footings of the “M” represent student engagement (through student organizations, internships, and classes) and institutional engagement (through mobilizing resources, offices, and organizational units). The four pillars of the letter represent the four dimensions of engagement: attending to constituent and community needs; building capacity and commitment to engagement; developing collaborations and partnerships to support and serve learners; and assessing the value constituents place on the university. When people see this landmark it reminds them of the strong connections between the university and the region.

The core component narratives in this section include examples of the kinds of activities, policies, and organizational and administrative structures that demonstrate UW-Platteville’s commitment to engagement. In identifying these examples, the following Kellogg Commission seven part test of engagement was used:
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• Responds to community needs
• Respects partners
• Academically neutral
• Accessible
• Integrates outreach, service, and engagement with campus teaching and research
• Coordinates engagement and service activities
• Forms resource partnerships to support engagement activities

In addition, the Campus Compact “Indicators of Engagement” were used to determine whether UW-Platteville has established the essential foundations of engagement. The ten critical indicators are:

• Pedagogy and epistemology
• Faculty development
• Enabling mechanisms
• Internal resource allocation
• External resource allocation
• Faculty roles and rewards
• Disciplines, departments, and interdisciplinary cooperation
• Community voice
• Administrative and academic leadership
• Mission and purpose

Core Component 5a:

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

UW-Platteville takes responsibility for engaging a variety of constituent groups in working together to become better citizens of its communities, region, and state. This section demonstrates that, in articulating its mission, UW-Platteville has expanded its definition of who it serves to include: under-served constituent groups; non-traditional students who live and work beyond the campus borders; employers and employees of local, regional, and statewide businesses and organizations; and others.

The focus for the university is a wide range of constituent groups and their learning needs, since the campus serves as a visible public resource for the region. This is evident in its emphasis on partnerships, service to citizens of the state and expanding constituent groups, targeted programs for women and minorities, and connections with the economic development focus of the State of Wisconsin.

Ties to Mission and Strategy

A strong commitment to engagement and service is reflected in UW System and UW-Platteville mission statements and strategic plans. Specifi-
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cally, the mission of the UW System states:

_The mission of this system is to develop human resources, to discover and disseminate knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities; scientific, professional, and technical expertise; and a sense of purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition basic to every purpose of the system is the search for truth._

UW-Platteville’s mission statement reinforces that of the System, stating that the university will “…serve as an educational, cultural and economic development resource to southwestern Wisconsin.”

The UW-Platteville strategic plan also contains themes on student development and outreach, which directly address engagement and service. According to its strategic plan, the university will:

- encourage the engagement of students in the community through service learning and other activities.
- provide services to Wisconsin citizens through cooperative work with UW-Extension and Continuing Education.
- recognize and encourage imaginative and innovative outreach programs to encourage women and minorities to pursue careers in programs in which they are under-represented.
- develop partnerships that support the economic development and special needs of the State of Wisconsin, e.g. the Wisconsin Agricultural Stewardship Initiative and the Fox Valley Engineering Initiative.

Needs Assessment

UW-Platteville’s engagement and service constituents fall into three categories: students, community members, and university employees and supporters. A listing of the departments and programs that serve the needs of these constituents is available at www.uwplatt.edu/hlcaccredit/FebConDelMatrix.xls.

Assessment processes regarding engagement and service needs are conducted using surveys, questionnaires, research studies, focus groups, advisory committees, and community, regional, and statewide conversations with a variety of individuals and groups. The information provided at www.uwplatt.edu/hlcaccredit/AssessMethods.xls summarizes these processes. Examples of recent needs assessment activities addressing engagement and service are described below.

The Community University Partnership (CUP) was initiated in 1999 by UW-Platteville and UW-Extension Cooperative Extension, to create a regional learning center to integrate faculty, staff, and learners in serving the needs of communities in the region. The university has many talented faculty and staff who are knowledgeable about a wide variety of issues
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challenging local communities. Faculty look for creative ways to engage their students in experiential learning and to increase their commitment to civic responsibility as they learn through providing service to others. In most cases, students earn academic credit for these experiences. In terms of needs assessment, faculty and staff in county UW-Extension offices regularly ask citizens for their views on local concerns and use this information to identify local and statewide educational initiatives. CUP, as a partnership between UW-Platteville and UW-Extension, is able to access this information to help campus faculty design service learning projects to meet community needs.

The Pioneer Involvement Center (PIC), which was discussed under core component 3c, annually asks community partners to provide a list of their program needs. This list is used to update the Pioneer Help Booklet which is available to students and faculty and becomes a resource they use to identify community service opportunities. A strength of UW-Platteville as identified by the 2004 National Survey of Student Engagement (NSSE), is that students are more engaged in participating in co-curricular activities such as student organizations, student governance groups, sports, etc. than are students at other UW System institutions.

The UW-Platteville/UW-Extension Office of Continuing Education (OCE) connects student, university, and community learners of all ages in Southwest Wisconsin and the tri-state region. OCE helps the campus meet the educational needs of specific constituent groups across the lifespan. Programs, services, and partnerships respond to learners’ requests and needs, and provide a supportive, convenient, and positive environment for shared learning. OCE staff work with advisory committees to conduct assessment activities that identify professional, community, and economic development program, event, and partnership needs. Current program participants respond to evaluation forms, surveys, and questionnaires to determine these needs. The resulting information guides OCE programming and participation in local and regional initiatives.

An annual ascertainment study is conducted by the campus radio station’s (WSUP) executive staff in which over 40 community leaders are contacted over a period of three weeks to determine the most significant problems facing the campus, community, and region. The resulting half-hour public affairs programs produced by WSUP are based on the results of the ascertainment study and feature local representatives who address the problems identified.

The Southwest Wisconsin youth survey is conducted in Grant, Lafayette, Richland, Iowa, and Crawford counties to gain valuable information about the local teen population in order to more efficiently address the needs of the teens and their families and communities. Specifically, the survey attempts to identify the needs of youth by providing information on:

- the most serious problems faced by teens in the area;
- how widespread the problems are;
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- clues as to the causes and possible solutions for the problems; and
- what can be done to address the problems.

UW-Platteville and UW-Extension develop and conduct the survey, analyze collected data, and publicize the results. CESA #3 provides the resources for the project to be conducted every four years. Over 5,000 teens completed the most recent survey. Primary end users of the survey are local school districts, who analyze the data to determine issues specific to their students and allocate resources to address those concerns.

The International Business Resource Center (IBRC) systematically assesses the needs of the region’s business constituents, students, and faculty through direct mail questionnaires sent to clients and questionnaires completed by workshop attendees. Needs are also identified through informal meetings with both public and private organizations. IBRC documents that identified needs are being met through post-session evaluations at subsequent workshop events. In addition, workshop topics are chosen based solely on clients’ needs.

The Regional Dairy Modernization Task Force is one of the Southwest Wisconsin Regional Economic Development Coalition’s action teams. The task force consists of representatives of the constituents it serves, including regional dairy producers and non-producer dairy industry representatives. The task force is a catalyst for the implementation of dairy modernization and/or other business development activities. The task force is a network for people and organizations interested in modernization of the dairy industry in this region to leverage their resources, organize, and coordinate educational activities. Activities to date include an annual dairy summit, tours, and a series of on-farm workshops called Pathways to Success.

Needs of dairy industry and producer constituents are identified through direct mail surveys. A post-event survey of the Regional Dairy Summit II showed evidence of constituents’ needs being met, with 83% of those who modernized their dairy businesses responding that the task force was beneficial in helping make the decision. Similarly, 71% of industry professionals surveyed stated that task force events were beneficial in decision-making processes for those who modernized their dairies.

Attention to Diversity

The university’s rural location provides limited opportunities for ethnic and cultural diversity experiences for its students. According to recent ACT survey data, UW-Platteville alumni are weak in their understanding and appreciation of art, music, literature, and cultural differences among people as compared to those of other institutions.

Similarly, UW-Platteville, like many other Midwest institutions of higher education, struggles with recruiting and retaining students of color. However, concerted efforts are being made to address this concern. Plan 2008,
previously discussed under core component 1b, outlines UW-Platteville’s commitment to increasing its diversity.

With limited multicultural experiences available for students, faculty, and staff in Southwest Wisconsin communities, the university has made it a priority to encourage participation in and to expand multicultural and fine arts events and resources on campus. Examples of such initiatives are:

- **Multicultural Educational Resource Center (MERC).** An overview of MERC was provided under core component 1b. To summarize, the purpose of MERC is to enhance the visibility and awareness of diversity at UW-Platteville and to attract high school students, faculty, and staff of color. Advisors are available to provide information in the areas of academic, personal, and social concerns. In addition, MERC serves as a resource for the campus and southwestern Wisconsin as a whole. Recent MERC activities include:

  - Pathways to Platteville – a program for prospective minority students
  - Pre-College Programs (leadership, math and science, career exploration, music, and performing arts) for high school minority students
  - Other events (Ebony Weekend, open forums on diversity topics, Latino Night) which are open to the public

- **Mississippi Valley State University/UW-Platteville Partnership.** This partnership was discussed under core component 3d. Mississippi Valley State University (MVSU) is a predominantly black institution located in Itta Bena, Mississippi. Similar in size to UW-Platteville, and also seeking to create more multicultural experiences for its students, MVSU has partnered with the university to provide for student exchanges, student study tours, student teaching experiences, and faculty exchanges. The dean of LAE financially supported the 50-member UW-Platteville chamber choir’s trip to MVSU in February 2005 for a concert with the MVSU choir.

- **International Programs.** UW-Platteville is committed to providing students with opportunities to study in an international setting. The university recognizes the need for students to learn about a world in which global changes know few boundaries and cross-cultural knowledge is essential. The university has developed a number of partnerships with institutions outside the United States. These were presented under core component 2a.

- **International Student Services Office.** This office provides orientation and support services to international students at UW-Platteville. It works with the international student club to develop programs for students and the community, such as the international night dinner which is held each spring. The International Student Services off-
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ice also supports the Platteville Friends of International Students (PFIS) organization. PFIS members from the university and community sponsor a variety of activities for international students such as welcome picnics at the start of each academic year, holiday parties, potluck dinners, and graduation parties. Members also volunteer to host international students in their homes, help student spouses and children with the English language, and provide transportation to local businesses.

• Performing and Visual Arts. This arts series involves faculty, staff, students, and the region in performing and visual arts presentations. It facilitates the interaction of these constituencies with performers through classroom visits and dinner programs.

• Women in Engineering Program. As discussed under core component 1b, the Women in Engineering program informs students, parents, and educators on the value of gender diversity as it relates to careers in the science, mathematics, engineering, and technology fields.

• Industrial Studies Women’s Advancement Center. The Women’s Advancement Center was created to provide an area for industrial studies female students to network with students, professors, and industrial professionals. The center provides access to resources, serves as a location to hold student organizational meetings, and promotes its mentoring and advising services.

• ALLIANCE. The alliance of gay, lesbian, bisexual, transgender, straight, and curious students (ALLIANCE) exposes students, faculty, staff, and the community to issues that are relevant to the gay, lesbian, bisexual, and transgender populations. This organization sponsors activities such as Rainbow Rave, National Coming Out Day, and the National Day of Silence, which are described at www.uwplatt.edu/org/alliance.

• University Women’s Council. This council was established to identify and advocate for university-wide issues that are of particular interest to women on campus; forward these issues to the appropriate committees for consideration and possible action; recognize and promote the accomplishments and contributions of women to UW-Platteville and higher education; and advise the Provost and Chancellor regarding women’s issues on campus.

• Patricia A. Doyle Women’s Center. This office, described under core component 3c, advocates for women students, faculty, and staff regarding issues of concern and promotes awareness of women’s issues to the university’s constituencies. The staff also provides support and information for lesbian, gay, bisexual, transgender, and questioning students.
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• **Master of Science in Education (MSE) with an emphasis in Adult Education.** The human services concentration in MSE serves bachelor-level human services professionals who seek to earn a master’s degree to meet career goals and/or certification requirements. These practitioners are typically employed in the areas of alcohol and drug abuse counseling; corrections; health care; and family, individual, and marriage counseling. They work primarily with client groups in the metropolitan areas of Milwaukee, Kenosha, and Racine and take classes on weekends. Of the 87 graduates since the degree was introduced in 1995, nearly half have been multicultural students. 38% were African American, 8% were Hispanic, and 2% were Asian American. Of the 46 students enrolled in fall 2005 classes, nearly 75% were multicultural students. 67% were African American and 3% were Hispanic.

**Responses to Community Needs**

Actions which address regional needs are evident in many areas across campus, as shown at [www.uwplatt.edu/hlcaccredit/FebConDelMatrix.xls](http://www.uwplatt.edu/hlcaccredit/FebConDelMatrix.xls). The breadth of these programs is outlined below:

UW-Platteville’s Community University Partnership (CUP) program was discussed earlier in this section. CUP works closely with UW-Extension (UWEX) to develop programs to address concerns that matter to local families, youth, businesses, and communities. Faculty and staff in the county UWEX offices regularly ask citizens for their views on local concerns. This information is provided to CUP so that it can be disseminated to faculty and educational programs can be developed. Recent initiatives include:

• **Horticulture Project.** An enormous need in county UW-Extension offices is assisting the public with horticulture questions. A partnership was formed between UWEX in five area counties and the UW-Platteville horticulture program to pilot a program involving student interns. County UW-Extension offices referred clientele with horticulture questions to a toll free telephone number which is hosted by the UW-Platteville interns. The student interns also conducted several regional workshops for clientele and did radio and television programs on timely horticulture topics.

• **Water Testing Program.** Water quality is a critical issue facing Southwestern Wisconsin. The Department of Natural Resources (DNR) partnered with the UW-Platteville biology program to test water samples collected from the Rock River. Students were trained by DNR technicians to count and classify the organisms in the samples. Samples were brought to UW-Platteville biology labs each week, where participating students conducted the testing.

• **Yellowstone Lake and Ipswitch Prairie Project.** The purple loose
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strife plant is invading many of the natural areas in Wisconsin, forcing out native species and causing multiple environmental problems. In this project, reclamation students assisted the DNR with the removal of purple loosestrife, several water monitoring programs, and the restoration of the Ipswitch Prairie.

• Volunteer Income Tax Assistance (VITA). Every year, thousands of U.S. taxpayers miss out on valuable tax breaks that could save them money. The Iowa County VITA program provides taxpayers with an annual household income of $40,000 or less with assistance in preparing their income tax returns. Business and accounting students help these families find tax incentives and complete their forms. Participating students must take classes on income tax preparation, complete a training session, and pass a test before participating in the program.

• Best Practices in School Violence Prevention Program. In needs assessments conducted by county UWEX offices, school safety was identified as a concern in most Southern Wisconsin counties. To address this issue, a grant proposal was prepared and funded to support a collaboration by faculty and staff from UW-Platteville, UW-Whitewater, UWEX, and CESA #3 to develop and conduct school climate assessments in ten elementary schools. Workshops identifying best practices to address the problem areas identified in the assessments were subsequently held. Faculty from UW-Platteville and UW-Whitewater also shared their results in professional forums.

As presented under core component 3c, the Pioneer Involvement Center (PIC) responds to many student, faculty, staff, parents alumni, community, and guest needs. Examples of key community initiatives that relate to the major functional areas of the PIC are:

• Student Organization Development
UW-Platteville’s student organizations strive to make a difference in the local community and are thus committed to providing service to the region. For example, Pioneer Service Club, Habitat for Humanity, Circle K, and Alpha Phi Omega are all dedicated to serving the community. In addition, the Residence Hall Association (RHA) sponsors the American Red Cross blood drive twice a year.

More specifically, in 1973, UW-Platteville presented its first Christmas telethon. The telethon is a live, 15-hour production originating from the campus. The efforts of the telethon benefit Wisconsin Badger Camp, a local nonprofit camp that serves individuals with developmental disabilities. In 2005, the telethon raised over $68,000.

A core team of students enrolled in an applied communications course is responsible for every aspect of the production. These students, under the direction of the director of television services, take 10 months to plan the event. Students of any major may take part in
non-production tasks associated with this UW-Platteville tradition. Individual students volunteer to answer phones, perform talent acts, and raise funds for the telethon. Student organizations perform accounting functions, prepare press releases, and design and print posters. Many university alumni return each year for this event to help out both behind the scenes and in front of the cameras. In addition, over 200 businesses donate auction items or food for the production. Civic organizations also donate time and money for the event.

- Co-curricular Programming
  Campus Programming and Relations (CPR) sponsors many activities beyond traditional fun and games. For example, CPR’s pioneer action week is a week of activities and events surrounding a theme, such as national disasters. When hurricanes Katrina and Rita struck the southeastern United States, UW-Platteville students came together to raise funds to build a house for a displaced family, sent over 200 notes of encouragement to evacuees, and collected items to deliver to those in need. Also, a tree was dedicated to remember those lost on Sept. 11, 2001. Other local projects for pioneer action week include the fall clean-up of local park and recreation areas and helping with activities at Family Advocates (a safe house for domestic violence survivors).

- Greek Life
  Greek chapters raise money for American Red Cross, Wisconsin Badger Camp, Girl Scouts, and local groups such as Family Advocates and Southwest Health Center. Sorority women have sponsored a “Locks of Love” program, where they cut ten inches of their hair to donate to make wigs for children with cancer. Bingo at the Heartland Health Care Center is a popular weekly activity for several Greek organizations. Other Greek organizations offer tutoring at the Platteville High School and Middle School.

- First Year Experiences
  As part of the first year experience, Introduction to College classes participate in community services such as cleaning, sorting, moving, and hauling at Family Advocates or preparing a local arboretum for the winter.

The Office of Continuing Education (OCE) has demonstrated that it can effectively serve as an incubator for needs-based community programs. Some of these programs eventually become parts of OCE or other campus departments, including:

- Southwest Wisconsin Regional Economic Development Coalition (SWREDC) The SWREDC is a six-county coalition of higher education, economic development, county, and community representatives, and was launched through the leadership of UW-Platteville, Southwest Wisconsin Technical College, and the Southwest Wisconsin Regional Planning Commission. Its main goals are
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to identify ways to better coordinate community and economic development efforts in the region and to facilitate the formation of action teams to address regional challenges and opportunities that relate to community and economic development. The coalition:

• planned and delivered six regional economic development conferences;
• developed the dairy modernization group as an industry cluster, which has sponsored three tri-state dairy summits and hosted a series of workshops around the region in spring 2006;
• worked with Southwest Wisconsin Workforce Development board and community Job Centers to sponsor a business luncheon series for area employers; and
• supported the formation of a young professionals group in Platteville.

• Community Leadership Alliance (CLA)
This six-month, tri-county leadership development program is a partnership of the Platteville Area Chamber of Commerce; UW-Platteville/UW-Extension Office of Continuing Education; and Grant, Iowa, and Lafayette County Extension Offices. The overall purpose of the CLA is to strengthen communities in Southwest Wisconsin through community leadership education and development. Each year, 30 participants hone their leadership skills, expand their knowledge of the region, and develop networks to meet the increasing demand for more leaders and volunteers. Responses to evaluations on the alliance indicate that it has had an impact on how participants see themselves as leaders and on their future leadership plans. Over 160 graduates serve as leaders in their communities, workplaces, neighborhoods, and families as a result of CLA training.

One indicator of the program’s value is the recognition it has received from statewide community development organizations. The CLA has been recognized as one of the top five “Rural Development Initiatives for 2000” by Wisconsin Rural Partners, and was recognized with an outstanding team award by the Wisconsin Extension Community Development Association.

Another indicator is the work graduates from the program are doing in their communities, where they are demonstrating stronger leadership skills and helping to facilitate community improvement. The following activities were identified by graduates as being direct results of the program:

  o facilitating various interest groups to better understand each others’ issues.
  o running for a seat on local school and church boards.
  o running for political office at the county level.
  o taking on leadership positions in their organizations.
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- **Highway Technician Certification Program (HTCP)**
  The Wisconsin Department of Transportation (WisDOT) established the HTCP at UW-Platteville to certify that its contractors have the necessary abilities to engage in quality control or quality assurance activities in highway work. WisDOT requires that all highway construction materials personnel complete HTCP certification training to be qualified to sample and test construction materials. This training has contributed to the uniform interpretation of test results and specifications; standardized test procedures, methods and apparatus; cooperative working relationships; increased worker skills; a more highly skilled labor force; and hands-on state-of-the-art technology, methods, and equipment. HTCP currently manages approximately 3,500 certifications on its website (www.uwplatt.edu/htcp/files/Certification_List.pdf).

- **Early Childhood Conference (ECC)**
  This conference was started in 1987 through a partnership between Continuing Education and the Children’s Center, with input from the School of Education because there were no professional development programs to help early childhood providers in this region meet recertification requirements. The partnership has expanded and now includes Southwest Wisconsin Technical College and Southwest Wisconsin Child Care Resource and Referral. The conference draws between 350-400 early childhood professionals from the tri-state area each year.

- **ArtsBuild Economic and Community Development**
  In March, 2004, UW-Platteville’s Office of Continuing Education was awarded grant funding from UW-Extension to launch the grassroots ArtsBuild economic development project to assist arts entrepreneurs in increasing their visibility and sales. ArtsBuild sponsored visits to eight local communities in seven counties with over 200 artists, artisans, and crafts people attending community meetings and completing surveys to communicate their needs. Educational and networking opportunities were developed to address needs and resulted in 330 registrations for 26 classes and 19 participants paired with 11 mentors. One outcome of the project was the publication of the first-ever printed directory of artists in Southwest Wisconsin.

**Continuing Education, Outreach, Customized Training, and Extension Services**

UW-Platteville has a strong and active Office of Continuing Education (OCE) which is a partnership with UW-Extension. Funding for OCE comes from partner organizations, user registration fees, service fees, grants, sponsorships, and donations. OCE offers nearly 270 programs annually, with nearly 3,800 enrollments.

Community education programs are offered across the lifespan for local
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and university community members. Many programs increase access to campus facilities, such as the Williams Fieldhouse pool, which is one of a few indoor pools in the region. OCE’s most popular classes are swimming instruction for infants and children, water aerobics for working adults on weekday evenings, and for adults over 55 on weekday mornings.

Specially designed learning labs on campus are used for evening computer training classes. In the summer, campus classrooms and labs are used for the College for Kids and Middle University programs, serving students in kindergarten through seventh grade. Enrichment classes, free community events, and family performances are offered in response to community requests and interests at both on- and off-campus locations.

The largest segment of OCE programming is professional development for educators, particularly teacher recertification classes offered for credit, which generates 1,000 enrollments each year. Other significant constituent groups include early childhood professionals and child care administrators working toward certification and recertification. OCE also offers programs to meet the training and development needs of law enforcement officers and office professionals.

OCE provides services to other on- and off-campus groups by managing specific aspects of their programs and events including event planning, budget development, registrations, marketing, and on-site coordination. In 2005, OCE provided services for programs and events generating an additional 462 service enrollments, including the Heartland Festival theater camp, online law enforcement, and project management professional development programs.

In 2005 OCE worked with over 40 organizational partnerships. Nearly one-third of the credit outreach programs and enrollments came from collaborations with 16 partners including Folklore Village, Bethel Horizons, Grandview, Cooperative Educational Service Agency (CESA 3), South Central Education Agency, and Love & Logic, Inc. Credit outreach partnerships are included in the course descriptions for many credit classes. In addition, OCE provides academic credit for faculty certification for Southwest Wisconsin Technical College and Madison Area Technical College.

In the non-credit area, regional partners meet their common goals by sharing resources in community leadership and regional economic development. OCE partners with the Platteville Area Chamber of Commerce, UW-Extension Offices, and Southwest Wisconsin Regional Economic Development Coalition.

Core Component 5b – Capacity and Commitment

The organization has the capacity and the commitment to engage with its identified constituents and communities.
Structure, Evaluation and Communication Processes

UW-Platteville has units and positions dedicated to connecting the university to its constituencies and expanding that connection to staff and students. These units and positions, along with their respective reporting structure are shown in UW-Platteville’s organization charts and include:

- Community University Partnership Program (CUP), reporting to the dean of the College of BILSA.
- Pioneer Involvement Center (PIC), reporting to the director of university centers and dining services within the Division of Student Affairs.
- Office of Continuing Education, reporting to the executive director of alternative delivery systems.
- Small Business Development Center, reporting to the chair of the department of business and accounting within the College of BILSA.
- University Relations and Publications, reporting to the vice chancellor for administrative services.
- Alumni Services, reporting to University Relations and Publications.

However, these organizational charts do not tell the university’s whole engagement and service story. Many departments and programs also have courses in which instructors and students work with regional communities and organizations to apply course content through class projects, co-curricular activities which engage students in service activities, and advisory committees which provide on-going dialogue about the needs of constituencies and feedback on how well those needs are being met.

To ensure that the institution and its members continue to focus on engagement and service, UW-Platteville has embedded these activities in its key planning, performance evaluation, and communication processes. For example:

- The university strategic plan’s vision and basic values section articulates the importance placed on the total development of each student, including responsible citizenship, cultural and outreach activities, learning and development that occur inside and outside the classroom, and service to the community and society. Woven throughout the strategic plan’s themes and initiatives are statements that further define this commitment, including commitments that the university will:
  - recognize the crucial and central role played by liberal studies in preparing students to become thoughtful and insightful citizens.
  - encourage the engagement of students in the community through service learning and other activities.
  - foster imagination and creativity for the enjoyment and enlightenment of the university and regional communities through its cultural activities.
  - serve individuals and organizations outside its campus by providing continuing education, technology, and expertise.
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- Use distance education to provide a unique opportunity to serve nontraditional, place-bound, disadvantaged, and underserved students.
- Continue to develop relationships with alumni, parents, government personnel, business and industry, and friends.

University guidelines for the annual performance evaluation processes for faculty and academic staff were discussed under core component 2b. Faculty, department, and school review bodies make recommendations to their college review committees on each faculty member’s rank/promotion, salary, merit award, inequity adjustment, renewal/reten tion, and tenure. Each department and school establishes criteria to serve as the basis for the evaluation of teaching, research, professional and public service, and contribution to the university. While these criteria and their respective weights vary somewhat across campus, all faculty members are evaluated to some degree on their level of community/public service. In addition, the College of BILSA gives recognition to faculty for service learning activities in the annual performance evaluation process.

For academic staff, performance criteria include effectiveness in assigned duties, scholarly and professional activity, professional and university service, and community service.

In an effort to continuously communicate with its constituencies, the university:

- Regularly updates and upgrades its website.
- Publishes an online newsletter called People’s Pioneer.
- Publishes its annual reports.
- Publishes the Alumni Today magazine.

Engagement with External Communities through Co-Curricular Activities

In addition to the activities conducted by the Pioneer Involvement Center (PIC) and Greek Life which were discussed earlier, the university athletic department won the inaugural NADIIAA/Jostens National Community Service Award in 2000 and has been honored every year since then. UW-Platteville is an NCAA Division III institution and a member of the WIAC Conference which promotes conference-wide community service projects. UW-Platteville has also been recognized for specific community service projects performed by its student athletes including National Girls & Women in Sports Day, Relay for Life, Habitat for Humanity, Kids Night Out, Soles for Souls, and numerous others.

Another example of a co-curricular engagement activity is the Heartland Festival. This summer event creates an environment in which artists, educators, students, lifelong learners, and the greater community gather to celebrate the personal and professional growth inspired by the tradition.
of artistic creation.

A final example of co-curricular engagement is the annual Community University Partnership (CUP) bus trip. For this activity, CUP, in cooperation with the PIC and the Teaching Excellence Center, hosts a regional bus tour for new UW-Platteville faculty, staff, and student leaders. The program introduces faculty, staff, and student leaders who might not be familiar with Southwestern Wisconsin to the region and to service learning opportunities. The tour includes a visit to a local school district, a county UW-Extension program, and local community programs and businesses. Participants also learn how to implement service learning experiences and visit communities where successful UW-Platteville partnerships have occurred.

**Educational Program Connections to External Communities**

In addition to providing engagement opportunities through co-curricular activities, UW-Platteville’s educational programs connect thousands of its students with external communities. In an increasing number of classes across campus, students are learning by engaging in individual, team, or class projects that serve real community needs. This information is shown in Figures 5b-1 and 5b-2.

As discussed under core component 3d, engineering students are required to complete a senior design project during their last semester. The goal is for students to combine all the classroom knowledge they have acquired and apply it to a real-life project. Students select a project in their area of specialization and usually work in teams of three to four. Students help the organization sponsoring the project identify the problem to be solved and develop alternative solutions for it. The final results of the projects include an oral presentation to the sponsor and a written report on findings, recommendations, and conclusions. Recent projects include:

- traffic, parking, and storm water studies for the city of Platteville.
- structural analysis of buildings at Taliesin (home of Frank Lloyd Wright).
- wastewater treatment drainage improvement at Taliesin.
Criterion Five: Engagement and Service

- Lake restoration for the city of Monticello.
- Stream remediation for the Wisconsin Department of Natural Resources.
- Handicap access and historical preservation for the Belmont United Methodist Church.
- Plans, designs, and budgets for a new fire station for the Village of Potosi.

Engagement involves taking service learning one step further. In engagement, students address real-world problems from a multi-faceted approach, which involves students from different colleges and different majors. For example, in the fall of 2004, UW-Platteville students from a variety of disciplines were involved in a community partnership project in Potosi, a village of about 800 people in Southwest Wisconsin. The small town has been preparing for major tourist growth. The old Potosi Brewery is being renovated, and the town was picked to become the home of the American Brewiana Association's National Brewery Museum.

Students from the engineering, communication technologies, business administration, and project management disciplines worked with the town in a partnership that helped them get class credit while they helped the village board plan for a variety of projects. Engineering students developed plans to build a parking lot at the brewery, helped the village control water run-off at the municipal building, planned a new municipal meeting area, and restored the Point Road wildlife area. One group of communication technologies students developed logos, promotional materials, and brochures to give the village board ideas on how to revamp the town’s image. Business administration students and other communication technologies students investigated grant proposals that could boost restoration funds. The students presented their research and work to the Potosi Village Board.

Over 500 students who have been involved in service-learning projects completed an online evaluation in 2005. Results include:

- When comparing service learning with other teaching methods, 188 (37.6%) students rated service learning much better, 211 (42.2%) rated service learning better, and 97 (19.4%) rated it the same as other teaching methods.
- Students shared the following accomplishments as a result of their service learning experience:
• 436 (87.2%) students indicated the service learning experience was a good fit for the class. 62 (12.4%) were unsure and 22 (4.4%) said it was not a good fit.

Similarly, the Southwest Wisconsin Regional Economic Development Coalition (SWREDC) engaged UW-Platteville students in the development of a marketing and promotions plan. It also invited students to participate in the annual Regional Economic Development Conference at a reduced registration fee. Students attending the conference had the opportunity to hear national speakers discuss generational differences and their impact in the workplace and in communities, the economic challenges facing rural communities, and examples of how community leaders have successfully met those challenges. They have participated in small group workshops and discussions of opportunities for leadership across age groups in the community and region.

To facilitate international engagement, the international student services office provides translation and immigration services to businesses and schools in the region. International students at UW-Platteville also share their cultures on-campus through residence life presentations, international night, classroom interactions, off-campus with host families, and through presentations for local schools and community groups. The Platteville Friends of International Students organization assists in making these connections with the local community.

As discussed under core component 5a, the International Business Resource Center (IBRC) serves as a major resource for international business education, community development, and research in Southwest Wisconsin. It assists students, faculty, and the business community in developing and strengthening international understanding and economic competitiveness. To facilitate student engagement, the IBRC has sponsored a short-term study tour to China entitled “Chinese Business Practices” for the past two years.
Criterion Five: Engagement and Service

As described under core component 2a, UW-Platteville’s core physical, financial, and human resources are tied to the administrative structure outlined earlier in this section. In addition to those units and positions, the university supports engagement and service through the UW-Platteville Foundation Opportunity Fund. In 2003-04, these funds were designated exclusively for service learning projects. In each year since, the grants have continued to encourage service learning activities.

In the fall of 2005, UW-Platteville was awarded a United States Department of Agriculture Challenge Grant to create a network which will integrate service learning activities in the areas of agriculture, life science, and natural resources. This project will be accomplished through a three-year partnership with UW-River Falls and UW-Stevens Point. It will involve both faculty and students in planning and implementing curriculum enhancements that will also meet community needs. Participants will serve on a three-member campus consortium to incorporate service learning in agriculture, life science, and natural resources colleges.

Core Component 5c:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Improving the pathway to UW-Platteville for traditional high school and transfer students is one challenge that continues to be addressed through transfer policies, articulation agreements, and the new Tri-State Initiative. Just as exciting are the collaborations and innovative ways the university is building new pathways to its doors for the non-traditional and diverse constituencies that it serves.

Improved Pathways to Higher Education at UW-Platteville

UW-Platteville’s most obvious constituents are traditional high school and transfer students, particularly those from southwest Wisconsin and the tri-state area. Improving the pathway to UW-Platteville for these students is a challenge that continues to be addressed. Traditional high school and transfer students have long been served well by the university’s admission policies (previously discussed under core component 1e), and the pathway to UW-Platteville continues to become more seamless through articulation agreements, the transfer information system, and the Tri-State Initiative. However, even within the constituencies of high school and transfer students, there are diverse groups such as students with disabilities, international students, time- or place-bound students, and adult learners. The following are examples of actions that have been taken to reach these diverse groups and to make their paths to UW-Platteville more seamless.

The university’s program-to-program articulation agreement with Fox Valley Technical College articulates courses that transfer to specific program areas. Current programs under this agreement include agribusiness,
agricultural education, animal science, ornamental horticulture, soil and crop science, reclamation, business administration, communication technologies management, and industrial technology management. However, the UW-Fox Valley partnership is more than just an articulation agreement. An engineering laboratory facility on the UW-Fox Valley campus was built by business and industry partners to support a collaborative accredited mechanical engineering undergraduate degree program offered by UW-Platteville and UW-Fox Valley. The program was requested by regional business and industry and is designed to serve time- and place-bound students. This partnership was made possible through legislative and gubernatorial actions.

As previously discussed, the off-campus Master of Science in Education with an emphasis in adult education program was developed to meet the needs of working adults. Courses are delivered face-to-face or through distance technologies to locations in Milwaukee, Madison, Racine, and Platteville. Courses are also delivered during four weekend sessions to accommodate working adults. Concentrations are offered in human services and vocational/technical education.

Building bridges to learners bound by place is not new at UW-Platteville. As presented under core component 2a and other sections of this report, UW-Platteville has provided distance education programs to students for the past 25 years. Many distance education students are not traditional 18 to 22 year olds. Consequently, the requirement of introductory, and sometimes even advanced courses, may present time and cost impediments since these students have “been there and done that” earlier in their lives. Through an innovative program provided by the Distance Learning Center, life experience may transfer to college credit. Students earning their business administration degree at a distance may, with permission, enroll in BSAD 4950 Portfolio Development and submit a detailed set of documents to demonstrate that through their prior experience (e.g., workshops, job responsibilities, industry-specific training programs) they have already completed the equivalent material of a certain course. This portfolio is reviewed by faculty and a decision is made about whether to grant them credit for their experience.

The Office of Continuing Education (OCE) provides innovative ways to reach out to diverse populations looking to further their careers. For example, OCE offers courses through the School of Education and for faculty certification classes offered on-site at Southwest Wisconsin Technical College and Madison Area Technical College. These graduate credits apply to the Master of Science in Education (MSE) degree track in vocational/technical education.

OCE also provides undergraduate credit courses leading to certification provided by The Registry for child care administrators. Tuition for participants in OCE’s child care administrators program is reimbursed by the TEACH Wisconsin program.
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Criterion Five: Engagement and Service

OCE maintains continuous communication with area school districts via email, direct mail, and website connections to determine needs for credit and non-credit courses to help educators improve their job performance and meet state recertification requirements. The office has also worked with CESA 3 to offer academic credit for eligible workshops and training for school districts in Southwest Wisconsin, most notably the math and science program funded from the National Science Foundation (NSF) Southwest Academy.

OCE launched the ArtsBuild program in 2004 through an economic development grant from UW-Extension Outreach and E-Learning. ArtsBuild identifies and addresses the education needs of regional arts entrepreneurs. Partners in the program include Arts Wisconsin, Wisconsin Arts Board, Pecatonica Charitable Foundation, Southwest Wisconsin Small Business Development Center, Main Street Programs, Chambers of Commerce, County Extension offices, arts organizations, and other agencies.

As discussed under core component 2a, 16 international study abroad and college exchange programs are currently offered by UW-Platteville, plus the opportunity for transfer credit from other university exchange programs. The pathway from or to UW-Platteville is made more seamless by scholarship opportunities and predetermined equivalency lists for the London, England; Seville, Spain; and Wuhan, China programs.

Core Component 5d:

Internal and external constituencies value the services the organization provides.

UW-Platteville is strongly committed to engaging and serving constituent communities. One method of determining the value constituents place on these activities is a review of their participation. The information at [www.uwplatt.edu/hlcaccredit/ProgFac.doc](http://www.uwplatt.edu/hlcaccredit/ProgFac.doc) provides a snapshot of constituent involvement in the university’s programs and events. In addition, written surveys, informal networks, focus groups, personal interviews, and advisory committee reviews are used to measure the success of and improve programs. The information at [www.uwplatt.edu/hlcaccredit/AssessMethods.xls](http://www.uwplatt.edu/hlcaccredit/AssessMethods.xls) shows the breadth and depth of evaluation methods used to measure the effectiveness of these initiatives.

The breadth and depth of activities, as shown at [www.uwplatt.edu/hlcaccredit/FebConDelMatrix.xls](http://www.uwplatt.edu/hlcaccredit/FebConDelMatrix.xls) are, in part, evidence that UW-Platteville is practicing a deliberative process of discovering constituent needs, matching those needs with the capacity and mission of the university, and seeking feedback from those involved.

Evidence of Constituent Valuation from 2004-05 Annual Reports

One means of evaluating services is the level of participation of constituents. This asks how the constituents value the engagement and services
Chapter 6

Criterion Five: Engagement and Service

provided. The university seeks to answer that question and track progress toward greater engagement and service. To that end, each department is required to establish appropriate outcomes for the services they provide and assess progress toward the accomplishment of those outcomes. Following are some highlights from department annual reports that demonstrate how the university and various community constituents mutually benefit from engagement activities.

The Prospective Student Services offices are the primary contact points for potential students, new students, and their parents. Programs provided by these offices include campus visits, pioneer preview days, and Pioneer Passage programs. Evaluations are completed by parents and students after each program and the results are used to enhance future programs. Highlights of recent evaluations include:

- 100% of respondents gave an A or B rating (87 A’s and 28 B’s) to the question, “If this were a report card how would you grade us on our campus visit program as you experienced it?”
- 100% of respondents answered yes to the question “Will you recommend a visit to UW-Platteville to your friends and classmates?”
- 100% of respondents answered yes to the question “Did the pioneer preview meet your expectations?”
- 62% of parent respondents rated the transition process for their son/daughter to UW-Platteville as a 5 on a 5.0 scale where 5 was excellent. 99% rated the transition as a 4 or 5.

The Career Center serves current students, faculty, alumni, and employers of the university’s students. Engagement activities provided by the Career Center include one-on-one advising, classroom presentations, on-campus recruiting, Ms. Manners dinners, career fairs, career exploration literature, and the online CareerLink program. Data demonstrating the success of these activities include:

- 2,468 jobs were posted in 2005, a 40% increase over the previous year.
- 645 more employers and 643 more students registered on Career Link, a 20% and 30% increase respectively from 2004 to 2005.
- 1,834 students attended career fairs in 2005, a 19% increase over 2004.
- 210 employers attended career fairs in 2005, a 21% increase over 2004.
- An employer survey was electronically distributed to 90 on-campus recruiters in 2005, with a resulting response rate of 42%. Respondents’ overall rating of services was 35% excellent and 32% good.

Economic development in Southwest Wisconsin is primarily focused at the community level, leaving a gap in regional initiatives. Consequently, community leaders from across the region recognized the need for a common regional venue for networking and coordinating region-wide economic development programs and activities. UW-Platteville addressed this
Criterion Five: Engagement and Service

gap by facilitating the engagement of these community leaders in a variety of coalition efforts through the Southwest Regional Economic Development Coalition (SWREDC). The coalition accomplishes its work through the formation of action teams to address regional challenges and opportunities. Participation and grant statistics for this group include:

- 127 people attended the fifth annual SWREDC Conference in 2005, a 55% increase since the first conference in 2001.
- 625 dairy producers have participated in coalition events.
- $137,973 of grant money was secured for distribution to new business entrepreneurs seeking third party services.
- Survey results from the Regional Dairy Modernization Task Force showed that 87% of producers who had implemented a modernization effort in the past year were influenced to do so by coalition events.

Current students, faculty, staff, alumni, and regional community members are involved in the university’s athletic and recreational programs through intercollegiate athletics; intramurals and club sports; the Pioneer Activity Center; and special programs. Recent participation and satisfaction rates for these include:

- Paid attendance at varsity sports events was 34,040.
- There were 661 paid memberships to the Pioneer Activity Center (PAC) by UWP faculty/staff, senior citizens, and general public.
- 100% of student survey respondents felt the indoor and outdoor facilities were good, very good, or excellent and met their needs.
- Participants rated the Women’s Night Out program as 4.51 on a 5.0 scale.

Students, faculty/staff, parents, alumni, and local community members are involved in many Pioneer Involvement Center programs. For example, 25,245 people attended 189 co-curricular programs in 2004-05.

Current students, faculty/staff, community organizations, and local business and industry are involved in a variety of service learning initiatives through the Community University Partnership (CUP) program. Of the 118 community partners who recently completed evaluations on the CUP website:

- 71% of community partners rated their overall experience with service learning as very positive and 23% more rated it positive.
- 73% of community partners reported that the overall quality of students’ work was very good and 19% more rated it as good.
- 90% of community partners reported that their organizations benefited from the work of the service learners.

As previously discussed, the Office of Continuing Education (OCE) serves communities, business and industry, and faculty/staff. Statistics on 2005 OCE initiatives include:
Chapter 6

Criterion Five: Engagement and Service

- 271 programs were delivered directly by OCE or with partners with 3,800 enrollees.
- 24 programs were supported by OCE with 462 enrollees.

Figure 5c-1 shows the distribution of participation in the 271 programs delivered directly by OCE.

![FY05 Continuing Education Enrollments = 3,800](image)

**Figure 5c-1**

UW-Platteville’s physical facilities are used by many of its constituencies. For example:

- Nearly 252,000 customers have utilized the Pioneer Student Center.
- Over 4,400 events have been held at the Pioneer Student Center and Ullsvik Hall.
- Over 10,000 individuals have visited the Harry and Laura Nohr Gallery each year.
- Over 5,000 people have visited the Pioneer Activity Center each week.
- Over 600 farm tours were provided each year.
- Over 20,000 individuals have attended academic year performances at the Center for the Arts.
- Over 5,000 people have attended the summer Heartland Festival.
Criterion Five: Engagement and Service

Chapter 6

Criterion Five – Conclusions

UW-Platteville recognizes the following strengths and opportunities for improvement in relation to Criterion Five – Engagement and Service:

Strengths:

1. Engagement and service are openly valued in the UW-Platteville mission statement and strategic plan, as well as in the respective statements of all three colleges. The Chancellor, Provost, deans, and majority of department chairs are supportive.

2. UW-Platteville has a growing number of courses with a service learning component. There are excellent examples present in all three colleges. Some initiatives, such as the Potosi Project, have moved from service learning to engagement, involving multi-disciplinary teams to address community issues.

3. The Community University Partnership (CUP) program has made progress toward institutionalizing service learning, reaching out to community partners, and evaluating programs. CUP provides reporting tools that document program impact, and materials to assist faculty/staff in developing meaningful service initiatives. The CUP office provides a centralized location for community organizations to partner with UW-Platteville.

4. Community input on university initiatives is sought through advisory committees, program evaluations, focus groups, and discussions.

Opportunities for Improvement:

1. UW-Platteville is best characterized by pockets of engagement. Excellent examples are present across all disciplines and programs; however, they could be further embedded in the institution. In order to institutionalize engagement and service, a culture of partnership needs to evolve that transcends individual units or divisions on campus.

Actions:

• UW-Platteville should invest internal resources, obtain external grants, or explore differential tuition options to fund its service activities and continued faculty and staff professional development.

• The Improvement of Learning Committee should consider establishing a cash award for faculty who show an outstanding commitment to service learning.

• The CUP advisory committee should establish a new award for students who show an outstanding commitment to engagement and service learning.
2. The consideration of engagement and service is not consistent in performance evaluations.

**Actions:**
- The University Rank, Salary, and Tenure Policy Commission should review evaluation criteria for raises, promotions, and tenure decisions to assure that engagement and service activities are included.

3. The consideration of engagement and service is not consistent in hiring procedures.

**Actions:**
- The Improvement of Learning Committee should consider discussing this issue and formulating a policy to present to the Faculty Senate.
Chapter 7: Conclusion

UW-Platteville demonstrates each of the Higher Learning Commissions four fundamental themes in many ways. A sample of these follows.
Chapter 7

Conclusion

UW-Platteville is a Future-Oriented Organization

UW-Platteville has an established track record of strategically responding to the future needs of Wisconsin and the tri-state area. The Tri-State Initiative, new international programs, and the surging growth in distance education are just a few examples of UW-Platteville’s commitment to quality education, forward thinking, and progressive planning. The campus six-year physical development plan, updated every two years, is also the result of comprehensive program planning, and includes space needs and facility condition assessments.

The university’s core programs in engineering and computer science, business administration, criminal justice, agriculture, industrial studies, and education are responsive to societal and economic trends both to provide successful placement and advancement for graduates and to support the workforce needs of Wisconsin and Midwestern organizations. New and planned programs or emphases in software engineering, MEMS/nano-technology, criminalistics, project management, criminal justice, and teacher certification are all examples of the university’s commitment to serving the needs of the State of Wisconsin while honoring the mission of the campus.

Over the past ten years, the university has made substantial investments in technology to support existing and new programs. Several million dollars have been invested in campus network infrastructure, hardware and server upgrades, lab and computer modernization, software implementation, and UW System common systems. While state funding has declined, the university has successfully used funding from program revenue, cost recovery operations, special state allocations resources, and grants. The UW-Platteville Foundation also plays a critical role in the present and future funding of the university’s scholarship, development, and physical plant needs.

UW-Platteville has made assessment and continuous improvement two of its highest priorities. All academic programs, Student Affairs, functional units, and operational areas have committed themselves to the development of measurable goals that support the university’s mission and the strategic plans of its key academic and non-academic areas.

UW-Platteville is a Learning-Focused Organization

The fundamental mission of UW-Platteville is to serve as an educational resource to southwestern Wisconsin. This commitment to student learning is evidenced by the university’s small class sizes, committed faculty, and friendly staff. UW-Platteville’s mission emphasizes that it provides baccalaureate, graduate, and specialized programs in engineering, technology management, agriculture, criminal justice, and education. Baccalaureate programs that meet regional needs in arts and sciences, business administration, and information technology are also provided. The
accreditations outlined in this self-study report attest to the university’s excellence in these areas.

Beyond UW-Platteville’s specialty programs, providing students with a well-rounded liberal arts education and fostering a passion for lifelong learning are the bases for UW-Platteville’s requirement that all majors complete the university’s general education program. This program challenges students to explore a diverse range of disciplines as they become educated world citizens. Each area plays a significant role in promoting the development of students’ clear, coherent, critical, and creative thinking skills.

Multiple resources exist at UW-Platteville to encourage and enhance the learning process. Students enjoy access to research funds, development opportunities, workgroups and organizations, seminars and workshops, international opportunities, and state-of-the-art technology. A life of learning is also practiced by faculty and staff as they use, share, and disseminate knowledge in a variety of ways. No matter what the application, UW-Platteville faculty, staff, and administrators continually demonstrate that learning is neither discrete nor terminal. It is a lifelong commitment and endeavor.

To support this pursuit of lifelong learning, UW-Platteville values effective teaching. The university demonstrates its commitment to excellent instruction in a number of ways, including the emphasis that good teaching plays in the hiring and evaluation of faculty, and in the ways that UW-Platteville dedicates its resources to providing strong support for effective teaching and student learning.

UW-Platteville has taken significant steps in institutionalizing a culture of assessment. The university’s goals for student learning are clearly stated, and assessment plans have been developed and implemented for its academic majors, general education areas, Student Affairs, and ancillary areas. The structuring of various committees involved in assessment, along with the approval of the 2005 UW-Platteville assessment plan, insure that assessment remains an institutional priority.

**UW-Platteville is a Distinctive Organization**

UW-Platteville has a clear mission that is stated at the System, university cluster, and institutional select mission levels. In 2002, the university revised this select mission to respond to the needs of the region, and has publicized it to the community. UW-Platteville’s mission is to meet regional needs in arts and sciences, teacher education, business, and information technology, and provide specialized programs in middle school education, engineering, technology management, agriculture, and criminal justice. These programs represent the core of the university with 77% of students majoring in these areas. They are widely recognized throughout the region for their excellence. Additionally, UW-Platteville has the distinc-
Conclusion

tive mission of providing agricultural expertise modeling and education through the Pioneer Farm. This program provides a unique facility that supports the region.

UW-Platteville is also distinctive in its efforts to meet its mission to serve the needs of all students, in particular the needs of women, minority, disadvantaged, and non-traditional students. Courses are offered online, by print-based delivery, and during winterim and summer sessions to serve these groups. Online graduate programs serve students who can not leave their jobs to upgrade their skills. The Tri-State Initiative is also attracting students from areas that are not currently served at a reasonable cost. In addition, study abroad programs introduce students to diversity, and attract students from other universities.

UW-Platteville also is distinctive in serving as an educational, cultural, and economic development resource to Southwest Wisconsin. The university is sought out by constituents throughout Southwest Wisconsin as a distinctive resource for providing these services.

UW-Platteville is a Connected Organization

As a state-assisted university, UW-Platteville plays a vital role in serving many constituencies. As a connected organization, UW-Platteville fulfills this role through service learning, community service, and engagement, and recognizes the value of these activities to students, to the university, and to regional communities. These activities engage students in what they are learning, thus creating a rich learning experience that fosters teamwork and leadership and promotes the virtues of citizenship. For the university, these activities embed the institution in the lives and cultures of the people and communities it serves, and help its faculty and staff members fulfill their obligations as teachers, researchers, scholars, and public servants. For communities, service learning and community service result in beneficial outcomes that help them address issues and challenges they would not otherwise have the resources or expertise to tackle alone.

The culture of service which has been created at UW-Platteville through initiatives such as the Community University Partnership (CUP), the Office of Continuing Education (OCE), and the Pioneer Involvement Center (PIC) sets the stage for healthy internal communication, collaboration with others locally to world-wide, and service to its many constituents. UW-Platteville’s success through faculty, staff, administrative, and student involvement demonstrates that it is headed in the right direction. The university fulfills its mission of student and institutional engagement by continuously learning from its constituents, reaffirming its commitment to them, and being responsive to their needs.
1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels

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<th>Fall 2004</th>
<th>Fall 2005</th>
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<tr>
<td>Sophomores</td>
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<td>1121</td>
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<tr>
<td>Seniors</td>
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<td>1505</td>
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<td>Special</td>
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<td>Total</td>
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### Fall 2004

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<th>Degree/ certificate-seeking</th>
<th>Non-degree/ non-certificate-seeking</th>
<th>Total undergraduate students</th>
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## Fall 2005

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<th>Non-degree/non-certificate-seeking</th>
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</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Men</strong></td>
<td>3492</td>
<td>107</td>
<td>3599</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-resident alien</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>13</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>10</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>2024</td>
<td>125</td>
<td>2149</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Women</strong></td>
<td>2082</td>
<td>134</td>
<td>2216</td>
</tr>
<tr>
<td><strong>Total Undergraduates</strong></td>
<td>5574</td>
<td>241</td>
<td>5815</td>
</tr>
</tbody>
</table>
### C. Graduate/Professional Students by Degree-Seeking and Non-Degree-Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)

<table>
<thead>
<tr>
<th>Male</th>
<th>Degree-Seeking</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black, non-Hispanic</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>White, non-Hispanic</td>
<td>77</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>98</td>
<td>268</td>
</tr>
<tr>
<td>Non-Degree-Seeking</td>
<td>Black, non-Hispanic</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>White, non-Hispanic</td>
<td>155</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>177</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>Black, non-Hispanic</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>White, non-Hispanic</td>
<td>232</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>275</td>
<td>324</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female</th>
<th>Degree-Seeking</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black, non-Hispanic</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>White, non-Hispanic</td>
<td>123</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>176</td>
<td>274</td>
</tr>
<tr>
<td>Non-Degree-Seeking</td>
<td>Black, non-Hispanic</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>White, non-Hispanic</td>
<td>119</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>123</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>Black, non-Hispanic</td>
<td>21</td>
<td>26</td>
</tr>
</tbody>
</table>
### D. Age Range of Undergraduate Students (24 and under; 25 and older)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th></th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>24 and under</td>
<td>3169</td>
<td>1852</td>
<td>5021</td>
</tr>
<tr>
<td>25 and over</td>
<td>293</td>
<td>289</td>
<td>582</td>
</tr>
<tr>
<td>Total</td>
<td>3462</td>
<td>2141</td>
<td>5603</td>
</tr>
</tbody>
</table>

|           | American Indian/Alaska Native | Asian/Pacific Islander | Hispanic | White, non-Hispanic | International | Total | Degree-Seeking | Black, non-Hispanic | American Indian/Alaska Native | Asian/Pacific Islander | Hispanic | White, non-Hispanic | International | Total | Non-Degree-Seeking | Black, non-Hispanic | American Indian/Alaska Native | Asian/Pacific Islander | Hispanic | White, non-Hispanic | International | Total | Total | American Indian/Alaska Native | Asian/Pacific Islander | Hispanic | White, non-Hispanic | International | Total | Total | Degree-Seeking | Black, non-Hispanic | American Indian/Alaska Native | Asian/Pacific Islander | Hispanic | White, non-Hispanic | International | Total |
E. Numbers of Students by Residency Status of Credit-seeking Students who Come to a Campus or Site for Instruction

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Resident</td>
<td>5303</td>
<td>5496</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>742</td>
<td>846</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>78</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6123</strong></td>
<td><strong>6438</strong></td>
</tr>
</tbody>
</table>

2. Student Recruitment and Admissions

Number of Applications, Acceptances, and Matriculations for Entering Students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2864</td>
<td>2423</td>
<td>1159</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>667</td>
<td>497</td>
<td>332</td>
</tr>
<tr>
<td>Graduate</td>
<td>392</td>
<td>277</td>
<td>135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>3075</td>
<td>2620</td>
<td>1218</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>595</td>
<td>449</td>
<td>326</td>
</tr>
<tr>
<td>Graduate</td>
<td>489</td>
<td>354</td>
<td>198</td>
</tr>
</tbody>
</table>

A. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?
  • Name of Test(s) Mean Score of Students Accepted

  ACT, annual mean score of about 22

3. Financial Assistance for Students

A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>Graduate</td>
<td>49%</td>
<td>47%</td>
</tr>
</tbody>
</table>
B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment?

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th></th>
<th>2005-06</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>3753</td>
<td>70%</td>
<td>3862</td>
<td>70%</td>
</tr>
<tr>
<td>Graduate</td>
<td>135</td>
<td>47%</td>
<td>128</td>
<td>43%</td>
</tr>
</tbody>
</table>

What percentages of your total enrollment received assistance in each of the following categories?
- Loans
- Work-Study
- Scholarships/Grants
- Academic Based Merit Based Scholarships

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th></th>
<th>2005-06</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td></td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Loans</td>
<td>3329</td>
<td>62%</td>
<td>124</td>
<td>43%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>595</td>
<td>11%</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>1461</td>
<td>27%</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Academic Based Merit Based Scholarships</td>
<td>724</td>
<td>13%</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures. (TDR = total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.) Undergraduate and graduate data are combined.

\[
I = \text{Institutional Financial Aid Dollars Awarded for Tuition} \\
I = $17,138,050 \text{ (2005-06)} \\
I = $16,264,799 \text{ (2004-05)} \\
P = \text{Payments of Tuition Expected of Students and their External Aid} \\
P = $12,228,232 \text{ (2005-06)} \\
P = $11,089,156 \text{ (2004-05)} \\
TDR = I/(I + P) \text{ as a percentage} \\
\frac{$17,138,050}{($17,138,050 + $12,228,232)} = 58\% \text{ (2005-06)} \\
\frac{$16,264,799}{($16,264,799 + $11,089,156)} = 59\% \text{ (2004-05)}
\]
### 4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide retention data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

<table>
<thead>
<tr>
<th>Fall 2003 to Fall 2004</th>
<th>Number Entering</th>
<th>Number Returning</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, non-Hispanic</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>12</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1069</td>
<td>840</td>
<td>79%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>1102</td>
<td>864</td>
<td>78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2004 to Fall 2005</th>
<th>Number Entering</th>
<th>NumberReturning</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, non-Hispanic</td>
<td>11</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>5</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>11</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1097</td>
<td>846</td>
<td>77%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>21</td>
<td>17</td>
<td>81%</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>1159</td>
<td>882</td>
<td>76%</td>
</tr>
</tbody>
</table>

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-resident Alien</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>812</td>
<td>843</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>846</td>
<td>867</td>
</tr>
</tbody>
</table>
C. Report the number of graduates in the previous academic year by college/program in keeping with the IPEDS Classification of Instructional Programs (CIP) codes.

<table>
<thead>
<tr>
<th>College/Program</th>
<th>Undergraduate 2003-04</th>
<th>Undergraduate 2004-05</th>
<th>Graduate 2003-04</th>
<th>Graduate 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>62</td>
<td>60</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>291</td>
<td>313</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>35</td>
<td>35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business (52)</td>
<td>119</td>
<td>118</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>67</td>
<td>61</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>107</td>
<td>123</td>
<td>54</td>
<td>94</td>
</tr>
<tr>
<td>Health (51)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>25</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Law (22)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>20</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>63</td>
<td>60</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Health (12, 19, 31)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>57</td>
<td>48</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>846</td>
<td>867</td>
<td>69</td>
<td>130</td>
</tr>
</tbody>
</table>

D. List, by discipline and by name of test, the separate pass rates of undergraduate, and graduate/professional students sitting for licensure examinations as appropriate.

a) Fundamentals of Engineering Exam

<table>
<thead>
<tr>
<th>Test Date</th>
<th>National Average</th>
<th>Wisconsin Average</th>
<th>UW-Platteville Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2005</td>
<td>80.5%</td>
<td>90.6%</td>
<td>90.9%</td>
</tr>
<tr>
<td>October 2004</td>
<td>77.0%</td>
<td>86.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>April 2004</td>
<td>77.7%</td>
<td>84.8%</td>
<td>85.4%</td>
</tr>
</tbody>
</table>

b) Praxis II Content Exam for Teachers

All students must pass the appropriate Praxis II content knowledge tests in order to be admitted to student teaching and, subsequently, to qualify as program completers and receive the institution's endorsement for teaching licenses. No waivers are granted. Therefore, the School of Education has a 100 percent pass rate on content tests for program completers in teacher education.
Appendix A

Institutional Snapshot For UW-Platteville May 2006

c) Certified Public Accounting Exam (Cumulative results from Nov. 1996 - Nov. 2003)

<table>
<thead>
<tr>
<th></th>
<th>Candidates</th>
<th>Passed</th>
<th>% Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Platteville</td>
<td>120</td>
<td>45</td>
<td>38%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>10545</td>
<td>3388</td>
<td>32%</td>
</tr>
</tbody>
</table>

5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.

<table>
<thead>
<tr>
<th>Tenure-track Faculty</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Doctorate</td>
<td>173</td>
<td>0</td>
</tr>
<tr>
<td>First Professional</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Master’s</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate’s</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>204</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Doctorate</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>First Professional</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Master’s</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Associate’s</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>83</td>
</tr>
</tbody>
</table>
Federal Compliance

Credits, Program Length, and Tuition

The Commission expects an affiliated institution to be able to: 1) equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; and 3) justify any program-specific tuition in terms of program costs, program length, and program objectives (Handbook of Accreditation, page 8.2-1).

1. UW-Platteville uses the semester credit hour as the standard for calculating the amount of a student’s academic work. At UW-Platteville a semester hour is defined as 52 minutes of lecture, discussion/recitation, or other class exercise per week per semester. Two 52-minute periods per week per semester of laboratory are normally equivalent to one credit hour. For each hour of class time, students are expected to spend at least two hours outside of class in preparation. The number of class days per semester varies slightly because of variations in the calendar and the dates of holidays. Fall semesters typically consist of 71 days of instruction over 14-14.5 weeks, plus one week of final examinations. Spring semesters are slightly longer, with 73 days of instruction over 14.3-15 weeks, plus a week of final examinations.

2. All degree programs at UW-Platteville, including the length of programs and degree requirements, have been approved by the University of Wisconsin Board of Regents and are consistent with standards for similar programs found at other accredited institutions of higher education. Prior to consideration by the UW Board of Regents, new degree programs undergo a review by external reviewers, comments and reactions from other UW institutions, and a review by UW System.

The minimum number of credits required for a bachelor’s degree at UW-Platteville is 120, and most undergraduate degree programs can be completed within that credit range. Students pursuing undergraduate degrees in some professional fields may be required to exceed the minimum of 120 credits in order to fulfill the requirements of their major as well as the university’s general education requirements. Master’s degree programs at UW-Platteville normally require a minimum of 30-36 credits. Details regarding credits and program length are provided in the undergraduate catalog and graduate catalog, which are available online and in the Resource Room.

3. UW-Platteville does not have tuition rates that are program specific. There are, however, different tuition rates based on a student’s place of residence (Wisconsin resident, Minnesota resident, non-resident, and the Tri-State Initiative), level of degree program (undergraduate or graduate), and delivery method (online or on-campus). Tuition rates are established annually by the UW Board of Regents. In February 2004, the Board of Regents approved UW-Platteville’s Tri-State Initiative (TSI), which allows undergraduate students from Iowa
and Illinois to study in high workforce needs areas at a reduced rate of tuition. Instead of non-resident tuition costs, TSI students pay the resident tuition rate plus an annual TSI premium of $4,000.

Because of the higher costs of developing and offering online programs, students enrolled in online courses pay tuition at a higher rate than that of Wisconsin residents enrolled in on-campus courses. All online students pay tuition based on the level of coursework (undergraduate or graduate), but there is no difference in online tuition rates for resident and non-resident students. At present, the tuition rates for online courses are $300 per credit for undergraduate level and $550 per credit for graduate level.

Organizational Compliance with the Higher Education Reauthorization Act

The Commission requires: 1) All organizations receiving Title IV funds need to provide copies of documents relevant to Title IV compliance; 2) The self-study report should evaluate the organization’s default rate, if any, and its plans for reducing default; and 3) Organizations should comment briefly on their compliance with other Title IV-mandated student notification requirements such as campus crime-reporting and release of completion/graduation rates (Handbook of Accreditation, page 8.2-2).

1. UW-Platteville will provide copies of all documents relevant to Title IV compliance to the Higher Learning Commission’s evaluation team. The following documents are available in the Financial Aid Office: Program Participation Agreement (PPA), Eligibility and Certification Approval Report (ECAR), and the A-133 Audit results.

2. UW-Platteville maintains default rates below the national average. UW-Platteville’s official default rates for 2003, 2004, and 2005 as provided by the Department of Education are as follows:

Fiscal Year 2003
   Number of borrowers entering repayment: 1,097
   Number of borrowers who entered repayment and defaulted: 10
   Official Cohort Default Rate: 0.9%

Fiscal Year 2002
   Number of borrowers entering repayment: 991
   Number of borrowers who entered repayment and defaulted: 22
   Official Cohort Default Rate: 2.2%

Fiscal Year 2001
   Number of borrowers entering repayment: 946
   Number of borrowers who entered repayment and defaulted: 12
   Official Cohort Default Rate: 1.2%
Federal Compliance

In addition to the Department of Education computed default rates, UW-Platteville also submits through its FISAP the default rates for the Perkins Loan Program. The Financial Aid office is working on a default prevention and management plan at this time. Even though the university enjoys low default rates, this plan will further benefit students by increasing retention and reducing delinquency and default.

3. UW-Platteville complies with the Title IV-mandated student notification requirements regarding graduation rates and campus crime rates. We are, however, evaluating ways of improving student access to such information by posting it at a single website. At present, data on second-year retention and sixth-year graduation rates are published annually in the university's annual report as well as in the accountability report, Achieving Excellence at UW-Platteville. Both documents are published in paper form and are also available online. Data on campus crime are available online on the crime statistics website.

Federal Compliance Visits to Off-Campus Locations

Federal regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. The Commission has determined that an off-campus site is a location at which a student can complete 50% or more of a degree program. A degree-completion site qualifies as an off-campus site when students in the program can complete all required courses there (Handbook of Accreditation, page 8.2-3).

UW-Platteville offers several of its degree programs at off-campus locations. They consist of (1) a B.S. degree program in mechanical engineering in the Fox Valley; (2) a Master of Science in Education (M.S.E.) program with emphasis in adult education provided through interactive television at receive sites in Madison, Milwaukee, Janesville, and Racine; (3) an M.S.E. degree program with emphasis in English education offered in Wuhan, China; and (4) the occasional offering of an M.S.E. degree program with emphasis in teacher education at regional school district sites. Detailed change requests for these off-campus degree programs were submitted to the Higher Learning Commission, followed by a focused visit in March 2005. The change proposals and reports of the focused visit team were subsequently submitted to a reviewer's panel. In a letter dated February 20, 2006, HLC Executive Director Steven D. Crow confirmed the Commission's approval of these off-campus sites and programs.

More recently, the Wisconsin legislature authorized special funding for UW-Platteville to offer its B.S. degree in electrical engineering in Janesville and the Fox Valley, which are within our service areas.

Advertising and Recruitment Materials

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission's address and phone number. In including the Commission's
General Accreditation

The Commission grants general institutional accreditation. Because the Commission accredits an organization as a whole, it cannot omit from its evaluation any area or program of an organization. However, the organization’s affiliation with the Commission — accredited or candidate status — is not equivalent to specialized accreditation of individual programs. ...An organization identifies in its annual report to the Commission any adverse actions taken by professional accreditation agencies (Handbook of Accreditation, page 8.1-3).

As noted below, several of UW-Platteville’s academic programs hold professional accreditation. Recent accreditation self-study reports are available for examination in the Resource Room.

UW-Platteville is accredited by:

- Accreditation Board for Engineering and Technology (various engineering programs in the College of Engineering, Mathematics, and Science)
- American Chemical Society (chemistry program)
- Foundry Education Foundation (foundry education in the department of industrial studies)
- National Council for the Accreditation of Teacher Education (School of Education — conditional status)
- National Association of Industrial Technology Management (industrial technology management program in the department of industrial studies)
- National Association of Schools of Music (music program in the department of fine arts)
- Wisconsin Department of Public Instruction (School of Education and various teacher licensure programs)
Federal Compliance

In addition to the academic programs listed above, UW-Platteville’s Children’s Center is accredited by the National Association for the Education of Young Children.

Requirements of Institutions Holding Dual Institutional Accreditation

The Commission accredits a small number of organizations that also are affiliated with one or more other CHEA recognized or federally recognized institutional accrediting associations (Handbook of Accreditation, page 8.1-2).

UW-Platteville is not affiliated with any CHEA recognized or federally recognized institutional accrediting agencies other than the Higher Learning Commission. Requirements of institutions holding dual institutional accreditation are not applicable.

Organizational Records of Student Complaints

To comply with federal regulations, the Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints it has received and their disposition. This account should cover the two years of operation preceding the comprehensive evaluation. Organizations have a variety of ways of providing the account, and almost any manner of accounting will be acceptable to a team (Handbook of Accreditation, page 8.2-4).

UW-Platteville maintains institutional records of student complaints and their disposition. Responding to and maintaining records of student complaints are undertaken by several offices at the university. The Chancellor’s office responds to complaints by systematically forwarding them to the appropriate office and keeping copies to assure a response. Complaints regarding academic matters and disputes concerning grades are initially referred to the appropriate department chair and/or college dean for resolution. Formal complaints concerning grades may be appealed to the admission and academic appeals committee, which in turn makes a recommendation to the Provost as to disposition. The assistant chancellor for student affairs handles matters involving students’ rights and responsibilities, including assuring that students are treated fairly. Student Affairs responds to complaints and maintains files of relevant correspondence and final disposition. In all cases, files are open to inspection by the evaluation team.
Appendix C

Index of Electronic Links

A
Academic Planning Council: www.uwplatt.edu/committees/apc/index.html
  Formal proposal: www.uwsa.edu/acadaff/planning/index.htm
  Self-studies: www.uwplatt.edu/committees/apc/completedss.html

Academic Staff
  Academic Staff Personnel Commission: www.uwplatt.edu/ senate/pcintro.html
  Award for Excellence recipient: www.uwplatt.edu/news/archive/2004_09_01_archive.html
  Policies and procedures: www.uwplatt.edu/ senate/pcforms.html
  Professional Development http://www.uwplatt.edu/hlaccredit/ASPD.doc

Academic Staff Senate Agendas and minutes: www.uwplatt.edu/ senate/index.html

Academic Standards Committee Minutes:
www.uwplatt.edu/committees/asc/agend_min.html

Accountability Report Achieving Excellence at UW-Platteville:
www.uwsa.edu/opar/accountability/achieve06/inst06.pdf
  2005-06 report: www.uwsa.edu/ opar/accountability/achieve06/inst06.pdf
  Accountability measures: www.uwsa.edu/ opar/accountability.html

Accreditation Bodies
  Accreditation Board for Engineering and Engineering Technology: www.abet.org/
  American Chemical Society: www.acs.org
  Higher Learning Commission: http://www.ncahigherlearningcommission.org
  National Association of Industrial Technology: www.nait.org
  National Association of Schools of Music: http://nasm.arts-accredit.org/
  National Council for the Accreditation of Teacher Education: www.ncate.org/
  Wisconsin Department of Public Instruction: www.dpi.state.wi.us/

Admission requirements: www.uwplatt.edu/admission/

Advising and Career Exploration Services (ACES) office. ACES:
www.uwplatt.edu/advising
  Findings findings: http://www.uwplatt.edu/hlaccredit/Summary05.doc
  Newsletter Be Advised: www.uwplatt.edu/advising/advisors/beadvised
  Survey of students survey: http://www.uwplatt.edu/hlaccredit/AcadAdSurvey Spring05.doc
  University Advising Team: www.uwplatt.edu/advising/taskforce.html
  Webpage for student advising: www.uwplatt.edu/advising/advising/student/index.html

Affirmative Action Office: www.uwplatt.edu/pers/affact/aacntnts.htm

Affirmative Action Plan: www.uwplatt.edu/pers/affact/aacntnts.htm
  Workforce analysis: www.uwplatt.edu/pers/affact/WorkForceInfo.xls

ALLIANCE: http://www.uwplatt.edu/org/alliance

Alumni Services
  Alumni calendar & events update: www.uwplatt.edu/alumni/calendar.html
  Alumni campus activities report: www.uwplatt.edu/alumni/publications.html
  Alumni Today: www.uwplatt.edu/alumni/publications.html
  Online form: www.uwplatt.edu/alumni/contact.html


Articulation Agreement Program to Program Articulation Agreement:
www.uwplatt.edu/registrar/agreements/foxvalley/index.html

Arts Build program: www.uwplatt.edu/ cont_edu/artsbuild

Assessment Activity Fund http://www.uwplatt.edu/hlaccredit/AAF.doc
  Follow-up reports: www.uwplatt.edu/ committees/aoc/journals/index.html

Assessment instruments and/or processes: www.uwplatt.edu/ committees/aoc/journals/index.html
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Assessment Oversight Committee: www.uwplatt.edu/committees/aoc
Academic major assessment plans: www.uwplatt.edu/committees/aoc/index.html
Assessment overview:
http://www.uwplatt.edu/hlcaccredit/AssessmentOverview.doc
Assessment flowchart:
http://www.uwplatt.edu/hlcaccredit/AssessmentFlowchart.doc
Mission:
Minutes:
www.uwplatt.edu/committees/aoc/files/AOCReviewCycle.pdf
Six-year alternating schedule:
www.uwplatt.edu/committees/aoc/files/AOCReviewCycle.pdf
Audit:
Independent auditor’s report:
www.uwsa.edu/fadmin/finrep/lab04.pdf

B
Budget
Segregated fees:
www.uwplatt.edu/news/2004/02/proposed-fee-increase-to-fund-stadium.html
Time line:
http://www.uwplatt.edu/budget/budgettimeline.html
UWP:
http://www.uwplatt.edu/fsenate/BUDGET05-06.PPT
UW System:
UW System Annual Financial Report:
www.uwsa.edu/fadmin/finrep/af05.htm
UW System 2005 Financial Statements by Campus:
www.uwsa.edu/fadmin/finrep/pl05.xls
UW System cuts:

C
Campus Calendar:
http://we.ad.uwplatt.edu/webin3/webevent.pl?cmp=opencal&cal=cal1,cal2,cal3,cal4,cal5,cal6,cal7,cal8,cal12,cal13,cal4,cal5,cal11,cal16,cal18
Career Center
Alumni Career Services Program:
www.uwplatt.edu/careercenter/alumni/services.html
Career Fair:
www.uwplatt.edu/careercenter/careerfair/index.html
Career Link:
www.uwplatt.edu/careercenter/careerLink.html
Employer Services:
www.uwplatt.edu/careercenter/employer/services.html
Fee structure:
www.uwplatt.edu/careercenter/alumni/fees.html
Resource Center:
www.uwplatt.edu/careercenter/resources/index.html
Chancellor
Annual Report:
www.uwplatt.edu/chancellor/annual_report/index.html
Campus goals:
www.uwplatt.edu/chancellor/goals/index.html
Chancellor Letter:
www.uwplatt.edu/chancellor/letters/index.html
Chancellor’s webpage:
www.uwplatt.edu/chancellor
Commentary statement:
www.uwplatt.edu/chancellor/commentary/index.html
College of BILSA:
http://www.uwplatt.edu/bilsa
Strategic Plan College of Business, Industry, Life Sciences and Agriculture (BILSA) plan:
www.uwplatt.edu/bilsa/plan.html
College of EMS:
http://www.uwplatt.edu/ems
Strategic Plan College of Engineering, Mathematics and Science (EMS) strategic plan:
www.uwplatt.edu/ems/index/EMSStrategicPlan2005.html
College of LAE:
http://www.uwplatt.edu/lae
Strategic Plan College of Liberal Arts and Education (LAE) plan
Committees:
www.uwplatt.edu/committees
Community Leadership Alliance:
Community Involvement
NADIIAA/Josten’s National Community Service Award:
http://www.uwplatt.edu/athletics/news/12-29-05award.html
Community-University Partnership:
Evaluations:
http://www.uwplatt.edu/cup/report.html
Class project:
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Level of participation: www.uwplatt.edu/hlcaccredit/ProgFac.doc
Partnerships: www.uwplatt.edu/intprog/index.html
Processes http://www.uwplatt.edu/hlcaccredit/FebConDelMatrix.xls
Service http://www.uwplatt.edu/hlcaccredit/ProgFac.doc

Continuing Education Office of Continuing Education: www.uwplatt.edu/cont_ed/
Course descriptions: www.uwplatt.edu/cont_ed/classes/credit
Faculty certification: www.uwplatt.edu/cont_ed/classes/tech/
Services: www.uwplatt.edu/cont_ed/Conf_Serv/index.html

Crime Statistics:
www.uwplatt.edu/university/documents/student_policies/safety.html#crime_statistics

Curricula samples
Co-op co-operative educational experience: http://www.uwplatt.edu/ems/aboutems.html
History curriculum: http://www.uwplatt.edu/socialsci/History.pdf
Pre-student teaching and student teaching experiences: www.uwplatt.edu/education/ClinExp/clinexp.html
Senior design http://www.uwplatt.edu/ems/programs.html
Curricular Improvement Fund http://www.uwplatt.edu/hlcaccredit/CIF.doc
Examples: www.uwplatt.edu/tec/sotl.html

D
Distance Learning Center: www.uwplatt.edu/distance.html
Anniversary celebration: www.uwplatt.edu/disted/25th

E
Early Childhood Conference: www.uwplatt.edu/cont_ed/childhood/index.html
Grievance form http://www.wpec.org/pdf/GrievanceForm_WPEC.pdf
Wisconsin Professional Employees Council: http://oser.state.wi.us/docview.asp?docid=d=2394


F
Faculty Development Funds http://www.uwplatt.edu/hlcaccredit/FAPD.doc
Faculty Forum Series: www.uwplatt.edu/lac/forum.htm
Faculty Senate Agendas and minutes: www.uwplatt.edu/fsenate/index.html
Faculty Teaching Award Recipients: www.uwplatt.edu/sponprog/FacTeachExcel.html

Fox Valley
Collaborative UW-Platteville/UW-Fox Valley mechanical engineering program: www.wisconsin.edu/wisconsinideas/archive/2002spring/pvil-fox.htm
collaborative degree in mechanical engineering: www.fox.uwc.edu/uwplatteville
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G
General education: www.uwplatt.edu/academics/catalogs/undergraduate/archive/current/gened.htm
   checklist: www.uwplatt.edu/advising/genedu_chklst.html
   survey general education: www.uwplatt.edu/committees/uucc/form.html
   survey results: www.uwplatt.edu/gened/report.html
Goals: www.uwplatt.edu/chancellor/goals/index.html
Graduate Catalog: www.uwplatt.edu/academics/catalogs/graduate/current/about.html#mission
Graduate Council: www.uwplatt.edu/registrar/grad_council/
School of Graduate Studies: www.uwplatt.edu/gradstudies/index.html
   strategic plan: www.uwplatt.edu/gradstudies/strategic
Greek Life: http://reslife.saf.uwplatt.edu/pic/index.php?id=greeklife

H
Heartland Festival: http://www.uwplatt.edu/finearts/heartland/index.php
Higher Learning Commission: http://www.ncahigherlearningcommission.org
Highway Technician Certification Program: http://www.uwplatt.edu/htcp
Honors Program: http://www.uwplatt.edu/lae/honors.htm
Human Resources
   Advertising information: www.uwplatt.edu/pers/contents.html

I
Improvement of Learning Committee: www.uwplatt.edu/committees/ilc/index.html
Industrial Studies Women's Advancement Center: www.uwplatt.edu/inds/index.html
Institute of Study Abroad: www.uwplatt.edu/sponprog
   Institutional Review Board For Human Subject Research: www.uwplatt.edu/committees/irbhsr/index.html
   Internal grants/support programs: www.uwplatt.edu/sponprog/InterGrnts.html
International Business Resource Center: www.uwplatt.edu/ibrc/
International Student Services Office office: www.uwplatt.edu/intprog/international-students.html
   International study programs: www.uwplatt.edu/intprog
      Equivalency lists: www.uwplatt.edu/intprog/equivalency/index.html

K
Karrmann Library: http://www.uwplatt.edu/library
   Instructional Materials Laboratory: www.uwplatt.edu/library/iml

L
Learning Technology Center: www.uwplatt.edu/ltc/tech.html

M
Master of Science in Adult Education MSE: www.uwplatt.edu/mse/AdultEd.htm
Masters program, Wuhan, China English Education: www.uwplatt.edu/msewuhan
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Multicultural Educational Resource Center: www.uwplatt.edu/merc
MERC services: www.uwplatt.edu/merc/services.html


Mississippi Valley State University: www.uwplatt.edu/lae/MVSU.htm

N
National Survey of Student Engagement: http://www.uwplatt.edu/hlcaccredit/NSSEsummary.ppt
Results: www.uwplatt.edu/committees/aoc/2004NSSEsurvey.html

O
Office of Information Technology: www.uwplatt.edu/oit
Assessment tools: www.uwplatt.edu/oit/assessment.html
Computer labs: www.uwplatt.edu/oit/labs/
Computer purchase plan: www.uwplatt.edu/oit/purchase-campus/
Desire to Learn: https://uwplatt.courses.wisconsin.edu/
Help Desk: www.uwplatt.edu/oit/helpdesk/
Learning Technology Center: www.uwplatt.edu/ltc/
RESNET: http://reslife.saf.uwplatt.edu/resnet/
Student Technology Advisory Committee: www.uwplatt.edu/oit/committee/stac
Student technology fee allocation: www.uwplatt.edu/oit/committee/stac
Support to EMS TT Support staff: www.uwplatt.edu/oit/staff.html


P
The Patricia A. Doyle Women's Center: www.uwplatt.edu/womensctr/

People's Pioneer: www.uwplatt.edu/pr/peoplespioneer.html

Performing Arts Arts Series: www.uwplatt.edu/arts/cfa/series/index.html

Pioneer Farm: www.uwplatt.edu/pioneerfarm/index.html
Swine Facility: www.uwplatt.edu/pioneerfarm/production/swine.html


Plastics Processing Research Laboratory: www.uwplatt.edu/cfppt/equip.html

Platteville Friends of International Students: www.uwplatt.edu/org/isc/pfis.html

R

The Registry: www.uwplatt.edu/cont_ed/otherprgms/childcareadmin.htm

Rock County Initiative electrical engineering: www.gazetteextra.com/uwrockengineer102705.asp

S
Sabbatical reports: www.uwplatt.edu/committees/ilcreports.html

Safety campus safety: www.uwplatt.edu/university/documents/student_policies/safety.html
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Scholarly Activity Improvement Fund: http://www.uwplatt.edu/hlcaccredit/SAIF.doc
  http://www.uwplatt.edu/sponprog/InterGrnts.html

Scholarship of Teaching and Learning Information: www.uwplatt.edu/tec/sotl.html

School of Graduate Studies: www.uwplatt.edu/gradstudies/index.html

Select Mission: www.uwplatt.edu/academics/catalogs/graduate/current/about.html#mission

Services for Students with Disabilities: http://uwplatt.edu/disability

Social Studies Resource Lab: www.uwplatt.edu/psychology/facilities.html

Southwest Wisconsin Regional Economic Development Coalition: http://www.swwrpe.org/redc/index.html

Sponsored Programs Office of Sponsored Programs: www.uwplatt.edu/sponprog/Accountability http://www.uwesa.edu/opar/accountability/achieve05/inst05.pdf

Steering Committee: http://www.uwplatt.edu/hlcaccredit/steering.html

Student Affairs Division of Student Affairs: http://www.uwplatt.edu/stuaffairs
  annual report: http://www.uwplatt.edu/stuaffairs/annual.html
  Assessment plans: http://www.uwplatt.edu/stuaffairs/assessment.html

Student Bill of Rights document: www.uwplatt.edu/university/documents/student_policies/billofrights.html

Student Discipline nonacademic misconduct code: www.uwplatt.edu/university/documents/student_policies/chapter17.html

Student Handbook
  Affirmative action/equal opportunity: www.uwplatt.edu/university/documents/Student_Handbook/ss/equal.html
  Complaint procedure: http://www.uwplatt.edu/hlcaccredit/StuComp.doc
  Discrimination and harassment: www.uwplatt.edu/university/documents/Student_Handbook/up/general/discrimination_harassment.htm
  Student conduct and grievances: www.uwplatt.edu/university/documents/Student_Handbook/up/studentconduct.html
  Textbook policies: www.uwplatt.edu/university/documents/Student_Handbook/ss/te.html

Student Recruitment
  Graduate students: www.uwplatt.edu/gradstudies
  Guidance counselors: www.uwplatt.edu/admission/counselors/index.html
  High school students: www.uwplatt.edu/admission/prospective/index.html
  International students: www.uwplatt.edu/admission/international/index.html
  Parents: www.uwplatt.edu/admission/parents/index.html
  Tri-State Initiative: www.uwplatt.edu/admission/tristate/index.html
  Transfer students: www.uwplatt.edu/admission/transfer/index.html

Student Research
  The Big M: www.uwplatt.edu/research/index.html
  Reports http://www.uwplatt.edu/sponprog/03-04finalreports.html
  Reports http://www.uwplatt.edu/sponprog/02-03finalreports.html
  Luncheon: www.uwplatt.edu/sponprog/PURFL2005.html

Student Senate Agendas and minutes: www.uwplatt.edu/org/ssenate


Teaching Excellence Center: www.uwplatt.edu/tec
  Information: www.uwplatt.edu/tec/sotl.html
Appendix C

Index of Electronic Links

Television Services: www.uwplatt.edu/tvservices

Textbook policies: www.uwplatt.edu/university/documents/Student_Handbook/ss/te.html

Tri-State Initiative: www.uwplatt.edu/admission/TRISTATE/INDEX.HTML
Budget projections: http://www.uwplatt.edu/hlcaccred/TSIbudgetprojections.xls
Economic development plan: www.uwplatt.edu/impact/index.htm
Enrollment projections:
http://www.uwplatt.edu/hlcaccred/TSIenrollmentproj.xls
Governor’s Grow Wisconsin Initiative:
www.wisgov.state.wi.us/docview.asp?docid=707&docid=19
TSI plan: www.uwplatt.edu/admission/tristate

U
Undergraduate catalog: www.uwplatt.edu/academics/catalogs/undergraduate/current/about.html#mission

University Budget Committee: UABC: www.uwplatt.edu/committees/uabc/index.html

University Relations
Alumni Services: www.uwplatt.edu/alumni
Mail and Duplicating: www.uwplatt.edu/duplicating
Public Relations: www.uwplatt.edu/pr
Publications: www.uwplatt.edu/publications
UW-Platteville Foundation: www.uwplatt.edu/foundation

University Rank, Salary, Tenure Policy Commission webpage: www.uwplatt.edu/committees/urstpc

University Undergraduate Curriculum Commission: www.uwplatt.edu/committees/uucc/

UW-Platteville Foundation: www.uwplatt.edu/foundation
Membership Association of Fundraising Professionals: http://www.afpnet.org/index.cfm
Guidelines Donor Bill of Rights: http://www.afpnet.org/ethics/ethics_and_donors.htm

W
Wisconsin economic development plan: www.uwplatt.edu/impact/index.htm

Women’s Advancement Center: www.uwplatt.edu/inds/index.html

Women in Engineering Program: www.uwplatt.edu/wep

Women’s Council http://www.uwplatt.edu/committees/wc/agend_min.html
